



CLASS 1 | LET'S MEET

Asks students to reflect on their personal history as they build listening skills and new connections.

TBH FOCUS



SOCIALIZE

SKILLS WORKED



SBBT



PAIR UP

YOU WILL NEED

- Timer or stopwatch
- *TBH Let's Meet* card deck
- *TBH Inspiration Notes* collection, so each student can choose one to take home
- *Now Do It!* worksheets, enough for each student. Distribute to distance learners ahead of class
- Video conferencing technology if modifying for virtual delivery



WELCOME TO CLASS!

- When beginning with this class, use the *Welcome to the TBH Course* introduction and handouts to introduce all students to the program.
- Introduce today's class.

Welcome to class! I'm glad we are here together. This course explores the social and emotional areas of well-being that support cognitive vitality and overall well-being. It is especially designed to help us build a deeper understanding of ourselves and our connections to each other in this third stage of life.

Today's topic is "Let's Meet." Our TBH Blueprint focus is the "Socialize" action point. Research shows that being social and connected to each other is linked to better physical, cognitive and emotional health, as well as to healthier aging.

We will be working on the following thinking skills today:



PERCEPTION



ATTENTION



SPEEDY THINKING



NIMBLENESS



VERBAL SKILLS



MEMORY



PROBLEM SOLVING



EXECUTIVE CONTROL



TBH LET'S GET IT STARTED!

3 MINUTES

- Lead this gentle seated warm-up to build focus, self-awareness, and get everyone ready to learn and explore together.
- 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 begin with *TBH Let's Get It Started!* Being physically engaged is great for our focus, thinking and awareness. This quick warmup is a great way to get us ready to learn and explore 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!

- ▶ Lift right foot slightly off the floor. Point toes up and down, repeat a few times. Circle foot at the ankle. Circle twice to the left then to the right.
- ▶ Lift left foot slightly off the floor. Point toes up and down, repeat a few times. Circle foot at the ankle. Circle twice to the left then to the right.

LEGS GET STARTED!

- ▶ Put both feet on the floor, about hips-distance apart.
- ▶ Extend right leg in front, resting heel on the floor if able.
- ▶ Gently firm up leg muscles from thigh to calf. Focus on feeling. Pause for a few seconds. Then relax leg, releasing tension. Give leg a little stretch and shake.
- ▶ Repeat with left leg. Extend left leg in front, resting heel on the floor if able. Gently firm up leg muscles from thigh to calf. Focus on feeling. Pause for a few seconds. Then relax leg, releasing tension. Give leg a little stretch and shake.

BACKS GET STARTED!

- ▶ While seated, gently twist upper body to the right. Hold for two deep breaths. Release.
- ▶ Repeat to the left, gently twisting the upper body. Hold for two deep breaths. Release.
- ▶ Reach arms forward, gently rounding the upper back. Hold for a few seconds. Release.
- ▶ Reach arms up, straightening upper back, sitting up tall. Hold for a few seconds. Release.

ARMS GET STARTED!

- ▶ Make fists with both hands. Hold for a few seconds. Release. Give hands a little shake.
- ▶ Circle wrists a few times clockwise and counterclockwise.
- ▶ Extend right arm in front, resting arm on right thigh. Gently firm up arm muscles from shoulder to wrist. Focus on feeling. Pause for a few seconds. Then relax arm, releasing tension. Give arm a little stretch and shake.
- ▶ Repeat with left arm. Extend left arm in front, resting arm on left thigh. Gently firm up arm muscles from shoulder to wrist. Focus on feeling. Pause for a few seconds. Then relax arm, releasing tension. Give arm a little stretch and shake.
- ▶ Rest hands on thighs. Gently tense shoulders as you raise them up, and relax and release down, repeat a few times.

VOICES GET STARTED!

- ▶ Gently open and close jaw, repeating a few times.



- ▶ Gently stick tongue out and say “AHHHHH.” Then wiggle tongue back and forth a few times.
- ▶ Squeeze eyes firmly shut, hold for a few seconds. Then release and relax. Open eyes widely.
- ▶ 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. Repeat 3 times.
- ▶ Have class repeat 3 times with you the phrase “live every moment, laugh every day, love beyond words.”

BREATH GETS STARTED!

- ▶ Take a deep breath in through the nose and exhale out through the mouth.
- ▶ Spread arms apart and bring hands together in front, making a big circle as if hugging a large globe.
- ▶ Give selves big hug, wrapping arms across waist and squeezing gently, as able.

Great job, everyone.



BRAIN PLAYS | IN JUST A FEW WORDS

5 MINUTES

- Lead this quick cognitive warm up to build attention, nimbleness and self-awareness, as well as group connection.
- Select a phrase prompt from the list below. Ask students to take turns, one at a time, completing the phrase by adding just one or two words.
- Repeat with a new phrase prompt, continuing as time allows.
- When repeating this class, use different prompts.
- Encourage distance learners to join in from home.

We will begin each class with a quick warm up called “Brain Plays.” These exercises are designed to flex our thinking and get us ready for the work we will do together.

Today’s “Brain Play” is called “In Just a Few Words.” I am going to share a phrase. Then we will go around, and everyone will take a turn completing the phrase by adding just one or two words. If time allows, we’ll do another round. Ready?

“IN JUST A FEW WORDS” PHRASE PROMPTS

My name is...	I feel...	I don't like...
I am...	My eyes are...	I'd love to visit...
I was once...	I like...	It pains me to see...

Great job, everyone, that was a fun way to get to know each other a bit better.



LEARN THE TBH SCIENCE

5 MINUTES

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

While many of us may think of personal growth as something we do when we are young, in truth we are always changing and evolving, at every age.

Developmental psychologists suggest that each stage of life brings common challenges. For example, take our teenage years. What comes to mind when you think of a teenager? Pause. We tend to think of teens as risk takers, at times oppositional or even perhaps a bit rebellious. This is because they are figuring something out. Teens have something in common. They are dealing with the challenge of forming their identity, apart from their families.

It may surprise you to learn that there are developmental challenges like this at every stage of life. In our early adult years, we look to build intimacy and create new ties, with new bonds of love. In our middle adult years, we may be concerned with leaving our mark through what we create at work or at home, or in our communities.

And what about our older years? Researchers who specialize in the third age of life suggest that it is a time when we reflect on our accomplishments and seek meaning and wholeness from our lives. For the first time, many of us may have what aging expert Ken Dychtwald calls “time affluence,” as we have less responsibility to others and more time to pursue our passions. What can we do with this new-found freedom? How can we build on what we have learned and create the life we want ahead? We may question the ways we can continue to have impact, or what we want to leave as our legacy to the world.

In this course, we will explore many paths that tie to the different tasks of this time in our lives. In doing so together, we will reflect on our own personal journeys, but also learn from and support each other.



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 2 or 3. Ask students to partner with someone they don't already know.
- Distribute a *TBH Let's Meet* card to each student.
- Have the first person share their response to the question on their card with their partner.
- After several minutes, remind pairs to switch, giving the second person a turn.
- After about 10 minutes, ask students to introduce their partners, sharing one brief detail from their partner's story.



- When repeating this class, ask students to select different partners. Give students a *TBH Let's Meet* card they have not had previously.
- For virtual delivery, distribute the *TBH Let's Meet* cards (or a question from the cards) to distance learners ahead of class. Adjust scripting accordingly.

Today we are going to start our exploration by reflecting on our past history and sharing a bit about ourselves. In a moment we will break into pairs. Partner with someone you don't know or don't know well. I will give each of you a card that has a question for you to answer. Each of the cards has a different question. The questions may bring up memories or things about yourself you haven't thought of in a while. One partner will begin and share their answer with their partner. After a few minutes, I'll ask you to switch, and the second partner will take their turn. To wrap up, each of you will introduce your partner to the group and a little something from their story.

Let's go ahead and find our partners.

Great job, everyone.



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.

These questions gave us the chance to connect with our own personal histories. It's interesting to think back on aspects of our lives we may have forgotten, or don't think about often. And they gave us an unusual but lovely way to get to know each other and share things about ourselves, and to set the stage for our work together in this course.

How did you feel about reflecting on a bit of your own history today?



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 are wonderful ways to acknowledge what we've learned together before we go back to our day.



- ▶ 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 memories from my past.
I am grateful for new memories to come.
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.
- Ask students to select a *TBH Inspiration Note* to take home.
- Invite students to join you for the next TBH class.

I am so glad we had this time to be together today. It was so nice to learn a bit of the science behind social and emotional wellness in our “third age,” explore our pasts and make new connections.

Before you go, please take a *TBH Inspiration Note* from this (bag/box/bowl). Each one has a special quote to inspire you over the days ahead.

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



CLASS RESOURCES

TBH Let's Meet Card Deck. Print out 1 deck to use for the activity. Print the cards 2-sided and in color. Cut them apart. If possible, laminate the cards for easier handling, cleaning and durability.

TBH Inspiration Notes. Print out the notes at the beginning of the course. Print the notes 2-sided and in color. Cut them apart. If possible, laminate the cards for easier handling and durability. Keep the notes in a bowl or bag and allow students to randomly pick one note without looking to take home at the end of each class. If needed for physical distancing, you may hand out the notes.

NOW DO IT! WORKSHEETS

Use these optional worksheets to run your class.

Let's Meet Worksheet. Use this worksheet to support the class exercise as needed. Distribute or email to distance learners.