



CLASS 1 | MIRROR, MIRROR

Connect classmates with a fun, social icebreaker workout.

TBH FOCUS



SOCIALIZE

SKILLS WORKED



SBBT



ALL TOGETHER

YOU WILL NEED

- Class 1 *TBH Take This Home* cards, 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 "Mirror, Mirror." Our TBH Blueprint focus is the "Socialize" action point. Memory loss can sometimes make it harder to stay focused on the social cues that help us respond and stay on track when we are speaking with each other. Today we'll be working to build our focus to social cues so we can all stay more connected.

We will be working on the following thinking skills today:



Sensory Perception



Coordination



Attention



Processing Speed



Visual Skills



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 start with a great warm-up for our bodies and brains called *TBH Let's Get It Started*. It is a wonderful way to get us ready to focus and learn together. 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!

- ▶ Tap toes on both feet, up and down. 10 repetitions. Count together 1 to 10.
- ▶ Alternate toe taps. 10 repetitions. Count together using the alphabet A to J.

LEGS GET STARTED!

- ▶ Stamp feet on the ground, alternating feet. Make “noise” with group.
- ▶ Gently kick legs out from the knee, alternating legs. 10 repetitions. Count together from A to J.
- ▶ March in place, alternating legs. 10 repetitions. If your class is physically able to march in place safely while standing, you may choose that option. Count together from 1 to 10.

ARMS GET STARTED!

- ▶ Gently shake arms, open and close hands.
- ▶ Circle wrists a few times in clockwise and counterclockwise.
- ▶ Hold arms straight out in front, shoulder level, palms facing down. Slowly lower both hands to thighs and then raise them back to shoulder level. 5 repetitions. Count from 1 to 5.
- ▶ Shrug shoulders up and down, with hands on knees. 5 repetitions. Count from A to E.

VOICES GET STARTED!

- ▶ Say “OHHHHHHHHHHH.” Have group say sound with you. Hold for a few seconds.
- ▶ 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.

BREATH GETS STARTED!

- ▶ Slow focus to bring awareness to sitting still in chair.
- ▶ Take a deep breath in through the nose.
- ▶ Exhale out through the mouth.
- ▶ 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!



LEARN THE TBH SCIENCE

5 MINUTES

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

Let's move to today's topic, "Mirror, Mirror." It's nice to spend time with other people, in person, over video and even on the telephone. Time with others, whether you are doing something together or just having a chat, helps keep your brain healthy. In fact, scientists have found many different ways being social is good for our brains.

Here's one way: Socializing helps keep our thinking sharp. When we spend time together, we have to pay attention and be quick and nimble in our thinking and then, we have to remember. These are all skills that become harder with age, and also when we are living with memory loss. Being social helps us keep up those skills because when we are with other people we need to use those skills to communicate and connect with each other.

One important way we can help ourselves stay social is to strengthen our ability to react to social cues. Why? We communicate better when we pay close attention to social cues. For example, if the other person is smiling, we get a clue that they are feeling happy. If they look sad, something could be wrong that we want to ask about.



NOW DO IT!

15 MINUTES

- Lead your class in this workout to personalize their learning of the science.
- Make simple movements with your hands, arms and face that students can "mirror" by following your motions. Use a mix of the suggested movements below alone or in combination. Try some of your own movements as well.
- With the first few movements, make sure students gets the idea of "mirroring" or following your movement. Their motions can be approximate to yours.
- Adjust the number, complexity and pace of the movements according to the ability of your students.
- When repeating this class, offer an alternative selection and order of the movements.

Now let's try our workout. "Mirror, Mirror" is a great way to practice paying attention to social cues. It's also fun! I'm going to make some movements, one at a time. You need to watch me closely, then do exactly what I am doing. We'll do this workout together. Chances are none of us will move in exactly the same way, so don't worry about being right or wrong. In this class, we learn and get better by doing the workouts and supporting each other! Ready?



SUGGESTED MIRROR, MIRROR MOVEMENTS

- **Clockwise Circles.** Begin by making a few big clockwise circles with your right hand. Then switch the direction of the circle. Next, do the same using your left hand.
- **Figure Eight.** Draw a figure eight in the air using your right hand. Repeat with your left hand.
- **Shoulder Shrugs.** Shrug your shoulders up and down.
- **Shoulder Brush.** “Brush” off your shoulder using your opposite hand (left shoulder, right hand).
- **Shoulder In.** Turn at the waist, putting one shoulder and then the other towards your midline.
- **Ear Tugs.** Tug gently on your ear lobes.
- **Head Pat.** Pat the top of your head.
- **Thinker’s Pose.** Cross one arm across your waist, resting the elbow of the opposite arm in your hand. Rest your chin in the palm of the opposite arm.
- **Face Squints.** “Squint” your face, tightening up and releasing your eyes, nose and mouth.
- **All Smiles.** Smile broadly, looking around at the students.



VARIATIONS

- **Make It Harder.** Have students take turns setting the movement for others to follow. If physically together, break your class into pairs. Have members of each pair take turns making movements for the other to “mirror.”
- **Make It Easier.** Keep movements very simple and go slowly. Repeat a few movements a few times rather than creating lots of new ones.
- **One-to-One Delivery.** Take turns creating movements for each other to follow, adapting for your client’s ability level. Add additional things to “mirror” such as repeating words after each other (try some easy lines of poetry, for example) or drawing simple shapes with colored pencils or pens.
- **Virtual Delivery.** Encourage distance learners individually. Narrate your movements as you make them (i.e., “*I am making a big circle with my right hand*”).



TBH TAKEAWAY

- Share this brief wrap-up to end the workout.
- Distribute the *TBH Take This Home* card for this class.
- Ask students to share how they feel after today’s class.

That was great, I enjoyed practicing “Mirror, Mirror” with all of you. It’s a great way to improve our attention to social cues, which are so important to staying connected to each other. I hope you will keep building your awareness of social cues by practicing with each other, with friends and with family. This is an easy exercise to do over video as well.

Here is a *TBH Take This Home* card for this class. It will remind you what we learned together today and help you keep up this brain workout on your own.

How do you feel after today’s workout?



TBH TAKE A BREATH

- 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 "TBH Take a Breath." Being mindful and sharing some positive thoughts gives us a chance to think about what we have learned together and how we can use it in our daily lives. Research shows that mindfulness practices like this supports brain health when living with dementia. And it is a wonderful way to end our time in class together.

- *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 body is relaxed.
I am grateful for my family.
I am grateful for my friends.
I am grateful for myself.**

- *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!

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

You all did an amazing job today. I look forward to seeing you for our next Total Brain Health class!



CLASS RESOURCES

TBH TAKEAWAY HANDOUTS

Download and provide your students with the following handouts.

Class 1 TBH Take This Home Cards. Use the Class 1 *TBH Take This Home Cards* for the *TBH Takeaway* closing activity. Print out enough copies of the cards so that each class member has one to take home. Print the cards two-sided and in color. Cut them apart. If possible, laminate the cards for easier handling and durability. If you'd like, punch a hole in the card and provide a small mountable hook so students can keep the cards in a visible spot at home. If needed, email the cards to distance learners.

OTHER RESOURCES

AARP Foundation Connect 2 Affect Website. This website has a number of resources you can use to combat isolation in your community.

The Brain and Social Connectedness: GCBH Recommendations on Social Engagement and Brain Health. Global Council on Brain Health (2017).