

MINDUPTM

MindUPTM Training Workbook 1

Grade Levels: Pre-K – 2

How to align MindUPTM to subjects and grade levels.





Created by educators...for educators.

A PUBLICATION OF
The HAWN FOUNDATION
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I created MindUP with educators, for educators to help them improve student engagement in learning, academics, focus and give them some tools and strategies to bring joy back into the classroom. It is my greatest hope that every teacher who uses MindUP will find it beneficial both personally and in their work.

– **Goldie Hawn,**
 Founder of The Hawn Foundation



Brain focused strategies and subject alignments to help educators use MindUP™ with Common Core and other subjects throughout grade levels that range from Pre-k through middle school.

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MindUP™ and Academics

MindUP™ helps drive student engagement by teaching skills to better self-regulate, focus, reduce stress, reduce anxiety, consider perspective taking, choose optimism and learn resiliency techniques. MindUP™ easily supports academic pedagogy by preparing the students for learning. MindUP™ easily aligns to Common Core, Habits of Mind, Marzano Framework and other programs, enhancing the overall learning experience in the classroom.

While the Common Core carefully delineates what skills a student must acquire, it does not outline how these skills should be attained. MindUP™ teaches educators how to effectively transform the learning environment to deliver the deep engaged learning required to successfully make the CCSS “instructional shifts.” MindUP™ creates a simple, yet powerful framework within which teachers and students can work together to meet the rigorous demands set forth by the CCSS.

Common Core State Standards include descriptions of knowledge, skills, and dispositions, referred to as “Habits of Mind” which operate in tandem with the academic content in the standards. Both academic content standards and “Habits of Mind” standards are essential parts of the whole. No single element ensures student achievement as each element supports the other.

Each of the broad domains outlined in the Common Core “Habits of Mind” is directly aligned to MindUP™:

CCSS “Habits of Mind”	The MindUP™ Curriculum
The capacity to manage one’s behavior and emotions to achieve one’s goals...work ethic and conscientiousness; positive core self-evaluation...	MindUP™ teaches students about their brains and how to temper impulsivity with reflection and self-regulation. MindUP™ teaches students how to focus their attention and, through regular practice, actually how to increase executive function. MindUP™ teaches students how to recognize and manage their emotions.
The ability to reflect on one’s own learning and to make adjustments accordingly; to be flexible, intellectually open and appreciate diversity...	MindUP™ teaches perspective taking, optimism and the physiological benefits of savoring happiness.
To demonstrate teamwork, collaboration, and leadership; to demonstrate responsibility and conflict resolution...	MindUP™ curriculum rekindles in students the innately human trait of kindness. Students engage in community action and expressions of gratitude and appreciation for others.



ART LINKED WITH LITERACY

Grade Levels: **Pre-K — 2**

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 1: All About the Brain	Brain knowledge	Reinforcing importance of the brain at the start of learning.	What part of the brain helps us to see?
LESSON 2: Mindful Awareness	Exploring how being mindful affects the craft of the artist and artistic outcomes.	Using coloring pens or paints children practice scribbling all over the page in a chaotic way (they could even put on a blindfold so they can't see what they are producing.) Then contrast this with drawing or painting with smooth, controlled actions or strokes. Children compare outcomes and experiences of drawing or painting chaotically versus doing so mindfully.	Using some of the colors seen in a Renoir painting and in a Van Gogh painting, children make a chaotic, mindless picture then practice the controlled brush strokes used by these artists.
LESSON 3: The Core Practice	Develop self-regulatory art skills and focus on the set drawing task.	Doing a focused breathing exercise before a challenging task such as landscape of self-portrait using visual stimuli to vary the Brain Break experience.	“Let’s take a moment to settle ourselves down.” Show different pictures of famous artists. Children focus on the colors, textures, and details of the paintings while doing their controlled breathing.

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 4: Mindful Listening	Listening to sounds or music of the time when the artists were alive.	Helping students to re-focus their attention by listening to a piece of music that either artist may have heard during their lifetime.	Between learning activities, children pause to close their eyes and listen to the music. They may be asked to review how it makes them feel or may be guided through the activity by the teacher describing how the artist may have worked whilst listening to the piece of music.
LESSON 5: Mindful Seeing	Seeing the details and the whole picture.	Children are asked to focus on a painting by one of the classic artists and to attend to the details.	Teacher asks questions to the class to encourage close observation and focus: How old do you think this man is? How do you think he feels? How does he make you feel? How does this woman feel? How does the portrait make you feel? Which painting did you prefer? Why? What impression do their faces say about them? What do you like/dislike about the picture?

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 6: Mindful Smelling	Cross-curricular link to 'Eat healthy'	Using ideas from the topic 'Eat healthy' children are asked to make links between the diets of the classic artists and the diets studied in the healthy eating topic.	Vincent Van Gogh only ate bread, potatoes, apples and oranges. Using a range of learning centers around the classroom, children visit boxes with smells of the foods eaten by Van Gogh with the aim of identifying which is which. Teacher asks class: What types of other healthy food could he have eaten to help him to stay alive longer to paint more?
LESSON 7: Mindful Tasting	Cross-curricular link to 'Eat healthy'	Using ideas from the topic 'Eat healthy' children asked to make links between the diets of the classic artists and the diets studies in the healthy eating topic.	Having smelt the foods, now they taste them and describe the flavors.
LESSON 8: Mindful Movement 1	Mime	Combining observation skills of one partner with mindful movements by the other.	In pairs, students face one another and mime the process of painting one of the classic artists' famous pictures that they have already studied. The partner tries to identify which famous picture his or her partner is painting.

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 9: Mindful Movement 2	Depiction	Combining observation skills of one partner with mindful movements by the other.	Children depict a character in a painting or in groups form a scene from a painting. As they hold their poses they consider how the person would have felt.
LESSON 10: Perspective-Taking	Artist versus audience	Considering the viewpoint of the person in the picture, compared to the viewpoint of the audience.	Building on the depiction from Lesson 9, children discuss how it feels to be a character in a painting and how they feel looking at the character in the same painting. See learning resource.
LESSON 11: Learning Optimism	Learning about Colors	Children asked to view a range of colors and decide how each color makes them feel and which colors in particular they would like to wake up to every morning.	Using the colors from a Renoir and a Van Gogh painting, children discuss how the colors make them feel, which color they would like to wake up to and which color they would give to someone who is not happy, who is disappointed, etc.
LESSON 12: Happy Experiences	Learning about Colors	Making links between colors and happy memories.	Looking at a range of colors seen in paintings by the classic artists, choose one that triggers a happy memory and share that memory with your partner.

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 13: Gratitude	Team work	Taking a moment to show gratitude to someone you have worked with during this project, during the day, over lunch, etc.	Children thank someone in the room who has helped them with their recent learning.
LESSON 14: Acts of Kindness	Display of student work	Make a display of the class's artwork. Children take Post-it notes and write a kind message about someone else's art work and post it on the wall display.	On the 'Classic Artist' wall display, children leave kind messages to one another.
LESSON 15: Mindful Actions in the community	Feedback/ feed forward and links with parents and carers	Using time at the end of a topic or a lesson, children reflect on what they have enjoyed during the topic, how they have helped others and what has made them happy. This might be recorded in a learning journal to be sent home.	Children are able to tell family and friends about their happy experiences while drawing and painting like Van Gogh and Renoir.



ENGLISH "THE CIRCUS"

Grade Levels: **Pre-K – 2**

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 1: All About the Brain	Knowledge about the brain and senses	Reinforcing parts of the brain, brain function, and the senses and making links with the topic.	What parts of our brain will we be using today? What part of our brain will we be using when we remember letters from the alphabet? What senses will we be using when we read? Listen? Speak aloud?
LESSON 2: Mindful Awareness	Being mindful about reading with phonics	Children reminded of the need to approach new words mindfully by breaking them down into sounds they know then putting the sounds together to say new words.	The class is introduced to some of the new words they will be using in the lesson and in the topic and then they break them down into sounds then put them together to say the new words.
LESSON 3: The Core Practice	Develop focus and attention through a brain break	Could be used in a variety of contexts: preparing for learning, as a re-focusing tool when transitioning from one activity to the next, or used as a calming moment if child is struggling with the literacy activity.	<p>"Let's take a moment to settle ourselves with a core practice before we begin writing."</p> <p>"To be a trapeze artist you would need to be calm and to be focused so let's try that now."</p> <p>"We're going to change what we are doing now so let's do a Brain Break together to get ready for learning."</p>

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 4: Mindful Listening	Listening to authentic sounds related to the topic	Helping students deepen their understanding of the topic by listening to and discussing the emotions engendered by the music of the circus, the sounds of animals from the circus and the laughter of the crowd.	<p>Listen to different sounds from a circus e.g.: tiger roaring, elephant, clowns, instruments etc. and asking children to select the emotional face that matches how it makes them feel. Alternatively, children could be asked to share adjectives that describe their feelings after listening to the sounds of the circus.</p> <p>Alternatively, see lesson plan.</p>
LESSON 5: Mindful Seeing	Learning nouns	Helping students to improve focus and mindful seeing using artifacts from the circus.	<p>Mystery seeing. The children hold and see a variety of objects from the circus such as a ticket, a clown's nose, a trombone, a sequined costume. Then the objects are hidden from sight. The teacher describes the objects the class has seen using descriptive language</p> <p>"Smooth, rough, heavy, small" then children guess what the object is.</p> <p>Alternatively, children can look at pictures of objects on a screen or watch for items on a video clip.</p>

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 6: Mindful Smelling	Developing adjectives	Children deepen their understanding of the topic by encountering authentic smells and scents associated with the topic and linking them to simple adjectives such as nice, nasty, yummy, yucky.	Classes make cream pies of the style thrown into the face of clowns. These pies need to be non-harmful and culturally appropriate. Children use base cream product and add scents to create a variety of smells some pleasant, others not! Children list the adjectives they would use to describe each of the pies.
LESSON 7: Mindful Tasting	Developing adjectives	Children deepen their understanding of the topic by encountering authentic tastes associated with the topic and linking them to simple adjectives such as nice, nasty, yummy, yucky.	Teacher sets up learning centers around the room with foods that can be found at the circus/fairground. Children rotate through these centers. Teacher records adjectives from children and models descriptive simple sentences on board.
LESSON 8: Mindful Movement 1	Moving like people and animals in the topic	Children take on the roles of different animals and people found in the circus.	Children act like elephants, lions, monkeys, horses, bears, jugglers, fire eaters, or gymnasts.

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 9: Mindful Movement 2	Moving like people found in the topic	Children develop expertise in the role of the gymnast.	Children learn some simple gymnastic movements that can be seen at the circus. Teacher encourages poise and posture to impress the audience and to increase mindful awareness.
LESSON 10: Perspective-Taking	Takes other peoples' points of view	Asking children to step into the shoes of others in order to understand what life is like for them.	Teacher reads stories about the circus focusing on some of the jobs commonly found in them. Children consider what they would like and not like about doing each of the jobs.
LESSON 11: Learning Optimism	Coaching optimism for others	Children consider scenarios or events where there are successes but also failures and setbacks. They consider a setback and are asked what they might say to encourage others to learn from the setback, to fall forward and to be resilient.	Following the idea from the lesson on acrobatics and gymnastics, children are going to try some more gymnastics. If they don't get it right the first time, others in the group should encourage them to try again. Alternatively, teacher shows clips of acrobats, gymnasts or athletes learning through trial and error as the stimuli.
LESSON 12: Happy Experiences	Evaluating content	Identifying, sharing and recalling happy experiences.	"When we watched the circus on the video, what did you enjoy the most? Describe that scene to your partner."

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 13: Gratitude	Circle time	Sharing gratitude with others in the room.	Teacher leads children in a gratitude circle where all are being thankful that we get to enjoy experiences like going to the circus, school excursions, and trying activities like acrobatics and gymnastics.
LESSON 14: Acts of Kindness	Writing simple sentences	Children asked to write (or have written for them) a sentence or two saying something kind.	Towards the end of the topic on the circus, children asked to write sentences with a kind message to a person or an animal that works at the circus. Alternatively, children might like to write a kind message to someone in the class who has helped them during this topic or to someone who helped take the class on an excursion to the circus.
LESSON 15: Mindful Actions in the community	Designing static images (drawing, posters, animal masks)	Children create pictures or models to give to those who have not had the same learning experiences as they have to help share the joy of their new learning with other children.	Sharing what they have liked about the circus, the children design visual representations of the circus to give to other children who have not been to the circus yet. An option is to give the art to charity or children in the year below so more children can experience the same happy, positive experiences.



MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 1: All About the Brain	Similes	Asking students to think about how they think (metacognition) can be a powerful tool in helping them to improve their focus and their academic performance.	Explain what each of the parts of the MindUP™ brain is responsible for. Help the students to create similes to represent each part. Give them the first part of each sentence to fill in: The Amygdala is like a _____.
LESSON 2: Mindful Awareness	Storytelling	Bringing children into the present moment and asking them to focus on the “here and now” is a powerful tool for fostering self-awareness and overall well-being.	Give each child an object to hold (a button, a cup, a sponge, etc.) and ask them to carefully consider it and begin to frame the story around it. When they are ready sit in a circle, one by one, let the children create a “class story” that incorporates the item.
LESSON 3: The Core Practice	Self-regulation and focused attention	Giving a focused breathing exercise before a challenging task helps the student to reduce anxiety and to attend fully.	“Let’s take a moment to settle ourselves with the core practice before we begin working on this task.”

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 4: Mindful Listening	ABC order vocabulary	Children often learn the most when they are speaking and listening to one another rather than the teacher. In this activity, students enhance listening skills at the same time as reviewing the alphabet.	Children sit in pairs (or in small cooperative groups). One child begins with a word starting with “A” and then the next continues with a word starting with “B” and so forth. You can also do the “alphabet game” with full sentences... each sentence beginning with the next letter.
LESSON 5: Mindful Seeing	ABC review spelling	Use mindful seeing to engage students in a lesson on phonics.	Place the 26 letters of the alphabet on cards around the room (make sure they are in the open but not obvious). Ask students to “Spot the letters” from their seats. Whoever sees the “A” first can go retrieve it. Next the “B”, and so forth, until they are all found. See how many new words the students can create together with the “found alphabet”.

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 6: Mindful Smelling	Vocabulary writing	Using language to describe smells is not as easy as describing what you see. Thinking about how we perceive smell can help us “exercise” our brains and access vivid memories.	Using language to describe smells is not as easy as describing what you see. Brainstorm with your students to list all the creative and descriptive words you can think of to describe scents and smells. This will help students in their writing skills. Use these words to write a haiku, song, or rhyme inspired by the sense of smell.
LESSON 7: Mindful Tasting	Adjectives	Often we eat so quickly that we do not stop to “savor the flavor”. Encouraging students to slow down and eat mindfully cultivates healthy habits and enhances overall well-being.	Conduct a mindful tasting lesson using a tasty treat – apples, strawberries, cookies... whatever is appropriate. After each bite, ask students to go around in a circle and share an adjective that describes the flavor. Encourage them to be as creative as possible.
LESSON 8/9: Mindful Movement	Alphabet review spelling	We tend to learn best when we are moving – so movement can be used to master concepts in Language Arts.	Place students in pairs – each student shapes their body into a letter, and their partner guesses what letter. Or, place students in groups – each group is assigned a simple word such as “WHAT” to spell with their bodies. This is a great spelling review.

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 10: Perspective-Taking	Reading	There are many wonderful books that help illustrate various perspectives. Choose one to help your students better understand how to see things from multiple viewpoints.	Read <i>Mirror, Mirror: The Book Of Reversible Verses</i> , by Marilyn Singer. In cooperative groups, ask the students to act out the different versions of the same fairy tale as described in the book. Discuss the different viewpoints.
LESSON 11: Cultivating Optimism	Reading	There are many wonderful books that help illustrate various perspectives. Choose one to help your students better understand how to see things from multiple viewpoints.	Read <i>Alexander And The Terrible, Horrible, No Good, Very Bad Day</i> , by Judith Worst. Ask the students to brainstorm all the ways Alexander could have been more optimistic about the things that happened to him.
LESSON 12: Happy Experiences	Writing	When we are happy, our bodies feel good and our mind is more open to innovation and opportunity. Encouraging children to recognize this feeling helps develop resiliency.	Ask students to complete the following sentences with as many ideas as they can generate: “I am happy when... “ Children can write their ideas in words or they can draw pictures.
LESSON 13: Expressing Gratitude	Poetry	Expressing gratitude makes us feel happier inside and more aware of how others around us are feeling.	Help students to create poems that express their gratitude for someone or something. It might be an ode or a haiku for an acrostic.

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 14: Acts of Kindness	Writing	Recognizing acts of kindness can have a powerful ripple effect through a classroom and school.	Ask students to trace their hands. Next, ask them to write examples of kindness they have experienced from others on one of the hands (Example: a mom’s hug, a friend’s smile, etc.). On the other hand, they should write examples of kindness they have done for others. When they finish, they can “clap together their hands of kindness”.
LESSON 15: Mindful Actions in the World	Alphabet review	Helping students to see how their actions can positively impact their community can be a fantastic learning experience.	Help students to create an alphabet that list the actions they can take that will have a positive impact on their community. Example: A: I can A lways pick up my trash. B: I can B ring in items in for our food drive.



MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 1: All About the Brain	Logic	Letting children put together the pieces of a brain puzzle will help make the parts of the brain more concrete.	Create a “Brain Puzzle” for the students from laminated poster board. Let the students put together the pieces and discuss the role each piece plays in that child’s life.
LESSON 2: Mindful Awareness	Sorting/shapes	Immersing ourselves in the present moment and it attending to our surroundings with focused attention can be a wonderfully rewarding experience, and can help students enhance their overall well-being.	Take students on a “Nature Hunt”. Pack a “challenge bag” with five objects inside: a stone, a feather, a leaf, etc. Give each child a small bag to carry. Once outside, show the students the first object from the challenge. Ask one student to draw a card that you have pre-made that have directions like find something “smaller, bigger, softer, harder.” All students must seek an object that matches the comparison direction, for example: If that challenge object is a stone, and the comparison direction is “smaller”, they need to find a “smaller stone” to add to their bag. Later, bring everything inside and make a “mindful sculpture”.

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 3: The Core Practice	Self-regulation and focused attention	Doing a focused breathing exercise before the challenge task helps the student to reduce anxiety and to attend.	“Let’s take a moment to settle ourselves with the core practice before we begin working on this task.”
LESSON 4: Mindful Listening	Numbers/ addition	Children often learn the most when they are speaking and listening to one another rather than the teacher. In this activity, enhance listening skills at the same time as reviewing mathematical concepts.	Children sit facing their partner and start counting in ones, taking turns. Great to improve listening skills and cooperation/peer support, this can be used with any number pattern. For example: counting in twos, tens. The same process can be used to review geometry... “My shape, your shape”...
LESSON 5: Mindful Seeing	Shapes	“Mindfully seeing” shapes in the real world can be much more meaningful and memorable than labeling them on a worksheet. Enjoy a mindful walk at the same time.	Take a “Shape Safari”. Lead the students around the playground, school or nearby park. On white paper with chart headings, such as circle, square, triangle, etc., students will stop and draw objects around them under the correct heading.

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 6: Mindful Smelling	Arithmetic	Sensory activities can engage students in a novel way to learn mathematics. Smells can be assigned numbers, and problems can be formulated by subtracting smells for numbers. Students smell the problems, and solve them.	Use up to 10 extracts to represent numbers 0 - 9. Use scented napkins to represent the numbers and ask students to solve two digit multiplication problems with their napkins. Students can also create their own “scented problems”.
LESSON 7: Mindful Tasting	Symmetry	Sensory activities can help engage students in a novel way to learn mathematics. Children will be excited to turn their symmetrical shapes into tasty treats.	Use tortillas to create symmetrical shapes, fold the tortilla in half, trace the shape and cut, then unfold. Bake the tortilla shapes at 350° in an oven for a few minutes and serve with powdered sugar – yum!
LESSON 8/9: Mindful Movement	Comparisons	We tend to learn best when we are moving – so movement can be used to master new concepts or reinforce new material.	Add movements to a comparisons activity by playing an “opposites” game that invites children to physically explore the mathematical comparison of high and low, fast and slow, up and down, and big and little. Play a record of lively music and ask children to move freely to the music. Encourage them to make high movements and then have them do the opposite.

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 10: Perspective-Taking	Measurements	Who has the biggest fist? According to whom? Help students to recognize similarities and differences between their peers and teachers in this fun “hands-on activity”.	Use a big bowl filled with water, masking tape and an erasable marker to take turns measuring the mass of the fist of your students, and the adults who are helping out in your classroom. Whose fist displaces the most water?
LESSON 11: Cultivating Optimism	Word problems	How many ways can you solve this problem? Encouraging students to explore a variety of methods to solve a math problem reinforces an optimistic approach to overcoming challenges.	Provide students with word problems or mathematical equations that can be solved using a variety of methods. Let students work together in cooperative groups to try to generate as many possible methods as they can. Share as a class.
LESSON 12: Happy Experiences	Graphing	What makes you happy? What makes your classmates happy? Focusing a child’s attention on what makes him or her happy helps foster a greater sense of well-being.	Brainstorm on a flipchart all the things that make your students happy. Use these things, such as playing on a beach, going down the slide, as categories on the wall sized chart. Give each student a strip of colored smiley face stickers. Let them add as many stickers in each category as they wish to express which categories make them the “happiest”. Step back and see which category has the most happy faces.

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 13: Expressing Gratitude	Addition	Focusing our attention on what we are grateful for has a positive psychological benefit. Celebrate this with a fun addition activity.	Attach a number value to each letter in the alphabet by giving each letter an ascending numerical value, A=1, B=2...Z=26, We can calculate the numerical value of words. Example: HARD WORK has a numeric value of 98, and ATTITUDE scores a 100. Help students figure out the numerical value of "GRATITUDE" (105)
LESSON 14: Acts of Kindness	Patterns	Acts of kindness often have a ripple effect. One simple act influences another and that in turn influences countless more. "Weaving Mats of Kindness" is an inspiration.	Help students to record acts of kindness they witnessed over a period of a week, and write them onto colored strips. Help the students to weave "Kindness Mats" with the colored strips.
LESSON 15: Mindful Actions in the World	Weights and measures	Young children are often excited to help others and to see how their actions will impact those around them in a concrete manner.	Ask each student to bring 100 pennies from the loose change they find at home. Students can estimate how much 100 pennies would weigh. How high can they stack 100 pennies? How many pennies would it take to outline a child? What are the total amount of pennies in the class? When done with the activity, donate the pennies to a local charity.



MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 1: All About the Brain	Living things (Animals)	The children are learning about some of their body parts. Introducing the brain and linking to other animals, especially mammals, helps children gain a wider understanding of animal life.	Before starting a science experiment, we need to calm down our amygdala and do a brain break. How can we be rested? What part of the brain will help us with our lesson?
LESSON 2: Mindful Awareness	Protecting our Environment	Considering mindful and mindless behaviors and how they impact the world around us.	Teacher shows a variety of images on the whiteboard of people doing both mindful and mindless things. For example, dropping litter in the street, dropping litter in a trash can, crops like corn or maize being watered, crops being left to dry and shrivel. Children asked to decide whether the action shown displays mindful behavior or mindless behavior.

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 3: The Core Practice	Protecting our Environment	Doing a focused breathing exercise while focusing on a picture of a beautiful, inspiring part of our natural environment.	“Let’s take a moment to focus with the core practice. We have a picture of a rainbow, a snow capped mountain, a waterfall, a sunset etc. As you breathe, focus on the details of the picture such as the colors, the textures, the main image and the lesser details. At the end you should be able to close your eyes and see the object in your mind’s eye.
LESSON 4: Mindful Listening	Protecting our Environment	Making links between a natural habitat and the authentic sounds you might hear there.	Children close their eyes and listen to bird song, tribal singing, animals roaring, wind blowing etc. then try to guess what type of habitat the teacher is going to be talking about.

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 5: Mindful Seeing	Protecting our Environment	Making links between a natural habitat and the authentic sights you might see there.	Children are either given a range of objects that might be found in this habitat or view objects on the whiteboard. They focus on the item so they can see it in their mind's eye after the object is no longer in front of them. To add some challenge the children might be asked to draw or paint one of the objects after only a few minutes of looking at it with a limited number of chances to go back and take another look.
LESSON 6: Mindful Smelling	Protecting our Environment	Making links between a natural habitat and the authentic scents you might smell there.	With a range of sample scents from the natural habitat, children try to guess the mystery smells.
LESSON 7: Mindful Tasting	Protecting our Environment	Making links between a natural habitat and the authentic foods you might taste there.	With a range of sample foods eaten by people in this natural habitat, children try to guess what the mystery foods are and list adjectives to describe the taste.

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 8: Mindful Movement 1	Living things (Animals)	Understanding the process of growth throughout life in animals and plants.	Children are going to act out the germination of a seed, starting curled up on the ground in the dark and as the lights go on they begin to grow in slow stages until they are fully grown and the teacher runs around pretending to be the wind that blows the stems or pretending to be the sun that makes the seed grow towards it.
LESSON 9: Mindful Movement 2	Protecting our Environment	Mindful movement	Using a picture of a natural habitat or of a human-made habitat, children depict images from the picture such as animals, trees, tall buildings etc. and practice holding the pose while others judge how accurate they are.
LESSON 10: Perspective-Taking	Protecting our Environment	Looking at both sides of a contentious issue that has an impact on the environment.	The class learns about the job of fishermen and fisherwoman and about the impact that over-fishing has on our marine reserves. Children learn that while we all want there to be fish in the sea for us to eat and for sea-life to live off, these fishing communities also need to earn a living. What are the solutions?

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 11: Cultivating Optimism	Protecting our Environment	Taking an environmental case study children learn that while the future for this habitat may be bleak there are some reasons to feel optimistic about the future of this place/habitat/ part of the world.	The class learns about the laws to remove the use of Freon in car air conditioning or the CFC's that have been removed from packaging to see that we can take responsibility for the environment and win.
LESSON 12: Happy Experiences	Protecting our Environment	Reflecting upon and sharing a happy experience in a natural habitat.	“Let’s think about places that make us happy. Looking at these pictures, try to remember a time when you may have been somewhere like this and see if you can remember something you did there that made you happy. Take a moment to think that through then tell your partner all about it”
LESSON 13: Expressing Gratitude	Protecting our Environment	Considering the simple things around us in the natural and built environments that we can be grateful for.	Take a look around the playground, park, and city and find something you feel grateful for. Take a moment to share that with your group or the rest of the class.

MindUP™ Lesson	Application	Classroom Integration	Example
LESSON 14: Acts of Kindness	Protecting our Environment	Focusing on how we can be kind to the environment by making good choices and being mindful in our actions.	Children draw a picture of them doing something that would be kind to the environment like planting a tree, putting paper into the recycling bin etc.
LESSON 15: Mindful Actions in the World	Protecting our Environment	Plan how the class could contribute to simple projects that will protect the environment.	The class might like to decide on a service-learning project that has an environmental outcome.





Keep your MindUP
and your heart open.



– **Goldie Hawn,**
Founder of The Hawn Foundation

