



CLASS 2 | WHO ARE YOU?

Has students explore aspects of self with a personal vision map they begin in class together.

TBH FOCUS

 **STRETCH YOUR MIND**

SKILLS WORKED

       

SBBT

 **ALL TOGETHER**

YOU WILL NEED

- Timer or stopwatch
 - *TBH Inspiration Notes* collection, so each student can choose one to take home
 - *TBH Personal Vision Map* worksheets, enough for each student
 - Colored pencils, pens or markers, enough for each student
 - *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!

- Welcome any new students using the *Welcome to the TBH Course* introduction.
- 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 "Who Are You?" Our TBH Blueprint focus is the "Stretch Your Mind" action point. We will use an intellectually engaging and creative exercise to help us think about how we see ourselves, and the values and goals we hold most important.

We will be working on the following thinking skills today:

 **ATTENTION**  **SPEEDY THINKING**  **NIMBLENESS**  **VERBAL SKILLS**
 **VISUAL 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 | I STILL... BUT I STOPPED...

5 MINUTES

- Lead this quick cognitive warm up to build attention, nimbleness and self-awareness, as well as group connection.
- Have students alternate responding to one of two prompts. The first student will begin “I still ...” finishing the phrase with something they still do, i.e. “I still love the beach.” The next student will respond to the second prompt, beginning their phrase with “but I stopped ...” and adding something they have stopped doing, such as “but I stopped jogging.” Then the next student will respond using the “I still ...” phrase prompt, and the fourth student will respond using the “but I stopped ...” phrase prompt and so on, alternating the phrase prompts as each student takes their turn.
- Continue as long as time allows.
- Option to have everyone clap or snap fingers to set a good pace.
- 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 “I Still ... But I Stopped.” The first person will start by finishing the phrase “I still ...”. They will share something they still do, for example “I still love dark chocolate.” Then (student’s name) will share something they no longer do, finishing the phrase “but I’ve stopped ...”. Maybe their answer would be “but I’ve stopped skydiving.” Then (next student’s name) will go and start their response with “I still ...”. Don’t worry about what was said



before your turn, just respond with what comes up for you personally. We'll go around like this, alternating which phrase we are completing each time, until time runs out. We can (snap/clap) together to set a nice pace so we think quickly. Ready?



LEARN THE TBH SCIENCE

5 MINUTES

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

How would you describe yourself? Pause to allow students to answer.

That is a good start. But certainly, there is more that defines each of us.

It isn't that easy to define ourselves, is it? There are, after all, so many sides to who we are.

While we think we have a sense of who we are, we don't often take the time to question exactly what that means. What characteristics most fundamentally describe you? Are there things about you that have always been the same?

And how are you different now than you were in the past? Do you have different relationships? Passions? Accomplishments? Has life shifted your perspective on certain beliefs? What dreams do you have for the future?

Finally, the way we define ourselves may differ based on our gender, or our generation. Psychologists suggest that men tend to describe themselves by the roles that they play, while women are more likely to characterize themselves by who they are in relation to others. And there are generational differences in the way we see ourselves and the values we may hold. All this makes the world a more interesting place and gives us the chance to learn from each other's perspective.



NOW DO IT!

15+ MINUTES

- Lead your class in this workout to personalize their learning of the science. Option to distribute class worksheets.
- Introduce the *TBH Personal Vision Map* worksheet to your class.
- Go through each section of the worksheet together, one at a time. Encourage students to participate in a brief discussion as you introduce each section. Allow them time to make notes in that section and then move on to the next section.
- Encourage students to continue working on their vision maps outside of class.
- When repeating this class, encourage students to include new information on their maps.



- For virtual delivery, be sure to distribute vision map worksheets ahead of class. Encourage distance learners to participate from home. Adjust scripting accordingly.

One thing that can help us explore anything more effectively is a good map. A map can help us see where we have been, where we are and where we are going.

Today we are going to create a personal vision map. This is a different kind of map! It can help us as we explore how we define ourselves. And it stretches our thinking, and gets our creative juices flowing. We'll begin these together here in class. That way we can learn from each other as we talk about the many different aspects of ourselves.

Hand out worksheet and pencils, pens, or markers. **Here is a worksheet we can use to create our own personal vision maps. We'll go through it together section by section. We will get through as much of it as we can, together. Then, you will take your map home, so you can keep working on it on your own.**

I've given you colored (pencils/pens/markers) to use. I hope you will have fun making the map your own by using different colors to write or illustrating sections along the way. That is part of the creative challenge as well!

Core Values Section. Let's start in the middle. It asks us to think about what our core values are. There is a list on the worksheet we can use for guidance. **What enduring values do you hold dear, ones that have stood the test of time? Fundamental principles that, if you violated them, would make you uncomfortable with yourself?** Lead brief class discussion.

Now go ahead and write the 3 or 4 core values that best define you in this section.

Past History Section. Now let's move to the "In My Past I Was ..." section. How might you define yourself in the past? There is a list of ways to think about ourselves on the worksheet we can use for guidance. Lead brief class discussion.

Now go ahead and add a few words or sentences to describe your past self.

Present History Section. Now let's move to the "Now I Am ..." section. How do you see yourself now? We can use that same list of ways to think about ourselves for guidance. Lead brief class discussion.

Now go ahead and add a few words or sentences to describe yourself now.

Future History Section. Now let's move to the "I Want to Be ..." section. How do you see yourself going forward? Again, we can use that same list of ways to think about ourselves for guidance. Lead brief class discussion.



Go ahead and add a few words or sentences to describe who you want to be in the future. **Global Vision Section.** Finally, let's move to the "I Dream Of ..." section. What vision do you have for the future? You may have wishes for yourself, for your family or friends, or for your community. This may even include dreams you have for the world. Lead brief class discussion.

Now go ahead and add a few words or sentences to describe those dreams.

We've made a wonderful start to our personal vision maps and learned a lot from each other. Please continue to work on these on your own at home. These maps will always change and evolve, just like we do. They can help us understand the values and history that anchor us, at the same time guiding us as we grow and work towards our goals.



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.

The answer to the question "who are you?" isn't an easy one. I hope you found today's exploration of how we define ourselves thoughtful and inspiring. It was interesting to discuss this together, and to have the chance to learn from each other.

What surprised you the most about your own personal vision map?



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. 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 body is relaxed.
I am grateful for the chance to explore my past.
I am grateful for the chance to think about my future.
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 Inspiring 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 deepen our understanding of ourselves and to share that exploration together.

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 Personal Vision Map Worksheet. Use this worksheet for the in-class exercise. Distribute or email to distance learners.

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.

Who Are You? Worksheet. Use this worksheet to support the class exercise as needed. Distribute or email to distance learners.