



**Hopeful Minds**  
an iFred.org Project

# HOPE:

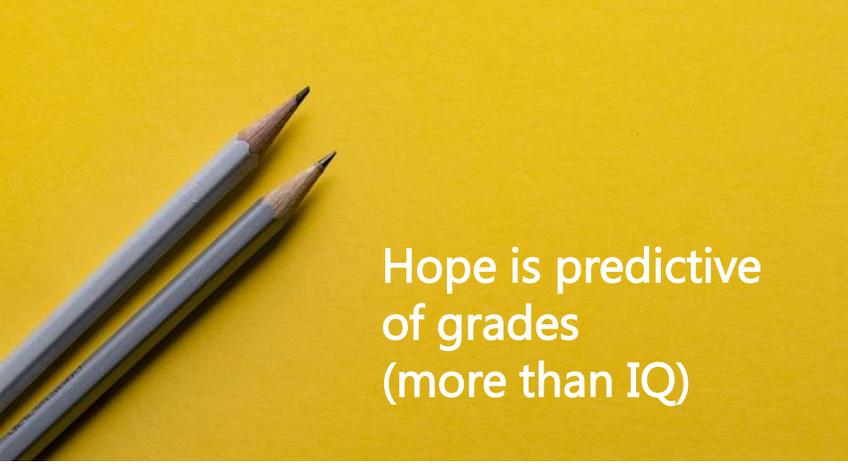
## A GLOBAL IMPERATIVE

*"All kids need is a little help,  
a little hope, and somebody  
who believes in them."*

—Magic Johnson

KATHRYN GOETZKE, **MBA**  
HOPEFULMINDS.ORG & IFRED.ORG

With support from:  
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Hope is predictive  
of grades  
(more than IQ)



INTRODUCING  
**Hopeful Minds**  
an iFred.org Project



Meets Social and Emotional  
Learning Guidelines



Innovative way to address  
Bullying, Suicide, & Mental  
Health



Not only meets, but *teaches*,  
all 8 National Health  
Education Standards (NHES)



Uses a Trauma-Informed  
Approach



An innovative approach to  
health and well-being for kids  
K-6, integrating Health and  
Mental Health



# THE STATISTICS

Nearly 1 million students in the U.S. participated in the [2015 Gallup Student Poll](#).

When students have both the will and the ways to achieve their dreams, they are more likely to reach their goals and have hope for the future

Students who are engaged – involved in and enthusiastic about school – are more likely to be hopeful for the future and have better self-reported academic performance than their actively disengaged peers  
(Gallup, 2018)

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The results showed 80% of fifth through 12<sup>th</sup> graders who were surveyed strongly agreed that they would graduate from high school, but only 50% of those surveyed strongly agreed that they can think of many ways to get good grades.

Further, while nearly two thirds (63%) of the students surveyed strongly agreed that they would find a good job in the future, just a third (35%) strongly agreed that they could find many ways around problems that arise in their lives.

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Superintendents are nearly unanimous in their opinion that engagement, hope, and graduation rates are very important measures of school effectiveness, while just one in 10 say the same about standardized test scores.

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Students who strongly agree they are involved in at least one activity, such as a club, music, sports, or volunteering, are 1.6 times more likely to be engaged at school than students who do not strongly agree. This same group who strongly agree they are involved in an activity are also:

**1.7x more likely to be hopeful for the future**

**2.1x more likely to say they get excellent grades**

**2.1x more likely to say they do well at school**



# IMPACT OF HOPELESSNESS ON STUDENTS

BULLYING

ANXIETY, DEPRESSION, AND SUICIDE

FIGHTING

WEAPON CARRYING ON SCHOOL PROPERTY

ADDICTION

DROPPING OUT





# OPPORTUNITY: HOPE IS TEACHABLE



Impact of higher hope  
on students:

BETTER GRADES

INCREASED ATTENDANCE

IMPROVED SPORTS  
PERFORMANCE

MORE FOCUSED

ENGAGED IN CLASS

STRONGER FRIENDSHIPS

BETTER PROBLEM-SOLVING

MORE CREATIVE



# HOPE AS AN INDEPENDENT VARIABLE



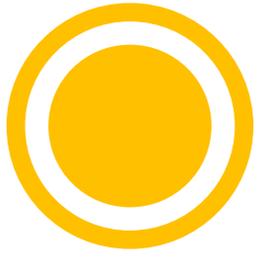
Ulster University's chief investigator Dr. Karen Kirby (Chartered Practitioner Psychologist & Senior Lecturer, Psychology Research Institute) research on Hopeful Minds in Northern Ireland **proved the previous theoretical work of Hope as an independent variable.** As for each level of Hope we increased, the prediction model for each of the nine regression models were statistically significant.

Table 3

*Summary of the nine regression analyses showing unique associations between hope and the study variables.*

Criterion	R <sup>2</sup>	F	β	B	t	SE	SR <sup>2</sup>	CI 95% (B)	
								Lower	Upper
Resilience	.30**	9.22	.34**	.34	4.02	.09	.10	.18	.52
Depression	.37**	12.76	-.58**	-1.04	-7.3	.14	.31	-1.33	-.76
Anxiety	.43**	4.94	-.38**	-.24	-4.16	.06	.13	-.35	-.12
ER Negative Emotion	.17*	4.44	-.41**	-.61	-4.5	.14	.15	-.88	-.34
ER Positive Emotion	.52**	8.08	.43**	.58	5.05	.12	.17	.35	.81
ER Emotional Control	.39**	14.01	.55**	.80	6.96	.12	.27	-.57	1.0
CS Stoicism	.25**	7.56	.41**	.35	4.76	.54	.15	.20	.50
CS Social Support Seeking	.38**	13.37	.55**	.48	6.92	.07	.27	.34	.62
CS Self Care	.21**	5.92	.36**	.27	4.02	.07	.12	.14	.40

Note: Predictor =Hope. All models [df=(1,110)] controlled for Gender, Age, Dual Parenting and Exercise. SR<sup>2</sup> = the squared semi-partial correlations indicate the unique variance predicted by hope. Statistical Significance: \*p < 0.01, \*\*p < 0.001



**HOPE IMPACTS  
EVERYTHING**

LGBTQ+ **Addiction** **Workplace Safety**  
**Physical Health** **Medication Adherence**  
Inner City **Youth** **Lifespan** **Work Performance and Engagement**  
NCD Outcomes **Academic Performance** **Depression**  
**HOPELESSNESS**  
Diversity and Inclusion **Economic Outcomes**  
Loneliness **The Environment** **Discrimination and Equality**  
Weapon carrying at school **Stress Management**  
**Social Connection** **Bullying** **Athletic Performance**  
**Suicide** **Resilience** **ACEs Impact**  
Self-directed, interpersonal and partner violence



## WHAT CAUSES HOPELESSNESS?

Hopelessness isn't a student's fault: it is a consequence of race related discrimination, abuse, neglect, trauma, and bullying.



It is learned, and can be reversed through care

It is both a feeling of despair, and sense of helplessness. To combat hopelessness, we must address these **two core issues**:

**DESPAIR AND HELPLESSNESS**

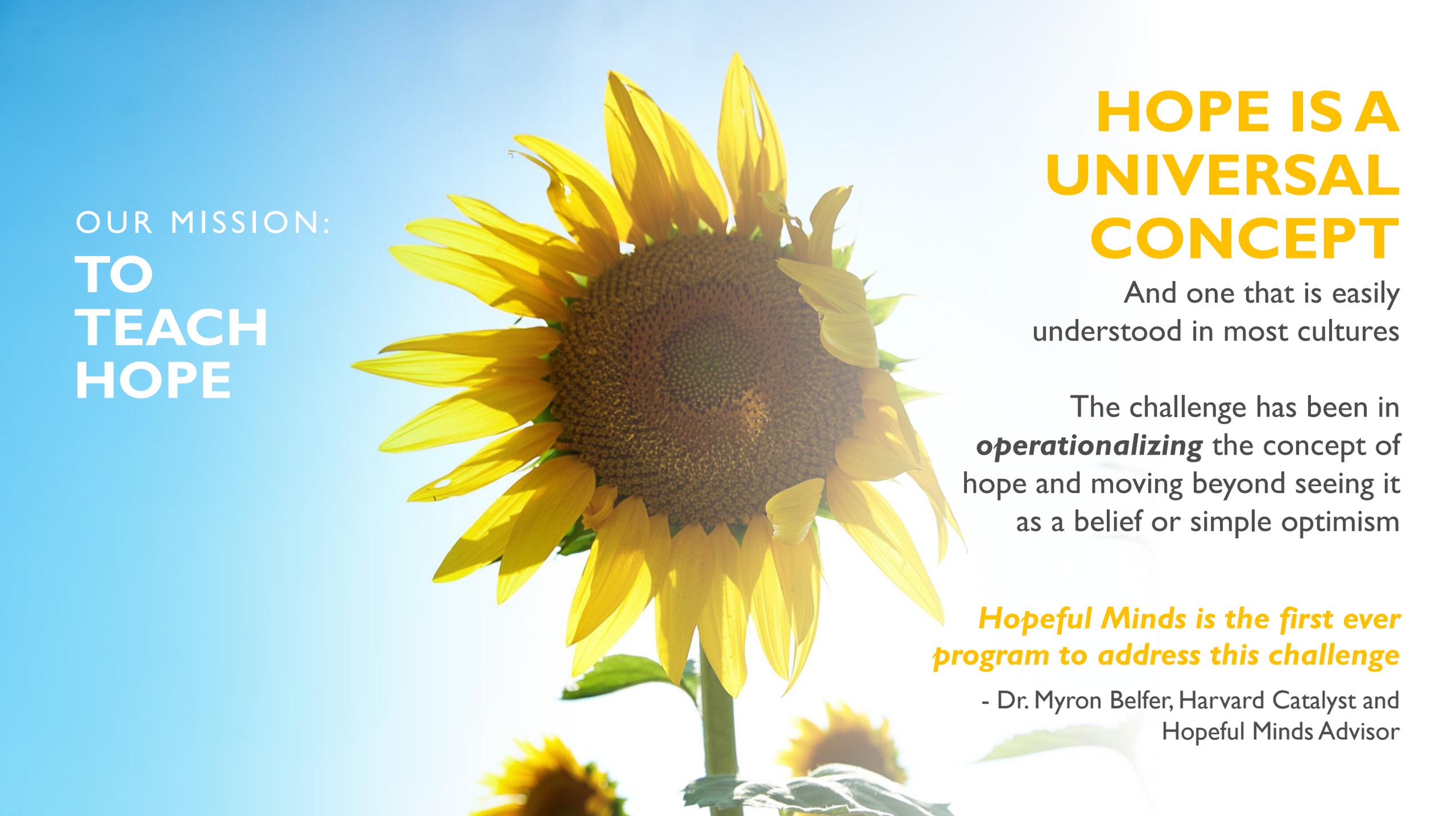




**HOPE**

IS:

HAVING AN  
EXPECTATION THAT IS  
BOTH *DESIRED* AND  
*POSSIBLE*



OUR MISSION:  
**TO  
TEACH  
HOPE**

# HOPE IS A UNIVERSAL CONCEPT

And one that is easily  
understood in most cultures

The challenge has been in  
***operationalizing*** the concept of  
hope and moving beyond seeing it  
as a belief or simple optimism

***Hopeful Minds is the first ever  
program to address this challenge***

- Dr. Myron Belfer, Harvard Catalyst and  
Hopeful Minds Advisor

# INTRODUCING



## Hopeful Minds

an iFred.org Project

### TWO VERSIONS:

to develop and maintain HOPE throughout life's challenges, using a trauma informed approach, NHES, SEL guidelines, and anti-bullying strategies

LESSON CONTENT WAS DEVELOPED BASED ON LEADING RESEARCH ON HOPE conducted by Dr. Guy Winch, Dr. Shane Lopez, Dr. Anthony Scioli, CR Snyder and others, along with the Social and Emotional Learning Standards successfully implemented around the nation through CASEL and a *world-class advisory board*.

Each lesson plan contains objectives, critical thinking questions, hands-on activities, and stories to **enhance student comprehension**. Supplemental projects, critical resources on depression, and parent & teacher resources are available on the Hopeful Minds site as well.



# INTRODUCING



## Hopeful Minds

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### TWO VERSIONS:

to develop and maintain HOPE throughout life's challenges, using a trauma informed approach, NHES, SEL guidelines, and anti-bullying strategies

### PROGRAM OVERVIEW:

## HOPE OVERVIEW



3 LESSONS



45 MIN ea.

TARGET GRADE: 2 *(Testing Grade for NHES)*

Adaptive for ages 6-12

Overview on Hope Lessons:

What and Why of Hope

Positive Feelings and Inspired Actions

Overcoming Hopelessness and Network for Hope

### HOPEFUL MINDS:

## DEEP DIVE



16 LESSONS



45 MIN ea.

TARGET GRADE: 5 *(Testing Grade for NHES)*

Adaptive for ages 6-12



# ADVISORS

*“Most of the important things in the world have been accomplished by people who have kept on trying when there seemed to be no hope at all.”*

— Dale Carnegie



**KATHRYN GOETZKE**  
Founder, iFred



**BARRY LITWIN**  
Managing Director,  
Fedman Advisors Previous  
SVP, US Bank & FNBC  
(Chase)



**TOM DEAN**  
Co-Founder and  
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**BARBARA VAN  
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**JOHN GROHOL,  
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Founder & CEO,  
PsychCentral



**MOITREYEE SINHA**  
CoFounder and  
CEO CitiesRISE



**DR. GABRIEL  
IVBIJARO**  
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**GUY WINCH**  
PhD – Licensed  
Psychologist



**DR ELIZABETH  
LOMBARDO**  
Clinical Psychologist  
ElizabethLombardo.com



**CHANTELLE BOOYSEN**  
Youth Advisory Board



**MATTHEW JACKMAN**  
Youth Advisory Board

### IN MEMORY:



**ANNA UNKOVICH, M.A.**  
Teacher & Trainer



**PAUL R. CARTER**  
Former President,  
Wal-Mart



**LUIS  
GALLARDO**  
Founder, bē World  
Happiness Agora



**DELANEY RUSTON**  
MD – Documentary  
Filmmaker Stanford  
Trained Physician



**KRISTY STARK**  
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**JIM LINK**  
President,  
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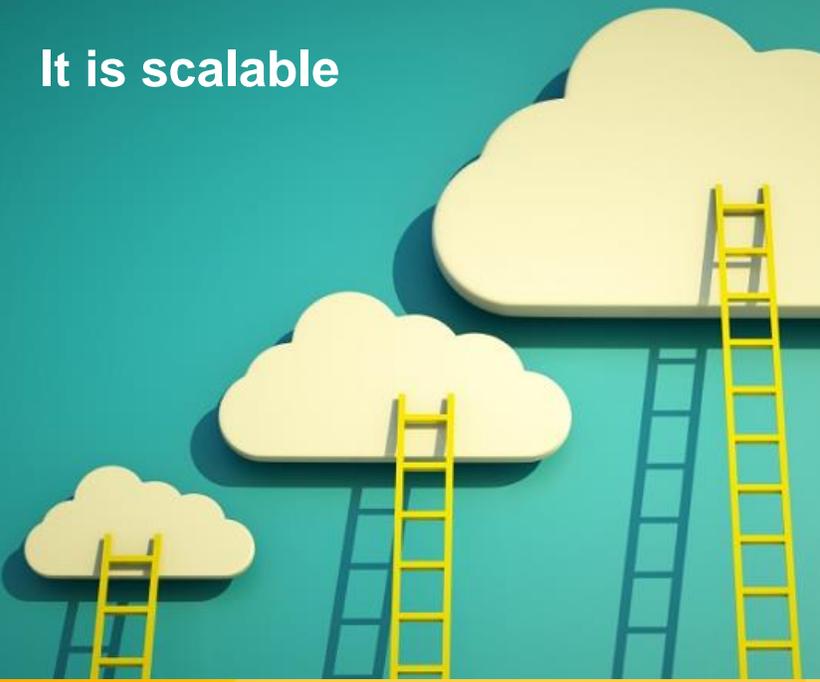


**JOHN BLAKE**  
Director – Retired  
McNeil Consumer  
Healthcare Division  
Johnson & Johnson



**MINDY MAGRANE,  
PsyD**  
Psychologist &  
Consultant

**It is scalable**

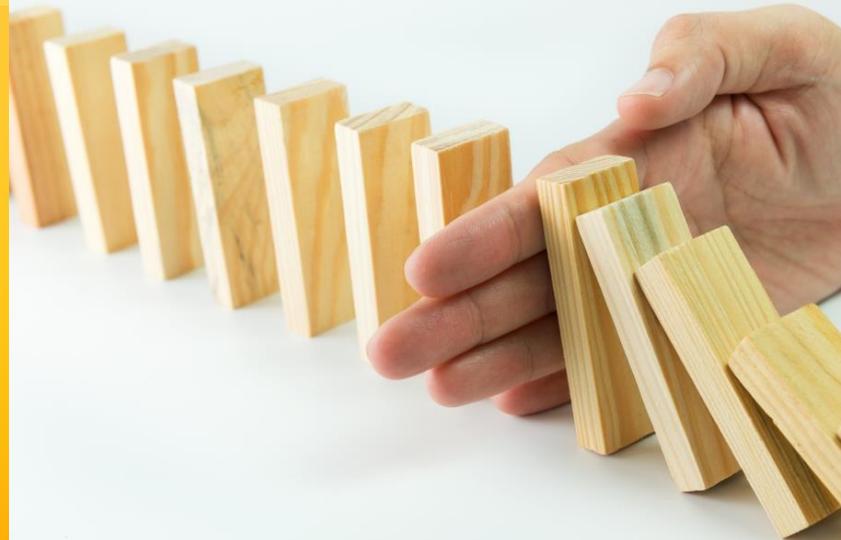


**It can be used universally: we don't need to single anyone out and uses a whole school approach, *Hope is a skill that can be used everywhere, in everything.***



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**It is cost-effective with a low cost to entry**



**It focuses on prevention**

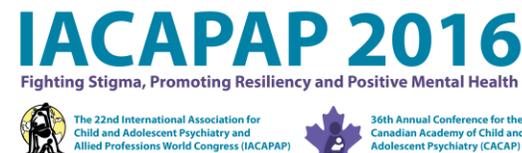
**It is adaptable for age ranges, cultures, and economic background**



**It makes human and financial sense. According to the World Health Organization, for every \$1 invested, we get \$4 back for intervention. What might that look like for prevention?**



**HOPEFUL  
MINDS**  
FEATURED AT:



*"Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning."*  
-Albert Einstein



 Field For Hope

*“These times are here to let us know that we need to take a stand for our right to have hope”*

- Oprah Winfrey



## OUR MISSION

- To shine a **positive light on mental health** and **eliminate the stigma** through prevention, research, and education.
- To utilize positive imagery and branding to establish the sunflower and the color yellow as the international symbols of Hope.
- To globally teach Hope as a skill that is free and available for all, as we believe Hope is a Human Right.
- To educate about the biology of the brain, as depression and anxiety are not a ‘choice,’ are not due to a person being ‘lazy,’ nor an indication of a character defect. They are behavioral AND biological.
- To engage individuals and organizations to execute high-impact and effective campaigns, including cause marketing, that educate the public about support and treatment for depression and mental health.

*“Keep your face to the sunshine and you cannot see the shadows. It’s what the sunflowers do”*

- Helen Keller



# THANK YOU

*"Once you choose **hope**, anything's possible"*

- Christopher Reeve

**Kathryn Goetzke**

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