

The Brookdale Foundation Group

BRAIN BOOSTING ACTIVITIES

**A Resource Guide for Facilitators
of Early Memory Loss Programs**

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Edited by Marian S. Smith

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PREFACE

The idea for this book was conceived when facilitators of early memory loss groups from all over the nation contacted me on a regular basis to express the desire for quality activities specific to the needs and capabilities of those with early memory loss.

This guide is also completely applicable and accessible for use with all those living with early memory loss, their care-partners, and anyone wishing to "boost their brains." All activities are available for printing to use at home or in a variety of programs. Many can also be done virtually in groups on various platforms including Zoom. It is my hope that the activities and worksheets provided in this book will prove to be an asset for all who open its pages.

INTRODUCTION



This book comes out of the need for more activities and resources for facilitators of early memory loss (EML) groups. Since the manual *How to Plan and Implement an Early Memory Loss Program* was published nearly 15 years ago, little has been published for those with early memory loss in terms of appropriate activities specifically for this group. ***Brain Boosting Activities, A Resource Guide for Facilitators of Early Memory Loss Programs*** is focused on activities to address this need.

There is growing evidence that regular mental stimulation can foster the growth of and boost the number of connections among brain cells. A recent study published in *Health Psychology* by the University of Geneva, Switzerland, and the *NCCR Lives Swiss National Centre of Competence in Research* is one of the most definitive reports on just how important it is to exercise your brain to keep your body healthy after age 50. The study used a database of over 100,000 people aged 50-90 whose physical and cognitive abilities were measured every two years for twelve years. The findings show that contrary to what was previously thought, cognitive abilities ward off inactivity much more than physical activity prevents the decline in cognitive abilities. The lesson then, is that we need to prioritize exercising our brains, not only exercising our bodies.

Earlier studies based on the correlation between physical activity and the decline of cognitive skills supposed that the former prevented the latter. Through this study, it was found that the cognitive capacity mainly influences physical activity and not vice versa as thought earlier. This is not to say that physical activity is not extremely important but rather to say that exercising our minds may be equally important. One of the researchers for this study, Boris Cheval, sums up the findings this way: “This study backs up our theory that the brain has to make a real effort to get out of a sedentary lifestyle and that by working on cognitive capacities, physical activity will follow.”

The cognitive abilities of participants in our early memory loss groups can be enhanced using the activities included in this book. When one learns something new, the structure of the brain changes, our brain cells get a good workout and are stimulated by getting out of their usual routine. By being regularly stimulated, our brain cells are more resilient to further damage from dementia. More regions of the brain become activated as activities focus on different aspects of brain health.

This book focuses on the brain’s capability for growth by giving varied proven strategies for memory improvement including research, background information, advice, worksheets, and suggested activities which have the potential to achieve this goal. The activities can be a valuable resource for all EML programs.

The activities are divided into eight sections: Warm-Ups, Popular Culture, The Senses, The Natural World, Creative Expression, The World of Music, Personal Growth, and Giving Back to the Community. An introduction is given for each section. Some of the activities are worksheets ready to hand out to participants with advice for facilitators and answers. Others are instructions/ideas for facilitators to use to carry out the activity, and others are handouts to be given to participants as a focus for discussion. Some of the handouts repeat certain points but include others as well, as review is always helpful.

- Activities are camera-ready and can be used as is or with small changes to fit them into specific programming and the needs of the specific audience.

- Most activities can be used for individuals, partners, or the entire group.
- Activities can be completed orally or in writing.
- Where available, research is noted regarding the benefits of specific types of activities.
- Activities are meant to challenge the brain and to have fun at the same time.
- Social interaction should be stressed as it has the capability of engaging all senses and regions of the brain responsible for language, problem-solving and empathy for others.

It is important to note that activities are usually not, in and of themselves, the most important way to enhance cognitive stimulation. They are merely a vehicle to foster discussion and introspection and create a desire to continue learning and exploring.

Benjamin Franklin once said “Tell me and I forget. Teach me and I remember. Involve me and I learn.” It is the intention of this book to provide facilitators the tools necessary to involve participants and give them the greatest opportunity to learn, thereby giving them the greatest chance at using their brains to the fullest.

WARM-UPS INTRODUCTION



A variety of warm-up activities pages. These are designed to session. They are a good way

the program, especially for those who are reticent to socialize at the beginning of each day. Warm-ups can put participants at ease and set the tone for the session. They can, of course, be used at other times throughout the session when you need a way to fill in a short amount of time—before lunch or a snack, at the end of the day, etc.

are presented on the following use at the beginning of a to fill time as people arrive for

The activities can be done individually or in groups where people can help one another. Most could also be done as a whole group activity, writing possible answers on the board. The activities are short, will most likely take only a few minutes, and are generally open-ended. Most of the activities focus on long-term memory which is stronger than information that has been newly acquired. The activities can provide a fun way for those who are more social to interact with others in the group. They are meant to promote positive interaction as different answers are discussed. They are designed with the success of participants in mind.

Be sure to read the facilitator suggestions to further develop each activity. This will help people feel comfortable, encourage camaraderie among the group, and make the session more enjoyable for everyone.

CHECK OUT YOUR NEIGHBORHOOD



You might have heard the expression “We look but we don’t often see!” Take a walk around your neighborhood. Don’t only look but also see. Answer the following questions based on your observations. You can do this before going outside to see how many answers you may already know, or you can go outside to answer the questions while observing your surroundings.

1. How many streetlights are there on your block?
2. How many fire hydrants are there?
3. What color is the house or apartment next to yours?
4. How many people in your neighborhood have green lawns in front?
5. How many trees are there at houses/apartments next to your place?
6. Are there house numbers on the curbs in your neighborhood?
7. Are there mailboxes at each house, or are there a group of mailboxes near your house?
8. Do any of your neighbors have basketball hoops?
9. How many windows are there in the front of your home?
10. Are there any rose bushes in the front yards of your neighborhood?
11. How many cars or trucks are parked in the driveways of your next-door neighbors?
12. What color is the roof of your house or apartment?

SUGGESTIONS FOR FACILITATORS:

This is a great activity for working on the power of observation. There are many other activities you can do to encourage participants to really observe closely. Try putting together an activity like this one with objects in your meeting room. For instance:

- How many light switches are there in this room?
- What is something here that begins with the letter “B”?
- What can you find in this room that is square-shaped?
- What can you find that is heavy?
- What can you find that is expensive?

Another good activity is to find worksheets online that ask how many of something you can find in a certain picture. (<https://www.rd.com/culture/15-hidden-objects-picture/>; <https://www.puzzleprime.com/category/casual-puzzles/hidden-object/>) *Where’s Waldo* could also be a fun activity as many remember trying to find Waldo with their children.

Taking walks and looking for certain things while on a walk can also be good—similar to a scavenger hunt. You may even want to plan an actual scavenger hunt and divide into teams. Then ask participants if they remember going on scavenger hunts when they were young.

CHECK OUT YOUR REFRIGERATOR



Imagine standing in front of your refrigerator at home. How many things can you name that are inside it? Try to list as many items as you can, and then check your list when you get home.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

SUGGESTIONS FOR FACILITATORS:

Even though we open our refrigerators a few times each day, we don't think about the items inside which aren't used often, such as steak sauce. All these types of activities allow participants to increase their power of observation in a fun way.

You can use this activity for naming other items too, such as the following:

- Contents of your medicine cabinet
- Items hanging or installed on your walls at home
- Contents of your wallet or purse
- Contents of your junk drawer

Also:

- How many light switches do you have in your home?
- How many chairs or other pieces of furniture?

DAY PHRASES



How many phrases can you name that contain the word "day" such as "Happy Mother's Day," or "day in, day out," or "school days"?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

SUGGESTIONS FOR FACILITATORS:

This is a great warm-up activity that's creative and thought-provoking. There are many words that could be used in an additional activity such as the word "good"—good day, good for nothing, Good Friday, etc. Or "white"—"White Christmas", white paper, white as snow, etc. Or "world"—*Around the World in 80 Days*, world-renowned, I think the world of you, etc. Use your imagination to think of many more.

POSSIBLE ANSWERS:

"Twelve Days of Christmas"

Days of Our Lives

Days Inn

Daylight savings time

Days of Wine and Roses

Bad hair day

The Longest Day

Doris Day

Day of Judgement

"Eight Days a Week"

Earth Day

Wedding day

"Brand New Day"

Dennis Day

"Day By Day"

Sandra Day O'Connor

Dog days of summer

Daybreak

Day of the Dead

"Happy Days Are Here Again"

"What a Difference a Day Makes"

"Oh, Happy Day"

Day after day

May Day

FIND SOMEONE WHO...



Look around the room and find someone who... (If you can't find anyone who has this characteristic, just skip to the next question).

1. Is wearing brown glasses
2. Is wearing a button-down shirt
3. Has a water bottle
4. Has brown eyes
5. Is wearing white tennis shoes
6. Has on a wristwatch
7. Is wearing denim jeans
8. Is wearing a multi-colored shirt/blouse
9. Is wearing an article of clothing with a logo (Nike, IZOD, etc.)
10. Is not wearing any socks
11. Is wearing more than one ring
12. Is wearing a hat
13. Is using a pencil
14. Is wearing a sweater
15. Has a coffee cup or a teacup

HOW MANY DETAILS CAN YOU RECALL?

Study the Valentine's Day picture below for two minutes. Then turn the page over and list as many details as you can remember.



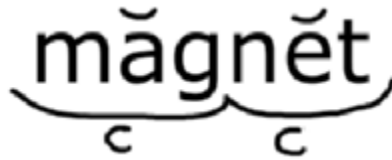
SUGGESTIONS FOR FACILITATORS:

Activities such as these help participants pay attention to detail and focus on their ability to concentrate. It sounds simple to really pay attention but putting it into practice takes work, especially for those who are having trouble with memory.

This activity requires that people try to block out interfering thoughts, noises and such so that they can focus all their attention on the task at hand. Keep the area free of competing sounds and sights to give participants the best opportunity to do their best. Let them know, as with all other activities, this isn't about listing more than the person next to them. It is about doing their best. That's all that matters.

Find other pictures or photos and do this activity periodically. You will probably find that many people will improve their ability to list more details as they complete the activity more often. You can even use things like the room the group is in or an outside area to study for a couple minutes and then leave the area and ask them to list details. If participants are unable to name a specific thing, ask them to just describe it. The names of things aren't as important in this activity as just remembering the item.

HOW MANY SYLLABLES?



A syllable is described as a unit of pronunciation having one vowel sound. A common way to figure out how many syllables in a word is to clap it out—one clap for “air,” two for “butter,” three for “syllable,” etc. Label the words below with a 1, 2, 3, or 4, depending on how many syllables in each one.

fantastic

encourage

moose

develop

paper

water

coffee

couch

tea

table

intermittent

indicate

kale

communicate

pillow

flower

chart

participate

connections

yellow

daily

red

beneficial

bird

tremendous

procedure

spinach

thermometer

common

pencil

SUGGESTIONS FOR FACILITATORS:

This is one of those topics with which you can plan a variety of activities. This specific activity can be done repeatedly using different words. Another way to use syllables is to ask participants to name specific items that have a certain number of syllables: How many foods can you name that have two syllables? (carrot, mango, sugar, etc.) How many body parts can you name that have one syllable? (heart, chin, lungs, etc.) Yet another way is to write sentences on the board and ask participants to count the number of syllables in each sentence.

ANSWERS:

fantastic 3

moose 1

paper 2

coffee 2

tea 1

intermittent 4

kale 1

pillow 2

chart 1

connections 3

daily 2

beneficial 4

tremendous 3

spinach 2

common 2

encourage 3

develop 3

water 2

couch 1

table 2

indicate 3

communicate 4

flower 2

participate 4

yellow 2

red 1

bird 1

procedure 3

thermometer 4

pencil 2

LOOK AROUND!



Observing your surroundings closely can help you recall things later. Using the alphabet to remember things is also a good tool.

Name three things that that you see right now in this room that begin with the letter “W.”

- 1.
- 2.
- 3.

Name three things that begin with the letter “B.”

- 1.
- 2.
- 3.

Name three things that begin with the letter “P.”

- 1.
- 2.
- 3.

Name three things that begin with the letter “C.”

- 1.
- 2.
- 3.

SUGGESTIONS FOR FACILITATORS:

Paying close attention to our surroundings can help us recall information later. This activity is a good way to challenge our memory by trying to recall the list later. It also helps to pay very close attention to the details of our surroundings.

POSSIBLE ANSWERS:

Name three things that begin with the letter "W."

1. Walls
2. Windows
3. Writing utensils

Name three things that begin with the letter "B."

1. Bottle
2. Books
3. Binder

Name three things that begin with the letter "P."

1. Pencils
2. Pens
3. Paper

Name three things that begin with the letter "C."

1. Cabinets
2. Chairs
3. Color

NAME TEN



Many of us took music lessons when we were young. This may have been a pleasurable experience—or it could have been tedious and boring! For some of us it meant learning to be very proficient and being able to play at various functions, even later in life as adults. For others, practicing a musical instrument might have meant keeping us from doing things we preferred, such as playing outside!

Can you name ten instruments often played by children?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

SUGGESTIONS FOR FACILITATORS:

Name Ten is a great warm-up exercise with endless categories. Some examples include:

How many _____ can you name?

- Flowers
- Fruits
- Vegetables
- Famous animals
- Zoo animals
- States
- Pieces of furniture
- Items of clothing
- Square things
- Drinks
- Things in a kitchen
- Holidays
- Countries
- Rivers
- Colors
- Cities
- Ice cream flavors
- Desserts
- Trees
- Famous singers or actors
- Movies
- Television shows

POSSIBLE ANSWERS:

Piano, drums, clarinet, trumpet, trombone, violin, viola, piccolo, organ, guitar, tuba, flute, saxophone, recorder, banjo, harmonica, tambourine, and many more.

Create a list on the board and encourage participants to add to it throughout the day.

RHYME AWAY!



How many words can you name that rhyme with “time” and “car”?

TIME

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

CAR

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

SUGGESTIONS FOR FACILITATORS:

Rhyming is a great activity. We've been doing it since we were children—in poetry (*Roses are Red*), common sayings (*after while crocodile*) and more. When we rhyme words, the words are linked together by sound which in turn increases the chances that we will remember.

Ask participants to try to remember some of the things they learned through rhymes as children. Some examples are:

- One, two, buckle my shoe
- I before e except after c
- In 1492 Columbus sailed the ocean blue
- Plop, Plop, Fizz, Fizz, Oh, What a Relief It Is

You can find endless other examples online. Commercial jingles use rhyming frequently and quite effectively. Songs do the same. Songs that rhyme are easier to remember.

Some common words that rhyme with TIME are as follows:

Bedtime, chime, climb, crime, dime, grime, I'm, lime, lunchtime, mime, naptime, prime, rhyme, slime, sometime, sublime, springtime, thyme.

Some common words that rhyme with CAR are as follows:

Are, afar, all-star, bar, bizarre, caviar, char, czar, far, guitar, jar, mar, par, sandbar, scar, spar, star, tar.

SHARPEN YOUR SENSES

Drawing an object is a great way to sharpen your visual sense.



Try copying the above image or try sketching the other half of the sun, pictured below.



SUGGESTIONS FOR FACILITATORS:

This activity is geared to sharpen participants' ability to really see things, to look with a discriminating eye. It's important to encourage them to draw, even though some participants may balk at the activity. This isn't an art lesson; it's an activity to sharpen their ability to really see.

Try some other activities that will help participants to use their sense of vision to its full potential. Here are a few ideas:

- Visit art galleries or museums, either in person or virtually.
- Critique works by various artists.
- Have an artist come in to lead art projects.
- Plan a Paint Night.
- Explore art in cooking, such as cutting vegetables in fancy ways. Go online to find some easy pictures to copy and complete as is or cut in half to complete the other half such as the ones shown.
- Draw things while listening to music.
- Go outside and choose something to draw which some may do in a very detailed way and others in a simpler way.
- Some participants may even choose to start a sketch book.

STREETS AND MORE



Do you live on a street or another type of roadway? Can you name some type of roadways?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

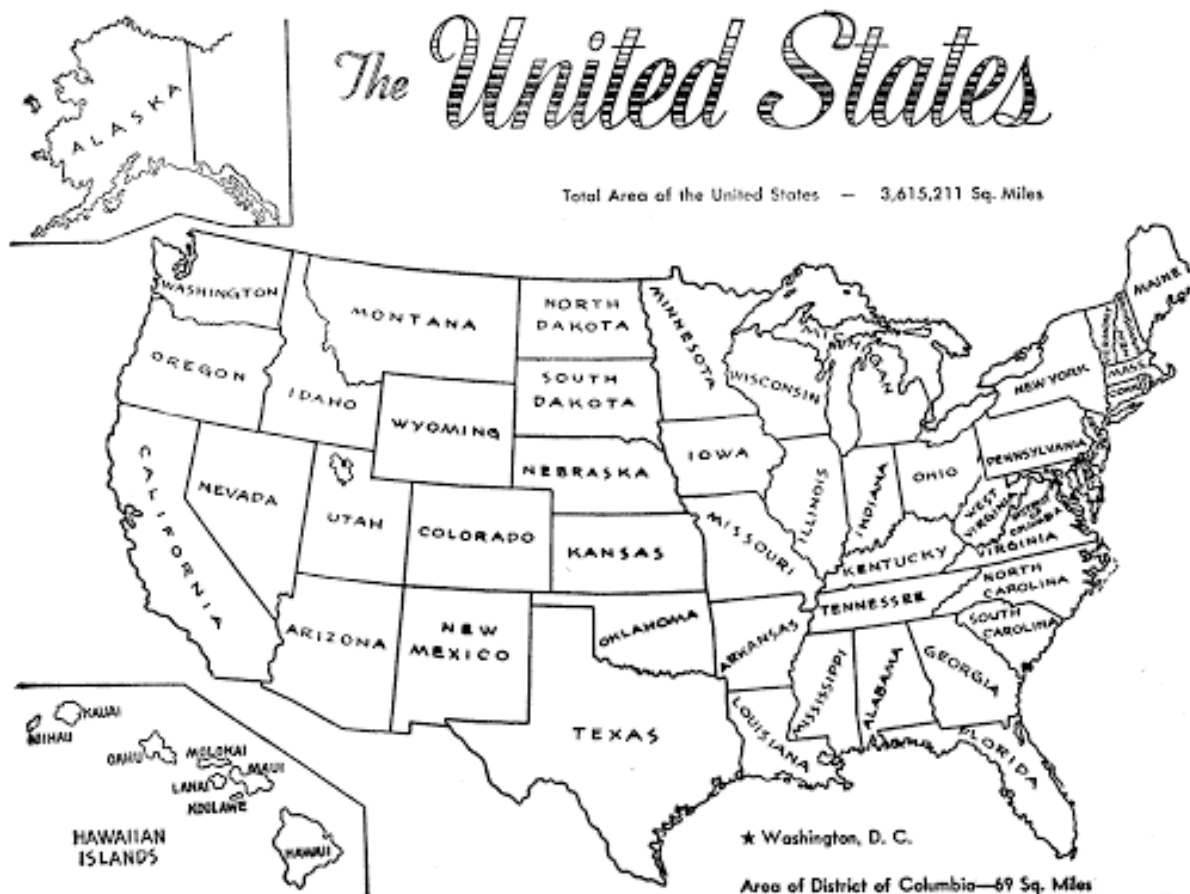
SUGGESTIONS FOR FACILITATORS:

This is a good activity to get people thinking about where they live and the different types of roadways that exist. Talk about the differences. Ask if they remember any other addresses they had throughout their lifetime. Were some busier than others? Some narrower or wider than others? Have they lived in the country before, or are they more used to city streets?

Below are many of the other types of roadways. If time permits, check out differences and discuss.

- Dirt road
- Alleyway
- Lane
- Drive
- Avenue
- Frontage road
- Road
- Highway
- Freeway
- Court
- Plaza
- Place
- Way
- Boulevard
- Route

USING A MAP



Using the map above, answer the questions below:

1. To go from North Dakota to Kansas, which two states do you have to pass?
2. Which state is directly north of Tennessee?
3. To travel from Texas to Georgia, which three states would you most likely pass through?
4. Which state is directly north of New Mexico?
5. Which two states do not share a border with the continental U.S.?
6. Which four states meet at one central point called the Four Corners?

SUGGESTIONS FOR FACILITATORS:

Spatial orientation is important for everyday functioning, yet spatial orientation is often problematic for those with early memory loss. A person may get lost in a place they have been to hundreds of times in the past. They may have trouble following a familiar route or reading a map.

Completing activities like this one of reading a map can be helpful in this regard. Other helpful activities include putting objects together such as *Legos*, jigsaw puzzles, tangrams, photographs, and really checking out the area around you, playing video games, and playing chess and checkers.

ANSWERS:

1. South Dakota and Nebraska
2. Kentucky
3. Louisiana (or Arkansas), Mississippi and Alabama
4. Colorado
5. Hawaii and Alaska
6. Colorado, New Mexico, Utah and Arizona

WHAT COLOR IS IT?



There are about 10 million colors in the world though most of us get by on black, white, red, green, yellow, blue, brown, orange, pink, purple, gray, and variables thereof. We know certain things by their color, such as red for a traffic stop sign.

Can you name the typical color of the following objects?

1. Canadian flag
2. A can of Sprite
3. The top light on a traffic stop light
4. A can of Coca Cola
5. A box of Rice Krispies cereal
6. No parking zone
7. UPS trucks
8. The color that often represents aggression
9. The #1 favorite color of Americans
10. Amethyst gemstone
11. Soccer balls
12. Basketballs
13. Peridot gemstone
14. The #1 automobile color in 2019
15. Topaz gemstone

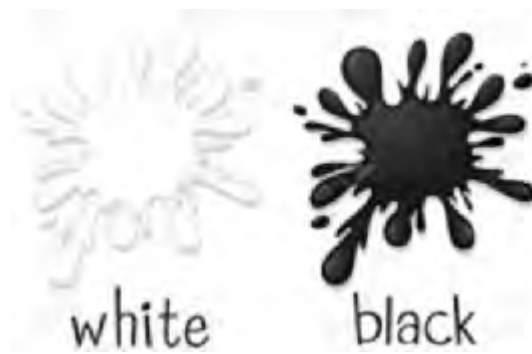
SUGGESTIONS FOR FACILITATORS:

So much can be done using color for activities. There are multiple color tests online where one can match their personality to a color or vice versa. It's also possible to find which color a person should wear based on their complexion, face shape, body shape, etc. Do some research and have fun with this one. You could even bring in a color wheel or some paint chips to find out everyone's favorites.

ANSWERS:

1. Red
2. Green
3. Red
4. Red
5. Blue
6. Yellow
7. Brown
8. Red
9. Blue
10. Purple
11. White and black
12. Orange
13. Green
14. White (then black, then gray)
15. Blue or sometimes yellow/gold

WHAT'S THE OPPOSITE? (ANTONYMS)



The dictionary describes *antonym* as a word opposite in meaning to another, such as short and long, or big and little.

Can you name the antonym of the following words?

1. Salt
2. Floor
3. Encourage
4. Awkward
5. Enemy
6. Monarchy
7. Hero
8. Argue
9. Ancient
10. Fearful
11. Freedom
12. Arrive
13. Artificial
14. Ferocious
15. Punishment

SUGGESTIONS FOR FACILITATORS:

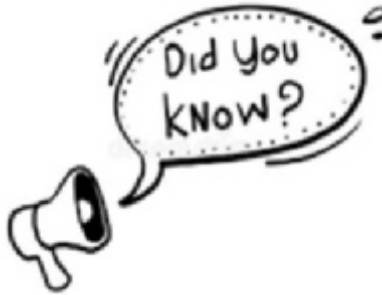
This activity may take some creative thinking and may take participants back to school days. The activity is also a good way to promote verbal skills as it helps with word retrieval—recalling words that may be a little more difficult than others.

Ask participants what other antonyms they can name. Have some back-up suggestions—some that are relatively easy and others that are more difficult. Make sure to cater the words to your particular group.

POSSIBLE ANSWERS:

1. Pepper
2. Ceiling
3. Discourage
4. Graceful
5. Friend
6. Democracy
7. Villain
8. Agree
9. New
10. Brave
11. Dependence or slavery
12. Depart or leave
13. Real
14. Tame
15. Reward

POPULAR CULTURE INTRODUCTION



Trivia and other games focusing on popular culture are a good way to encourage people to socialize—one of the best things they can do for their brains. By answering questions on popular culture, participants can share knowledge they've acquired at previous times in their lives when their memory was more intact. A study published by Dr. Robert Wilson and a team at Rush University Medical Center found that seniors who play trivia games and other forms of board games help stave off mental decline by promoting activity changes in the temporal and hippocampus regions of the brain, the areas where working memory functions.

Engaging in trivia regarding current events helps people to stay abreast of what's going on in the world around them. Though current events are not always the most uplifting of topics, it's important to cover the basics in early memory loss sessions. You might also want to share at least one positive story each day. These are plentiful on the web. Once you start doing this, participants will most likely join in and find their own good news stories.

Other suggestions:

- Bring in a variety of games such as *Trivial Pursuit*, *What If*, *Rummy Cube*, etc., and plan an occasional Game Day. Teach participants how to play card games and give each of them a fun deck of cards so that they can play at home. A Scottish study published in the *Journals of Gerontology* found that people who play non-digital games scored better on tests of memory and thinking skills in their 70s compared with their peers who don't play board games or cards regularly. The study also found that people in their 70s who increase their game-playing tended to preserve their cognition as they grew older. This could have to do with the fact that games require the

brain to make strategic decisions, solve problems and respond to the kinds of thinking skills that may not get as much practice in everyday life. Additionally, game playing usually includes socialization, one of the best things we can all do for our brains.

- Bring in puzzles with an appropriate number of pieces, depending on the cognitive level of your participants. Encourage participants to play with puzzles at home, too.
- Play *The Price Is Right* with actual items.
- Discuss people who go by their initials (LBJ, JFK, etc.) or people who go by one name only (Oprah, Beyoncé, Prince, etc.)
- Watch an early sitcom such as *Leave It to Beaver* and then watch one popular today. Compare and contrast.
- Compare movies and movie stars of the past to those of the present.
- Discuss other topics of then and now. Discuss “the simple life.” Does it exist today? If not, why? Name five ways in which the simple life would be so much more difficult to live today.
- Discuss the historical backgrounds of major holidays.
- Discuss what happened or is happening on this day in history or what a specific day is famous for. The website www.activityconnection.com is a great site for this. Also check out www.thisdaytrivia.com or www.nationaldaycalendar.com
- Discuss American icons—people, places, symbols, etc. These are also plentiful on the web.
- Develop activities/questions associated with sports. What sports did you play? Which do you watch? Who are your favorite sports stars, etc.? Which sports use a ball? Which use a racket?

- Develop activities/questions associated with types of travel. When did you first travel by plane? What was the make of your first car? Do you know how to change flat tires, change your oil, etc.?
- Discuss occupations. Which have gone by the wayside over the years (switchboard operators, typists)? Which occupations are popular now but didn't exist 20-30 years ago (self-driving car mechanics; drone operators)? Which start with specific letters of the alphabet? What are the top earning occupations today? Check this out at the Bureau of Labor: <https://www.bls.gov/ooh/highest-paying.htm>
- Use Zoom or a similar platform to present any of these activities virtually in a variety of settings with different groups of people.

HOORAY FOR HOLLYWOOD!



Hollywood has been a big part of the lives of many of us as we grew up—watching movies in theaters, at the drive-in, on television; reading about the actors and actresses in magazines and books; and keeping track of them on television. Some of us may have even met a few famous ones. Can you answer the following questions about these well-known stars? These may take a bit of research.

1. Who played Rhett and Scarlett in *Gone with the Wind*?
2. The *Jazz Singer* was the first talking movie. Who was its star?
3. Which wife of Clark Gable died in a plane crash?
4. What actor was known as the “Man of a Thousand Faces”?
5. Who died of peritonitis in 1926 and was mourned by over 40,000 women who attended his funeral?
6. Who was known as the “Peekaboo Girl”?
7. Who was Paul Newman’s wife in real life?
8. This actor who died at a very young age starred in *Rebel Without a Cause* and *East of Eden*.
9. This British actress starred in *Mary Poppins* and *The Sound of Music* along with several other well-known films.
10. This iconic blonde film star was known as a sex symbol, starring in many movies including *Gentlemen Prefer Blondes*. She died tragically at age 36.
11. This larger-than-life man was probably the most well-known actor in Western films.

12. This classic zany, wildly funny redhead was certainly one of the most famous of all actresses in Hollywood. She starred in both movies and television. One of her most famous schemes was eating chocolates on a packing line with her friend Ethel.
13. This beauty who started out in child films was married many times, twice to Richard Burton. She starred in many movies and one of her most famous roles was Cleopatra.
14. This Hollywood star became Princess Grace of Monaco. She starred in multiple movies including *Rear Window*, *Dial M for Murder*, and *To Catch a Thief*.
15. This *Nutty Professor* star acted with Dean Martin often and later went on to lead the MDA Telethon each Labor Day, raising millions of dollars for muscular dystrophy.
16. This spunky good girl starred in some well-known movies, such as *Pillow Talk* and *Calamity Jane*, often starring with Rock Hudson. She also had her own television show.
17. This star known as “Old Blue Eyes” played in movies, was part of the Rat Pack, was often seen on television, and was perhaps best known for his crooner voice in songs such as “I Did It My Way.”
18. This lady starred in *Singing in the Rain* when she was just 19 years old, and later went on to marry Eddie Fisher, a relationship wrought with strife.
19. This gentleman who starred in *Spartacus* passed away at age 103, one of the oldest living actors. He was a great philanthropist and passed this on to his son, also a successful Hollywood actor.
20. This star, perhaps the most well-respected in Hollywood, has starred in multiple films including one of his most famous, *Forrest Gump*.
21. This lady holds the record for the longest running television career ever, starring as Sue Ann Nivens on the “Mary Tyler Moore Show,” and Rose Nylund on the “Golden Girls.” She is, at this writing, 98 years old and still going strong.

SUGGESTIONS FOR FACILITATORS:

Hooray for Hollywood brings up many memories for most of us—of actors and actresses, movies, television, bright lights, cameras, handprints in the sidewalks at The Grauman’s Chinese Theater, and much more.

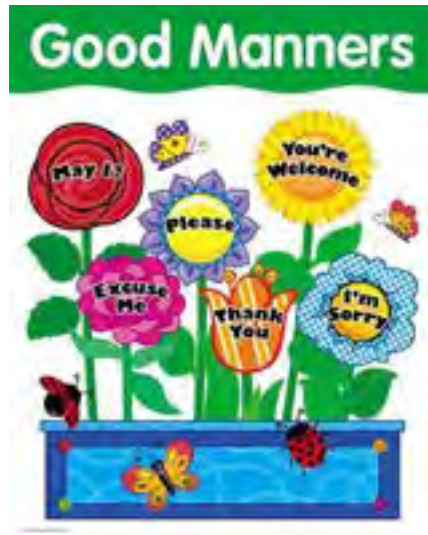
This activity may be a beneficial homework assignment as some research may be necessary, or do it in teams. Good topics for follow-up discussion would ask: How do you think stars of today differ than those from the past? If you were to make a movie, which stars would you choose to play the lead roles? Where would it take place? How popular do you think it would be? These questions could all lead to a lively discussion!

ANSWERS:

- | | |
|----------------------------------|----------------------|
| 1. CLARK GABLE
& VIVIEN LEIGH | 11. JOHN WAYNE |
| 2. AL JOLSON | 12. LUCILLE BALL |
| 3. CAROLE LOMBARD | 13. ELIZABETH TAYLOR |
| 4. LON CHANEY | 14. GRACE KELLY |
| 5. RUDOLPH VALENTINO | 15. JERRY LEWIS |
| 6. VERONICA LAKE | 16. DORIS DAY |
| 7. JOANNE WOODWARD | 17. FRANK SINATRA |
| 8. JAMES DEAN | 18. DEBBIE REYNOLDS |
| 9. JULIE ANDREWS | 19. KIRK DOUGLAS |
| 10. MARILYN MONROE | 20. TOM HANKS |
| | 21. BETTY WHITE |

THE ART OF MANNERS—LOST OR NOT

SUGGESTIONS FOR FACILITATORS



For most of us while growing up it was essential to practice good manners. Saying “please,” “thank you,” and “excuse me” was always demanded. Some things have certainly changed today. Ask the whole group the following questions and enjoy the conversation!

1. How many of you were expected to write thank notes when you were young after you received a birthday gift? How many of you still write them today?
2. How many of you were expected to ask to be excused from the dinner table before you got up? Did you have to take your dishes to the kitchen? Do you think children today are expected to do this?
3. When you were young and set the dinner table, were you expected to put the fork on the left and knife and spoon on the right? Do you still do this in your family today?

4. Were you always expected to eat every bite of food on your plate, even if you didn't like certain items? How often do you think this is expected today?
5. Growing up, was it always expected that the male walk on the side nearest the street when a female and male were taking a walk? Do you see this being done very often today?
6. Can you think of any of the "advice" your parents gave you when you were young? "If your friend stuck her head in an oven, would you do it, too?" "Be sure to wear clean underwear when you go out in case you get into a car accident." "If you say that again, I'll wash your mouth out with soap." "Don't talk with your mouth full!" Are there any bits of advice that you repeatedly gave to your children—or that you still do?
7. If you went to church, were you expected to dress up? Did you ever wear gloves, hats, a suit, or other formal wear? How often do you see this done today?

WHAT DID IT COST IN 1950?



Prices in the 1950's were much lower than they are today though wages were also much lower. An average person made \$3,210 a year then. According to the U.S. Census, the average annual salary was \$61,937 in 2018. Take a guess as to what the following items would have cost in 1950:

A new house

A gallon of gas

A new car

Ritz crackers

Campbell's Tomato Soup

Coffee

Large eggs

Lettuce

Sugar

Bacon

Potatoes

Pork roast

Onions

Shredded wheat

SUGGESTIONS FOR FACILITATORS:

The cost of everyday items throughout time usually makes for an interesting conversation. It's also a good time to practice some math skills.

These were the prices in 1950. Check out prices from the 60's, 70's and 80's and today on the internet to see the changes.

One fun activity is to play *The Price is Right*. It's easier for participants to see the actual product instead of just hearing the name, so bring in the actual items rather than just a picture or saying it out loud. This gives them more clues with which to base their answers. You may even want to play this in teams rather than individuals so that no one feels put on the spot.

Prices during the 1950's were:

A new house	\$18,450
A gallon of gas	18 cents
A new car	\$ 1,510
Ritz crackers	32 cents
Campbell's Tomato Soup	10 cents
Coffee	37 cents a pound
Large eggs	49 cents a dozen
Lettuce	25 cents for 2 heads
Sugar	43 cents for 5 pounds
Bacon	35 cents per pound
Potatoes	35 cents for 5 pounds
Pork roast	39 cents per pound
Onions	15 cents for 5 pounds
Shredded wheat	18 cents

WHAT WOULD YOU DO?



Ann Landers wrote an advice column for many, many years, advising readers on a variety of topics. Given the following situations, can you write what your advice would be?

1. If you're in the quick-check line at the grocery store where no one is supposed to have more than 15 items, and the person in front of you has a full cart, what would you do? Would you say something to them? Would you say something to the checker? Just grin and bear it?

2. If upon leaving the grocery store you realize that there's something in the bottom of the cart that you didn't pay for, what would you do?

3. These days, thank you notes are not as common as they once were. How important do you think they are? Is it okay to send them via email?

4. If you're at a fancy wedding and you come upon someone who has the same dress or tuxedo as you do, what would you do? Would you compliment them on their good taste, would you quickly move away, or would you just pretend not to notice?

5. You're at the house of a friend for dinner along with many other people. The hostess brings out a big platter of salmon for all to eat. Unfortunately, you do not like salmon at all. What would you do? Would you tell her you don't really like it? Would you say that you're allergic (though you're not)? Would you take a little piece and gag it down?

SUGGESTIONS FOR FACILITATORS:

Have fun with this activity. You can do it individually, in small groups, or with the entire group.

Come up with other questions to ask the group. Some may seem silly, such as, “Would you let someone know if they had spinach stuck in their teeth?” or “Would you tell someone if their zipper was unzipped?” Some may seem not so silly, like “What would you do if you forgot the birthday of a very special person?” You can also ask the participants for ideas. You might even want to use some of the questions for debate topics.

Some helpful websites for this activity include the following:

- AnnLanders.com
- <https://theweek.com/articles/468550/13-dear-abbys-best-zingers>
- <https://www.uexpress.com/miss-manners>
- https://www.askdrm.org/col_parentsKids.html

WHAT'S COOKING?



Given the following ingredients, can you name the dish you might be preparing?

1. Ice cream, chocolate sauce, banana, nuts, and a cherry
2. Flour, butter, sugar, vanilla, eggs, chocolate chips
3. Tomato sauce, garlic, stewed tomatoes, ground beef
4. Jelly, bread, peanut butter
5. Tortilla chips, melted cheese, refried beans, guacamole, and maybe meat
6. Lemon pudding, meringue, pie crust
7. Cheese, ground beef, lettuce, tomatoes, tortilla shells, salsa
8. Mashed avocados, onion, cumin, chiles, tomatoes
9. Corn husks and various fillings
10. Potatoes, sliced thin and long, and cooking oil
11. Chicken pieces, flour, buttermilk, salt and pepper, and hot oil
12. A bun, lettuce, onion, tomatoes, ground beef, relish
13. Pasta, usually macaroni, and cheese
14. Steak or chicken, sautéed onions and bell peppers, tortillas (optional cheese, guacamole, salsa and sour cream)

SUGGESTIONS FOR FACILITATORS:

This activity is sure to get mouths watering. If you serve lunch at your sessions, you might want to try making one of these, or have participants join in making them. Ask them which ones they like best; which of these they've made; which recipes they've changed, etc. Try to come up with some other dishes using similar ingredients. Which other ingredients create well-known dishes?

Another idea is to have participants bring in their favorite recipes to share and/or bring in the specific dishes. Putting together a participant cookbook could be a great idea. Those proficient in typing and the computer could do the typing and the printing part. Those who enjoy art could do the graphics, and those who don't particularly like either could do the assembling. You might even want to sell the finished product as a fundraiser!

1. Banana split
2. Chocolate chip cookies
3. Chili con carne
4. Peanut butter and jelly sandwich
5. Nachos
6. Lemon meringue pie
7. Tacos
8. Guacamole
9. Enchiladas
10. French fries
11. Fried chicken
12. Hamburger
13. Macaroni and cheese
14. Fajitas

WHAT'S MY NAME?



Can you name the following famous people by their nickname?

1. America's Sweetheart
2. The Stilt
3. Scarface
4. The Little Tramp
5. Old Blue Eyes (pictured above)
6. The March King
7. The Greatest
8. The Sweater Girl
9. The Waltz King
10. The Divine Miss M
11. The Boy King
12. The Lady with the Lamp
13. The Swedish Nightingale
14. Say Hey Willie
15. The Bard of Avon

SUGGESTIONS FOR FACILITATORS:

Nicknames are common for people, products, places, and more, such as *Old Blue Eyes*, *the Grand Canyon State*, and *Ole Miss*. Many of us were called by a nickname very early on. Others may have gotten a nickname later, based on where we lived (Tex), our stature (Shorty), or our hair color (Blondie). Sometimes we liked our given nicknames, but many times we didn't.

Ask participants if they can recall nicknames of other famous people. Ask them if they have ever had a nickname? Did they like it? Do they wish they would have been called by another nickname?

Ask what some popular nicknames are—Bob for Robert; Cathy for Catherine; Bill for William, and so on. You can find many others online for a fun activity.

How about nicknames such as Honey, Sweetie, Gorgeous? Ask what participants think about these kinds of nicknames, given to females more often than not. Sexist? Not sexist? Great topics for conversations.

ANSWERS:

- | | |
|----------------------------|----------------------|
| 1. America's Sweetheart | Mary Pickford |
| 2. The Stilt | Wilt Chamberlin |
| 3. Scarface | Al Capone |
| 4. The Little Tramp | Charlie Chaplin |
| 5. Old Blue Eyes | Frank Sinatra |
| 6. The March King | John Phillip Sousa |
| 7. The Greatest | Mohammad Ali |
| 8. The Sweater Girl | Lana Turner |
| 9. The Waltz King | Johann Strauss |
| 10. The Divine Miss M | Bette Midler |
| 11. The Boy King | King Tut |
| 12. The Lady with the Lamp | Florence Nightingale |
| 13. Say Hey Willie | Willie Mays |
| 14. The Little Corporal | Napoleon |
| 15. The Bard of Avon | Shakespeare |

WHAT'S THE BRAND NAME?



Many products can be identified by their logo alone—no words needed. Can you name the product associated with the following logos?

1.



3.



2.



4.





SUGGESTIONS FOR FACILITATORS:

These are all well-known logos that have advertised their products for many years. The Golden Arches of McDonald's is perhaps one of the most recognized logos ever. McDonald's has around 34,000 restaurants in 118 countries and territories across the world, serving more than 69 million people every day worldwide. The Golden Arches can be found at all their locations in various sizes. The swoosh of Nike, created in 1971, is also among the most widely known advertising symbols worldwide.

Have participants create their own advertising symbol. They could use an existing product, or they could make up their own. This can be done individually or in small groups.

ANSWERS:

- | | |
|---------------|-------------------|
| 1. Apple | 8. Starbucks |
| 2. McDonald's | 9. Toyota |
| 3. Playboy | 10. Pepsi |
| 4. Target | 11. RCA |
| 5. Shell Oil | 12. Mercedes-Benz |
| 6. Honda | 13. Chevrolet |
| 7. Nike | |

WHAT'S THE MISSING WORD?



Which word is left out of the following well-known movie titles?

1. Planet of the _____
2. Twenty Thousand Leagues Under the _____
3. The Maltese _____
4. It Happened One _____
5. Citizen _____
6. Yankee Doodle _____
7. Breakfast at _____
8. Bonnie and _____
9. My Fair _____
10. For a Few Dollars _____
11. To Kill a _____
12. In the Heat of the _____
13. Guess Who's Coming to _____
14. The _____ Mermaid
15. The Good, Bad and the _____
16. The _____ of Notre Dame

SUGGESTIONS FOR FACILITATORS:

Even if the participants haven't seen these movies, they most likely have heard of the titles. Discuss the movies and how movies today are different than most of these older ones. Do they know the names of any of the actors or actresses who starred in the movies listed?

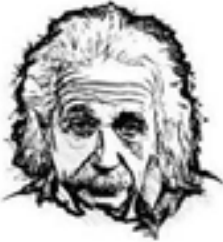
ANSWERS:

1. Planet of the **APES**
2. Twenty Thousand Leagues Under the **SEA**
3. The Maltese **FALCON**
4. It Happened One **NIGHT**
5. Citizen **KANE**
6. Yankee Doodle **DANDY**
7. Breakfast at **TIFFANY'S**
8. Bonnie and **CLYDE**
9. My Fair **LADY**
10. For a Few Dollars **MORE**
11. To Kill a **MOCKINGBIRD**
12. In the Heat of the **NIGHT**
13. Guess Who's Coming to **DINNER**
14. The **LITTLE** Mermaid
15. The Good, Bad and the **UGLY**
16. The **HUNCHBACK** of Notre Dame

WHO AM I?

Can you name the following famous people?

1.



5.

2.



6.

3.



7.

4.



8.



12.



9.



13.



10.



14.



11.



15.



SUGGESTIONS FOR FACILITATORS:

After completing this worksheet, use some photos of famous people in other ways, such as printing on card stock and then cutting into pieces to make a puzzle. Other ways include putting the people in order as to when they were born or talking about why these people are famous.

Another way to use photographs is to ask participants for their baby or high school photos and then post them on a board, asking people to guess who is who.

ANSWERS:

1. Albert Einstein (born 1879 in Germany)
2. Lucille Ball (born 1911 in Los Angeles)
3. Winston Churchill (born 1874 in United Kingdom)
4. John F. Kennedy (born 1917 in Massachusetts)
5. Colonel Sanders (born 1895 in Indiana)
6. Charlie Chaplin (born 1889 in London)
7. Marilyn Monroe (born 1926 in Los Angeles)
8. Audrey Hepburn (born 1929 in Belgium)
9. James Dean (born 1931 in Indiana)
10. Frank Sinatra (born 1915 in New Jersey)
11. Oprah Winfrey (born 1954 in Mississippi)
12. Ruth Bader Ginsburg (born 1933 in New York)
13. Babe Ruth (born 1895 in Maryland)
14. Johnny Carson (born 1925 in Iowa)
15. Carol Burnett (born in 1933 in Texas)

WHO'S MY MATE? #1



Sometimes two real people or fictional characters go together like salt and pepper—we know them more as a pair than individuals. This is true for many of the following couples, although some are famous individually as well. Can you name the partner of these fictional characters?

1. Mickey Mouse
2. Donald Duck
3. Batman
4. Wilma Flintstone
5. Bert
6. Scarlett O'Hara
7. Popeye
8. Fibber McGee
9. Ralph Kramden
10. Archie Bunker
11. Tarzan
12. The Tramp
13. Beauty
14. Barbie
15. Superman

SUGGESTIONS FOR FACILITATORS:

Can participants name other fictional pairs? Did they watch any of these cartoons or shows?

ANSWERS:

- | | |
|---------------------|-----------------|
| 1. Mickey Mouse | Minnie Mouse |
| 2. Donald Duck | Daisy Duck |
| 3. Batman | Robin |
| 4. Wilma Flintstone | Fred Flintstone |
| 5. Bert | Ernie |
| 6. Scarlett O'Hara | Rhett Butler |
| 7. Popeye | Olive Oyl |
| 8. Fibber McGee | Molly |
| 9. Ralph Kramden | Alice |
| 10. Archie Bunker | Edith |
| 11. Tarzan | Jane |
| 12. The Tramp | Lady |
| 13. Beauty | The Beast |
| 14. Barbie | Ken |
| 15. Superman | Lois Lane |

WHO'S MY MATE? #2



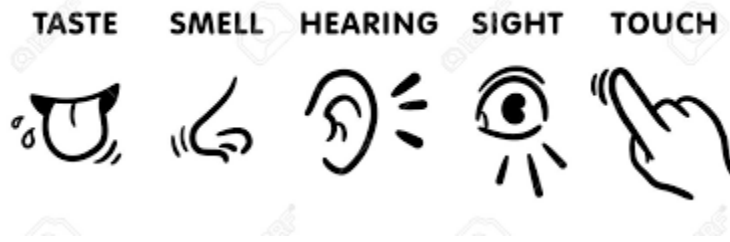
The following real couples, as in the fictional characters, also go together like salt and pepper. They aren't necessarily married but are thought of as a couple in a variety of ways. Can you name the other part of the couple?

1. George Burns
2. Antony
3. Spencer Tracy
4. Luke Skywalker
5. Butch Cassidy
6. Richard Burton
7. Joe DiMaggio
8. Paul Newman
9. Katharine Hepburn
10. Lucille Ball
11. Queen Victoria
12. Mary Pickford
13. Prince Rainier
14. Mel Ferrer
15. Eddie Fisher
16. Humphrey Bogart

ANSWERS:

- | | |
|----------------------|--------------------------|
| 1. George Burns | Gracie Allen |
| 2. Anthony | Cleopatra |
| 3. Spencer Tracy | Katharine Hepburn |
| 4. Luke Skywalker | Princess Leia |
| 5. Butch Cassidy | The Sundance Kid |
| 6. Richard Burton | Elizabeth Taylor |
| 7. Joe DiMaggio | Marilyn Monroe |
| 8. Paul Newman | Joanne Woodward |
| 9. Katharine Hepburn | Spencer Tracy |
| 10. Lucille Ball | Desi Arnaz |
| 11. Queen Victoria | Prince Albert |
| 12. Mary Pickford | Douglas Fairbanks |
| 13. Prince Rainier | Princess Grace of Monaco |
| 14. Mel Ferrer | Audrey Hepburn |
| 15. Eddie Fisher | Debbie Reynolds |
| 16. Humphrey Bogart | Lauren Bacall |

THE SENSES INTRODUCTION



Everything we know, and everything we learn comes to us through our five senses of vision, hearing, touch, smell and taste. As we grow older most of our senses weaken yet we can compensate for these changes with hearing aids for hearing loss, glasses for vision loss, etc. We use vision and hearing for most of the information we take in, but it's also important to use touch, smell, and taste, as these can expand neural connections in different parts of the brain than vision and hearing. Below is an overview of each of the five senses.

VISION

Sight is the primary sense we use in our daily lives to take in information. At least 80% of all that we learn is through what we see. Our sense of vision is the most complex of all the senses. About 70% of our body's sense receptors cluster in the eyes and these allow us to really see the world and understand it. With dementia, depth perception, color perception, contrast sensitivity, inability to interpret images, and inability to recognize familiar people, places and things can all have a negative impact on vision. These are things that facilitators need to be keenly aware of in working with their participants. For those with changes in vision, it becomes especially imperative that they learn to use their other four senses more fully.

HEARING

After vision, hearing is the sense through which we take in the most information. Most of us experience a decline in hearing as we age, often due to noise throughout our lifetime. Helen Keller once commented on just how important she believed the sense of hearing was: "Deafness is a much worse misfortune for it means the loss of the most vital stimulus—the sound of the voice that brings language, sets thought astir and keeps us in the intellectual company of man." Difficulty processing sounds,

hypersensitivity to noise, disorientation, anxiety, and overstimulation are all things of which facilitators should be aware.

TOUCH

Whereas the other four senses are found in specific parts of the body, the sense of touch is found all over our body. Our skin, the largest organ in our body, weighs six to ten pounds, and contains a multitude of different receptors—nerve endings that sense things like pain, temperature and pressure. These then activate sensors that carry information to our brains. Our sense of touch shows us how the world “feels” and registers our emotions. The sense of touch is the first to develop in fetuses. In newborns, it’s automatic, even before they open their eyes. Facilitators need to be aware of how those with dementia may have a loss of fine motor skills, may not be able to distinguish hot from cold, and may have a decreased ability to identify pain.

SMELL

The sense of smell triggers more memories than any of the other senses. Smell reaches our brain faster than any of the other senses. It does so almost instantaneously. We can recognize as many as 10,000 smells throughout our lifetime. This number decreases as we age, and it may therefore become problematic with safety issues such as not being able to smell smoke. Smell or olfactory information stays with us longer than information taken in through the other four senses. We often have strong emotional responses to smells because this sense is linked with our limbic system, the part of the brain that deals with memory. A smell from the distant past, such as the smell of moth balls, can unleash a flood of memories that are intense and vivid.

TASTE

Taste is the weakest of the five senses. Nearly 80% of what we consider taste comes from odors. (Try eating a piece of chocolate with your nose closed. Most likely you would not be able to tell it was chocolate without being able to smell it.) We are born with about 10,000 taste buds. As we grow older this number decreases, accounting for the fact that oftentimes we don’t taste things as strongly and we may not have a keen awareness of when we’re hungry or thirsty. We recognize five tastes—bitter, sweet,

salty, sour, and umami (savory tastes such as meat and MSG). For us to taste, chemicals from the food must first dissolve in saliva.

The senses are explored on the following pages in several ways. There are worksheets for participants to complete, and there are ideas for facilitators to use in class. A worksheet entitled *Using the Senses to Improve Our Memory* provides a great discussion-starter for the many ways we can use our senses.

Be sure to spend time outside as much as possible, for this is where all our senses come into play. The natural world is full of sensory experiences which can empower our memory-making skills.

A GROCERY STORE SCAVENGER HUNT



Take a stroll through the grocery store and find the following things:

1. Something in a square box
2. Something in the produce aisle that is purple
3. Something that comes four to a package
4. Something that comes in a gallon container
5. Something that weighs six ounces
6. Something that comes ten to a package
7. Something that is crunchy
8. Something that does not generally smell good
9. Something with a very strong flavor
10. Something that comes in a round package or jar
11. Something that comes in a quart jar
12. Something that comes in a very small portion
13. Something that comes in a paper container
14. Something with a brand name that starts with an "A"
15. Something that is sticky

SUGGESTIONS FOR FACILITATORS:

This is an activity that promotes observational skills. You can either take a field trip with the group, or you can give it as homework. Either way, participants are sure to come up with many different answers.

When they share answers, look for similarities and differences and discuss those. Ask participants to take five of their items and come up with a recipe for something yummy! You could also talk about costs of the items, how many of the items they have in their house, how many they like, and how many they dislike. Which ones are wrapped in the most appealing wrappers? Which ones really catch a person's eyes as they search the shelves?

You could also create another scavenger hunt in a clothing store or in a hardware store. This could also be done outside using nature as the subject and ask them to find something that smells good, something that is tiny, something that starts with the letter "L," etc.

AT THE BASEBALL GAME



Imagine you are at a baseball game. It could be a Major League Baseball game, a college game, or even a T-ball game watching your grandkids. Take a journey through all your senses and imagine the following:

1. Would you wish you were playing rather than watching?
2. What might you be eating or drinking?
3. What are some of the sounds you may be hearing?
4. Would you be hoarse from cheering, or are you more of a silent cheerleader?
5. What kind of smells might you be smelling?
6. If the score was completely lopsided, would you want to leave early, or would you stay until the last out is made?
7. If you are a Major League baseball fan, who is your favorite team? Who is your favorite player?

SUGGESTIONS FOR FACILITATORS:

This is a good activity to focus on all five senses. Come up with more scenarios with which to do this, too. How about: at the beach; at a wedding; at the circus, etc.?

Statistics reveal that we use our sense of sight to take in over 80% of all information. Approximately 12% comes by way of hearing. Smell, touch and taste account for the remainder.

Ask participants which of the senses they use the most. The sense of smell is keener in women than in men. Do the participants find this true in their lives? What about hearing?

MEMORIES AND THE SENSE OF SMELL



Smells can unleash a flood of memories that are so intense and striking that they almost seem real. The memories of childhood smells can last a lifetime. Think back to your childhood and reflect on the smells listed below. What memories do they bring to mind?

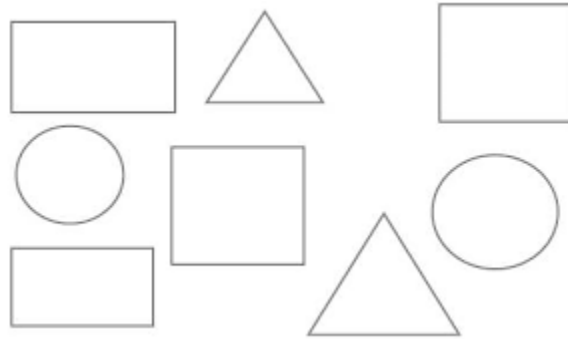
1. Fresh-baked cookies
2. Chlorine from a swimming pool you swam in
3. Mothballs (remember these?)
4. Freshly mowed grass
5. Chalk
6. Popcorn
7. Sautéed garlic and/or onions
8. Ether (that awful smell when you had your tonsils out!)
9. Vicks VapoRub
10. Roses or other flowers
11. Your mother's best meal
12. Your father's cologne
13. Baseball glove
14. Cedar hope chests

SUGGESTIONS FOR FACILITATORS:

Ask participants for other memorable smells. What are their favorites? Least favorites? Discuss the following characteristics of the sense of smell:

- We often have strong emotional responses to odors because our olfactory sense is integrally linked with our limbic system, the part of the brain that deals with memory.
- Smell reaches the brain much faster than any of the other senses—almost instantaneously.
- No two people smell the same odor the same way.
- Smell is probably the most undervalued of the senses in modern Western cultures.
- At our best, we can detect around 10,000 odors!
- Our sense of smell is least acute in the morning, and our ability to perceive odors increases as the day wears on.
- A woman's sense of smell is keener than a man's.
- The sense of smell decreases as we age.

THE SHAPES AROUND US



Look at the space around you, and try to answer the following questions:

1. How many things can you name that are square?
2. How many things can you name that are round?
3. Are there any things that are triangular?
4. Any rectangular things?
5. What other shapes do you see?

SUGGESTIONS FOR FACILITATORS:

This activity looks at sight and addresses some of the issues that those with dementia might encounter. Will the participants be able to interpret shape images? Will they actually recognize shapes? Some may simply name the most obvious things. Others may be able to pay more attention to details, such as recognizing that a switch plate is rectangular.

Once the participants have completed this activity individually, open it up to the entire group, giving clues as appropriate. You may even want to go outside to see how many more shapes can be identified. Or, pick another place like a kitchen, bathroom or hotel lobby.

POSSIBLE ANSWERS:

For square, answers may be windows, tables, pictures, and televisions.

For rectangular, answers may include sheets of paper, doors, books, and notebooks.

For round, answers may include coffee cups, pencils, clocks and bottles.

For triangular, these may be decorative items, trees if one is outside, and leaves on some indoor plants.

If a person is in the kitchen, eggs may be listed as oval.

If one is outside on the streets, they may identify a stop sign as a six-sided figure or a polygon.

THE SOUNDS AROUND US



Hearing is one of the most important of all the senses. It accounts for over ten percent of all the information we take in. It allows us to learn what's going on around us, and it is an important tool in communication.

Name five sounds that you may hear in the following situations:

Out in Nature

- 1.
- 2.
- 3.
- 4.
- 5.

In the Kitchen

- 1.
- 2.
- 3.
- 4.
- 5.

At a Baseball Game

- 1.
- 2.
- 3.
- 4.
- 5.

At a Concert

- 1.
- 2.
- 3.
- 4.
- 5.

In the Classroom

- 1.
- 2.
- 3.
- 4.
- 5.

SUGGESTIONS FOR FACILITATORS:

This is a creative way to encourage participants to focus on their sense of hearing.

Ask each of them their *sensory preference*, how they believe they learn best—sight, hearing, or touch/feel.

There are multiple self-tests online to help participants determine which of these they use the most. They're fun and non-threatening.

Discuss some of the stereotypes of hearing. Do men really practice selective listening? Do women often talk so much that others don't listen to them? Do girls really scream more than boys?

POSSIBLE ANSWERS:

Out in Nature

1. Birds chirping
2. Branches swaying
3. Water running
4. People talking
5. Dogs barking

In the Kitchen

1. Dishwasher running
2. Timers going off
3. Food frying
4. Water running
5. Refrigerator running

At a Baseball Game

1. A bat cracking
2. The umpire calling outs
3. People cheering or booing
4. Runners running
5. Runners sliding

At a Concert

1. Musicians playing
2. People cheering
3. People singing
4. Microphones blaring
5. Instruments playing

In the Classroom

1. Teachers teaching
2. Chalk on board
3. Pens/pencils writing
4. Pages turning
5. Books closing

WHAT DOES IT FEEL LIKE?

SUGGESTIONS FOR FACILITATORS



As we get older our sense of touch diminishes. We simply don't use touch to take in information nearly as much as we do the senses of sight and hearing. Our sense of touch can become stronger if we use it more often to really feel things.

We can recapture things that we did naturally as children—picking things up to explore them and enjoy the feel of them. Use the activity below to encourage participants to focus on how certain objects feel. This can be done by putting things in bags and having them reach in without looking, or by asking them to keep their eyes closed and handing them an object, or by putting their hands behind their back while someone puts things in their hands. Among the possible objects to be used are the following items:

- Pinecones
- Rubber bands
- Combs
- Brushes
- Yarn
- A spool of thread
- A playing card
- A cell phone
- A tea ball
- A gourd
- A quarter
- An eraser
- A tea bag
- A safety pin
- A small toy
- A spoon
- Tissue paper
- A lid from a jar

WHERE WOULD YOU BE IF YOU SAW THIS

There are thousands of wonderful tourist attractions around the globe. Can you identify these famous places and/or attractions?



8.



17.



9.



13.



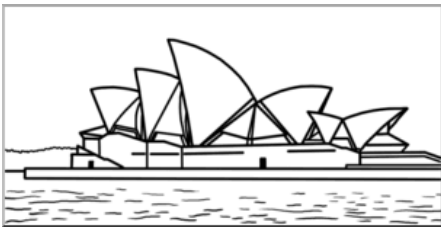
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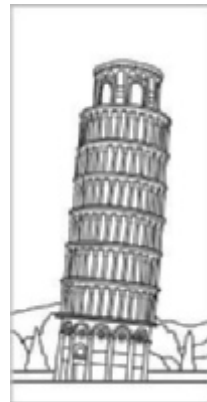
14.



16.



15.



SUGGESTIONS FOR FACILITATORS:

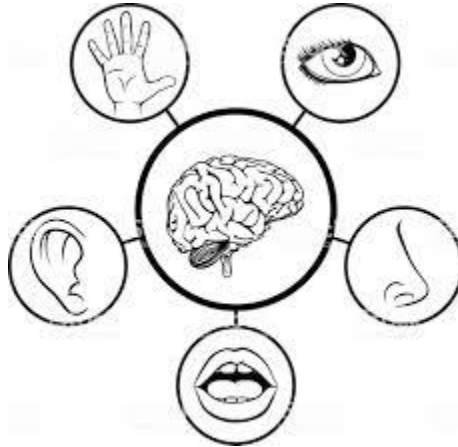
Vacations always provide for lively conversation. Here are a few questions to ask participants to start an exchange. What was the best vacation you ever took?

- If you could go anywhere in the world, where would you go?
- Do you speak the language spoken there? If not, do you think you could still get along okay?
- Do you think you'd like the food there?
- The weather?
- The people?

ANSWERS:

1. Colosseum, Rome, Italy
2. Eiffel Tower, Paris, France
3. Gateway Arch, St. Louis, Missouri
4. Taj Mahal, Agra, India
5. White House, Washington, D.C.
6. Big Ben in the Houses of Parliament, London, England
7. Pyramids in Egypt (also in Mexico)
8. Golden Gate Bridge, San Francisco, California
9. Space Needle, Seattle, Washington
10. Statue of Liberty, New York Harbor, New York
11. Opera House, Sydney, Australia
12. Koala Bear, Australia
13. Stonehenge, England
14. Magic Castle, Disneyland, Anaheim, California
15. Leaning Tower of Pisa, Pisa, Italy

USING OUR SENSES TO IMPROVE OUR MEMORY



Consider using the following tips in order to enhance your memory:

- Play/listen/sing to music daily.
- Listen to the many sounds of nature.
- Use different colors in your home to invoke various emotions.
- Use descriptive words to identify things that you see, hear, and touch throughout the day.
- Visit art galleries and other settings where your sense of vision is heightened.
- Look through photo albums.
- Listen to books on tape.
- Take photographs.
- Use a calendar or other visual aids to trigger recall of information.
- Listen to “sounds of nature” tapes.
- Learn to touch items in order to “know” them—in addition to seeing and listening.
- When shopping, pay special attention to how things feel.
- Add spices and herbs to your food instead of salt.
- Make a list of the smells of your childhood.

- Think of your favorite meal and imagine all the various tastes.
- Try new recipes and foods. Eat at ethnic restaurants.
- Undertake new projects that require you to touch, such as gardening, cooking and building things.
- Eat a blindfolded meal and attempt to identify different foods by taste, texture, and smell.
- Plant a garden filled with vegetables, herbs, and scented flowers. Spend time there.
- Hang bird feeders in your yard to watch birds eat and listen to them sing.
- Open the windows and let outside fragrances come in such as freshly mowed grass.
- Use aromatherapy.
- Watch television for a few minutes without sound, then turn the sound on again and listen with your eyes covered. Your other senses will be heightened.
- Make scented bath salts.
- Use guided imagery techniques. These can be found easily online.

USING THE SENSES TO ENHANCE THE LIVES OF THOSE WITH MEMORY LOSS

SUGGESTIONS FOR FACILITATORS



There are several ways that facilitators can enhance the environment and the senses to minimize the changes a person with memory loss experiences. These include those listed below.

SIGHT

- Make sure the room is as light as possible.
- Minimize glare.
- Use bright colors for emphasis.
- Limit patterns.
- Assure that written information has visual contrast.
- Use a size 14 font, or greater if needed.
- Limit visual distractions.

HEARING

- Encourage participants to get a hearing evaluation.
- Know from which side their hearing is best.
- Face towards the person.
- Limit auditory distractions.
- Use visual cues.
- Speak clearly and keep your voice tone low and annunciate well.
- Encourage those with hearing loss to sit next to you.
- Encourage participants to closely observe their surroundings and to practice listening.

TOUCH

- Be familiar with the participant's comfort level to being touched.
- Incorporate tactile experiences/stimulation into sessions.
- Provide many different textures in the environment—fabrics, smooth stones, etc.
- Encourage participants to pay close attention to the feel of things.

SMELL AND TASTE

- Incorporate pleasant, familiar scents such as those of flowers, herbs, or foods.
- Open windows when possible to let outside smells in.
- Use spices and herbs in foods.
- Use aromatherapy.
- Incorporate fresh air.
- Practice identifying tastes and smells.

THE NATURAL WORLD INTRODUCTION



One of the best “medications” we can take for our minds, bodies and memory is Vitamin N—the vitamin provided by spending time in nature. Just a few minutes a day of being outside has been proven in multiple studies to improve our mood and our overall physical health, to reduce stress, and increase self-esteem, creativity, and memory.

In a study performed by the National Institute of Health, the simple act of walking led to increased creativity in 81% of participants, with the best results coming from walking outdoors. Combining the endorphin-releasing effect of physical exertion with the stimulation of a physical landscape—a snow-capped forest, an ice-covered river or lake, even the familiar features of your neighborhood in an early morning or late afternoon light—can reap great benefits all the way around.

Being outside can also help to improve our relationships with others. As a nation, we spend most of our time indoors with few other people. Getting out-of-doors can enable us to be around other people simply by being in the vicinity of others, by taking walks with others, by joining groups in a sport, or just saying hello to neighbors or strangers on the street or in a nearby park. We need to remember that socialization is one of the best things we can do for our memory, and socializing outdoors is even more powerful.

Exercising outside, whether it be for a stroll through a park, or a run around the neighborhood, is usually more enjoyable than completing an exercise routine indoors. Urge participants in your classes to add more outside exercise to their days if they do not already do so. Physical activity

promotes the growth of new neurons which makes for healthier brains and better memory.

One last study regarding nature found that the more trees we're surrounded by the lower our stress levels. The pace of our lives in the U.S. can be very high. A nature walk in an area surrounded by many trees can help us slow this pace and bring us back into the moment. This study found that even posting pictures of greenery around our homes can lower stress levels.

The activities on the following pages encourage participants to get out into nature either physically or even through their imagination. Inspire them to commune with nature, to learn about our natural world, to imagine being in a beautiful park. All these things can add to a reduction in stress and an increase in overall wellbeing.

A GARDEN OF FLOWERS



The earliest known activity of flower-arranging dates to ancient Egypt according to Wikipedia. Egyptians were decorating with flowers as early as 2,500 B.C.E. Flowers have been found in the tombs of the ancient Egyptians, and garlands of flowers were worn by loved ones and left at the tombs. Since then, over 270,000 species of flowers have been developed. Today flowers can be found just about everywhere in the world—even in Antarctica. Test your knowledge of flowers with the following questions, some of which are not well-known, but take a guess anyway:

1. Who was famous for planting apple trees in parts of the U.S.?
2. For what holiday are the most flowers sent?
3. Veterans of Foreign Wars give away these red silk flowers in remembrance of soldiers who have died in war.
4. This flower was more valuable than gold in the 1600's in Holland.
5. What is the name of the sugary liquid that some flowers produce?
6. The Kentucky Derby winner is draped with a wreath of this flower.
7. The French artist Monet did many paintings of this flower.
8. You may have made a chain of these flowers when you were a child.
9. This flower is the international sign for romance.
10. What are the best-selling cut flowers worldwide?
11. This state grows approximately 60% of all cut flowers in the U.S.
12. Flowers which produce only in one year are called this.
13. Flowers which produce year after year are called this.
14. The very expensive spice, *saffron*, comes from this flower.
15. The flowers from this herb are thought to induce relaxation, and are often used in oils, sachets, soap, and potpourri.

SUGGESTIONS FOR FACILITATORS:

After completing this worksheet, you may want to take a walk in a garden or a neighborhood where there are many flowers. Ask participants for the names of flowers, and if they don't know, take a picture and then check it out when you get back to the program. Other activities could include making a collage of flowers or picking/buying fresh flowers to make arrangements. These creations could be taken home or delivered to nearby care homes.

ANSWERS:

1. Johnny Appleseed (AKA John Chapman)
2. Christmas and Hanukkah
3. Poppies
4. Tulips
5. Nectar
6. Red rose
7. Water lilies
8. Daisies
9. Red rose
10. Carnation
11. California
12. Annuals
13. Perennials
14. Crocus
15. Lavender

A WALK IN SILENCE

SUGGESTIONS FOR FACILITATORS



A walk in silence helps us to become one with the present and with each other. Take a walk with the group, encouraging them all to do so in silence. Try to find a park or someplace where nature abounds. As you do, encourage them to take a few deep breaths, allowing their breath to be slow and relaxed. Ask them to notice how their body feels. After doing this, simply walk quietly for a few minutes, taking in the entire environment. When you return, ask the following questions.

1. How do you feel? Are you more relaxed?
2. When you were walking, were you able to become lost in thought? Were your thoughts positive?
3. Were you able to take in more of the scenery and notice more details?
4. Were you able to “hear” more when those around you were silent? What sounds did you notice?
5. Are silent walks something you might be willing to try occasionally in the future? No talking; no cell phones; no listening to music or news: just silence.

COMMUNING WITH NATURE



Find a comfortable place to sit outside for a while. This may be in a forest, by a stream, at a park, or simply in your backyard. Breathe the air around you in deeply, and ponder the following questions:

1. How many different things do you see?
2. What sounds do you hear, besides your beating heart?
3. Are there certain smells in the area? Are they pleasant?
4. How many things can you touch? What words can you use to describe these things?

SUGGESTIONS FOR FACILITATORS:

Taking time to complete this activity can be beneficial in so many ways, both physically and mentally. It's a great way to de-stress physically and to take time for oneself. It's a form of meditation.

Review these benefits with participants, and suggest they do this on a regular basis. Encourage them to share their answers with others. Suggest other things that they may have missed such as the sound of children, weeds that look like flowers, the smell of newly cut grass, etc.

FAMOUS ANIMALS BOTH LARGE AND SMALL



There are many famous animals, both large and small. Some are real; some are fictional; some are popular today; others have been popular in the past. Given the following clues on the left, can you match them with the names on the right?

- | | |
|--|------------------------|
| 1. This Sesame Street character loves trash. | Punxsutawney Phil |
| 2. This is Charlie Brown's dog. | President Obama's dogs |
| 3. The February 2nd Groundhog | Garfield |
| 4. The first dog in space. | Flipper |
| 5. Frosted Flakes | Toto |
| 6. The most famous mouse of all | Babe |
| 7. The most beloved of dogs | Winnie the Pooh |
| 8. Bo and Sunny | Mr. Ed |
| 9. Lady's partner | Silver |
| 10. We're not in Kansas anymore! | Laika |
| 11. This bear loves honey. | Eddie |
| 12. The Blue Ox | The Tramp |
| 13. Frazier's father's dog | Lassie |
| 14. The Lone Ranger's horse | Tony the Tiger |
| 15. The talking horse | Snoopy |
| 16. The most famous dolphin | Oscar the Grouch |

SUGGESTIONS FOR FACILITATORS:

Participants will most likely be familiar with most of these animals. Some have been characters in movies; some on television; some in books, and others in cartoons. Good discussions can include questions such as:

- Have you watched any of the movies or television shows that starred any of the animals listed?
- Did you watch cartoons on Saturday mornings growing up? Which were your favorites? Did you read comic books? Which were your favorites?
- Did you have a dog, cat or other animals growing up? Did you take care of them? Do you like cats or dogs more? Why?
- Do you have an animal now?
- Did you ever have fish, hamsters, or bunnies?
- If you lived on a farm, what farm animals did you have? Did you help care for them?
- Have you ever ridden a horse? Did you like the feeling of sitting in a saddle, or did you ride bareback?

ANSWERS:

1. This Sesame Street character loves trash. - **Oscar the Grouch**
2. This is Charlie Brown's dog. - **Snoopy**
3. The February 2 Groundhog - **Punxsutawney Phil**
4. The first dog in space - **Laika**
5. Frosted Flakes - **Tony the Tiger**
6. The most famous mouse of all - **Mickey Mouse**
7. The most beloved of dogs - **Lassie**
8. Bo and Sunny - **President Obama's dogs**
9. Lady's partner - **The Tramp**
10. We're not in Kansas anymore! - **Toto**
11. This bear loves honey - **Winnie the Pooh**
12. The Blue Ox - **Babe**
13. Frazier's father's dog - **Eddie**
14. The Lone Ranger's horse - **Silver**
15. The talking horse - **Mr. Ed**
16. The most famous dolphin – **Flipper**

MAN'S BEST FRIEND



Dogs have long been known as “man’s best friend” dating back to over 15,000 years ago. There is good reason for this, as dogs have been very beneficial companions for humans with the capability of improving both mental and physical health, reducing stress, and providing a great deal of companionship. For many of us, they become part of our families. Test your knowledge about dogs with the following questions:

1. What is the most popular dog in the United States?

Collie Labrador Poodle

2. What is the largest well-known dog?

English Mastiff St. Bernard Great Dane

3. The smallest? Pug Chihuahua Dachshund

4. What is the name of Frasier’s father’s dog?

Freddie Eddie Max

5. What is the name of Timmy’s dog?

Rover Sunshine Lassie

6. What is a cross between a poodle and Labrador called?

Labradoodle Poodle Lab Labrapoodle

7. What type of dog is well-known for herding?

German Shepherd Border Collie Boxer

8. The current most popular name for a dog is...

Max Blackie Molly

9. This dog is often seen with a small wooden barrel:

Rottweiler Irish Setter St. Bernard

10. This dog can reach a speed of 45 mph

Terrier Greyhound Pointer

11. One of the stars of the *Little Rascals*, this dog had a ring around his eye.

Petey Rascal Sargent

12. This is Queen Elizabeth's favorite breed.

Collie Poodle Corgi

13. This dog accompanied Judy Garland in *The Wizard of Oz*.

Bono Toto Dolly

14. Anheuser Busch once used this dog in advertising.

Spuds Mackenzie Butchie Mack

15. RCA used this dog in advertising known as "His Master's Voice."

Tipper Nipper Flipper

16. FDR's Scottish Terrier was named: Fava Fala Fawa

17. President Obama's Portuguese Water Dog was named:

Buddy Benji Bo

18. Perhaps the most famous of all German Shepherd's was named:

Rin Tin Tin Grover Millie

SUGGESTIONS FOR FACILITATORS:

For many of us, dogs are indeed our best friends. Ask a variety of questions such as: What is their favorite breed of dog? Do they have a dog now, or did they ever? If they don't have a dog now, do they wish they did? Discuss different types of breeds. Do they think some are dangerous? Are some better pets than others? Are some better lap dogs? This topic has nearly endless opportunities for discussion.

ANSWERS:

1. Labrador
2. English Mastiff
3. Chihuahua
4. Eddie
5. Lassie
6. Labradoodle
7. Border Collie
8. Max
9. St. Bernard
10. Greyhound
11. Petey
12. Corgi
13. Toto
14. Spuds MacKenzie
15. Nipper
16. Fala
17. Bo
18. Rin Tin Tin

NATURE FROM A TO Z



Take a walk in nature, through a flower garden, a forest, or along a lake if you can, or just imagine yourself taking a walk in the woods or through a garden and try to identify something you see, or might see, that begins with each letter of the alphabet.

A.

B.

C.

D.

E.

F.

G.

H.

I.

J.

K.

L.

M.

N.

O.

P.

Q.

R.

S.

T.

U.

V.

W.

X.

Y.

Z.

SUGGESTIONS FOR FACILITATORS:

Naming a variety of items that start with each letter of the alphabet is a great activity to do on the board with the whole group or individually.

Some other ideas for A-Z's are located throughout this book. Besides those, other possibilities include flowers, girls' and boys' names, last names, foods, countries, cities, toys, drinks, items of clothing, etc.

SOME POSSIBLE ANSWERS:

- A. animals, azaleas, ants, algae
- B. bulbs, bark, boulders, birds, brooks, bridges, bees, butterflies
- C. cats, chrysanthemums, chipmunks, clouds
- D. dandelions, dirt, deer, dogs
- E. earth, environment, erosion, evergreens
- F. flowers, frogs, fungus, flora, fauna, fish
- G. grass, grassland, growth, gardens
- H. hikers, hills, hillsides
- I. insects, ice plant
- J. junipers, jonquils
- K. kids, kites
- L. leaves, land, logs, life, lava rocks
- M. moon, mountains, mammals
- N. native plants, needles
- O. oleander, organisms
- P. petals, pinecones, people, poison ivy, paths, ponds, pollution
- Q. quince trees, quiet
- R. roses, rabbits, rocks, racoons, rainbows, roots
- S. soil, streams, seeds, shrubs, squirrels, sun, sky, sticks, springs
- T. trees, trunks, twigs, terrain, trash
- U. urchin
- V. vistas, verbena
- W. water, webs, waterfalls, wildlife, wilderness, wind, worms
- X.
- Y. yarrow
- Z. zinnias

NATURE TRIVIA



Birds singing, babbling brooks, roses in bloom, animals in motion: These are some of the many symbols of nature. Put on your nature thinking cap to try to answer the following nature questions:

1. What is the largest animal in the world?
2. What is the tallest tree in the world?
3. How tall is a baby giraffe at birth?
4. What is the name of the liquid that flows from a volcano?
5. How many planets can you name?
6. When did Neil Armstrong walk on the moon?
7. What is the largest bird in the world?
8. What is the largest lake in the United States?
9. What is the fastest land animal?
10. Zoologist Jane Goodall has spent most of her life studying what?
11. What is the best known of all marsupials?
12. Name three types of bears.
13. What is the most widely cultivated crop on earth?
14. Which farm animal is thought to be the most intelligent?
15. What is the largest rainforest in the world?

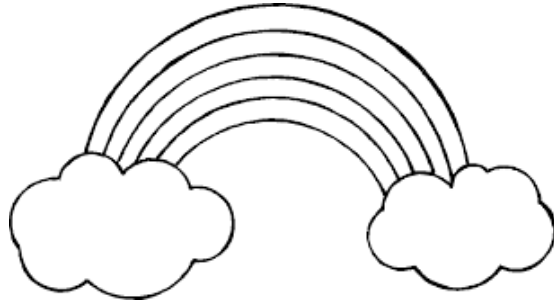
SUGGESTIONS FOR FACILITATORS:

There are many more basic questions about nature found on the internet regarding animals, weather, the environment, the solar system, water, and so much more. You could use these different categories and create a type of Jeopardy quiz and divide into teams. You could also have participants do some research and come up with their own questions and answers.

ANSWERS:

1. Blue whale
2. Redwood or sequoia sempervirens
3. Approximately six feet!
4. Lava
5. Earth, Mars, Saturn, Venus, Jupiter, Uranus, Neptune, Mercury (Pluto is no longer considered a planet.)
6. July 20, 1969
7. Ostrich
8. Lake Superior
9. Cheetah – up to 75 miles per hour
10. Chimpanzees
11. Kangaroos
12. The eight bear species of the world are black bear, brown bear (includes grizzly bear), polar bear, Asiatic black bear, Andean bear, panda bear, sloth bear, and sun bear.
13. Wheat
14. Pig
15. Amazon Rainforest in South America

WATER, WATER, EVERYWHERE!



Water is such a large part of our lives in so many ways. Can you answer the following questions all associated with water? Some of these are difficult but are still good things to learn!

1. How much water is recommended that we should drink each day?
2. A frequently heard quote from *The Rime of the Ancient Mariner* is, "Water, water, everywhere, but _____."
3. Where in our homes is the most water "wasted"?
4. Water is made up of which two elements?
5. Nimbus, cumulus and stratus are types of what?
6. What is the longest river in the world?
7. What portion of the world's surface is made up of water?
8. At what temperature does water freeze?
9. What is the biggest ocean on earth?
10. What is the solid state of water called?

SUGGESTIONS FOR FACILITATORS:

Water is a huge issue for all of us and certainly for those with memory issues. Pay special attention to this topic. Below are some of the many ways that water helps our bodies and minds.

- Proper hydration aids cognitive functions and is crucial to staying in good cognitive shape. Research has shown inadequate water intake can negatively impact our focus, alertness, and short-term memory.
- Water protects the tissues, spinal cord, and joints.
- It helps excrete the waste in our bodies through perspiration, urination, and defecation.
- Water maximizes our physical performance.
- It helps to boost our energy levels.
- Water prevents overall dehydration.

After discussing what water can do for our bodies, ask participants what they can do to make sure that they drink enough water. Some suggestions may include:

- Carry a water bottle with you wherever you go. Keep taking sips from it when you feel the need.
- Track your water intake. Make sure you consume the optimum amount every day, which is a minimum of half your body weight, in ounces/milligrams.
- Drink a glass of water first thing in the morning to start off your day.
- Keep a journal of how much you drink each day.

ANSWERS:

1. Eight glasses
2. Not a drop to drink
3. Toilets
4. Hydrogen and oxygen
5. Clouds
6. The Nile
7. Approximately 70%
8. 32 degrees
9. Pacific Ocean
10. Ice

WHERE DO I LIVE?



People all over the world live in a variety of types of houses. Those in northern Alaska might live in igloos. Some Native Americans live in teepees. Those in some parts of the British Isles live in thatched huts and those natives in the floating islands of Lake Titicaca live in houses made from reeds.

It's not only people that live in houses. Most animals also have their own specific homes. Can you name the "home" of the following living things?

- | | |
|-------------|-------------|
| 1. A bear | 9. Whales |
| 2. A bird | 10. Pigs |
| 3. Leaves | 11. Beavers |
| 4. Bees | 12. Turtles |
| 5. Chickens | 13. Lions |
| 6. Ducks | 14. Horses |
| 7. A spider | 15. Dogs |
| 8. Wolves | 16. Ants |

SUGGESTIONS FOR FACILITATORS:

There are many good follow-ups to this activity. You might want to have participants build a bird house or make a bird feeder from a pinecone, peanut butter, and sunflower seeds.

Another great activity would be to get outside to observe an animal in their habitat—farm animals, ducks in a nearby pond, etc. This helps to learn what makes a good home for an animal. Here are some things to look for:

Out in your backyard or in a park, look for homes such as a bird's nest in tree branches, a raccoon hole in tree trunks, a rabbit hole in the ground, a spider's web on bushes, and any other places you think an animal may be living.

1. Without getting too close to this possible home, watch for signs of activity. Are there any birds flying close to the nest? Do you see a squirrel looking for food?
2. If you see an animal or insect, watch what it is doing and where it is going. Is it gathering or finding food? Is it making any noise? Is it cleaning itself? If you watch long enough, you may be able to see where its home is.
3. If you know where an animal keeps its home, look around the area at how beneficial that home is for the animal. Is there plenty of food? Is there a source of water nearby? Does its home provide shelter from the weather like sun or rain or snow? Is there enough space for the animal and its babies? How well does the home protect the animal family from danger?
4. Write down the interesting things that you saw and found, and/or draw pictures of the animals and their homes, in a nature notebook or a personal journal.

ANSWERS:

- | | | |
|-----|----------|--|
| 1. | A bear | Den |
| 2. | A bird | Nest |
| 3. | Leaves | Tree |
| 4. | Bees | Hive |
| 5. | Chickens | Coop |
| 6. | Ducks | Water |
| 7. | A spider | Web |
| 8. | Wolves | Den |
| 9.. | Whales | Ocean |
| 10. | Pigs | Pen |
| 11. | Beavers | Water |
| 12. | Turtles | Water |
| 13. | Lions | Den |
| 14. | Horses | Stable |
| 15. | Dogs | Kennels, doghouses or inside in their dog beds |
| 16. | Ants | Anthill |

CREATIVE EXPRESSION INTRODUCTION



Art can open doors to self-expression and provide a true sense of purpose and accomplishment in loved ones with Alzheimer’s disease and other forms of dementia, according to the Mayo Clinic and the Alzheimer’s Association. Additional benefits of creative expression include the ability to reduce stress, improve mood, improve the ability to focus and concentrate, increase one’s sense of curiosity, and enhance the ability to communicate.

Creative expression encompasses all the arts, including: the visual arts; creative writing; poetry; dance; photography; drama; and music (which will be addressed in another chapter). So often we hear from many adults that they don’t feel the least bit creative: “I can’t even draw a stick figure,” “My singing is always off key,” “I’m terrible at writing,” “I can’t dance without stepping on toes,” etc. This is a very unfortunate line of thought as it keeps people from reaping the benefits of creative engagement.

Research shows that **everyone** is capable of creativity. We may not be a Mozart or a Picasso, but we all have ways in which we can show our creative side. “Be creative and have fun!” should be expressed often to all of us, and specifically to those with early memory loss. Bringing out our creative side, which we all have—naturally—can reap multiple benefits.

The activities on the following pages allow participants to show their creativity in a variety of ways. It is important for facilitators to keep in mind the following points when introducing these and other creative arts activities to their early memory loss groups:

- Allow plenty of time to complete activities but know that it may take more than one sitting due to decreased attention span. Don't hurry the participants.
- At times, you may need to start the project for them—by giving them a writing prompt, making the first brush stroke, finding the first item in the Magazine Scavenger Hunt, etc.
- With visual arts, it's often a good idea to provide a sample.
- Always keep the projects at an adult level. Avoid any project that could be seen as child-like, as this can be extremely demeaning.
- Provide ongoing encouragement.
- Allow those who want to share to do so, but don't force those who would rather not.
- Encourage conversation among the group.
- Encourage imagination.

Have fun with these activities. They are meant to provide meaningful conversations and laughter as well as the benefits listed above.

Resources for more ideas are included in the back of this book.

A MAGAZINE SCAVENGER HUNT #1



Using a variety of different magazines, search for the following:

1. Something that is round
2. A photograph of someone famous
3. Fruit
4. Flowers
5. A book
6. A chair
7. A baby
8. A basket



A MAGAZINE SCAVENGER HUNT #2



Using a variety of different magazines, search for the following:

1. Vegetables
2. Something that is purple
3. A pair of shoes
4. A table
5. Something square
6. A drinking glass
7. A cup of coffee
8. A person wearing glasses



COLORING MANDALAS TO MUSIC

SUGGESTIONS FOR FACILITATORS

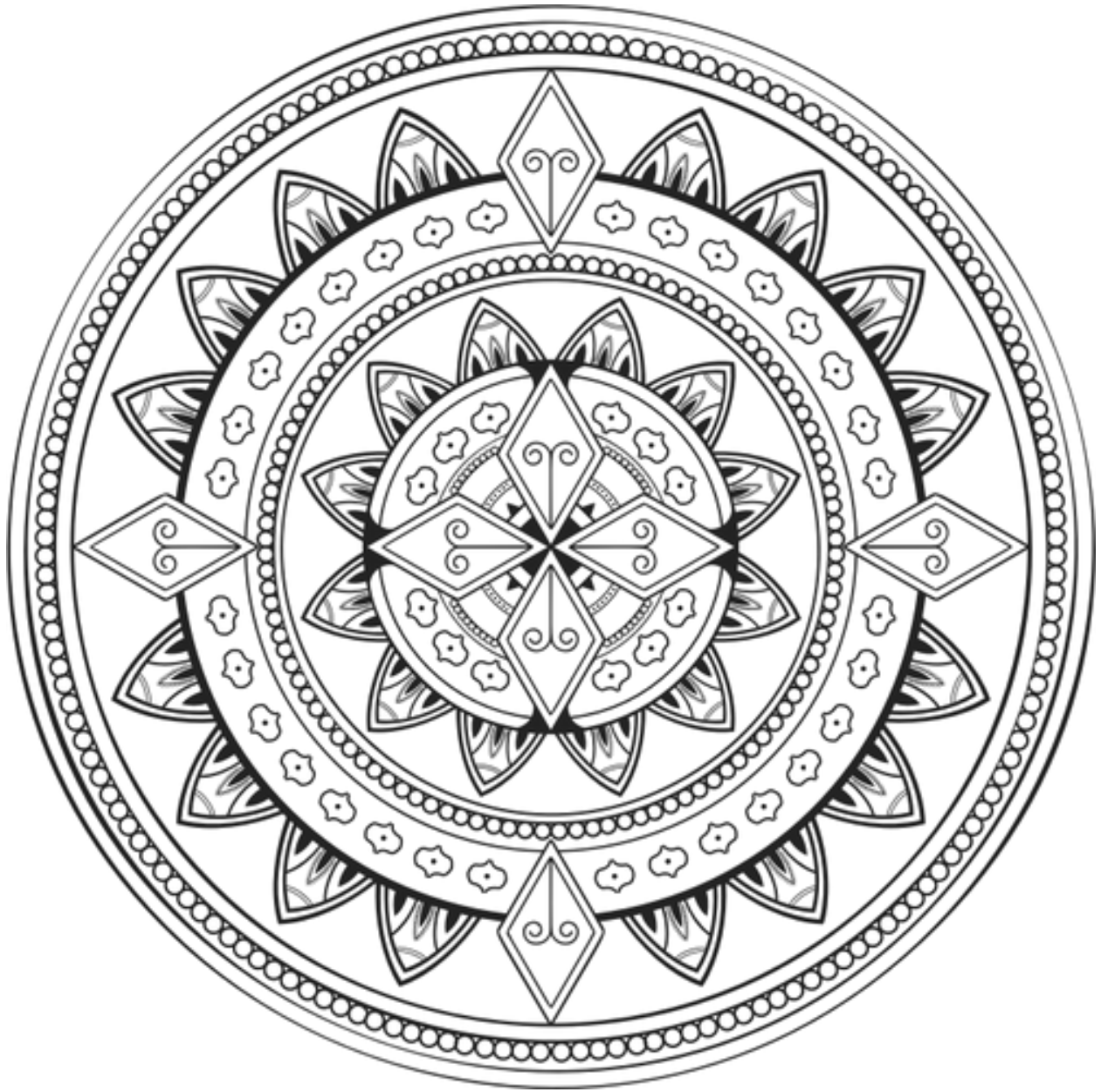


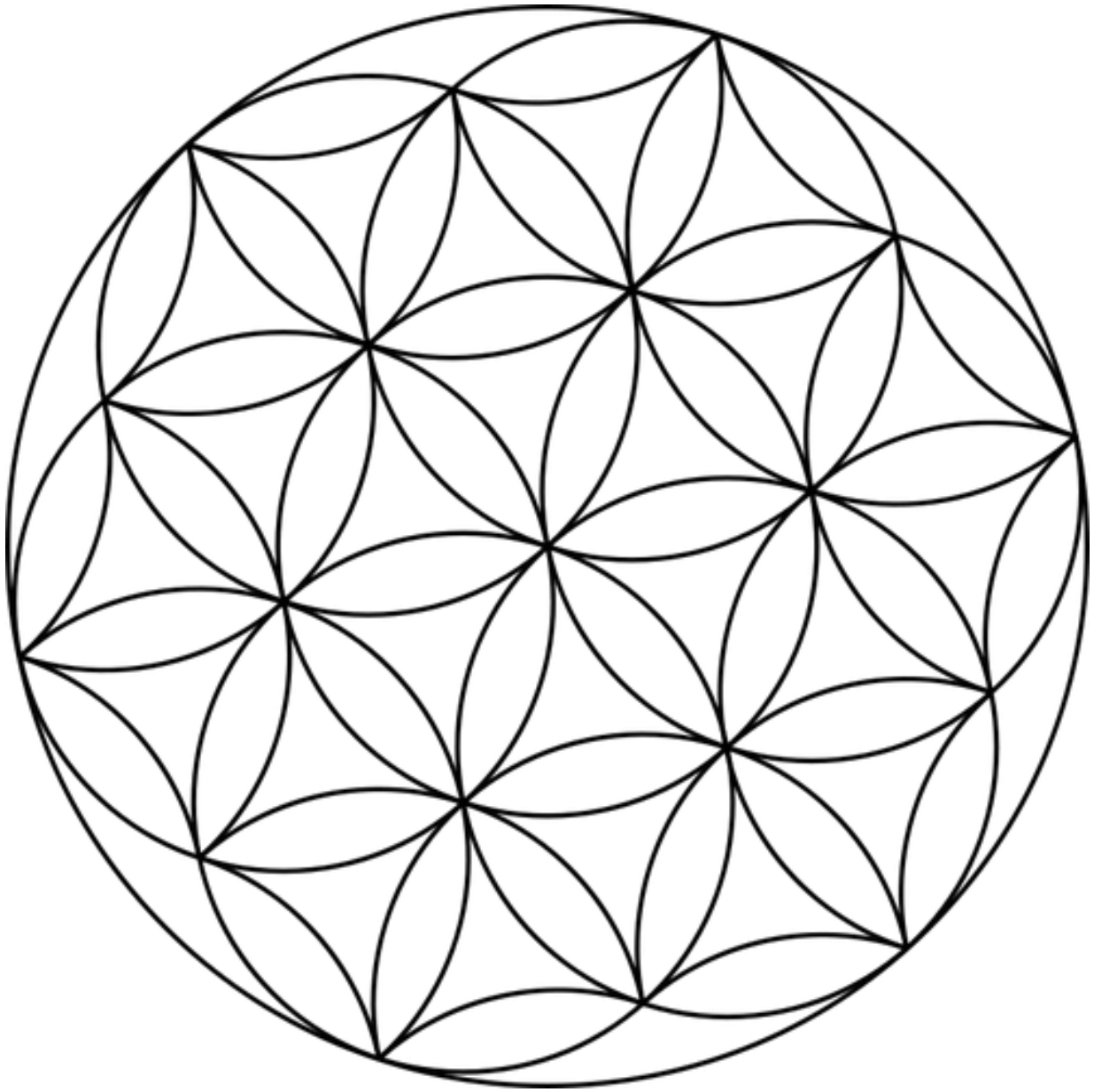
Coloring mandalas is frequently used to reduce stress. Merriam-Webster defines a mandala as: a Hindu or Buddhist graphic symbol of the universe, *specifically*: a circle enclosing a square with a deity on each side that is used chiefly as an aid to meditation.

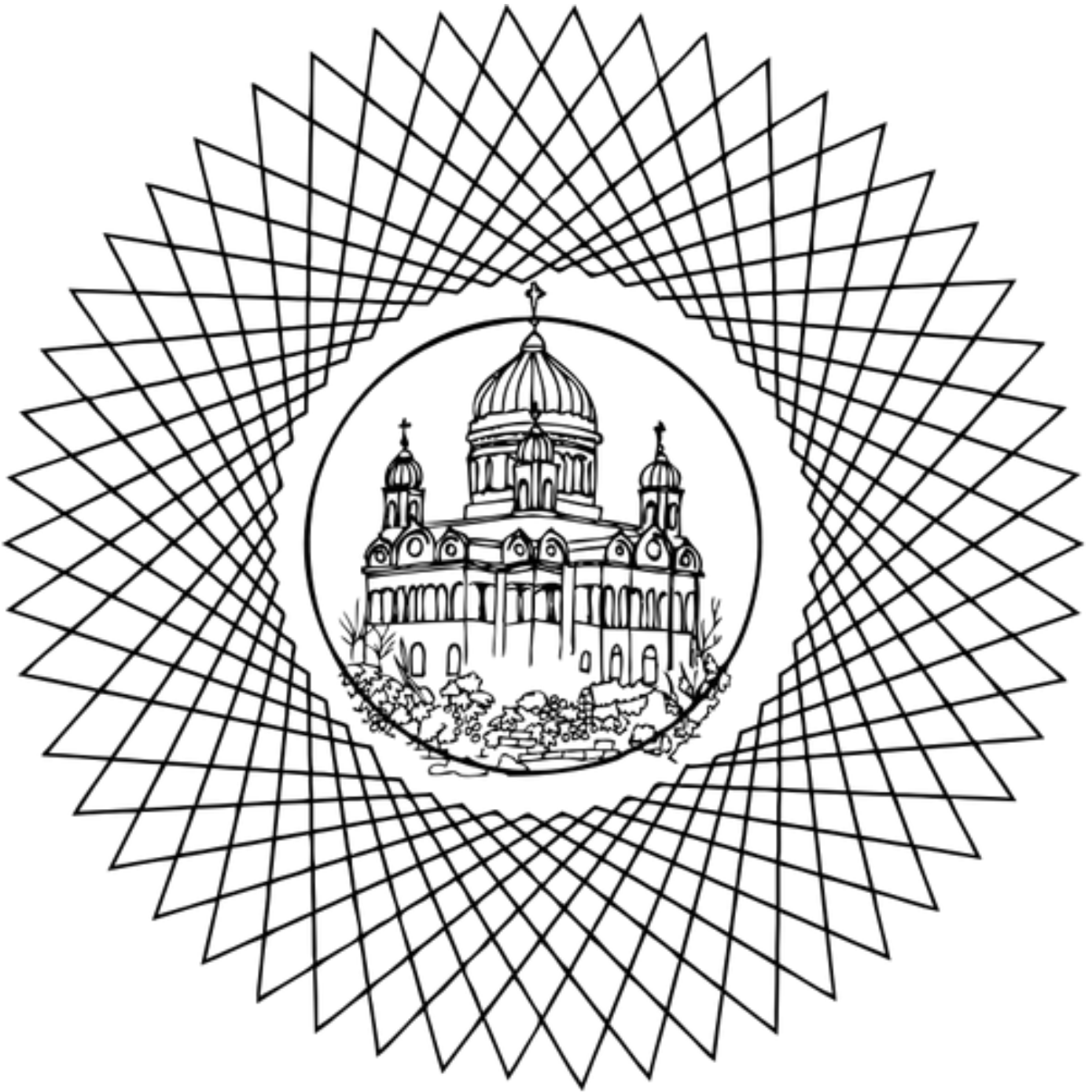
Below are three different mandalas ready to color. The three below are just examples. There is an endless supply of free mandala clipart on the web.

Make copies of the ones below or find your own depending on just how detailed you think your participants would like them. Printing onto cardstock can be helpful, though regular copy paper works, too. Provide colored pencils or thin felt tip markers for coloring.

You might want to do a guided imagery or a short meditation as a springboard to this activity. Then put on some quiet music and have them begin to color.







MAGAZINE COLLAGES



Think about things that bring a smile to your face: A certain food? Special people? Particular places? Treasured objects? Once you've had time to think about these things, make a collage using pictures and words taken from various magazines that represent the things that make you smile. Use construction paper, card stock, or any type of available paper as base. Feel free to draw or write onto the collage with colored pencils, felt-tip pens, and/or crayons, too.

SUGGESTIONS FOR FACILITATORS:

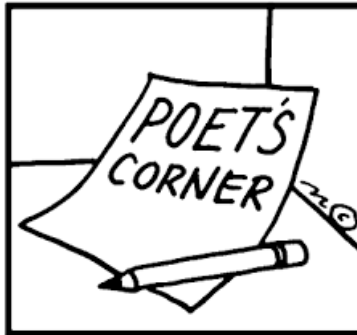
Magazine collages are a great way to bring out the creativity in participants. Be sure to have a variety of types of magazines, including cooking, fishing, sports, home decorating, travel, and nature magazines. Using construction paper or card stock is better, though these can be done on plain paper, too. Suggest that the finished collages be hung in their homes to remind them of all the things that can bring them smiles. Urge them to think outside of the box by using words and text as well as pictures.

Collages are also a great way to get participants talking with one another and sharing stories. Be sure to give ample opportunity for sharing and discussion once the collages are finished.

Additional topics for collages include foods they enjoy, nature, words that are meaningful to them, things that remind them of their childhood, places they would love to go on vacation, things that make them happy or products they like. You could even have everyone work on a group collage and then hang it up to be viewed week after week.

POETRY IN MOTION

SUGGESTIONS FOR FACILITATORS



Cut up the following well-known poem stanzas, mix them together and have the class work in groups to put together each poem or part of a poem in the proper order. Discuss whether they enjoy poetry, whether they have favorite poets, etc. Follow it up by giving them a prompt and asking them to write their own poem. Poems below are by, in order: Joyce Kilmer, Elizabeth Barrett Browning, Dylan Thomas, John Donne and Shakespeare.

I think I shall never see
A poem as lovely as a tree.



How do I love thee? Let me count
the ways.

I love thee to the depth and breadth
and height



Do not go gentle into that good night,

Old age should burn and rave
at close of day;



No man is an island

Entire of itself.



Shall I compare thee to a summer's day?

Thou art more lovely
and more temperate.

STORYTIME

SUGGESTIONS FOR FACILITATORS



Writing or telling stories brings out our creative spirit. By focusing on fictional tales, we enter the world of make-believe and imagine doing things we've always wanted to do, like seek danger, reveal our deep, dark secrets, and travel to faraway places. Use the following prompts to help participants write short or long stories, or if they would prefer, have them create their own prompts. If they have a difficult time writing, give them time to develop the stories in their minds, and then have them share them with a partner or with the whole group.

1. There once was a huge animal living in a forest near me. Every time I took a walk anywhere near this forest, I...
2. It was on this island that I first met...
3. This was the tallest building I had ever seen in my life.
4. There were four of them—more than I had ever seen in one place. They were...
5. She was five feet tall and gorgeous—perhaps the most beautiful woman I had ever seen in my life...
6. The trees seemed as though they were as tall as the sky. I craned my neck to look to the tops of them...
7. I had yearned for a brother for years and years. Now, finally, here he was and...
8. He was tall, dark and handsome. But these characteristics weren't enough for me. I needed...

THE CREATIVITY OF AUTHORS AND ARTISTS



Well-known artists of all types thrive on their creative instincts. Those of us not in this category also have a great deal to offer creatively, from being a great chef to having the ultimate green thumb. Can you name the author or artist of the following works of art?

- 1) The Sistine Chapel ceiling
 - a) Rembrandt
 - b) Michelangelo
 - c) Leonardo da Vinci
- 2) *The Grapes of Wrath*
 - a) Jack London
 - b) George Bernard Shaw
 - c) John Steinbeck
- 3) *Water Lilies*
 - a) Claude Monet
 - b) Edgar Degas
 - c) Edouard Manet
- 4) *Great Expectations*
 - a) Charles Darwin
 - b) Charles Dickens
 - c) Lewis Carroll
- 5) *Sunflowers*
 - a) Vincent Van Gogh
 - b) Pablo Picasso
 - c) Henri Matisse
- 6) *Mona Lisa*
 - a) Salvador Dali
 - b) Leonardo da Vinci
 - c) Paul Cezanne
- 7) *The Adventures of Tom Sawyer*
 - a) T.S. Eliot
 - b) Mark Twain
 - c) Oscar Wilde
- 8) *Hamlet*
 - a) Leo Tolstoy
 - b) Arthur Conan Doyle
 - c) Shakespeare

9) *Campbell's Soup Cans*

- a) Paul Gauguin
- b) Frida Kahlo
- c) Andy Warhol

10) *The Old Man and the Sea*

- a) Ernest Hemingway
- b) James Joyce
- c) William Faulkner

11) *The Thinker*

- a) Michelangelo
- b) Rembrandt
- c) Rodin

12) *Harry Potter series*

- a) J.K. Rowling
- b) Truman Capote
- c) J.R.R. Tolkien

13) *Little Women*

- a) Emily Dickinson
- b) Walt Whitman
- c) Louisa May Alcott

14) *Moby Dick*

- a) Herman Melville
- b) James Joyce
- c) J.D. Salinger

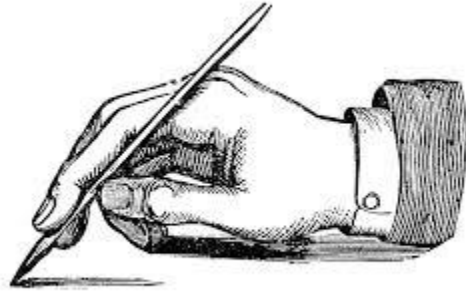
SUGGESTIONS FOR FACILITATORS:

If possible, download some photos of the works of art named in this activity as well as some others done by these artists. Print out covers of these books, too, with a short synopsis of each from the internet. Ask questions such as: Who has read these? Who has seen works of these famous artists? Ask other questions such as: Who enjoys going to museums? Which is your favorite? Do you like modern art or that of hundreds of years ago? Do you enjoy reading? Have you read any of these books? What's your favorite book? Favorite author?

ANSWERS:

1. Michelangelo
2. John Steinbeck
3. Monet
4. Charles Dickens
5. Van Gogh
6. Leonardo da Vinci
7. Mark Twain
8. Shakespeare
9. Andy Warhol
10. Ernest Hemingway
11. Auguste Rodin
12. J.K. Rowling
13. Louisa May Alcott
14. Herman Melville

WRITE A STORY



Use the following 10 words to write a short story. Use them once or as many times as you like. Add your own words as you wish.

- River
- Fast
- Winding
- Red
- Five
- Beautiful
- Mysterious
- Walking
- Hills
- Sounds

SUGGESTIONS FOR FACILITATORS:

This exercise uses verbal skills and creativity to create a story. Some participants may write a long story. Others may use these words and few others. This can be done individually or in small groups. You may want to create your own and read it first to give some ideas.

Language skills decrease as the memory becomes more impaired. It's important to use activities that necessitate writing for as long as possible to use remaining language skills. These activities don't need to be long but doing them frequently can be beneficial. Change the words. Keep them simple using verbs, nouns and adjectives. Some may want to read theirs out loud but never force anyone to read them if it makes them feel uncomfortable.

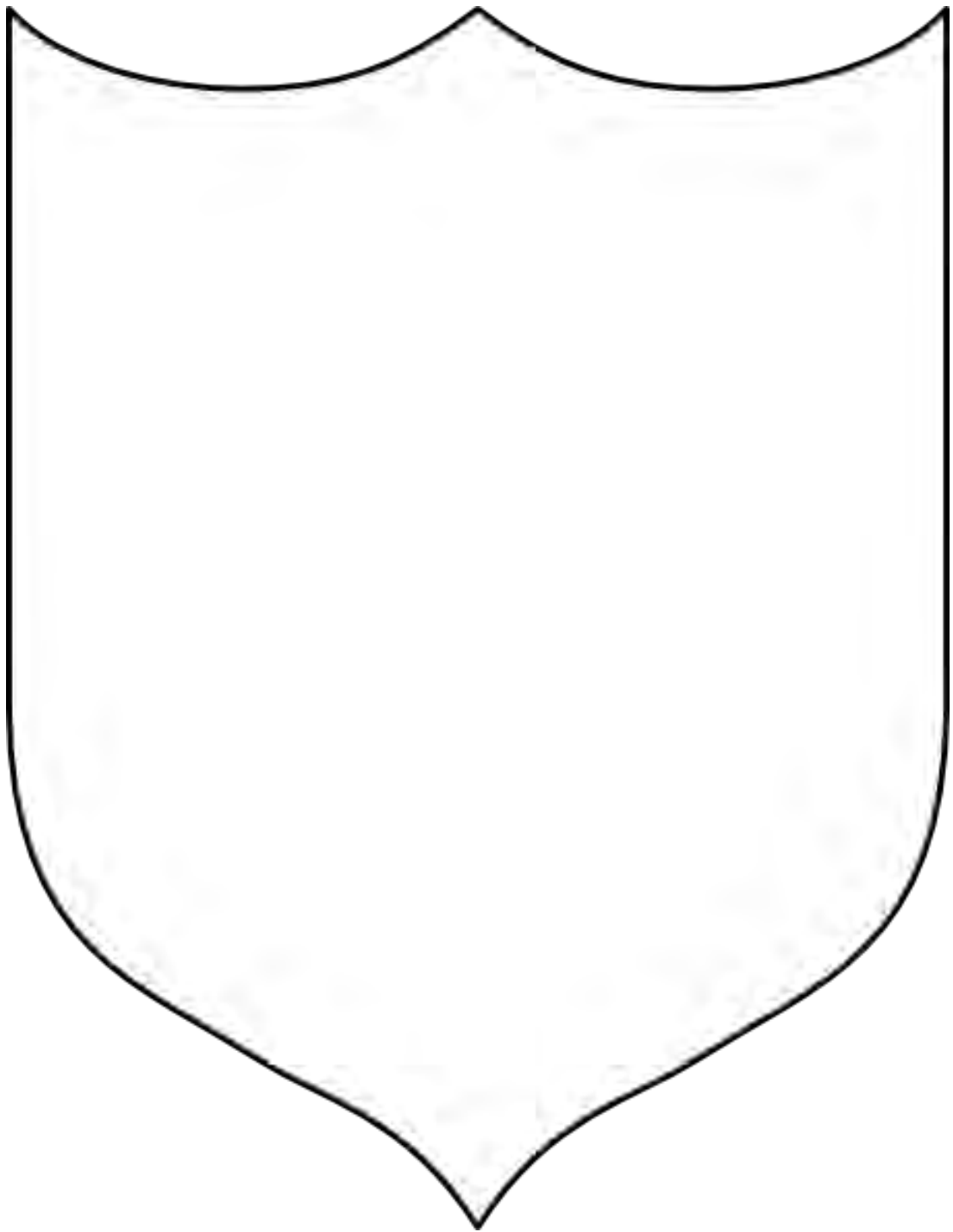
You may want to divide the group into smaller groups and have them create a story together. Acting it out is another possible activity which allows for some of those who would rather act than write. The story could even be put to music for another activity.

YOUR FAMILY SHIELD



Family shields have been around for nearly a thousand years. They were used by European Royalty initially and eventually by families and individuals across Europe. Family shields, sometimes also called “coats of arms,” are still in use today by a variety of institutions and individuals.

Think about what you might use if you had your own family shield. Would you include words, designs, pictures, names? What would be most important to represent you? Use the outline of a family shield on the following page to create your own shield. You may even want to frame it.



THE WORLD OF MUSIC INTRODUCTION



There are so many positive, uplifting, well-known quotes about music. Music soothes the soul. Music is the universal language. We often hear of the endless benefits of music, and these benefits can include:

- A lowering of stress levels by decreasing levels of cortisol in the body, counteracting the negative effects of stress
- A reduction in symptoms of depression, as it can act as a type of natural antidepressant by releasing serotonin and dopamine in the brain, thereby increasing feelings of happiness
- Better overall health, including lowered blood pressure and improved immune system activity
- Reduction in chronic pain
- Increased pain threshold
- Evocation of emotions that can bring back long-term memories
- Meaningful engagement with others
- Activation of regions of the brain spared by Alzheimer's disease
- Sleep improvement
- Better communication
- Decreased anxiety
- Improved executive functioning (The World Health Organization released a report in November of 2019 promoting the importance of the arts for physical and mental health, noting, in particular, that singing can improve attention, episodic memory, and executive function.)

Music contributes to most peoples' lives in these and a multitude of other wonderful ways. There's an increasing amount of research on just how powerful music is on our brains. In her book, *The Power of Music*, Elena Mann states that scientists have found that music stimulates more parts of the brain than any other human function. That's why she sees so much potential in music's power to change the brain and affect the way it works.

The use of music in our everyday lives through singing, playing an instrument, listening to music on the radio, going to concerts, etc., can promote brain elasticity—the ability of the brain to modify its connections or re-wire itself. Through brain elasticity, we continue to have the ability to learn new activities, skills, or languages—even into old age. Research has shown that even those with early memory loss can still strengthen these abilities through music.

Hundreds of years ago, Plato summed up the power of music very poetically when he said, "Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything." Music is indeed powerful. We, as facilitators, can help our participants to take advantage of all the many benefits of music. In addition to the activities on the following pages, below are a few more ideas on how to include more music in your sessions:

- Use percussion instruments in singalongs.
- Invite in musical groups and local musicians.
- Encourage participants to create songs, individually or as a group.
- Incorporate dance whenever possible.
- Use rhythm in your sessions. This can spark long term memories.
- Use appropriate background music (without words) in certain art projects.
- Play upbeat music at the beginning of the day as people are arriving.
- Host intergenerational sessions with music as the focus.

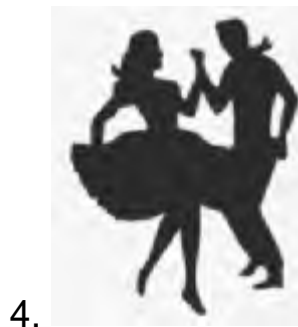
DANCE THE NIGHT AWAY!

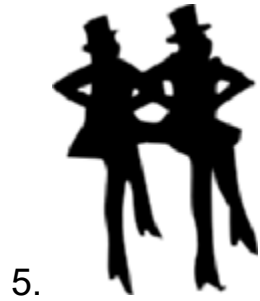


Encyclopedia Britannica defines dance as *the movement of the body in a rhythmic way, usually to music and within a given space, for the purpose of expressing an idea or emotion, releasing energy, or simply taking delight in the movement itself*. Most of us do it both for fun and for exercise.

Dance has been around since thousands of years before Christ. Before written language, it helped to tell stories to be passed down from one generation to the next.

Based on the following pictures, can you name the dance?





What other types of dances can you name?

- 1.
- 2.
- 3.
- 4.
- 5.

Is dance now a part of your life and/or has dance been a part of your life in the past? Which have been your favorites? Do you prefer dancing with a partner or more free-style dancing? Can you name any movies that focus on dancing such as *Dirty Dancing*?

SUGGESTIONS FOR FACILITATORS:

Today, we know that dance can be very beneficial for everyone and specifically for those with cognitive deficits. It can decrease stress and anxiety, increase socialization, increase mental stimulation, build motor skills and create opportunities for an overall increase in brain function as well as provide physical exercise. Multiple studies have been done which point to the significant value that dance has on brain fitness.

Try to find some ways to incorporate dance into your programming. Ask dance troupes to come in to perform; invite dance instructors in to give lessons; watch videos of dancing; use dance as an intergenerational activity with groups of young children; play music and ask people to dance. Most seniors don't have the opportunity to dance any longer but long to do so. If you haven't incorporated dance into your programming, you may be pleasantly surprised on just how powerful it can be!

ANSWERS:

- | | | |
|-------------|-----------|----------|
| 1. Ballet | 3. Twist | 5. Tap |
| 2. Ballroom | 4. Square | 6. Polka |

Some other types of dances include samba, salsa, waltz, hip hop, watusi, limbo, belly dance, line dance, jazz, modern, swing, country, flamenco, Latin, folk, swing, tango, cancan, disco and bunny hop.

Movies which focus on dancing include: *Footloose*; *Singing in the Rain*; *Saturday Night Fever*; *West Side Story*; *Grease*; *Top Hat*; *All That Jazz*; and *Chicago*. You might want to talk about each of these, remembering the stars, the music, the settings and more. For a special activity, ask everyone to pick their favorite, and watch the top vote-getter.

Yet another great activity focused on dancing would be to show the following clips of famous dance scenes. They are sure to bring up many fun memories of dance through the last hundred years.

https://youtu.be/EmnSm_d2II4

<https://youtu.be/WjjArvo0kic>

<https://youtu.be/M1F0IBnsnkE>

FAMOUS MUSICIANS AND THEIR NICKNAMES



Many musicians have nicknames—some referring to a character trait, some a physical trait, and others simply named after their type of music. Can you match the following musician to their nickname?

- | | |
|----------------------|---------------------------|
| 1. Frank Sinatra | The King of Pop |
| 2. B.B. King | The Queen of Soul |
| 3. Johnny Cash | The Singing Cowboy |
| 4. Harry Belafonte | The King of Rock and Roll |
| 5. Luciano Pavarotti | The King of Swing |
| 6. Madonna | Satchmo |
| 7. Bruce Springsteen | The King of High C's |
| 8. Elvis Presley | Chairman of the Board |
| 9. Michael Jackson | The Man in Black |
| 10. Louis Armstrong | The Material Girl |
| 11. Ella Fitzgerald | First Lady of Song |
| 12. Loretta Lynn | Coal Miner's Daughter |
| 13. Aretha Franklin | King of the Blues |
| 14. Benny Goodwin | The Boss |
| 15. Gene Autry | The King of Calypso |

SUGGESTIONS FOR FACILITATORS:

Nicknames are a fun topic of conversation. Ask the participants about nicknames of other famous people—sports figures, inventors, presidents, etc. There are many to be found on the internet.

Be sure to ask the participants if they have a nickname. Is it one they like, one that they gave themselves, one that someone else gave them? Have they had it since childhood or did they acquire it as an adult?

ANSWERS:

- | | | |
|-----|-------------------|---------------------------|
| 1. | Frank Sinatra | Chairman of the Board |
| 2. | B.B. King | King of the Blues |
| 3. | Johnny Cash | The Man in Black |
| 4. | Harry Belafonte | The King of Calypso |
| 5. | Luciano Pavarotti | The King of High C's |
| 6. | Madonna | The Material Girl |
| 7. | Bruce Springsteen | The Boss |
| 8. | Elvis Presley | The King of Rock and Roll |
| 9. | Michael Jackson | The King of Pop |
| 10. | Louis Armstrong | Satchmo |
| 11. | Ella Fitzgerald | First Lady of Song |
| 12. | Loretta Lynn | Coal Miner's Daughter |
| 13. | Aretha Franklin | The Queen of Soul |
| 14. | Benny Goodwin | The King of Swing |
| 15. | Gene Autry | The Singing Cowboy |

FILL IN THE WORDS TO THESE SONGS



Can you fill in the missing words to these songs?

1. This land is your land, this land is my land, from _____ to the _____ island.
2. How much is that _____ in the window?
3. Will the circle be _____?
4. Raindrops keep _____.
5. Stop! In the name of _____.
6. There's no business like _____.
7. Sittin' on the dock of the _____.
8. I heard it through the _____.
9. Fly me to the _____.
10. Ain't no mountain high _____.
11. How _____ it is to be loved by you.
12. I can't get no _____.
13. With a little help from my _____.
14. You've lost that lovin' _____.
15. Georgia on my _____.

SUGGESTIONS FOR FACILITATORS:

This activity, like so many in the music category, can result in participants breaking into song. Sing and take advantage of this for a great sing-along. Ask questions. Play recordings of the songs. Discuss the musicians who made these songs famous. When were these songs most famous? Are they happy tunes? Do they bring back any memories?

ANSWERS:

1. This land is your land, this land is my land, from ___ **California** ___ to the ___ **New York** ___ Island.
2. How much is that ___ **doggie** ___ in the window?
3. Will the circle be ___ **unbroken** ___?
4. Raindrops keep ___ **fallin' on my head** ___.
5. Stop! In the name of ___ **love** ___.
6. There's no business like ___ **show business** ___.
7. Sittin' on the dock of the ___ **bay** ___.
8. I heard it through the ___ **grapevine** ___.
9. Fly me to the ___ **moon** ___.
10. Ain't no mountain high ___ **enough** ___.
11. How ___ **sweet** ___ it is to be loved by you.
12. I can't get no ___ **satisfaction** ___.
13. With a little help from my ___ **friends** ___.
14. You've lost that lovin' ___ **feelin'** ___.
15. Georgia on my ___ **mind** ___.

HOLIDAY SONGS



Name the Christmas carol that contains the following lines:

1. "Joyful and triumphant"
2. "May your days be merry and bright..."
3. "...and heaven and nature sing."
4. "Good tidings we bring..."
5. "...you'll go down in history."
6. "...right down Santa Claus Lane."
7. "...and pretend that he is Parson Brown."
8. "Said the night wind to the little lamb"
9. "Don we now our gay apparel..."
10. "You can plan on me."
11. "Dashing through the snow"
12. "...God and sinners reconciled."
13. "All is calm, all is bright"
14. "I saw Mommy..."
15. "In the lane, snow is glistening."

SUGGESTIONS FOR FACILITATORS:

We probably sing more during the Christmas holiday season than at any other time of the year. School performances, church, family gatherings, and concerts all lend themselves to singalongs. Encourage participants to sing along as they answer these questions. Ask about the times they are most inclined to sing—now or in the past. Be sure to address the all-important statement: “I can’t sing,” with, “Of course you can. Everyone can sing!”

ANSWERS:

1. “Oh, Come All Ye Faithful”
2. “White Christmas”
3. “Joy to the World”
4. “We Wish You a Merry Christmas”
5. “Rudolph, the Red-Nosed Reindeer”
6. “Here Comes Santa Claus”
7. “Frosty the Snowman”
8. “Do Your Hear What I Hear?”
9. “Deck the Halls”
10. “I’ll Be Home for Christmas”
11. “Jingle Bells”
12. “Hark! The Herald Angels Sing”
13. “Silent Night”
14. “I Saw Mommy Kissing Santa Claus”
15. “Winter Wonderland”

MUSICAL INSTRUMENTS



Matching items such as musical instruments and the “families” they belong to can help improve memory, concentration, and problem-solving skills.

There are five main musical instrument families:

- Strings (sounds come from the strings)
- Woodwinds (produce sound when air is blown inside)
- Brass (made of brass or another metal and makes noise when air is blown inside)
- Keyboards (instrument played using a keyboard)
- Percussion (makes noise when hit, scratched, shaken, etc.)

Based on this information, can you indicate which musical instrument family the following instruments fit into?

- | | |
|-------------|--------------|
| 1. Trombone | 7. Saxophone |
| 2. Drums | 8. Bells |
| 3. Violin | 9. Guitar |
| 4. Flute | 10. Clarinet |
| 5. Piano | 11. Bugle |
| 6. Harp | 12. Organ |

SUGGESTIONS FOR FACILITATORS:

This activity is a starting point for a great discussion about instruments.

- Has anyone played any of these instruments?
- Can you think of a famous musician who plays/played any of these instruments?
- Which do you think have the best sound?
- Which do you enjoy listening to when hearing songs played on the radio?

Possible follow-up activities could be:

- Choose five of these instruments and have participants put them in order according to purchase price.
- Invite any class members to bring their musical instrument in to class and give a demonstration.
- Invite a retired music teacher or musician to come to class and give a lesson on the instrument of their choice.

ANSWERS:

	<u>Instrument</u>	<u>Family</u>
1.	Trombone	Brass
2.	Drums	Percussion
3.	Violin	Strings
4.	Flute	Woodwind
5.	Piano	Keyboard, or strings would also be correct.
6.	Harp	Strings
7.	Saxophone	Brass
8.	Bells	Percussion
9.	Guitar	Strings
10.	Clarinet	Woodwind
11.	Bugle	Brass
12.	Organ	Keyboard

MUSICAL JINGLES



Below are some musical jingles made familiar by advertising well-known products. Can you fill in the missing word/words?

1. Oh, I wish I were an Oscar Meyer _____
2. Like a good neighbor _____ is there.
3. The best part of waking up is _____ in your cup.
4. In the valley of the _____.
5. I'm stuck on _____ 'cause _____ is stuck on me.
6. See the USA in your _____.
7. I'd like to buy the world a _____ and keep it company.
8. My bologna has a first name, it's _____
9. _____ is the place with the helpful hardware man.
10. If you've got the _____, we've got the beer. (Miller Beer)
11. Away go troubles, down the _____. (Roto Rooter)
12. You'll wonder where the yellow went when you brush your teeth with _____.
13. We bring good things to _____. (General Electric)
14. Give me a break, give me a break, break me off a piece of that _____.
15. _____ a little dab'll do ya!

SUGGESTIONS FOR FACILITATORS:

Marketing often uses catchy tunes to advertise products. One of the primary reasons for this is because we are more likely to remember products associated with music—the catchier the tune, the more likely we are to remember the product. One fun activity associated with jingles is to give everyone a specific product and ask them to come up with a jingle to advertise it. This may be done individually or in small groups.

ANSWERS:

1. Wiener
2. State Farm
3. Folgers
4. Jolly Green Giant
5. Band-Aid
6. Chevrolet
7. Coke
8. O-S-C-A-R
9. Ace
10. Time
11. Drain
12. Pepsodent
13. Life
14. Kit-Kat
15. Brylcreem

PATRIOTISM THROUGH SONG



Below are some patriotic songs with the song title on one side and a few words from the songs on the other; however, they are not in order. Draw a line from the song on the left to the correct words to the song on the right.

- | | |
|--------------------------------|----------------------------|
| 1. America the Beautiful | To the place I belong |
| 2. This Land is Your Land | Sweet Land of Liberty |
| 3. Battle Hymn of the Republic | Land that I love |
| 4. Star Spangled Banner | Land of my birth |
| 5. My Country Tis of Thee | For amber waves of grain |
| 6. Yankee Doodle | His truth is marching on |
| 7. You're a Grand Old Flag | Johnnie get your gun |
| 8. God Bless America | Oh, say, can you see |
| 9. Anchors Aweigh | Stuck a feather in his hat |
| 10. Over There | To the Gulf stream waters |
| 11. Boogie Woogie Bugle Boy | A high flying flag |
| 12. This Is My Country | Day is done, gone the sun |
| 13. Take Me Home Country Roads | Fight our battle cry |
| 14. Taps | Of Company B |

SUGGESTIONS FOR FACILITATORS:

Many of us feel especially patriotic when we hear patriotic songs. During those times, we sing along, we take off our hats, we put our hands over our hearts, and generally stand still.

We learn many patriotic songs when we're young and, for the most part, we remember them throughout our lives. We sing them on many occasions: at ballgames, on the Fourth of July, at various ceremonies, and oftentimes when we hear them on the radio or television.

Patriotism is a great topic to discuss in EML classes. Ask participants these types of questions: What does it mean to be patriotic? Do you consider yourself patriotic? When do you hear these songs? When did you learn them? What's your favorite? Why do you think we associate red, white and blue with patriotism?

ANSWERS:

- | | |
|--------------------------------|----------------------------|
| 1. America the Beautiful | For amber waves of grain |
| 2. This Land is Your Land | To the Gulf stream waters |
| 3. Battle Hymn of the Republic | His truth is marching on |
| 4. Star Spangled Banner | Oh, say, can you see |
| 5. My Country Tis of Thee | Sweet land of liberty |
| 6. Yankee Doodle | Stuck a feather in his hat |
| 7. You're a Grand Old Flag | A high flying flag |
| 8. God Bless America | Land that I love |
| 9. Anchors Away | Fight our battle cry |
| 10. Over There | Johnnie get your gun |
| 11. Boogie Woogie Bugle Boy | Of Company B |
| 12. This Is My Country | Land of my birth |
| 13. Take Me Home Country Roads | To the place I belong |
| 14. Taps | Day is done, gone the sun |

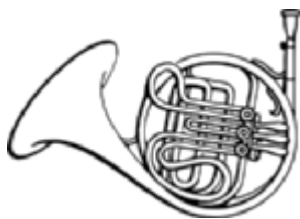
WHICH INSTRUMENT IS IT?



The history of musical instruments basically dates to the beginning of human culture. Early instruments were used for a variety of rituals such as religious ceremonies, celebrations and funerals. Some say that the oldest musical instrument may have been a simple flute. Most ancient instruments were made from animal skins, bone, and wood. Some are still made of these items, especially in certain parts of the world.

Today, there are over 1,500 different musical instruments, though we would rarely be able to identify many of them by name. Can you name the popular instrument in the images below?

1.



2.



3.



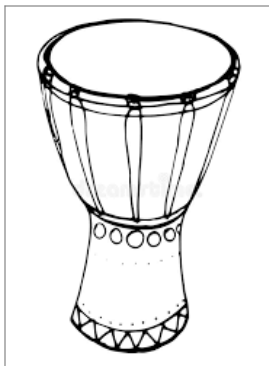
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5.



6.



7.

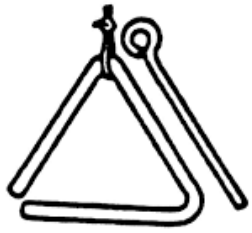


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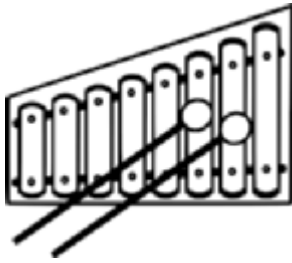




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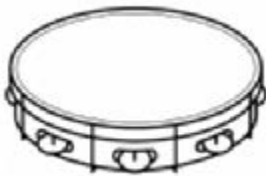
13.



11.



14.



12.



15.

SUGGESTIONS FOR FACILITATORS:

A fun follow-up to this activity would be to have participants make an instrument. There are many sites on the internet with instructions on how to do this. Rain sticks, shakers, glass xylophones, tambourines, and various types of drums are just a few that are easily found.

Once participants have made their own instrument, try forming a kitchen band for some great laughs. Some may even want to 'play' spoons, pans and washboards!

ANSWERS:

1. French horn
2. Saxophone
3. Maracas
4. Recorder
5. Electric guitar
6. African drum or djembe
7. Lute
8. Clarinet
9. Mandolin
10. Triangle
11. Xylophone
12. Tambourines
13. Banjo
14. Cymbals
15. Mouth harp

WHO MADE THIS SONG FAMOUS?



Music inspires most of us to sing along to songs we know well. It has been proven repeatedly that music is great for our brains: singing, playing, and listening can do wonders for our mood, our brain, and our overall health.

Usually one artist is best known for singing a specific song even though many other people may have sung it. Can you name the artists who made the following top hits most famous?

- | | |
|---------------------------|-----------------------------------|
| 1. Crazy | 10. Girls Just Wanna Have Fun |
| 2. New York, New York | 11. I Walk the Line |
| 3. White Christmas | 12. (I Can't Get No) Satisfaction |
| 4. I Wanna Hold Your Hand | 13. Old Man River |
| 5. Surfer Girl | 14. Que Sera, Sera |
| 6. Lemon Tree | 15. Respect |
| 7. Sixteen Tons | 16. On the Road Again |
| 8. My Girl | 17. Jolene |
| 9. Great Balls of Fire | 18. People |

SUGGESTIONS FOR FACILITATORS:

The songs in this activity are all well-known, great sing-along songs. Encourage participants to sing, keep time, play instruments, and/or dance if they so desire.

ANSWERS:

- | | |
|-----------------------------------|----------------------|
| 1. Crazy | Patsy Cline |
| 2.. New York, New York | Frank Sinatra |
| 3. White Christmas | Bing Crosby |
| 4. I Wanna Hold Your Hand | The Beatles |
| 5 Surfer Girl | The Beach Boys |
| 6. Lemon Tree | Peter, Paul and Mary |
| 7. Sixteen Tons | Tennessee Ernie Ford |
| 8. My Girl | The Temptations |
| 9. Great Balls of Fire | Jerry Lee Lewis |
| 10. Girls Just Wanna Have Fun | Cyndi Lauper |
| 11. I Walk the Line | Johnny Cash |
| 12. (I Can't Get No) Satisfaction | The Rolling Stones |
| 13. Old Man River | Paul Robeson |
| 14. Que Sera, Sera | Doris Day |
| 15. Respect | Aretha Franklin |
| 16. On the Road Again | Willie Nelson |
| 17. Jolene | Dolly Parton |
| 18. People | Barbra Streisand |

YOUR DAILY MUSIC HOUR



Music is a powerful tool for our overall health, both body and spirit. Some suggest that putting aside one hour each day for playing or listening to music, singing, or watching musical performances online or on television can have a very positive effect.

Think about how you might incorporate an hour of music into your life nearly every day. Put it into practice, and then reflect upon how you feel. Are you more energized? Is your brain sharper? Do you feel better physically? Are you less stressed and more relaxed?

Name three ways that you could incorporate more music into your life. Once you've named these, can you schedule time in each day to do this?

- 1.
- 2.
- 3.

What kind of music do you enjoy the most?

Have you ever played a musical instrument? When did you learn it? How much have you practiced? Have you ever performed in front of an audience? If you never learned an instrument, is there one that you wish you would have learned?

Did you ever sing in a choir? If yes, what kind?

Who is your favorite musician? Does he/she just sing or also play an instrument?

SUGGESTIONS FOR FACILITATORS:

This activity is a good way to get participants thinking about just how beneficial music can be in their lives. Discuss some of the many benefits associated with using music daily as well as the many different ways they could incorporate music into their lives.

Some follow-up activities could be:

1. Name possible benefits of listening to and/or playing music.
2. Listen to different genres of music and have participants vote on which they like and which they don't.
3. Show photographs of famous musicians and have participants guess their identity.
4. Ask if anyone has a musical instrument they would like to share.
5. Go to a concert together as a group, in person or online.
6. Watch videos of various musicians performing participants' favorite songs on YouTube.
7. Search out local choirs that someone may want to join.
8. Visit a local music shop.
9. Visit the music section of your local library.
10. Search out local venues offering upcoming music events and share this information with participants.

PERSONAL GROWTH INTRODUCTION



The ability to make ourselves happy is one of the best skills we can all develop. We cannot depend on others to make us happy. We must take the bull by the horns and learn to do this ourselves. We need to appreciate ourselves and all that we have to offer.

Often for those with memory loss, they tend to devalue themselves and believe that they have less to offer the world around them. It is, therefore, incumbent upon facilitators in early memory loss groups to help participants realize just how valuable they are. There are several activities in this chapter which focus on the individual—some by reminiscing of the past, and others by suggesting things they may do now to help them feel better about themselves. Some of the handouts repeat certain tips in a variety of ways. Repetition is helpful as the more times one reads information the more likely it will be absorbed.

It's best to space the individual activities out over an extended time to provide a chance to engage in deep discussions. Make sure you have plenty of time to complete them, as cutting these discussions short could have a very negative effect. It is best to do these after the group has had the chance to become relatively comfortable with each other, not before, as trust can be an issue.

Besides the topics covered in these activities, some others which may provide beneficial to the personal growth of participants include:

- Discussions regarding what they believe their five best qualities are
- The benefits of being good to oneself

- The importance of spending time focusing on what matters most
- The value of socializing with those who make them feel good
- Writing a letter to a special friend or relative, even if they don't send it
- What thinking good thoughts about yourself can do for your mental and physical health: improved memory, brighter outlook, better heart health, etc.
- Ask them to name five things that they can't do without, such as friends, a computer, cell phone, coffee, etc.
- Ask them to name five things that make them smile

A PERFECT FRIEND



Most of us value friends and friendship greatly. You might have heard of the expression, "It takes a friend to be a friend." It does take time and effort to develop friendships. If you were to choose the *perfect friend*, which characteristics do you think would be most important?

Honesty

Kind

Integrity

Encouraging

Sense of humor

Respectful of differences

Intelligence

Supportive

Flexibility

Kind

Having the same likes as you

Trustworthy

Having the same religion

Adventurous

Being of the same gender

Good

Optimistic

Forgiving

Dependable

Unselfish

Loyal

Empathetic

SUGGESTIONS FOR FACILITATORS:

There is a lot that can be done with this activity. You might want to write these characteristics and any more you think of on the board. Then have people vote on which five or ten are most important to them. Debating the different characteristics is also a good activity.

Ask participants to think of their best friend or friends. Which of these characteristics do they possess? Are there any characteristics that they wish their friends possessed more of from the list? Is it important to them to have true friends? What are some of the ways that people can go about finding friends? Where might they do this? Discuss this topic with the group. Can they join clubs, in person or online? Can they visit their local community centers or senior centers? Can they volunteer and meet others that way? How about the local library for some book groups or other topics? Do they attend church, and could they meet others through this? How about neighbors and getting to know them through walks and talks?

Read the following quotes about friendship and discuss their significance with the group. Do they agree? Disagree? If they were to come up with a quote as to what friendship meant to them, what would it be?

- Try to be a rainbow in someone's cloud.
- In the cookie of life, friends are the chocolate chips.
- Surround yourself only with people who are going to lift you higher.
- The only way to have a friend is to be one.
- Friendship is when people know all about you and like you anyway.
- Rare is true love; true friendship is rarer.
- Because of you, I laugh a little harder, cry a little less, and smile a lot more.

A PLACE YOU LOVE



Take a few minutes, and in your imagination go to a place you love. What is it that you love about it? Use a few words to describe it. Draw a picture of it. Make a list of all the things you would see if you were there. Take a walk, have a picnic, pay attention to the sounds and the smells. What would you eat and drink if you were there?

GAMES WE PLAYED OUTSIDE WHEN WE WERE YOUNG



When we were children, most of us played many games outside—probably more than children of today. The children of today generally spend more time inside on computers, social media, and the internet. They would be better off if they spent more time outdoors, for many reasons. Can you name five or more activities/games that you might have played outside while growing up, such as *Simon Says*?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

SUGGESTIONS FOR FACILITATORS:

Ahh...the outside games of childhood. For most of us these were special, carefree times, enjoyed while being outdoors playing with friends. This was good for us both physically and mentally, though these were not really things we thought about at the time. This topic can bring on a very good discussion. What about children who spend so much time on their computers, their phones, on social media, on the internet, etc.? Are they losing out on a great part of childhood?

Answers to the outdoor games can include those below and more. Be sure and discuss each game and ask for favorites, those they didn't like, those they thought might not be fair, etc. What was it like to be picked first? Picked last? This is sure to bring up a lot of memories.

1. Tug of War
2. Jump Rope
3. Mother, May I?
4. Red Light, Green Light
5. Hopscotch
6. Marbles
7. Tag—so many different types of this game
8. Kick the Can
9. Dodge Ball
10. Red Rover
11. Hide and Seek
12. Capture the Flag
13. Three-legged races
14. Four Square
15. Marco Polo

OVERCOMING LONELINESS



Many of us become lonely at times. Though this is a natural part of life, we need to do our best to keep these times to a minimum. We need to find ways to manage these feelings. Create a list of things that might help you overcome loneliness if you ever feel this way. Maybe you'll come up with ten or maybe you'll only think of three. Whatever the case, this will be a good list to refer back to if you feel lonely in the future.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

SUGGESTIONS FOR FACILITATORS:

This can be an activity that brings a great deal of discussion and introspection. After each participant completes the worksheet on their own, open it up to the entire group. Below are some ideas should the participants have a difficult time thinking of possible opportunities.

- Meditate
- Exercise
- Listen to inspirational music or watch uplifting videos
- Join a club
- Visit your local senior center
- Go to the library
- Attend musical events
- Attend sporting events
- Take walks in the neighborhood
- Join a walking group
- Join a community garden
- Volunteer at a local animal shelter
- Call friends
- Attend family gatherings
- Attend a church service

STRESS RELIEF



We all feel stressed at times, yet hopefully this stress rarely turns into distress. Stress can affect both the body and the mind, and it often affects the memory. When you're feeling stressed, what can you do to help you lessen that feeling?

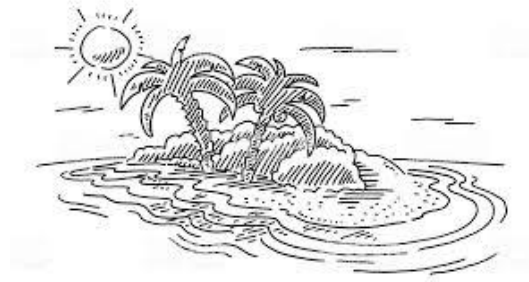
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

SUGGESTIONS FOR FACILITATORS:

Stress is a very important topic for all of us and certainly for those who are dealing with memory loss. Suggest that participants add some of the following activities to their lists, take the list home, post it somewhere prominent, and pick one to two things to try next time they feel stressed—even if they don't think it will work. Suggest that they keep a journal of what works and what doesn't.

1. Take a walk.
2. Take a bubble bath.
3. Work in a garden.
4. Talk to a friend or relative.
5. Meditate.
6. Drink a relaxing drink, preferably non-alcoholic.
7. Write in a journal.
8. Listen to music.
9. Breathe deeply.
10. Exercise.
11. Practice yoga.
12. Cook a favorite recipe.
13. Write a letter to a friend.
14. Look at old photos.
15. Rock in a rocking chair or swing in a swing.
16. Use lavender or eucalyptus essential oils.
17. Limit social media.
18. Find ways to give to others.
19. Paint, knit, or color.
20. Practice self-acceptance.

STUCK ON AN ISLAND



Imagine that you are stuck on an island in the middle of nowhere. You have basic food and water, but nothing else except for the ragged clothes on your back because you've been shipwrecked! Now imagine that you're going to be there for a year. You can only have five of the items listed below. Circle which five you would choose and decide the reasons why.

1. More clothing
2. Books and magazines
3. A radio
4. A friend
5. Music
6. Paper and pencil
7. Binoculars
8. Coffee and tea
9. A flashlight with batteries
10. Eating utensils
11. Make up and/or a razor
12. A tent
13. A bicycle
14. Cards and other games

Why did you choose these five?

SUGGESTIONS FOR FACILITATORS:

This is a great activity for individuals or for the whole group to include votes and a lively discussion. It would also make a great debate topic by dividing the group into two groups, then having each group choose their five items, and debate their various choices

This activity is great for enhancing verbal skills, and for working the executive function—the set of skills needed to plan, organize, make decisions, and solve problems.

Have fun with this activity. Participants might even have other possibilities to add to the list. Encourage their creativity!

THINKING BACK TO CHILDHOOD



Thinking back to childhood is sure to bring up many memories. Think of one memory in particular that conjures up good feelings. Write two to three paragraphs about that memory in the space below. Draw a picture of it. Make up a song or a poem about it. If you like, share it with others and ask if they have similar memories.

WHAT ARE YOUR FAVORITES?



What are your favorites? If you can't think of one, have no worries. Just leave it blank.

- Food
- Place
- Friend
- Drink
- Weather
- Flower
- Vacation
- Book or magazine
- Color
- Pet
- Animal
- Holiday
- Season

SUGGESTIONS FOR FACILITATORS:

This list may be changed depending on the cognitive level of your participants. It may need to be a little easier for some, or you may be able to add things such as movies, songs, sports, etc., for those who are higher functioning. You may choose to do this in pairs so that people get to know one another a little better. It could also be done as a whole group, especially if people have a difficult time thinking of their favorites.

For those who need a little more context for their answers, you may want to give specific choices such as *cold, hot, windy, or snowy*, for weather, or *rose, carnation, or daisy*, for flowers.

It can be fun to list some of the categories on the board such as color. How many people like red best, or blue? What is the most popular holiday among everyone?

Make this worksheet your own, according to the needs and capabilities of the group. It's a great way for you to get to know your participants better and for them to become more familiar with each other.

WHAT CAN YOU DO TO HELP YOUR BRAIN?



There are so many things we can do to help our brains. Can you name six things you can do, or that you already do, to exercise your brain?

1.

2.

3.

4.

5.

6.

SUGGESTIONS FOR FACILITATORS:

This is a good exercise to use early on in your programs, and then use again later for review. Be sure to have a discussion and list things on the board. Ask participants which things they think are most helpful. Give references when possible (as given throughout this book).

Possible answers are plentiful and some of the more common ones may include the following:

- Eat a Mediterranean diet—more fruits and vegetables, olive oil, nuts, fish, etc.
- Exercise more
- Reduce stress
- Hang out with positive people
- Play games
- Eat less sugar
- Keep good sleep habits
- Play music
- Sing
- Discuss things you've read
- Maintain your physical health
- Join clubs
- Get outside
- Read
- Volunteer

The handout *Activities to Maintain Your Brain* would be a good one to give out after this activity.

BOOST YOUR BRAIN POWER



There are many ways that we can boost our brain power. Try integrating the following tips into your everyday life:

- Start each day out with a smile, which may help your memory all day long. (According to a study published in the *Journals of Gerontology*, when you expect to have a stressful day, your brain may have a tougher time retaining information acquired during that day, and other brain functions may suffer as well.)
- Pay attention—really concentrate on what you want to remember.
- Engage in activities that are stimulating, new to you and challenging. This is the best way to increase your cognitive reserve—that extra tank of gas in your brain which helps you if your memory is not as great as it used to be.
- Use **ALL** your senses as much as possible, not just vision and hearing but also taste, touch, and smell.
- Keep your mind active.
- Get enough sleep. According to more and more research, not getting enough sleep can result in problems with memory.
- Set simple, realistic goals for yourself.
- Try to avoid distractions such as excess noise and movement when trying to learn new things.

- Limit multi-tasking or doing more than one thing at a time, as multi-tasking gets in the way of memory.
- Practice relaxation techniques. Learn to live one day at a time. Find ways to decrease the stress in your life. Practice your own type of spirituality—church, nature, meditation, deep breathing, yoga, tai chi or countless others.
- Play board games; do crossword puzzles, word searches, Sudoku.
- If you use the computer, use it to learn new things whether it be new games or researching topics of interest to you.
- Find humor in everyday places. Laugh often! Seek out funny people and spend time with them. Play with pets. Don't be afraid to be silly! Smile and remember that smiles are contagious.
- Remain active in pursuits that are meaningful to you.
- Maintain an optimistic attitude and surround yourself with optimists. Your outlook can go a long way in preserving as much brain function as possible. Recent research has shown that optimistic people have better memories.
- Listen to and/or play music often. Sing to your heart's content, even if you're not in the shower! Learn to play an instrument. Go to concerts.
- Exercise daily. Exercise daily. Exercise daily. This can include walking, dancing, gardening and any other type of physical exercise that helps the heart and thereby feeds the brain with the necessary blood and oxygen.
- Use both sides of your body more often. If you're right-handed, use your left side more for dressing, eating. If you're left-handed, which nearly 10% of us are, use your right hand and right side more often.
- Read and write daily when possible.
- Get outside. Get plenty of Vitamin "N" (nature).

- Eat nutritiously. Seek out foods that are on the Mediterranean diet: fresh vegetables, fruits, nuts, fish, olive oil, dark chocolate, red wine and more!
- Drink more water daily!
- Socialize with others regularly. Walk together. Play games together. Eat together. Visit relatives and friends, especially optimistic ones! Simply be with others. It has been proven that this can have an extremely positive effect on your brain health.
- Repeat information as you hear it. Write it down. Focus.
- Be good to yourself.
- **EXPECT** to remember. You're much more likely to remember things if you really expect to do so. Adversely, if you're sure you're going to forget, you probably will! Practice positive language: I *can* rather than I *can't*!
- Enjoy life and always continue to grow.

TIPS FOR LIVING LIFE TO THE FULLEST WITH EARLY MEMORY LOSS

It is well known that a few of the best things a person with early memory loss can do for their brains is to exercise regularly and to eat a Mediterranean diet rich in fruits and vegetables and other antioxidants. There is much more that you can do according to research that has a beneficial effect on your mental well-being and can also maximize your brain health. Below are some of the evidence-based lifestyle boosts that you can incorporate into your day-to-day activities.

Stress Less

Most of us know that stress has a tremendous, negative effect on both our bodies and our minds. Stress can weaken your immune system, impact your memory, disturb your sleep, increase anxiety, cause depression, and do great damage to those important neurotransmitters, the brain chemicals that communicate information throughout our brain and body.

We can't always free ourselves from the stress in our lives. Dealing with memory loss can be a very stressful event. We can, however, learn to cope effectively with stress and minimize its negative effect. Do yourself a big favor and learn how to deal with stress when it hits you. This is one of the most important things that you can do for your brain health and mental well-being. Create a list of stress reducers that have worked for you in the past and consider adding some of the strategies listed below. Practice these techniques.

During those moments when you're in the middle of a stressful situation, one or more of these coping strategies will be ready for you. (Many of these techniques will be discussed in depth later in this article.)

- Exercise regularly, even if only for a few minutes a day.
- Maintain an optimistic attitude. Use the power of positive thinking.
- Practice relaxation techniques such as meditation and guided imagery.
- Resist the urge to isolate yourself. Increase and strengthen your social activity level.
- Enjoy music to its fullest.
- Unleash the power of humor in your everyday life.

These are a few of the many things that one can do to minimize stress. They can provide a good start for you to enhance your life each day.

Maintain an Optimistic Attitude

Recent research has shown that optimistic people have better memories. Reasons for this include the fact that optimism can reduce stress, decrease the likelihood of depression, increase self-esteem, increase life satisfaction and result in healthier relationships. People enjoy being around optimists and are more likely to socialize with them rather than with those who are pessimistic.

Below are some of the ways you can nurture optimism in your own life.

- Look for the positive in most situations.
- Celebrate each day and all that this day in life has to offer.

- Adopt and practice positive language. For example, saying that you *can't* do something is often a self-fulfilling prophecy. On the other hand, saying that you *will* do something can result in success!
- Surround yourself with humor. Post cartoons or funny quotes around your house. Use a humorous screensaver on your computer and/or your phone. Read funny articles. Watch funny sitcoms.
- Be playful. Emulate the joyfulness of young children who laugh 400 plus times a day as compared to adults who usually laugh no more than 15 times a day!

Stay Socially Connected

Social isolation can be a true enemy of memory. It can hasten the rate of memory loss. It can cause loneliness which is also known to impair memory. Studies show that staying socially active is a powerful tool in dealing with the issues of early memory loss. In one recent study, findings showed that a healthy social life signified all-around better cognitive ability.

What are some of the ways in which we can stay engaged and foster our social lives?

- Foster your current healthy relationships and develop new friendships.
- Walk in your neighborhood. It's a great way to meet new people.
- Volunteer.
- Attend lectures and visit museums.
- Take classes.

- Join clubs. Participate in your local community or senior center.
- Visit relatives and friends, especially optimistic ones!

Engage in Mentally Stimulating Activities

Our brains are wired to be stimulated. Learning new things and challenging ourselves is how we grow new brain cells—a goal to which we should all strive. Below are just a few of the many ways in which we can do this.

- Keep a journal. Write letters, poems, book reviews, etc.
- Read books and articles that contain new, interesting, and challenging information.
- Play games, preferably with other people and preferably games that are challenging.
- Take classes, attend workshops and learn new skills.
- Complete challenging puzzles online, in the newspaper, in magazines or books.
- Travel, whether it be in person or in the "armchair" type whereby we visualize being in different places via books, movies, discussions, etc.
- Regularly work in a garden.
- Dabble in a second language, including sign language.

Don't overwhelm yourself by trying to do all these things at once.

Choose a couple of the strategies that appeal to you and try them out.

Incorporate more humor and laughter into your everyday life.

- Focus on what you can change and let go of what you can't.
- Limit the time you spend with pessimists.

Incorporate More Music into Your Life

In the last few years, an abundance of research has emerged about the power of music for us all and specifically for those with memory issues. Frank Fitzpatrick in the Huffington Post recently wrote an article entitled ***Music: A Mega-Vitamin for Your Brain***. This piece is a great summation of just how powerful music is. Music stimulates more parts of the brain than any other human function, and it engages the whole brain as opposed to many activities that only engage a particular region.

Some of the benefits of music include the following, all of which have a definite effect on cognitive well-being:

- Positive shifts in mood
- Decreases the level of stress—but only if it is music that you enjoy. Keep in mind your music preferences.
- Helps keep you energized
- Inspires creative juices
- Decreases anxiety and helps us recharge our "batteries"
- Increases retention of information
- Boosts the immune system
- Activates numerous parts of your brain

How can you use the power of music in your everyday life? Actively listen to music: on the radio, CD's, television, etc. Sing: not only in the shower but everywhere! Learn to play an instrument or continue playing one you already know. Attend concerts or other musical venues. Join a choir. Whatever you do, make music a regular part of your life.

"Play" More!

Invite More Humor and Laughter into Your Everyday Life

We've all experienced times when laughter has eased a difficult situation. Laughter and the use of humor have many benefits for our brains. These include an increase in mood, relief of stress, a decrease in anxiety and fear, a greater ability to be resilient, and strengthened relationships. Laughter and humor add more joy and zest to our lives. This can have a positive effect on how we live our lives day in and day out.

Try adding more humor into your life in some of the following ways:

- Seek out funny people and spend time with them.
- Play with pets.
- Don't be afraid to be silly. Lighten up!
- Share laughter.
- Smile. Like laughter, smiles are contagious.
- Take yourself less seriously. Laugh at yourself!

ACTIVITIES TO MAINTAIN YOUR BRAIN



Though it's often enjoyable to do the same activities over and over, try new ones that are challenging. Trying new activities increases the growth of new neurons and adds to brain reserve.

- Count backwards from 100 by 5's, 2's, 3's or 7's.
- Find a picture in a magazine—or an entire magazine—and name as many things that begin with a certain letter of the alphabet. These can be specific or abstract such as—for the letter “B” —books, bodies or beaches—or bright, big grins, or bold. Think outside the box!
- Create an A-Z list of food, flowers, geographical names, etc.
- Do word searches, sudoku, and other challenging puzzles.
- Write, eat, brush your teeth, etc., with your non-dominant hand.
- Learn a few words in a new language including sign language.
- Learn to play an instrument. Listen to music you haven't ever listened to before.
- Sing, sing, sing!
- Play board games that are stimulating, fun and challenging.
- Read and write daily.
- Get outside every day.
- Socialize.

- Attend classes, lectures, concerts, plays, etc.
- Debate and discuss popular issues with others.
- Develop new hobbies.
- Get plenty of exercise. This is one of the most important things you can do for your memory!

GIVING BACK TO THE COMMUNITY INTRODUCTION



There's a Chinese saying that goes "If you want happiness for an hour, take a nap. If you want happiness for a day, go fishing. If you want happiness for a year, inherit a fortune. If you want happiness for a lifetime, help somebody." We have known for years that this is indeed where happiness is found. Enriching the lives of others is one of the biggest keys to our own happiness. There is nothing more fulfilling than knowing you have made a positive difference in the lives of other people. Even something so simple as smiling at someone or paying them a compliment can make their day—and ours.

A study published a few years ago in *Nature Communications* found that being more generous, even if your acts of giving are small, can make you happier. In this study, Joel A. Pava, PhD., director of Psychotherapy Service at Massachusetts General Hospital, noted that we benefit physiologically because higher levels of chemicals such as oxytocin, serotonin, dopamine, and endorphins stimulate your reward centers. Giving improves your psychological wellbeing and provides greater life satisfaction, and, he stated, "You develop greater feelings of meaningfulness, higher self-esteem, less depression, more positive attitudes, and you really become distracted from your own problems."

Knowing that you have made a difference in the lives of other people gives you a sense of purpose, something which is so important for those with memory issues. In a study of more than 900 older adults in the journal *JAMA Psychiatry* researchers found that a strong sense of purpose in life was associated with a lower risk of Alzheimer's disease and mild cognitive

impairment. For many people, living a meaningful and purposeful life is simply about having a positive impact on others.

Besides these psychological benefits, there are also physical ones. Being generous may help lower blood pressure, boost resistance to inflammation, reduce stress hormone levels, and create an overall sense of good health. The benefits of giving back can be especially significant for those with memory loss, as those positive feelings tend to stay with them for a long time, even after the actual act occurred.

The act of giving back meets many basic psychological and physical needs and, just as importantly, it leaves the giver a feeling of happiness for a long time and leads to a longer life, as found in many research studies. Because of all the aforementioned benefits, it is important that giving back to the community be a part of every early memory loss program. Giving back increases feelings of being part of the community and gives the community the opportunity to experience the multitude of ways in which those with memory loss can give back.

Some of the many ways in which this can be done are found on the following pages. Add your own activities and know that we all can make a difference in the lives of others, no matter where we are in life. The following inspirational words have been incorrectly attributed to Winston Churchill; however, their meaning is valid regardless of who said it: "We make a living by what we get, but we make a life by what we give."

FINDING AND CORRESPONDING WITH PEN PALS



Many of us have written to pen pals early in our lives—sometimes to someone we know who has moved away, and sometimes to someone in another country that we have yet to meet and may never do so. Pen pals are usually people we write to on a frequent basis, mostly via the postal service though nowadays this can be done via email. Doing this is a great way to get to know other people, cultures, languages, etc.

There are many sites online to find a pen pal. Be careful that they are valid and safe. A good one to start out with is globalpenfriends.com. This free site is aimed at culture exchange, language learning, travel, and education. All ages are welcome from school age to seniors. You can correspond by snail mail or the internet.

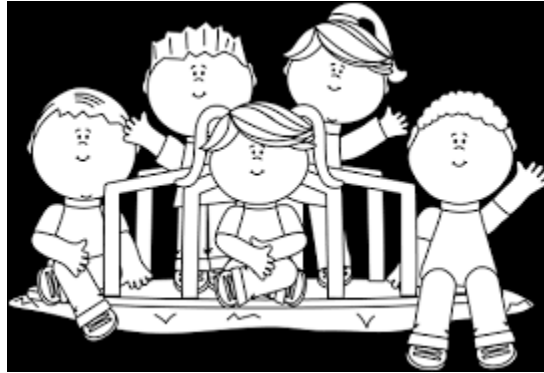
Don't ask too many questions at one time and be sure to answer them promptly if they write back. This is a great way to "socialize" from your own home. Have fun.

Once you pick a pen pal, think about what information you would like to know about the person. Examples might be:

- Their name and location
- Have they had pen pals before?
- Have they traveled outside of their birth country?
- What are their favorite pastimes?

- Do they like to cook? What is their favorite food?
- Do they speak any foreign languages?
- What is their favorite type of music? Do they play an instrument?
- Do they belong to any clubs?
- Do they have any pets?
- Do they enjoy the outdoors? If so, where do they like to go?
- Do they have any favorite activities?
- What did they do for a living?
- What are some of the customs of their country?
- What are their favorite holidays?
- What is it like at at their house, apartment or other dwelling?
- How much does it cost to mail a letter to you?

TELL ME ABOUT YOURSELF—AN INTERGENERATIONAL ACTIVITY FOR SENIORS TO INTERVIEW CHILDREN



Choose from the following questions to create a worksheet for seniors in your program to interview children:

1. What is your name? Do you have a nickname?
2. What school do you attend? What grade are you in? What is your favorite subject in school?
3. What kind of things do you enjoy doing during school recess and lunch break?
5. Where were you born?
6. How many brothers and sisters do you have?
7. Where do you like to go on vacation?
8. What sports do you enjoy playing or watching?
9. Do you play a musical instrument? Who is your favorite singer or musician?
10. Who is your favorite movie or TV star?
11. What is your favorite food?
12. Do you have a pet? If not, would you like to have a dog or cat?
13. Do you have grandparents or other older people in your life who you see regularly or occasionally?
14. Do you use a computer? What things do you do with the computer?

TELL ME ABOUT YOURSELF—AN INTERGENERATIONAL ACTIVITY FOR CHILDREN TO INTERVIEW SENIORS



Choose from the following questions to create a worksheet for children to ask the seniors in your program:

1. What is your name? Do you have a nickname?
2. Where were you born?
3. What was it like growing up there?
4. What was your grade school like?
5. Did you ever get in trouble at school?
6. What was your favorite subject?
7. What did you like to do for fun when you weren't in school?
8. Did you go on vacations when you were young? What kind of vacation was your favorite?
9. What did you do for a living? Did you like your job?
10. What is your favorite food?
11. What sports do you enjoy?
12. Do you have a favorite movie star?
13. Do you have grandchildren who you are able to visit?
14. Do you use a computer? How about a cell phone?

WAYS TO GIVE BACK TO THE COMMUNITY

SUGGESTIONS FOR FACILITATORS

Below are some of
can give back to
Choose one to
group. Have
one they can do



the many ways we
the community.
employ as a
everyone choose
on their own. Ask

participants to create their own list of ways they may be able to give back. Encourage all participants to choose ways to enrich the lives of those in the community which will, in return, make their own lives wealthier. Finding ways to integrate one's interests and skills with the needs of others can be very beneficial for all involved.

- Adopt pen pals overseas to learn about other cultures. Check out suggested questions found in this chapter.
- Adopt a Veteran. Send cards during holidays or anytime.
- Complete specific projects for community non-profits such as stuffing envelopes for an upcoming event, making wooden toys for Toys for Tots, and helping out at special events.
- Raise produce for those most in need. Share your summer harvest.
- Share flowers from your garden.
- Organize performances—music, short skits, etc., for various groups.
- Read to children at the library
- Intergenerational activities
 - Invite school groups to visit your program to share musical performances.
 - Invite Scout groups to complete projects together which are helpful to the community.
 - Invite sports teams to come perform “workouts” with the group.

- Invite school groups to interview seniors and have seniors interview them.
- Pick up garbage locally, around your neighborhood or at a local park.
- Collect coats for the homeless.
- Adopt a family or cause for the holidays.
- Help out at community gardens.
- Check your local volunteer center for more opportunities.
- Check with the Chamber of Commerce or local service groups.
- Put a notice in the local newspaper or on Facebook to ask if anyone needs help that you could provide.
- Contact local service groups for ideas.
- Make dog biscuits for a local pet shelter.
- Offer to wrap gifts for seniors or other people who are busy.
- Bake cookies for a community group or for your neighbors.
- Send cards to friends or acquaintances—for birthdays, holidays, or as words of encouragement.
- Volunteer at the local Boys and Girls Clubs.
- Mentor young people.
- Volunteer at a local school—to read to children, to take part in career days or to help beautify the campus.
- Clip coupons for local families or groups.
- Share a game of chess, checkers or other games with an elder in a living community.
- Host virtual events on Zoom or similar platforms. These could include BINGO or other games and be used when in person programming is unavailable or inappropriate.

ACTIVITY RESOURCES FOR FACILITATORS OF EARLY MEMORY LOSS GROUPS

WEBSITES

<https://www.helpguide.org/articles/healthy-living/how-to-improve-your-memory.htm>

www.health.harvard.edu/topics/improving-memory

www.alzinfo.org/news/preserving-your-memory-magazine

www.alz.org

www.nih.gov

www.memory-improvement-tips.com

www.alzheimersweekly.com

NEWSLETTERS

Focus on Healthy Aging – Healthy Aging – Maintaining Health and Vitality in Middle Age and Beyond, Icahn School of Medicine at Mount Sinai

<http://www.focusonhealthyaging.com>

Healthy Years, through the University of California, Los Angeles

<https://universityhealthnews.com/subscription-offers/ucla-medical-center-healthy-years>

Mind, Mood and Memory – Massachusetts General Hospital

<https://universityhealthnews.com/health-publications/massachusetts-general-hospital-mind-mood-memory>

GAMES AND ACTIVITY SITES

www.activityconnection.com

www.never2old4games.com

www.braingle.com

www.storycorps.org

www.stagebridge.com

www.factslides.com

www.writerofpop.com (This day in history)

www.pop-culture.com

<https://parkit.npca.org/tagged/virtualtours>

<https://www.tasteofhome.com/article/free-virtual-tours/>

<https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours>

BOOKS

Brain Flexers, Games and Activities to Strengthen Memory, by Kristin Einberger and Janelle Sellick, Health Pro Press

417 More Games, Puzzles and Trivia Challenges Designed to Keep Your Brain Young by Nancy Linde, Workman Publishing Company

Illuminate: An Integrated Curriculum for Early Memory Loss Programs, by Dawn Adler R. T., Kristin Einberger and Victoria Haas, Attainment Company

Mind Your Mind: A Whole Brain Workout for Older Adults, Attainment Company

Strengthen Your Mind, Volumes I and II, by Kristin Einberger and Janelle Sellick, Health Pro Press

399 Games, Puzzles and Trivia Challenges Designed to Keep Your Brain Young, by Nancy Linde, Workman Publishing Company

Whole Brain Workout, Attainment Company

CARD SETS

Sharpen Your Senses, by Kristin Einberger, Attainment Company

Sharpen Your Senses Through Travel Across the U.S., by Kristin Einberger, Attainment Company

Aerobics of the Mind, Attainment Company

Thinking Cards: Stimulating Activities for Older Adults with MCI, Attainment Company

APPLICATIONS (Apps) FOR SMARTPHONES

Apps for improving memory are plentiful but among them are:

- *Elevate*
- *Peak*
- *Left vs. Right*
- *Impulse*

