



CLASS 10 | CONNECT IT!

Teaches the Connection Strategy, a simple verbal association method, with a pair up exercise for practice of the technique.

TBH FOCUS

 STRATEGIZE

SKILLS WORKED

SBBT

 PAIR UP

YOU WILL NEED

- Stopwatch or timer
- Whiteboard or flip chart and markers
- *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.

Today's topic is "Connect It!" Our TBH Blueprint focus is the "Strategize" action point. Today we will work on training our brains to remember better using the Connection Strategy, a memory technique that can help us retain new information more easily.

We will be working on the following thinking skills today:

 Attention  Nimbleness  Verbal Skills
 Memory  Problem Solving



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 begin with *TBH Let's Get It Started!* Being physically active is great for our brains. This quick warmup is a great way to get focused, build energy and get us ready to learn. 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!

- ▶ Rock feet together up on the toes, then back on the heels. 8 repetitions. Count together from 1 to 8.
- ▶ Alternate rocking action simultaneously with left foot starting with toe up and right foot starting with heel up. 8 repetitions. Count backward together H to A.

LEGS GET STARTED!

- ▶ Gently lift 1 leg off the ground and circle ankle. 8 repetitions. Count together from A to H.
- ▶ Gently lift alternate leg off the ground and circle ankle. 8 repetitions. Count backward together 8 to 1.
- ▶ March feet on the ground, alternating feet. Make "noise" with group.

HIPS GET STARTED!

- ▶ Circle upper body right to left. 4 repetitions. Offer 4 words to remember as the count.
- ▶ Circle upper body left to right. 4 repetitions. Repeat backwards the 4 words to remember as the count.
- ▶ Wiggle hips side to side. 4 repetitions. Ask class to recall 4 words to remember as the count.

ARMS GET STARTED!

- ▶ Gently shake arms to the side of the body.
- ▶ Circle wrists a few times in clockwise and counterclockwise.
- ▶ Flick fingers while circling arms first low in front, then below shoulder level, up high, out to the sides, and down front. 4 circle repetitions. Count by 2's (2,4,6,8).
- ▶ Shrug shoulders up and down, alternating right left shoulder. 4 repetitions. Ask class to recall 4 words to remember as count.
- ▶ Roll shoulders forward, then backward. 3 repetitions each direction. Count together 1 to 3 and then 3 to 1.

VOICES GET STARTED!

- ▶ Say "OHHHHHHHHHHH." Have group say sound with you. Hold for a few seconds. Try drawing circles in each cheek with the tip of the tongue while making the sound.
- ▶ 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.
- ▶ Say "She says she shall sew a sheet." Repeat this famous tongue twister exercise, focusing on articulation and participation. 3 repetitions.

MEMORY GETS STARTED!

- ▶ Ask class to recall four words learned as part of counts above.

BREATH GETS STARTED!

- ▶ Slow focus to bring awareness to sitting still in chair.
- ▶ Take a deep breath in through the nose and exhale out through the mouth.
- ▶ Give a full body shake and a wiggle.
- ▶ 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!



BRAIN PLAY | LET'S CONNECT

5 MINUTES

- Lead this quick cognitive warm up to build attention, processing speed, nimbleness and other cognitive skills, as well as group connection.
- Begin this Brain Play by naming a word, such as “golf,” “chair,” or “happiness.”
- Ask the student to your right to add a word that begins with the last letter of your word. Continue with each student taking a turn, using the last letter of the previous word as the first letter of their word. Go for as long as time allows.
- Have everyone clap or snap fingers to set a good pace.
- When repeating this class, use a new starter word.
- Encourage distance learners to join in from home.

Now let's do our “Brain Play.” Research shows that working against the clock is an important way we can keep our thinking focused, fast and nimble. And all these skills are essential to learning and remembering better! We will “play” with our brains at the start of every class to support these important cognitive skills.

Today's Brain Play is called “Let's Connect.” I'll start us off by naming a word. The next person will take the last letter of that word and share a different word that begins with that letter, and so on with everyone taking their turn. For example, the word “happiness” might be followed by “sister,” and then the next person might say “raisin.” Just remember, you can't use a word someone already used! We'll follow that pattern until we run out of time. Let's set a good pace by (clapping/snapping our fingers) as we go. Ready?



LEARN THE TBH SCIENCE

5 MINUTES

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

Today we're going to learn the “Connection Strategy.” The Connection Strategy is a simple verbal association technique that works by giving meaning to new information through attaching it to information we already know.

To use the Connection Strategy, you simply make a connection between something new you are learning and something that you already know well. For example, if I meet someone named Michelle and need to remember her name, I can think about another “Michelle” I know, perhaps a friend with that name, or Michelle Obama, or even the Beatles' song “Michelle Ma Belle.”



Here's another example: Let's say you just received new license plates and need to remember:

V 5 9 D W K

This combination of letters and numbers is pretty nonsensical, until you break it down and give each part meaning. Perhaps your favorite flower is violets, so the V can stand for violets. You were born in 1959, so the 59 is meaningful in that way. Now let's say you spend a lot of your time in the car chauffeuring children: D W K could stand for "driving with kids." Now your license plate is no longer a crazy jumble — it has meaning: A flower you love, a familiar date, and a phrase that sums up the main way you use your car. Violet 59 driving with kids!



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 two or three students.
- Write the *Connect It!* prompts on the whiteboard or flip chart, one at a time.
- Have pairs work together to apply the Connection Strategy to learn and remember the *Connect It!* prompts. Encourage all students to participate.
- Allow time for pairs to share their Connection Strategies with the group.
- Use as many prompts as time allows.
- When repeating this class, use different prompts.
- For virtual delivery modify workout to do "All Together." Adjust scripting accordingly.

Let's train our brains by practicing the "Connection Strategy." Let's break into pairs. Now, I'm going to write a prompt on the (whiteboard/flip chart). You will work with your partner to come up with a Connection Strategy to help you remember that information. You'll have about a minute to discuss your strategy and then each pair will talk about the way they've connected the prompt to make it more memory-able! We'll do as many rounds as time allows. Ready?

CONNECT IT! PROMPTS

7364
MATTHEW LEWIS
22 TULIP PLACE

UR2KND
SUSIE KRAMER
RED MILL FLOUR

5HGT21
RED RIVER INN
ARNOLD HOUSE



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.

While training our brains may seem daunting, learning effective, practical methods like the Connection Strategy can be simple. And memory strategies are habit forming! The more we practice them, the more likely we are to get comfortable using them, even without thinking about it!

Here is a handout you can take home to continue practicing the Connection Strategy on your own.

Can you think of ways you can practice the Connection Strategy this week?



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 is a wonderful way 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 mind is relaxed.
I am glad to train my brain.
I am glad to connect for better memory.
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.
- Invite students to join you for the next TBH class.

I am glad we had this time to learn together today. It was so nice to give our memories a boost and connect with each other.

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



CLASS RESOURCES

NOW DO IT! WORKSHEETS

Use these optional worksheets to run your class.

Connect It! Worksheet. Use this worksheet to support the class exercise as needed during physical distancing or for distance learners.

TBH TAKEAWAY HANDOUTS

Distribute these optional handouts to extend the learning experience.

TBH Strategies: The Connection Strategy Handout. This handout offers additional practice prompts students can use to extend their learning outside the classroom.