



## CLASS 4 | LINE GROOVES

Engages your students with a fun, whole body dance-based brain builder.

### TBH FOCUS

 **MOVE IT**

### SKILLS WORKED


        

### SBBT

 **ALL TOGETHER**

### YOU WILL NEED

- Music source and speakers
- *TBH Line Grooves* playlist, or music selected on your own
- Room for the class to dance together, respecting any physical distancing requirements
- Class 4 *TBH Take This Home* cards, enough for each student.  
Distribute to distance learners ahead of class
- Video conferencing technology if modifying for virtual delivery

 **Expert Opportunity!** Invite a colleague or volunteer with expertise in movement or dance to co-lead the class.



## WELCOME TO CLASS!

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

Today's workout is "Line Grooves." Our TBH Blueprint focus is the "Move It!" action point. Staying physically active is an important way we can keep our brains healthy. Dancing is a wonderful form of aerobic exercise that has added brain benefits – we'll learn more about that today.

We will be working on the following thinking skills today:

 **Sensory Perception**  **Coordination**  **Speedy Thinking**  **Attention**  **Problem Solving**  
 **Cognitive Nimbleness**  **Visual Skills**  **Memory**  **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.



## TBH LET'S GET IT STARTED!

CONTINUED

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!

### 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, "Line Grooves." We know that being physically active is good for our well-being. But certain exercises may have added brain benefit. These are workouts where we have to move and think at the same time, known to researchers as "complex ideomotor activities."

Dancing is a great example of this kind of workout. When we dance, we have to use our brains and our bodies at the same time. Research has found that learning the steps of a dance routine can help improve memory. Also, when we dance, we have to think fast so that we can keep up with the music, or with the steps. Finally, dancing is usually something we do with others. We know that being social is great for our thinking and also helps us feel happier. And when we feel happy and sure of ourselves, we can feel more confident.



## NOW DO IT!

15 MINUTES

- Lead your class in this workout to personalize their learning of the science.
- Divide your class into two groups. Have the groups line up, facing each other, respecting physical distancing requirements. If anyone needs to stay seated, move their chair to their position in line. Option to have everyone stay seated for this workout.
- Have each person partner with the person from the other group in the same position in the opposite line, i.e. the first person in line 1 pairs with the first person in line 2.
- Create an "aisle" between the lines wide enough for two people to easily dance through side-by-side.
- Play music from the [TBH Line Grooves playlist](#) or your own selection.
- Dance down the "aisle" to demonstrate the *Line Grooves* moves below, one at a time. Have students follow you, copying your "dance," in pairs beginning with the first two partners, followed by the next pair, etc. Keep your movements simple, safe and easy to follow. Encourage partners to move in sync. Do as many rounds as time allows.
- If needed for physical distancing, have each member of the pair move separately down the "aisle."
- Repeat with new dance moves, moving at a pace that is comfortable for your group.
- Encourage the group to clap along, applaud and praise each other's moves!
- When repeating this class, use different combinations of the dance moves.



Let's get our "groove" on! This workout gives us the chance to try some dance moves together. And it's fun! Here's what we are going to do. We are going to break into two groups and line up facing each other. Let's do that now. Find your dance partner. They are the person in the other group you are facing right now! Can everyone see who their dance partner is?

I'm going to play some music. Then I'm going to do a dance step down the aisle (demonstrate). When I get to the end, the first pair of dance partners is going to dance down the aisle, doing exactly what I did. When they get to the end of the aisle, the next pair will go. Let's just make sure we keep a safe distance from each other while we are on the move!

After everyone has had a turn, I'll do a new dance step. The first pair of partners will follow again, then the second and so on. Any questions?

### SUGGESTED "LINE GROOVES" MOVES

- **Hands Up!** As you walk down the aisle, raise and lower your hands overhead to the tune of the music. Be sure to add a bit of rhythm to your step.
- **Jazz Hands.** Do "jazz hands" as you walk down the aisle. Hold your hands, palms forward, around waist high. "Shimmy" them back and forth as you walk.
- **Strut Your Stuff.** Put one hand on your hip and strut down the aisle like a fashion model.
- **Step Touch!** Step touch with your right foot, then your left, alternating as you walk the aisle.
- **Leader's Choice!** Dancer's choice of moves as you make your way down the aisle!

Let's give ourselves a great big hand, everyone! We really got our groove on!



### VARIATIONS

- **Make It Harder.** Create more complex moves. Or, have members of each pair coordinate their moves so that they're dancing in sync. Vote on "awards for different pairs, i.e. "most creative," "best dance move," "most fun to watch," etc.
- **Make It Easier.** Go more slowly. Use simpler movements. Allow students to make up their own moves to the music as they dance down the aisle.
- **One-to-One Delivery.** Dance together, moving down an imaginary "line" with one person dancing and the other following and copying their moves. Or, dance together trying the same moves. Try traditional simple line dances like the "Hokey Pokey" or the "Macarena".
- **Virtual Delivery.** Have distance learners to take turns copying your dance moves, one at a time. Or, ask each distance learner to demonstrate a dance move and have everyone copy their move.



## 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 something they learned in today's class.

**That was wonderful, you all have some amazing moves! Isn't it great to know that dancing and just having fun together is so good for your brain? And for our overall well-being?**

Here is a *TBH Take This Home* card for this class. It will remind you what we learned together today. It's a fun reminder to play some music every day and just dance. It's something you can do on your own, but even better if you invite a friend to "boogey" along with you, in person or even over video!

**Can we each name one thing we learned today?**



## 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 our "TBH Take a Breath" relaxation exercise. 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 attention as well as our overall well-being for everyone, including when we are living with dementia. And it is a wonderful way to end our time 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.

**I feel relaxed.**

**I am grateful for my body.**

**I am grateful for my dancing feet.**

**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 4 TBH Take This Home Cards.** Use the Class 4 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

**TBH Line Grooves Playlist.** Suggested songs for your TBH Lines Grooves workout.

**Physical Activity and Exercise.** Alzheimer's Society.