



## CLASS 1 | MAKE NEW FRIENDS

Introduces the Total Brain Health program and uses icebreaker activities to connect class members.

### TBH FOCUS

 **SOCIALIZE**

### SKILLS WORKED

    

### SBBT

 **PAIR UP**

### YOU WILL NEED

- Whiteboard or flip chart and markers
- Stopwatch or timer
- *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 "Make New Friends." Our TBH Blueprint focus is the "Socialize" action point. Research shows that the company of others boosts our brain skills, reduces dementia risk and lowers emotional distress, which can interfere with memory. In fact, a recent AARP survey found that folks who are more socially engaged report fewer memory complaints and feel better about their brain health.

We will be working on the following thinking skills today:

 Attention     Nimbleness     Verbal 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 one another.
- 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 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!

### FEET GET STARTED!

- ▶ Tap toes on both feet, up and down. 10 repetitions. Count together 1 to 10.
- ▶ Alternate toe taps. 10 repetitions. Count backward together 10 to 1.

### 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 backwards from 20 by 2's (20, 18, 16...)

### 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 by 2's (2, 4, 6, 8, 10).
- ▶ Shrug shoulders up and down, with hands on knees. 5 repetitions. Count backwards from 5 to 1.

### 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.
- ▶ Say "The lips, the teeth, the tip of the tongue." Repeat this famous acting voice exercise with the class, focusing on articulation and participation. 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!**



## BRAIN PLAY | FAMOUS FRIENDS

5 MINUTES

- Lead this quick cognitive warm up to build attention, processing speed, nimbleness and other cognitive skills, as well as group connection.
- Have students share the names of famous friend pairs (e.g. Abbott and Costello, Lucy and Ethel, Laurel and Hardy). Encourage them to work quickly! Write down the pairs as they are called out.
- Stop at 3 minutes. Count the number of famous friend pairs your students named together.
- 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. We will "play" with our brains at the start of every class to support these important cognitive skills. Today's Brain Play is called "Famous Friends." Let's see how many pairs of famous friends we can name together in just 3 minutes. I'll write them down as we go! Ready? I'll start -- Abbott and Costello!**

**Excellent teamwork, class! I'm sure our brains are warmed up and ready to start learning!**



## LEARN THE TBH SCIENCE

5 MINUTES

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

**Let's move to today's topic, "Make New Friends." We're going to learn why staying social seems to make a real difference to our brain health, and get to know each other better.**

**There's a lot to be said for a robust social life and filling our calendars with dinner dates, club meetings, and other social plans. Research shows staying socially connected is a great way to keep our brains healthy and our thinking sharp. Can you guess why? Talking and working with each other offers the chance to work out our daily thinking skills, such as attention and memory. In addition, we are more likely to stay intellectually engaged in the company of others, as we may try new things together or be exposed to different viewpoints. Lastly, nurturing friendships with others lowers our risk of depression, isolation and loneliness — all of which have been linked to an increased risk of daily memory problems and even dementia.**

**It sometimes can be tough to expand our circle of friends. For that reason, it's important to look for opportunities to meet new people—by volunteering, getting involved in a community project, or taking a class like this one!**



## NOW DO IT!

15 MINUTES

- Lead your class in the workout to personalize their learning of the science. Option to distribute class worksheets.
- “Pair Up” your class into small groups of two or three if needed.
- Share one of the icebreaker questions below. You may randomly choose ones you think your students will enjoy.
- Allow students 5 minutes to discuss the question, reminding them to make time for everyone in the group to share their response.
- When time is up, bring everyone back together. Ask each class member to introduce their partner and share their response.
- When repeating this class, vary the icebreakers to insure the experience is fresh.
- For virtual delivery, modify workout to do “All Together.” Ask each distance learner a question individually. Adjust scripting accordingly.

**Now, let’s get to know each other a bit better. We are going to “pair up” into groups of two or three. Then, I’ll share a question for you to talk about, like “tell me about your favorite place to visit” or “tell me about someone important in your life.” I’ll give you a few minutes to talk to each other about the question. Remember that you each need to take a turn sharing your response! Then, we will come back together and share what we learned about our partners. We’ll do this a few times. We may even change partners!**

### “MAKE NEW FRIENDS” ICEBREAKER PROMPTS

Tell me about the last thing you forgot.

Tell me something few people know about you.

Tell me about your worst characteristic.

Tell me about your favorite place to visit.

Tell me a favorite memory from your childhood.

Tell me your favorite way to spend an afternoon.

Tell me about someone important in your life.

Tell me about your favorite teacher.



## 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.

**Research shows that staying social is one of the best things we can do for our brains. Spending time in the company of others sharpens our thinking, boosts the chances we will be intellectually engaged, and helps us stay connected and happier. So, look for ways to spend more time in the company of friends, both old and new. It’s good for you and good for your brain!**

Here is a handout to take home with information about why staying social is good for our brains.

What will you do to put today’s lesson into practice? Can you name one way you could get more social?



## TBH TAKE A BREATH

5 MINUTES

- Lead this signature relaxation and affirmation exercise to close 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 "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 body is relaxed.**

**I am grateful for my old friends.**

**I am grateful for my new friends.**

**I am grateful for myself.**

**I take this time and this breath for me.**

- ▶ *Pause for several moments.*
- ▶ *End the exercise by inviting your students to bring their awareness back to the room, gently opening their eyes and becoming more aware of the room and of each other.*
- ▶ *Invite them to end practice with gratitude for taking a moment for themselves, for the chance to learn together and to 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 so glad we had this time to learn together today. It was so nice to give our brains a boost and connect with each other.**

**I look forward to seeing you for our next TBH Brain Workout class. Be sure to bring a friend!**



## CLASS RESOURCES

### NOW DO IT! WORKSHEETS

Use these optional worksheets to run your class.

*Make New Friends Worksheet.* Icebreaker prompts to promote socialization and group support.

### TBH TAKEAWAY HANDOUTS

Distribute these optional handouts to extend the learning experience.

*Is Your Social Life Bad for Your Brain? 3 Reasons Why Staying Social Matters to Your Thinking.*

A Total Brain Health White Paper.

*40 Icebreakers for Small Groups* (Grahame Knox) This excellent e-Book with many icebreakers can be used in daily life, outside of a formal group setting.