



## CLASS 19 | NAMING NAMES

*Introduces strategies for improving name recall with a fun team-based workout for practice.*

### TBH FOCUS

 STRATEGIZE

### SKILLS WORKED

    

### SBBT

 PAIR UP

### YOU WILL NEED

- Stopwatch or timer
- Whiteboard or flip chart and markers
- *Now Do It!* worksheets and *TBH Takeaway* handouts, enough for each student. Distribute to distance learners ahead of class
- Video conferencing technology if modifying for virtual delivery



## WELCOME TO CLASS!

- Welcome any new students using the *Welcome to the TBH Course* introduction.
- Introduce today's class.

Today's topic is "Naming Names." Our TBH Blueprint focus is the "Strategize" action point. Forgetting names is a major memory complaint for all of us, no matter who we are! We're going to learn a bit about why names are so particularly challenging to remember. Then, we'll learn some strategies that can really maximize our memory for names.

We will be working on the following thinking skills today:

 Attention

 Nimbleness

 Verbal Skills

 Memory

 Problem Solving



## TBH LET'S GET IT STARTED!

5 MINUTES

- Lead this upbeat, seated warm-up to build focus, energy and get everyone ready to learn.
- Encourage class to count along and support each other.
- See the [TBH Let's Get It Started! playlist](#) for suggested music to set the pace of your workout.
- See the course introduction for a fully scripted version of this workout.
- Mute distance learners to avoid noisy distractions.

We are going to begin with *TBH Let's Get It Started!* Being physically active is great for our brains. This quick warmup is a great way to get focused, build energy and get us ready to learn. We'll do this right at our seats at the beginning of every class. Just watch what I do and follow along!



## TBH LET'S GET IT STARTED!

CONTINUED

### FEET GET STARTED!

- ▶ Rock feet together up on the toes, then back on the heels. 8 repetitions. Count together from 1 to 8.
- ▶ Alternate rocking action simultaneously with left foot starting with toe up and right foot starting with heel up. 8 repetitions. Count backward together H to A.

### LEGS GET STARTED!

- ▶ Gently lift 1 leg off the ground and circle ankle. 8 repetitions. Count together from A to H.
- ▶ Gently lift alternate leg off the ground and circle ankle. 8 repetitions. Count backward together 8 to 1.
- ▶ March feet on the ground, alternating feet. Make "noise" with group.

### HIPS GET STARTED!

- ▶ Circle upper body right to left. 4 repetitions. Offer 4 words to remember as the count.
- ▶ Circle upper body left to right. 4 repetitions. Repeat backwards the 4 words to remember as the count.
- ▶ Wiggle hips side to side. 4 repetitions. Ask class to recall 4 words to remember as the count.

### ARMS GET STARTED!

- ▶ Gently shake arms to the side of the body.
- ▶ Circle wrists a few times in clockwise and counterclockwise.
- ▶ Flick fingers while circling arms first low in front, then below shoulder level, up high, out to the sides, and down front. 4 circle repetitions. Count by 2's (2,4,6,8).
- ▶ Shrug shoulders up and down, alternating right left shoulder. 4 repetitions. Ask class to recall 4 words to remember as count.
- ▶ Roll shoulders forward, then backward. 3 repetitions each direction. Count together 1 to 3 and then 3 to 1.

### VOICES GET STARTED!

- ▶ Say "OHHHHHHHHHHH." Have group say sound with you. Hold for a few seconds. Try drawing circles in each cheek with the tip of the tongue while making the sound.
- ▶ Say "EHHHHHHHHHHH." Have group say sound with you. Hold for a few seconds.
- ▶ Say "AHHHHHHHHHHH." Have group say sound with you. Hold for a few seconds.
- ▶ Say "OH – EH – AH." Hold each sound for a few seconds. 3 repetitions.
- ▶ Say "She says she shall sew a sheet." Repeat this famous tongue twister exercise, focusing on articulation and participation. 3 repetitions.

### MEMORY GETS STARTED!

- ▶ Ask class to recall four words learned as part of counts above.

### BREATH GETS STARTED!

- ▶ Slow focus to bring awareness to sitting still in chair.
- ▶ Take a deep breath in through the nose and exhale out through the mouth.
- ▶ Give a full body shake and a wiggle.
- ▶ Give selves big hug, wrapping arms across waist and squeezing gently, as able.
- ▶ Thank selves and send some "TBH love" to our brains!

**Great job, everyone! We are started up and ready to go!**



## BRAIN PLAY | SO CLOSE!

5 MINUTES

- Lead this quick cognitive warm up to build attention, processing speed, nimbleness and other cognitive skills, as well as group connection.
- Form a circle. Begin with a prompt word of your choice. Have the student to your right offer a synonym for your word. Keep going around the circle to the right, with the next student offering a synonym for the word offered by the person before them.
- Have everyone clap or snap fingers to set a good pace.
- When repeating this class, begin with a different prompt word of your choice.
- Include distance learners in the play, encouraging them to join in from home.

Now let's do our "Brain Play." Research shows that working against the clock is an important way we can keep our thinking focused, fast and nimble. And all these skills are essential to learning and remembering better! We will "play" with our brains at the start of every class to support these important cognitive skills.

Today's "Brain Play" is called "So Close!" We are going to work in a circle. I'll start by offering a word. Then (name of the person to your right) will say a synonym of my word. For example, if I say the word "belt" you might say "sash." Then the next person might say "cummerbund!" We'll go around like that until someone can't think of a "So Close!" word. Then that person will start us off with a new round. We'll keep going until time runs out. Let's (clap/snap) to keep a good pace!



## LEARN THE TBH SCIENCE

5 MINUTES

- Present the science behind the class.
- Allow for brief discussion of the science with your students.

So, who in this room is guilty of name-dropping? And by that I don't mean slipping in the names of famous people you happen to know in conversation. I mean forgetting names. In some ways it's surprising that remembering the names of other people can be such a challenge. In general, we learn names the same way that we learn other information. If we pay attention when we first hear the name and then practice or rehearse it, it's likely to stick with us.

So why do so many of us find remembering names to be such a particular challenge? There are actually a few reasons why this is such a common memory complaint!

- **We're Distracted.** We often hear a name when it might be particularly challenging to focus our attention effectively, such as in a meeting or at a noisy party.



- **Our Lifestyle Takes Issue.** Names, like anything else we need to retain, can be harder to learn when we are sleep deprived, have trouble hearing, or anxious.
- **We Only Get One Chance.** Usually we hear someone's name just once. And quickly! Think about how long it takes to say your name. Not even a full second, right? It's easy to miss a name that first time, and once we miss it, we've missed our chance to learn it. As Total Brain Health Founder Dr. Green often jokes, "it's a getting problem, not a forgetting problem."
- **We Don't Strategize.** Remembering names is hard. You can think of them almost like a "pop quiz" for your memory. You need to remember it when you might not expect to! Rarely do folks use memory strategies to help bolster their recall for names.

So how can we be more effective at remembering names? By applying that good old A.M. Principle, or adding Attention and Meaning to what we are trying to remember in the form of a memory strategy. As we've seen, these memory strategies have a powerful, lasting impact on our ability to retain information. All you need to do is figure out which one works best for you, and then make it a habit.

Today we are going to try 2 memory strategies that can boost our name recall: The Repetition and Practice strategies.

**The Repetition Strategy.** The Repetition Strategy is a rehearsal approach that uses repeating the information to focus attention and build retention. It's easy and straightforward to use, which makes it one of the most accessible name recall strategies. In fact, it is sometimes referred to as the "every person strategy." Many people like this strategy because you can apply it while you continue to carry on the conversation, so it has a lower "distraction" potential.

To use the Repetition Strategy, simply get into the habit of repeating the person's name. You can weave it into the conversation (not too often as you don't want to seem strange!) or repeating it to yourself silently over that time. If you're on the phone with someone whose name you've just heard, jot it down. You can repeat it to yourself in your head during the call.

**The Practice Strategy.** The Practice Strategy is also a rehearsal method. However, this strategy provides a structured approach, asking you to repeat the name at 4 specific points in the conversation:

1. **Spell the name.** Spell it to yourself or out loud. If you are unsure of the spelling, or it is an unusual name, you can ask the person how their name is spelt as a way of weaving this step into the conversation.



**2. Make a comment about the name.** Compliment a pretty name, remark about an interesting name, or make a reference to someone else you know with that same name (for example, if you meet Rosemary, you might quip that Rosemary is your favorite herb).

**3. Use the name at the beginning of the conversation.** Include the name at least once at the start of your discussion or chat.

**4. Use the name at the end of the conversation.** Be sure to circle back to the person's name as you wrap up your time together as one last chance to rehearse the new information.

The Practice Strategy steps force you to pay closer attention to the name and also allow you to rehearse it naturally throughout the conversation.



## NOW DO IT!

15 MINUTES

- Lead your class in this workout to personalize their learning of the science. Option to distribute class worksheets.
- Break your class into pairs of two or three students.
- Write the steps of the Practice Strategy on the whiteboard/flip chart.
- Have students work together for 4 minutes to master the Practice Strategy using each other's middle names, maiden names or nicknames. Remind them to switch so that each partner has a turn after 2 minutes. After 4 minutes, ask students to introduce their partner by that name.
- Have students find new partners and repeat the workout.
- To repeat this class, match students with new partners or have students learn other names such as the name of their partner's mother, spouse or pet.
- For virtual delivery, modify workout to do "All Together." Adjust scripting accordingly.

**Let's try the Practice Strategy together. We are going to break into pairs. Each partner will take a turn using the Practice Strategy to learn the other person's middle name. If your partner doesn't have a middle name, you can learn their maiden name or nickname. After 2 minutes, I'll ask you to switch so that each partner has a turn. Then I will ask each pair to introduce their partner by that name. We'll find new partners for another round if time allows.**

**I'm going to write the steps of the Practice Strategy here so you can see them. Go!**



## TBH TAKEAWAY

10 MINUTES

- Share this brief wrap-up to end the workout.
- Ask students to share one thing they will “take away” from today’s class.

**Great job today, everyone! Isn’t it good to know that we can boost our brainpower for names? Names can be tough to learn because we’re often distracted when we first hear them, don’t have much opportunity to practice them, and aren’t in the habit of using a strategy to make them easier to remember. But strategies that use the A.M. Principle are very effective ways we can retain names more effectively. The Repetition and Practice Strategies are two rehearsal methods that are easy to use and are proven to make remembering names a “no brainer!”**

**Which of these strategies will you use this week to remember names better?**



## TBH TAKE A BREATH

5 MINUTES

- Lead this signature relaxation and affirmation exercise to close the class.
- See the [TBH Take a Breath playlist](#) for suggested music to set the pace of your workout.
- See the course introduction for a fully scripted version of this workout.
- Mute distance learners to avoid noisy distractions.

**Let’s wrap up with our “TBH Take a Breath.” Being mindful of our breath and sharing some positive thoughts is a wonderful way to acknowledge what we’ve learned together before we go back to our day. Research also shows that these kinds of exercises help us focus better and even learn more effectively.**

- ▶ *Have students get comfortable, resting both feet flat on the floor, hands resting in their laps.*
- ▶ *Have students close their eyes and keep them gently closed.*
- ▶ *Ask students to focus their attention on their breathing, noticing the rate and rhythm of their breath. Allow them to focus on their natural breathing for a few moments.*
- ▶ *Instruct students to begin rhythmic breathing. Ask them to inhale slowly and deeply through their nostrils, breathing gently into their chest and belly. Then ask them to exhale slowly through their lips, slowing the rate and rhythm of their breath.*
- ▶ *Have students continue rhythmic breathing, instructing them to continue to focus on gently and slowly inhaling and exhaling, allowing their attention to simply “ride” the wave of their breath. Allow them to focus on rhythmic breathing for several moments.*
- ▶ *Offer the following positive affirmation statements below in a calm, slow voice. Invite students to simply listen, repeat the phrase silently to themselves, or to think about what each statement means to them.*



My mind is relaxed.  
I am grateful to have ways to remember people I meet.  
I am grateful to work together.  
I am grateful for myself.  
I take this time and this breath for me.

- ▶ *Pause for several moments.*
- ▶ *End the exercise by inviting students to bring their awareness back to the room, gently opening their eyes and becoming more aware of their surroundings.*
- ▶ *Invite them to end practice with gratitude for taking a moment for themselves, for the chance to learn together and connect with each other.*



## COMING UP NEXT!

2 MINUTES

- Thank students for attending the class.
- Invite students to join you for the next TBH class.

**I am glad we had this time to learn together today. It was so nice to give our memories a boost and connect with each other.**

**I look forward to seeing you for our next Total Brain Health class. Be sure to bring a friend!**



## CLASS RESOURCES

### NOW DO IT! WORKSHEETS

Use these optional worksheets to run your class.

*Naming Names Worksheet.* Use this worksheet to support the class exercise as needed during physical distancing or for distance learners.