



HOPE:

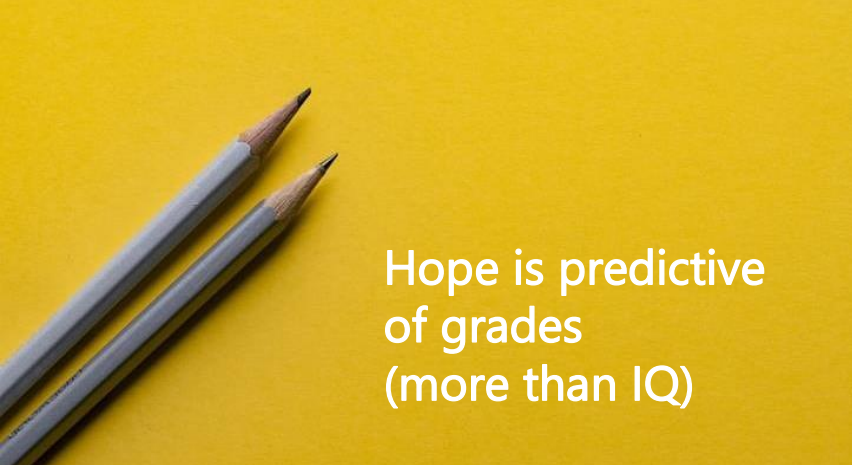
A GLOBAL IMPERATIVE

*"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)

The results showed 80% of fifth through 12th 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.

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.

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

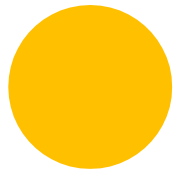
ENGAGED IN CLASS

STRONGER FRIENDSHIPS

BETTER PROBLEM-SOLVING

MORE CREATIVE





HOPE AS AN INDEPENDENT VARIABLE



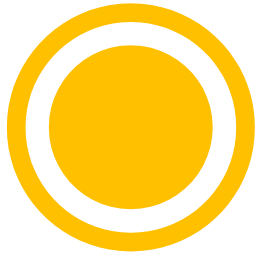
Ulster University's chief investigator Dr. Karen Kirby (Chartered Practitioner Psychologist & Senior Lecturer, Psychology Research Institute) research on Hopeful Minds in Northern Ireland **proved the previous theoretical work of Hope as an independent variable.** As for each level of Hope we increased,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

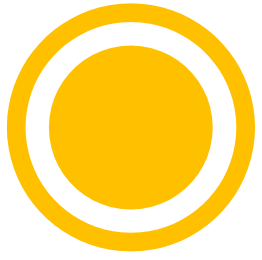
Criterion	R ²	F	β	B	t	SE	SR ²	CI 95% (B)	
								Lower	Upper
Resilience	.30**	9.22	.34**	.34	4.02	.09	.10	.18	.52
Depression	.37**	12.76	-.58**	-1.04	-7.3	.14	.31	-1.33	-.76
Anxiety	.43**	4.94	-.38**	-.24	-4.16	.06	.13	-.35	-.12
ER Negative Emotion	.17*	4.44	-.41**	-.61	-4.5	.14	.15	-.88	-.34
ER Positive 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. SR² = 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



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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



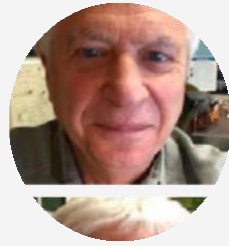
ADVISORS

“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



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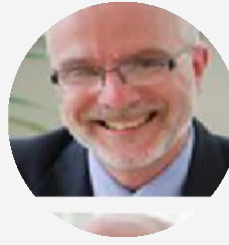
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Youth Advisory Board



MATTHEW JACKMAN
Youth Advisory Board

IN MEMORY:



ANNA UNKOVICH, M.A.
Teacher & Trainer



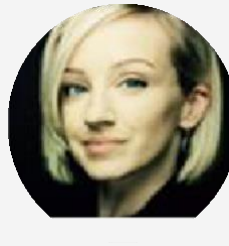
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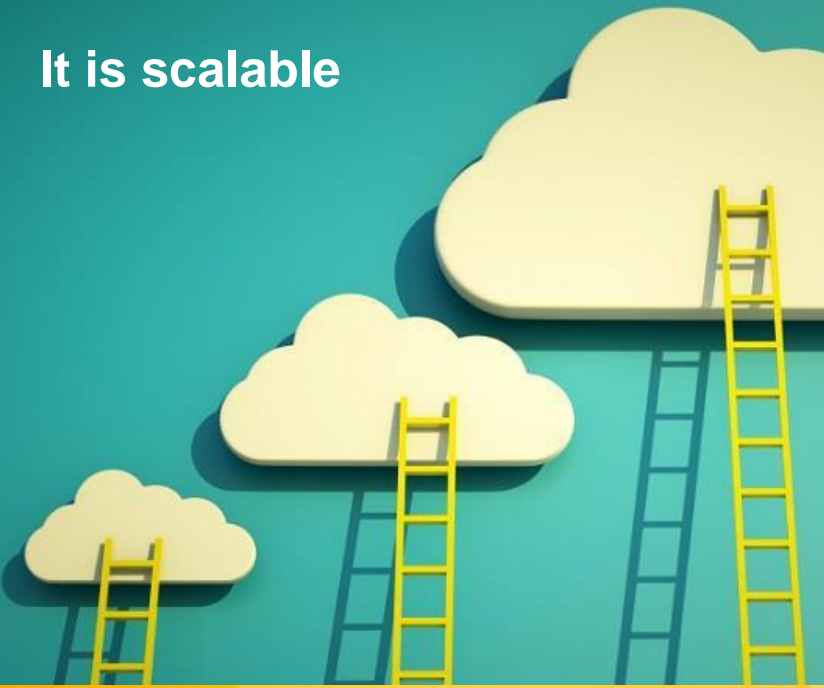


JOHN BLAKE
Director – Retired
McNeil Consumer
Healthcare Division
Johnson & Johnson



**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.*



It is cost-effective with a low cost to entry



It focuses on prevention

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

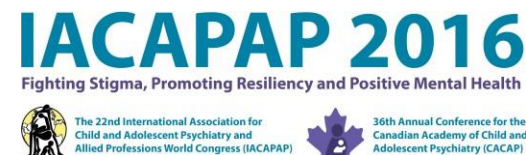


It makes human and financial sense. According to the World Health Organization, for every \$1 invested, we get \$4 back for intervention. What might that look like for prevention?



HOPEFUL MINDS

FEATURED AT:



GUGGENHEIM



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

–Albert Einstein



"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

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