



## CLASS 6 | REFRAME THE AGE

Tackles ageism with an examination of personal biases using an engaging pair up activity.

**TBH FOCUS**  BELIEVE IN YOURSELF

**SKILLS WORKED**       

**SBBT**  PAIR UP

- YOU WILL NEED**
- Timer or stopwatch
  - *TBH Reframe The Age* card deck
  - *TBH Inspiration Notes* collection, so each student can choose one to take home
  - *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.

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 "Reframe The Age." Our TBH Blueprint focus is in the "Believe in Yourself" action point. We will talk about ageism and the ways it can impact how we see ourselves and think about ways we can reframe that.

We will be working on the following thinking skills today:

-  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 | MY BEST ASSETS

5 MINUTES

- Lead this quick cognitive warm up to build attention, nimbleness and self-awareness, as well as group connection.
- Ask students to take turns, one at a time, naming a personal attribute or characteristic they consider to be one of their “best assets.” Continue taking turns as long as time allows.
- Have everyone clap or snap fingers to set a good pace.
- When repeating this class, ask students to add why that personal attribute or characteristic is one of their “best assets.”
- 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 “My Best Assets.” We all have aspects of ourselves we are rightly proud of. Those might be a physical characteristic, or an aspect of our personality. It might be a skill that we have. Maybe you make great coffee, or really love your earlobes!**

**We’re going to take turns sharing our best assets. I’ll start, and then (name of student) will go next. We’ll continue around, with everyone sharing one of their best assets. We’ll take as many turns as time allows, and (clap/snap) together to set a nice pace. Ready?**



## LEARN THE TBH SCIENCE

5 MINUTES

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

**Who knows what “ageism” means?** Pause for discussion. **Ageism is discrimination on the basis of age. It can take many forms, including prejudicial attitudes, discriminatory practices or policies, as well as practices that reinforce stereotypes associated with ageist thinking.**

Ageism cuts both ways. We may have negative stereotypes about younger people, or about certain generations. For example, we may think of millennials as being entitled. But the term ageism was coined by Dr. Robert Butler in 1969 to define stereotyping and prejudice against older adults.

When you start to look for it, it is easy to see ageism almost everywhere. Experts suggest that it is the final form of social discrimination that is widely considered acceptable. Highly skilled people may be not hired for a job because they are older. We see commercials or comedy skits that use stereotyping to make fun of how our skills change as we age. When you think about it that way, it’s a bit surprising, isn’t it? Especially because the one thing we all hope to be is ... old!

But don’t be fooled – ageism takes a toll on all of us. How?

First, we may see ourselves through an ageist lens. We live in a society that prizes youth over experience. It’s evident in everything from advertising that prizes and promotes youthfulness to conversations in the political arena about whether leaders are fit for an office, solely based on how old they are. It isn’t surprising that we may internalize those ageist views. If we forget our keys, we say we are having a “senior moment,” even if we sometimes forgot our keys during our senior year of high school! We may feel badly about our appearance, or decide we are “too old” to do something, even though we’d really like to.

In addition, we may suffer from age discrimination. We may be treated as if we are invisible in a conversation or ignored when asking for help in a store. We may be overlooked for a leadership role where we volunteer because we are seen as too old. We may be stereotyped by doctors who don’t pursue medical care they would otherwise recommend, just because we are older -- even if we are otherwise robustly healthy.

Make no mistake, just like racism and sexism, ageism is discrimination. And it impacts our sense of self and our opportunities to be treated based on who we are, and not on a chronological number.



## 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.
- Distribute a *TBH Reframe The Age* card to each pair.
- Have the partners read the scenario on the card, then discuss it together using the discussion prompts on the card.
- After about 10 minutes, ask students to briefly share their discussions with the class.
- When repeating this class, ask students to select different partners. Give students a *TBH Reframe The Age* card they have not had previously.
- For virtual delivery, distribute the *TBH Reframe The Age* cards (or content from the cards) to distance learners ahead of class. Adjust scripting accordingly.

Today we are going to explore the aging prejudices we may hold ourselves. Some of those stereotypes may be obvious, but chances are we are unaware of some of the ageist beliefs we have. And these beliefs can make us less confident in ourselves and affect our well-being. We can find ways to reduce the impact of those biases by reframing how we see age.

In a moment, we'll break into pairs. I'll give each pair a card. That card has a scenario and some discussion questions. As part of those questions, you'll think together about how you can "reframe" the person's reaction to age-related beliefs and imagine how they might react if ageist prejudices didn't color their responses. You'll read over the scenario together, then use the discussion questions to talk about the scenario together. After about 10 minutes, each pair will take a turn sharing their discussion with the class. Ready?



## 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.

Ageism is the last form of social discrimination that is widely accepted. But that doesn't mean that it is right, or that we shouldn't try to stop it. One of the first things we can do to reduce ageism is to think about the ways we ourselves hold ageist beliefs. Today's exploration gave us a bit more understanding of the ways we may hold age-related stereotypes, and how it impacts our sense of self.

What might you see or do differently after today's discussion about ageism?



## 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 my many assets.**

**I appreciate the gifts of aging.**

**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 take 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. I know we all learned a good deal from our discussion about how ageism affects us personally.**

**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 Reframe The Age 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.

*Reframe The Age Worksheet.* Use this worksheet to support the class exercise as needed. Distribute or email to distance learners.

### ADDITIONAL RESOURCES

*This Chair Rocks.* Ashton Applewhite's website is a "go to" resource on combatting ageism and a great place to find additional materials for this class or additional programs.

*Tackling Ageism Through Consciousness-Raising.* A guide from the HelpAge Global Network you can use to run a consciousness-raising group on ageism.

*Understanding and Challenging Ageism.* This classroom curriculum from the Anti-Defamation League can easily be adapted for activities in your community.