



CLASS 21 | NAME STORIES

Teaches the application of the Storytelling Strategy to improving name recall with a fun team-based game.

TBH FOCUS



STRATEGIZE

SKILLS WORKED



SBBT



TEAM UP

YOU WILL NEED

- Stopwatch or timer
- Whiteboard or flipchart 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 "Name Stories." Our TBH Blueprint focus is the "Strategize" action point. We know that storytelling is a complex verbal association technique. It happens to be a very popular application among TBH students for learning names. Today we will work together to master using the Storytelling Strategy for names.

We will be working on the following thinking skills today:



Attention



Nimbleness



Verbal Skills



Memory



Problem Solving



Executive Control



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 | TALL TALES

5 MINUTES

- Lead this quick cognitive warm up to build attention, processing speed, nimbleness and other cognitive skills, as well as group connection.
- Choose one of the “Tall Tales” prompts from the list below. Have students create a “tall tale” by taking turns adding a phrase to the storyline. Students should be instructed to make their contributions exaggerated or funny, in keeping with “tall tales” tradition. Continue until a “tall tale” reaches its natural conclusion. Option to begin a new “tall tale” with a different prompt as time allows.
- Have everyone clap or snap fingers to set a good pace.
- When repeating this class, select a different “Tall Tales” prompt.
- Encourage distance learners to join in by taking turns 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 “Tall Tales.” Tall tales are exaggerated stories. We’ll create a tall tale together by going around the group with each person adding a phrase to the storyline. We’ll stop once we get to a natural conclusion for our “tall tale.” Remember to keep our story exaggerated or funny, in keeping with the “tall tale” tradition! Let’s set our pace by (clapping/ snapping) to a good beat. Ready?

TALL TALES PROMPTS

My cousin grew 7 feet tall eating...

That garden grew the largest ...

Tommy caught a 10-ton trout just...

He tamed that bear with ...

The girl outsmarted the fox by...

He walked from Colorado to Paris in just ...



LEARN THE TBH SCIENCE

5 MINUTES

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

Today we will learn how to use the Storytelling Strategy to boost our recall for names. The Storytelling Strategy is a complex verbal association strategy. The Storytelling Strategy can be a powerful name booster, as many of us love to “think” in stories!

Names can be tough to learn because we’re often distracted, don’t get many opportunities to practice, and aren’t in the habit of using strategies to make them easier to remember. Like all memory strategies, the Storytelling Technique is based on the A.M. Principle. It focuses our Attention on what we’re learning, gives it Meaning—and it requires us to spend a little time using our imaginations, both of which also help us remember better.



How can we use the Storytelling Strategy for names? As you remember, the Storytelling Strategy asks us to make up a short tale or story for the information—here, for a name. We can make a name easier to recall by creating a funny or exaggerated association for it. If you met Frank Hill, you could make up a story like, “Frankly, he’s getting over the hill.”



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 two teams.
- Select a name prompt from the list below to write on the whiteboard/flip chart. Allow the teams 2 minutes to work together and create a “name story” using the Storytelling Strategy.
- Have each team share their Storytelling Strategy for the name.
- Repeat workout rounds using new name prompts as time allows.
- When repeating this class, use new name prompts.
- For virtual delivery, modify workout to do “All Together.” Adjust scripting accordingly.

Today’s workout gives us a chance to create “name stories.” We will break into two teams. I’ll write a name on the (whiteboard/flip chart). Your teams will have 2 minutes to work together and use the Storytelling Strategy to create a story to remember the name. Then each team can share their story with the rest of the class. Ready?

STORYTELLING NAME PROMPTS

Sylvia Manchester	Davos Minnimon	Artie Nilwilliam	Ray Mecox
Michael Ahl	Hiram Cook	Violet Lyengar	Hannah Blaut
Melissa Carosi	Stephen Rightway	Melanie Brown	Angel Gray
Gina Hartz	Mercedes Valdes	Jason Levington	Neal Mitra
Zachary Sharf	Xi Wong	Alex Menendez	Max Chen

Great job, everyone!



TBH TAKEAWAY

10 MINUTES

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

Storytelling is a very powerful memory strategy for names. Again, if you like this approach, be sure to continue to keep practicing to make it a “go-to” habit for boosting your naming brain power.



Here is a handout you can take home to practice using the Storytelling Strategy for names on your own.

Can you think of two times you will use the Storytelling Strategy to remember a name this week?



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 have the power to improve my memory.

I am thankful for bringing myself to this practice.

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.

Name Stories Worksheet. Use this worksheet to support the class exercise as needed. Distribute or email to distance learners.

TBH TAKEAWAY HANDOUTS

Distribute these optional handouts to extend the learning experience.

TBH Name Strategies: The Storytelling Strategy Handout. This handout offers additional practice prompts students can use to extend their learning outside the classroom.