

Creating a dementia-friendly generation

Dementia resources for schools

Teacher toolkit for all learners aged 14–16 years



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Introduction

Why is dementia relevant to young people?

Nearly a third of young people know someone with dementia. As the population ages and the number of people living with dementia increases, more and more young people are likely to be affected through family and friends. Alzheimer's Society is creating a dementia-friendly generation, supporting young people to understand and take positive action on dementia today.

Educating young people about dementia can help reduce stigma and increase understanding. Changing attitudes and building knowledge can help to reduce the loneliness and social isolation that many people with dementia experience.

Educating young people about dementia means they can learn about protecting their own wellbeing and the importance of a healthy lifestyle including diet and exercise, both of which have been shown to be risk factors for dementia.

Through learning, young people will become more aware of the importance of care roles, ethical issues and issues connected with an ageing population. It will also encourage them to become active and responsible citizens.

Facts about dementia

- Dementia describes a set of symptoms that may include memory loss and difficulties with movement, problem-solving or communication.
- Dementia is caused when the brain is damaged by diseases such as Alzheimer's disease or a series of strokes.
- It is progressive, which means the symptoms will get worse over time.
- Although dementia mainly affects older people, it is not a natural part of ageing.
- It is possible to live well with dementia.
- There are 5.7 million Americans living with dementia in the US.,. This figure is predicted to reach 14 million by 2050 if no action is taken.
- Nearly one third of young people know someone with dementia.

Dementia Awareness week



These resources have been developed to help schools tackle some of the common misconceptions that surround dementia. The resources provide an insight into what it is like to live with dementia. They contain exercises aimed at reducing stigma and promoting opportunities for learners to interact with those affected by dementia. These lesson-ready resources predominantly focus on PSHE / Health and Wellbeing / PSE / PDMU. However, there are links to curriculum areas including English, Science and ICT. For detailed information on how these resources support the curricula, please see the curriculum links (page 31).

These resources are flexible, which allows individual schools to use them as they see fit. This can vary from a one-off lesson or assembly, through to delivering a scheme of work or creating an enrichment day – the resources can be adapted to include additional activities, to further challenge or suit the school and its learners' needs.

These resources provide teaching staff with useful information to support learners in the classroom, can be used by the school to publicise the work that learners are doing and raise further awareness among parents and carers. It is important to encourage links between home and school, and there are opportunities within these resources for parents and carers to share in the children's work, such as the memory box activity, school assemblies or fundraising events.

We are always keen to hear about what you are doing in your school, or offer you support where required. If you have any questions, would like to tell us about your project or want more information, please contact: youngpeople@alzheimers.org.uk

Using this resource suite to provide further support:

If an additional member of staff (such as a TLA) is present in the lesson, it could be useful for them to have a copy of the lesson plan and activities. They may be able to help scaffold the lesson for learners with SEND and adapt the resources accordingly. Look out for our suggestions at the bottom of each lesson plan for further ideas on how to promote inclusive learning.

Summary of lessons and supporting materials:

The three lessons and the further activity options aim to enable learners to make progress and develop their knowledge and understanding of dementia, but the lessons do not have to be taught consecutively. Each of the lesson-ready resources is adaptable, with accompanying supporting materials which allow for activities to be adjusted to suit the class and their needs.

All of the supporting materials can be found in each lesson's appendix.

Lesson	Lesson summary	Resources and supporting materials
One: Understanding dementia	This lesson will help learners to understand: <ul style="list-style-type: none"> • The main symptoms and causes of dementia • What it might be like to live with dementia 	Appendix 1: Jamie's Story – page 13 Activity sheet 1: Carer worksheet – page 15 'Five Things You Should Know About Dementia', Alzheimer's Society video – available online
Two: Supporting those affected by dementia	This lesson will help learners to understand: <ul style="list-style-type: none"> • How dementia affects members of the family • The support available for someone with dementia • The role of carers 	Activity sheet 2: Assistive Technology – page 20 'Small changes help make a dementia-friendly community', Alzheimer's Society video – available online
Three: Creating a dementia-friendly community	This lesson will help learners to understand: <ul style="list-style-type: none"> • How positive relationships can improve the lives of people living with dementia • The importance of community support in helping those living with dementia 	Appendix 2: Language to use – page 26
Dementia in school: Further activities and building awareness	Activities and projects aimed at broadening understanding and building awareness of dementia through cross-curricular, practical activities and opportunities for whole school involvement in fundraising	Activity options: <ul style="list-style-type: none"> • Dementia Friends Information Session • Create an assembly • How charities communicate • Debate • Fundraising

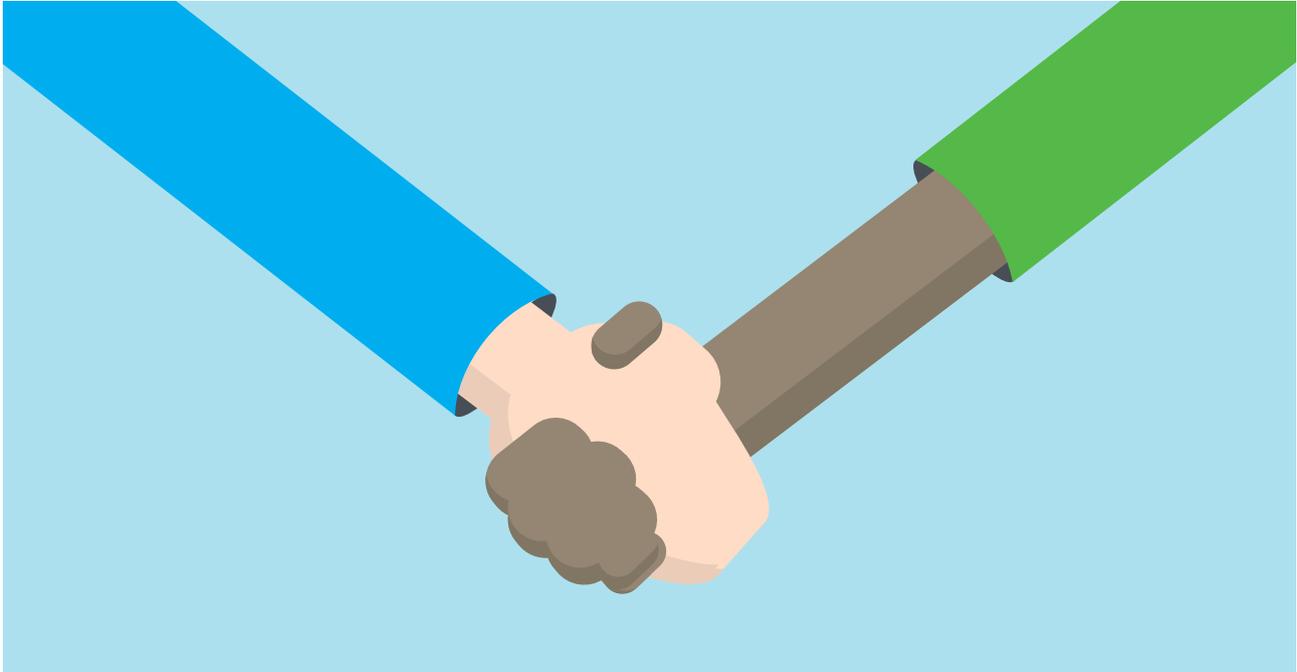
NB: There are opportunities for the whole school to embed awareness of the issue of dementia throughout the school environment.

Additionally, schools are encouraged to contact parents/carers advising them the school will be conducting lessons on dementia and the work carried out by Alzheimer's Society to ensure adequate support for learners is in place. Schools can promote these lessons on their newsletter, hold assemblies or send a letter to the parents/carers of the learners who will be completing the lessons. Parental assistance with any homework and in raising awareness is greatly welcome.

A whole school approach

Below are some ideas for including dementia as a learning theme across the curriculum and how to embed dementia awareness throughout the school environment. Ideas for activities are given below according to subject areas.

Subject	Approach
English / Language and Literacy	<ul style="list-style-type: none"> • Run a creative writing competition based on the story of the life of a family member who is a senior citizen. • Write poems based on memory.
Maths / Numeracy	<ul style="list-style-type: none"> • Design a memory card game. • Find out some numerical facts on dementia and present these on a poster.
PE	<ul style="list-style-type: none"> • Learn how exercise can help to reduce risk of conditions such as dementia. • Undertake activities with older people, such as bowling.
Geography / History / The world around us / Social studies	<ul style="list-style-type: none"> • Interview local people about how the local community and environment has changed and their memories of the area when they were children.
Music and drama	<ul style="list-style-type: none"> • Learn about how music can help with memory recollection. • Research making your arts venue more dementia-friendly.
Art and Design	<ul style="list-style-type: none"> • Design an artwork indicating what the local community looked like 50–100 years ago. • Create memory books or collages for family members based on their memories.
Design and Technology	<ul style="list-style-type: none"> • Invent an assistive technology device.
PSHE	<ul style="list-style-type: none"> • Learn about charities which help older members of the community and find out about the work they do.



Setting ground rules

(10 minutes)

Many of the activities in this resource pack provide an insight into living with dementia and require learners to feed back their ideas. Please remind the class that amongst them may be at least one learner who knows someone living with dementia or has potentially lost someone who has dementia. It is important that everyone feels respected and that the classroom is a secure environment.

Ground rules you may wish to promote and encourage:

- Listen to people when they are speaking
- Respect everyone's view and opinions
- Put your hand up if you wish to contribute to the lesson
- Be mindful that someone in your class may know, or have known, someone living with dementia
- No silly or inappropriate comments

Our advice is to usually avoid personal accounts in the classroom; nevertheless this will depend on individual teachers. A pupil should not be asked to share a personal account if they do not wish to. Please remind learners that if the content of the lessons causes them to feel upset about a family member, they can share their personal feelings with a member of the pastoral team within the school.

Exercise sensitivity that pupils may be young carers themselves, or pupils' family members may have caring responsibilities (please note that Lesson one has a focus on caring roles). Information and signposting about support for pupils and families should be made available during and after the lessons.

If the class would like further information, advice or support on caring for someone with dementia and the work carried out by Alzheimer's Society, they can visit the Alzheimer's Society website (www.alzheimers.org.uk), contact the National Dementia Helpline on 0300 222 1122 or see Useful Information links on page 38.

(1 hour)

Learning objectives

This lesson will help your students to:

- Understand the main symptoms and causes of dementia
- Explore how dementia can impact a family

Learning outcomes

Students will:

- Identify ways in which how positive relationships can improve the lives of people living with dementia
- Be able to explain why it is important to talk about sensitive issues, like dementia

Lesson materials

- 'Jamie's Story' (Appendix, page 13)
- 'Carer worksheet' (Activity sheet 1, page 15)
- Paper for mind map
- Selection of pens for mind map
- 'Five Things You Should Know About Dementia' (Alzheimer's Society video: www.bit.ly/AlzSocSch1)

Getting you thinking!

(10 minutes)

Start the lesson by reading the first part of Jamie's story to introduce your learners to a family, in which the Grandma's behavior has recently started to change:

'Jamie is 15; he lives at home with his Mum, Dad and sister Susie who is 10. His Dad has a good job but works long hours - his Mum works in the local pharmacy. Jamie's Gran also lives with them and is the one person who is always at home. She takes care of Susie after school when Jamie does his paper round. Jamie and Susie are very close to their Gran; she often spoils them. Jamie enjoys spending time with his Gran and he often sits chatting with her while she is cooking dinner. One day after school, Gran offers to make Susie a snack. Jamie watches his Gran as she goes to the fridge and then spends ages looking at the different food items, unsure which one to pick out first. She gets frustrated and slams the fridge door. Jamie asks if she is okay and she snaps at him.'

Use the following questions to prompt discussion:

- Q How might Jamie feel about what has just happened?
- Q Why do you think Gran was getting frustrated? Why did she snap at Jamie when he was trying to help?
- Q What might Jamie think is wrong with Gran?
- Q What could Jamie do to help Gran? [tell his parents; prompt Gran; be patient; ask her if he can help]

Following the discussion, continue with the story:

'Over the next few months his Gran seems to have more frequent problems with her memory; she often forgets things she has promised to do and is sometimes grumpy. Despite this she still helps out around the house, regularly cooks dinner and looks after Susie. Jamie overhears his Mum and Dad talking in the kitchen about getting Gran to the doctor.'

Then use the following questions to prompt further discussion:

- Q What might Jamie be thinking at this point?
- Q What kind of feelings might Jamie have about this?
- Q What might Jamie do?



Explain to the class that the following activity will help them to understand what the brain does and if aspects of the brain stop working, what the resulting difficulties might be for a person and their family.

Remind students that dementia can affect the whole family, not just the person that has been diagnosed.

“A carer is anyone who cares, unpaid, for a friend or family member who due to illness, disability, a mental health problem or an addiction cannot cope without their support. Anyone can become a carer; carers come from all walks of life, all cultures and can be of any age”

– www.carers.org/what-carer

Main activities

(40 minutes)

Activity 1

(20 minutes)

Introduce your learners to the term ‘Alzheimer’s disease’ by continuing the story:

‘Jamie hears his Mum talking to her friend on the phone. He hears her say that Gran has been diagnosed with Alzheimer’s disease and that it will only get worse, Mum says she doesn’t know for how long they will be able to look after her.’

Use the following questions to prompt discussion:

- Q How might Jamie be feeling now?
- Q What could Jamie do?
- Q How might this situation affect Jamie’s behavior?
- Q What might Jamie want his parents to do in this situation?

In small groups, task your learners to create a mind map about dementia. Ask them to write in one color so that learners can annotate and add to their mind map in a different color later in Lesson Two. Give them 5 minutes in their groups, then learners should share their ideas as a class.

To support learners, you could consider:

- Displaying some key words such as Alzheimer’s, brain, memory, disease, cure, progressive, physical ability.

After the class discussion, explain to learners that:

- Dementia describes a set of symptoms that may include memory loss and difficulties with movement, problem-solving or communication.
- Dementia is caused when the brain is damaged by diseases such as Alzheimer’s disease or a series of strokes.
- It is progressive, which means the symptoms will get worse over time.
- It is possible to live well with dementia, especially if the people around are patient and supportive.
- Although dementia mainly affects older people, it is not a natural part of ageing.
- There are 850,000 people living with dementia in the UK, with this figure predicted to reach 2 million by 2051 if no action is taken.

Alzheimer's Association 2017 Facts

More than 5 million Americans are living with Alzheimer's.

By 2050, this number could rise as high as 16 million.

Conclude the story to encourage learners to consider how the diagnosis and disease can affect a family:

'Jamie doesn't want to ask his Mum about this because he knows he shouldn't be listening in the first place. He decides to say nothing and pretends he hasn't heard it. It is his sister's birthday next week and they have planned a party for her. He knows his Mum has a lot to do so he doesn't want to bother her. His Mum is letting him have a couple of friends round to the house to keep him company during the party. On the day of Susie's party, her friends are playing games downstairs so Jamie and his friends decide to stay up in his room to keep out of the way. Suddenly Jamie hears a commotion downstairs and goes to see what's going on. The girls are all giggling, his Mum is shouting and Susie is crying – he finds his Gran standing in the middle of the living room with what looks like half her wardrobe on. She has lipstick all over her mouth and bright blue eyeshadow on her eyes. His Gran looks frightened while his Mum is shouting at her to go back to her room. Jamie's Gran starts to cry and doesn't seem able to understand what is going on. Jamie's friends come down the stairs to see what the noise is about, they see Gran and his Mum shouting at her. They look embarrassed and make excuses that they need to leave.'

Use some of the following questions to prompt discussion. You could give groups different characters to consider and then invite all groups to share their views in a class discussion:

- Q How might Jamie be feeling right now?
- Q What might Jamie do?
- Q How might Jamie's mum be feeling right now?
- Q What might Jamie's sister, Susie, be feeling?
- Q Who could Jamie and Susie talk to?
[their parents/ an adult they trust]
- Q How could Jamie and Susie find out more about dementia?
- Q How might his Gran feel in this situation?
- Q What might his Gran need from everyone at this moment?
- Q Just because Jamie's Gran forgets things, does this change who she is?

Remind learners that although Gran is having a difficult moment at the end of the story, she still plays an active part in the family. Ask learners to review the story and consider:

- Q What can Gran still do in the household? [e.g. She cooks dinner, looks after Susie after school and helps around the house]
- Q Can Gran still continue her hobbies? [Gran may be able to continue her hobbies. She may need to adapt or get extra support, but hobbies are still important for someone living with dementia]
- Q How can she contribute to the family, despite her dementia? [She can continue to do the household tasks for as long as she is able and is safe to do so - she may need additional support. Even if her dementia progresses, to where she cannot recognise her family, she may still be able to share memories and skills]

Explain to learners that there is more to a person than dementia. Though Gran may become forgetful, she is still Jamie and Susie's Gran.

Activity 2

(20 minutes)

Learners research what life is like for a carer, using the questions on Activity Sheet 1 to frame their research. Following their research, learners are tasked with considering some further questions regarding carers.

Further activities

Use the statement 'Parents shouldn't tell their children if their grandparent has dementia' to hold a class discussion and get learners to explore the following ideas and questions:

- It can be uncomfortable to talk about sensitive topics with parents/guardians.
- Parents may want to protect their children from getting upset.
- Children wouldn't be able to understand or help even if they knew.
- There isn't a cure yet for dementia, is there a point in talking about it?
- What are the advantages and disadvantages of talking to family members about sensitive topics such as dementia?
- There are lots of things you can do to help make things easier for people living with dementia, can you think of anything you could do?

Plenary

(10 minutes)

Challenge the groups to come up with five things they feel are important for people to know about dementia. Then invite some groups to share their ideas. To finish off the lesson share the following video by Alzheimer's Society 'Five Things You Should Know About Dementia' www.bit.ly/AlzSocSch1

To extend the plenary or make it more challenging, you could consider the following:

- Task the learners with turning their 'Five Things You Should Know About Dementia' list into a short film similar to the Alzheimer's Society video that could be shared in a school assembly or with Alzheimer's Society.
- Task the learners with creating posters about their 'Five Things You Should Know About Dementia'.

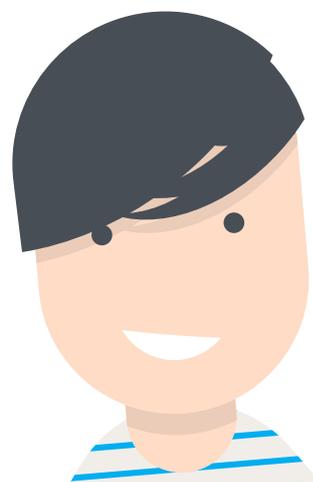
Lesson one

Appendix

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Lesson one appendix: Jamie's Story

Jamie is 15; he lives at home with his Mum, Dad and sister Susie who is 10. His Dad has a good job but works long hours - his Mum works in the local pharmacy. Jamie's Gran also lives with them and is the one person who is always at home. She takes care of Susie after school when Jamie does his paper round. Jamie and Susie are very close to their Gran; she often spoils them. Jamie enjoys spending time with his Gran and he often sits chatting with her while she is cooking dinner. One day after school, Gran offers to make Susie a snack. Jamie watches his Gran as she goes to the fridge and then spends ages looking at the different food items, unsure which one to pick out first. She gets frustrated and slams the fridge door. Jamie asks if she is okay and she snaps at him.



Over the next few months, his Gran seems to have more frequent problems with her memory; she often forgets things she has promised to do and is sometimes grumpy. Despite this, she still helps out around the house, regularly cooks dinner and looks after Susie. Jamie overhears his Mum and Dad talking in the kitchen about getting Gran to the doctor.

Jamie hears his Mum talking to her friend on the phone. He hears her say that Gran has been diagnosed with Alzheimer's disease and that it will only get worse, Mum says she doesn't know for how long they will be able to look after her.

Lesson one appendix:

Jamie's Story

Jamie doesn't want to ask his Mum about this because he knows he shouldn't be listening in the first place. He decides to say nothing and pretends he hasn't heard it. It is his sister's birthday next week and they have planned a party for her. He knows his Mum has a lot to do so he doesn't want to bother her. His Mum is letting him have a couple of friends round to the house to keep him company during the party.

On the day of Susie's party, her friends are playing games downstairs so Jamie and his friends decide to stay up in his room to keep out of the way. Suddenly Jamie hears a commotion downstairs and goes to see what's going on. The girls are all giggling, his Mum is shouting and Susie is crying – he finds his Gran standing in the middle of the living room with what looks like half her wardrobe on. She has lipstick all over her mouth and bright blue eyeshadow on her eyes. Gran looks frightened while Mum is shouting at her to go back to her room. Jamie's Gran starts to cry and doesn't seem able to understand what is going on. Jamie's friends come down the stairs to see what the noise is about, they look at his Gran and see his Mum shouting at her. They look embarrassed and make excuses that they need to leave.'

Activity sheet one: Carer Worksheet



Research the following questions:

What is a carer?

What is the typical age of a carer of someone living with dementia?

What tasks might a carer do?

What might make a carer's life more difficult?

How does your life change when you become a carer?

How might a carer feel looking after someone who has dementia?

Activity sheet one: Carer Worksheet



Use your research and understanding to write down your thoughts on the following issues

At what point does a person become a 'carer'?

How might this change their relationship with the family member living with dementia?

How might this 'label' influence how they see themselves?

What might happen when the person with dementia dies and they no longer have a 'role'?

Lesson two

Supporting those affected by dementia

(1 hour)

Learning objectives

This lesson will help your class:

- Understand the types of difficulties people with dementia may experience
- Learn about the support available for someone with dementia

Learning outcomes

Students will:

- Be able to explain what a dementia-friendly community is
- Appreciate the importance of community support in helping those living with dementia.
- Describe ways in which communities can support people living with dementia

Lesson materials

- 'Assistive Technology' (Activity Sheet 2, page 20)
- 'Small changes help make a dementia-friendly community' (Alzheimer's Society video: www.bit.ly/AlzSocSch2)

Getting you thinking!

(15 minutes)

Video: 'Small changes help make a dementia-friendly community'

Start the lesson by showing the class the first part of the video by Alzheimer's Society 'Small changes help make a dementia-friendly community': www.bit.ly/AlzSocSch2

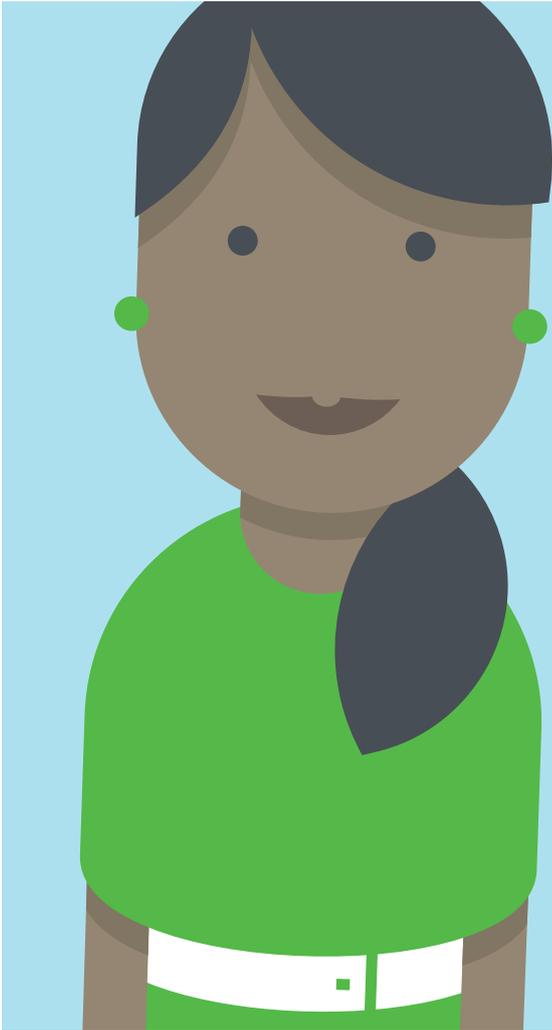
Pause it at 2 minutes 20 seconds and task learners to:

- Identify what this lady is struggling with when she is interacting with the community.
- Think about how she might feel in those situations?
- Identify possible interventions to help her.

Once students have shared their intervention ideas, show the class the rest of the video.

After the video is finished, ask learners to work in groups to note down:

- Q What else might someone with dementia struggle to do?
- Q How might members of the public treat / act towards someone with dementia? (for example: staring / acting impatiently, avoiding them)
- Q If you were a person with dementia, how would you want people to treat you?
- Q Do you think members of the general public are willing to help others?
- Q Do you think people know enough about dementia to be able to help someone who is living with dementia in the community?



Main activity

(35 minutes)

Explain that 'assistive technology' refers to any device or system that allows an individual to perform a task that they would otherwise be unable to do, or increase the ease and safety with which the task can be performed. Provide your learners with Activity Sheet 2 which includes examples of assistive technology and encourage them to research more examples.

Learners should re-watch Alzheimer's Society's video and decide if assistive technologies could help someone living with dementia in the situations shown (in their kitchen, getting public transport, in a bank and in a supermarket). Ask learners to identify technologies that could assist.

Learners should discuss the following:

- Q How could the examples help people with dementia to be more independent?
- Q What other types of technological aids might help someone living with dementia?
- Q How would these devices help the carer / members of the family?

Further challenges

- Once the students have researched assistive technology, task them to create a list of the benefits and potential difficulties of using assistive technology
- Once the students have an understanding of assistive and digital technology, task them with designing their own device

Plenary

(10 minutes)

Groups should return to their mind map from Lesson One, and use a different color. Encourage them to add to their mind maps and amend any misconceptions they had, particularly focusing on how dementia may affect someone's ability to complete everyday tasks. To help learners that need additional support, you could suggest they first think about what the brain controls e.g. memory, skills, thinking, sight, balance, communication, recognising, hearing, movement.

Discuss the following with your class:

- Q What could be done to ensure more people understand what dementia is and the challenges of living with this disease?
- Q What could you do to raise awareness of dementia?

Lesson two

Appendix

Activity sheet two: Assistive Technology _____ 20

Activity sheet two: Assistive Technology



Assistive technology is any system, device or technology that helps someone be more independent by allowing them to complete a task that they would otherwise be unable to do or that makes it easier for them to perform the task.

Assistive technology can help someone living with dementia as it can ease frustration (e.g. caused by events like regularly misplacing keys) and help to keep them safe (e.g. warning about unlit gas being left on). Devices and technologies can help someone to stay independent for longer.

Assistive technology can range from simple low tech devices, such as reminder messages, to more advanced high-tech devices or systems, such as personal trackers.

Activity sheet two: Assistive Technology



Your Task:

Using this information and your own research on assistive technologies, decide which assistive technologies could help someone living with dementia. Consider the situations shown in the video (in their kitchen, getting public transport, in a bank and in a supermarket).

Locator devices and solutions

These can be used to help find items that are regularly misplaced (keys or wallet) by placing an electronic tag on each item. If the item is misplaced, click a button on the locator device to make the tag beep.

Communication aids

The most common of these are adapted telephones. These are programmed with frequently-used numbers and photos, which enables someone to call a friend or relative by pressing one button.

Medication aids

These vary from simple boxes that have separate sections for pills to be taken at certain times of the day, to those with alarms and mechanisms which automatically open the right compartment.

Safety in the home

Numerous devices and systems support safety, such as automatic lights, automated shut-off devices (e.g. gas supply, water) and sensors that can tell if someone has fallen.

Clocks and calendars

These are clocks that help by clearly showing the day of the week alongside the time of day.

Prompts and Reminders

An example of this includes devices that playback a message as you pass them, e.g. 'Don't forget your keys before you leave home.'

Lesson three

Creating a dementia-friendly community

(1 hour)



Learning objectives

Students will:

- Understand the types of difficulties people with dementia may experience
- Learn about the support available for someone with dementia

Learning outcomes

Learners will:

- Be able to communicate a sensitive topic to others
- Be able to explain what a dementia-friendly community is
- Identify ways in which communities can support people living with dementia.

Lesson materials

- 'Language to use' (Appendix, page 26)

Getting you thinking!

(10 minutes)

Remind the class: dementia doesn't just affect memory, it can impair any function of the brain. These include movement and motor skills, communication (mixing words, difficulties with word-finding), vision and sequencing (doing things in order).

Ask learners to consider one or more impairments and how it might impact someone with dementia's ability to complete the following day-to-day tasks:

- Getting dressed
- Taking the bus into town
- Calling the doctor's surgery to make an appointment
- Shopping for clothes
- Getting money out of the bank
- Making dinner

Allow learners time to think about the situations and to make notes independently before having a class discussion.

To support learners:

- Ask them to work in pairs to discuss the tasks

Invite the class to feedback their ideas and to think about how they would feel if they struggled to do these everyday tasks.

Main activities

(40 minutes)

Activity 1

(10 minutes)

Let the class know that they will be sharing their knowledge of dementia with others in the school community. You can choose the medium they will use to do this or you can allow the class or individuals to decide how they will share their knowledge, for example: presenting to a tutor group in a different year group; creating an information stall for break times; creating a class presentation; running an assembly.

Prior to learners starting this task, ask them to work in pairs to consider what is important to think about when discussing

dementia with a particular focus on the impact that particular language can have.

Once you have collected some ideas ask students to discuss in pairs what is implied by the terms 'dementia sufferer' and 'person living with dementia' and the result of using these terms. Repeat for 'aggressive' and 'frustrated'. Then share the 'Language to use' (Appendix - copy below) to help further your learners' understanding before they complete the task.

Language to avoid	Language to use
<p>“Dementia sufferer”</p> <p>Implies: woe, misery, victim Result: pity, feel sorry for the person Behavior risk: patronising, doing things for or to the person, taking over tasks</p>	<p>“Person with dementia”</p> <p>Implies: an individual living with dementia Result: see the person first, their abilities, experiences, history Behavior outcome: talk with the person, ask if they would like help, “do with”</p>
<p>“Wandering”</p> <p>Implies: aimless movement Result: assumption that there is no purpose or intention other than to walk Behavior risk: ignore the person, re-direct back to seat</p>	<p>“Walking”</p> <p>Implies: a positive action taken with purpose Result: consider the person’s purpose or unmet need Behavior outcome: compassion, investigation, acknowledgement</p>
<p>“Aggressive”</p> <p>Implies: angry, dangerous, unpredictable Result: fear, take offence Behavior risk: avoidance, defensive, offensive</p>	<p>“Frustrated”</p> <p>Implies: a person who may be unhappy or needs help Result: consider why the person is feeling that way Behavior outcome: assess the person’s needs, offer support, help</p>

Activity 2

(30 minutes)

Following the discussion ask learners to create a PowerPoint/ leaflet/ poster, whichever is most relevant to their method for sharing the information with their peers. Ask learners to include information on:

- What is dementia (including symptoms)?
- How the person might feel after diagnosis?
- What impact might it have on the family and how they may feel?
- What people can do to support those affected by dementia?
- The support that is available for someone living with dementia?

Here are some links the learners could use in their research:

- www.alzheimers.org.uk
- www.dementiafriends.org.uk
- www.alzheimers.org.uk/braintour
- www.braintheinsidestory.co.uk
- www.alzheimers.org.uk/infographic
- kids.alzheimersresearchuk.org
- www.nhs.uk/conditions/dementia-guide/pages/about-dementia.aspx
- www.youngdementiauk.org/sites/default/files/MilksInTheOven.pdf
- www.alz.org/national/documents/topicsheet_kids.pdf

Videos:

- 'The Bookcase Analogy' (Alzheimer's Society video: www.bit.ly/AlzSocSch3)
- 'Jennifer and Trevor's Story: My Grandad has dementia' (Alzheimer's Society video: www.bit.ly/AlzSocSch3)

Further challenges

Ask learners to discuss the complexity between promoting living well with dementia versus creating empathy throughout society. This can be extended to focus on charities who have to balance promoting living well with dementia, versus emotive fundraising.

Plenary

(10 minutes)

In pairs, learners share their PowerPoint / leaflet / poster with one another and provide feedback that can be implemented. Learners should ensure they share two positive aspects about the work and one or two suggested improvements. Feedback could be related to the layout, content, language used and chosen pictures.

To extend the plenary or make it more challenging you could consider:

- Tasking the learners with implementing the advice and suggestions they received from their peer. This could be done as a homework task or in class.

Lesson three

Appendix

Lesson three appendix: Language to use _____ 26

Lesson three appendix: Language to use



Language to avoid

Language to use



“DEMENTIA SUFFERER”

Implies: woe, misery, victim
Result: pity, feel sorry for the person
Behavior risk: patronising, doing things for or to the person, taking over tasks

“PERSON WITH DEMENTIA”

Implies: an individual living with dementia
Result: see the person first, their abilities, experiences, history
Behavior outcome: talk with the person, ask if they would like help, “do with”

“WANDERING”

Implies: aimless movement
Result: assumption that there is no purpose or intention other than to walk
Behavior risk: ignore the person, re-direct back to seat

“WALKING”

Implies: a positive action taken with purpose
Result: consider the person’s purpose or unmet need
Behavior outcome: compassion, investigation, acknowledgement

“AGGRESSIVE”

Implies: angry, dangerous, unpredictable
Result: fear, take offence
Behavior risk: avoidance, defensive, offensive

“FRUSTRATED”

Implies: a person who may be unhappy or needs help
Result: consider why the person is feeling that way
Behavior outcome: assess the person’s needs, offer support, help

For more information you can read these recommendations put together by people living with dementia: dementiavoices.org.uk/wp-content/uploads/2015/03/DEEP-Guide-Language.pdf

You can also find some guidance on using images when talking about dementia: dementiavoices.org.uk/2015/02/more-thoughts-about-language-and-dementia/

Further activities and building awareness

The activities and projects outlined in this section of the resources are designed to make learning about dementia more practical. They support cross-curriculum subjects and bring dementia into other areas of the school environment.

Activity options:

- Dementia Friends Information Session – page 28
- Create an assembly – page 29
- How charities communicate – page 29
- Debate – page 29
- Fundraising – page 30



Dementia Friends Information Session

Request a Dementia Friends Information Session for your class. It's an inspiring, interactive way to learn a little about dementia and how it can affect people's lives. Led by a volunteer Dementia Friends Champion, the session lasts 45–60 minutes and covers five key messages that everyone should know about dementia, through activities and discussion.



At the end of the session, participants have the opportunity to turn their understanding into action by committing to a dementia-friendly action. No action is too big or small – from wearing a Dementia Friends badge to telling a family member about dementia. Students will receive Dementia Friends badges and the school will receive a certificate of recognition.

To organise a Dementia Friends Information Session, please email youngpeople@alzheimers.org.uk

Create an assembly

Task the students to host an assembly for their peers (parents could also be invited) to share their learnings on dementia. They can use resources that they created in their lessons e.g. 'Five things people should know about dementia' (either presented or in video format) or their PowerPoint / poster / leaflet with advice for making a dementia-friendly society.

If a whole year group have undertaken the lessons, volunteers from across the year or one class could put on the assembly.

How charities communicate

Either individually or in small groups, task students with creating their own awareness campaign idea. Ask students to think about an issue linked with dementia that they would like to improve, e.g. transport, communicating with people. This could be a national campaign, or targeted at the local community or school. Students should research how charities communicate with supporters and the general public. They should also consider the input of people who are living with dementia in creating the campaign.

Students can begin their research by looking at Alzheimer's Society campaigns such as Dementia Awareness Week and Dementia Friends. During their research they could discuss:

- What they like and dislike about the posters and videos
- How the posters and videos made them feel
- Who the audience is
- What they are being asked to do
- What kind of language is used

Debate

Students can hold a debate about dementia. They can either pick their own topic, or select from the list below:

'Assistive technology can help someone to live well with their dementia, e.g. geographical trackers can help find someone quickly if they get lost. Is this fair for someone's family to make them wear it without their consent?'

'A dementia-friendly community is a community that's inclusive for everyone.'

Fundraising

Fundraising is crucial for charities so that they can continue supporting people with dementia.

Running a fundraising event at your school can also have cross-curriculum benefits:

- Maths – calculating budgets, pricing products, etc.
- English/Art/ICT – developing and creating promotional materials for the event

Task students with organising their own dementia awareness day within your school to help raise funds to support our work. For fundraising ideas, information and a free fundraising guide, visit: alzheimers.org.uk/fundraise

Support

If you would like to chat about your fundraising or find out more about the Society's work, please call: 0845 306 0898, or email: communityevents@alzheimers.org.uk

They will also be able to advise you on how to send in your fundraising donations.



These resources have been designed to support the delivery of curriculum subjects across the four nations at Key Stage 4 or S3/4 Scotland.

England: DFE National Curriculum

Subject	Approach
PSHE (PSHE Association PSHE Education programme of Study Key Stage 4 section)	<p>Core theme 1: Health and wellbeing</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> To make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism. Where and how to obtain health information, advice and support (including sexual health services). About personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel).
	<p>Core theme 2: Relationships</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> The characteristics and benefits of positive, strong, supportive, equal relationships. Managing changes in personal relationships including the ending of relationships. The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances. About statutory and voluntary organizations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement. How to access such organizations and other sources of information, advice and support.
English	<p>Writing</p> <p>Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> Adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue. Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis. Selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate. Make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]. Revise, edit and proof-read through reflecting on whether their draft achieves the intended impact.

Subject	Approach
	<p data-bbox="384 230 555 259">Spoken English</p> <p data-bbox="384 293 1278 322">Pupils should be taught to speak confidently, audibly and effectively, including through:</p> <ul data-bbox="384 356 1374 416" style="list-style-type: none"> <li data-bbox="384 356 1374 416">• Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates.
Biology	<p data-bbox="384 461 948 490">Health, disease and the development of medicines</p> <p data-bbox="384 524 632 553">Pupils should be taught:</p> <ul data-bbox="384 586 1222 678" style="list-style-type: none"> <li data-bbox="384 586 879 616">• The relationship between health and disease. <li data-bbox="384 618 715 647">• Non-communicable diseases. <li data-bbox="384 649 1222 678">• The impact of lifestyle factors on the incidence of non-communicable diseases.

Northern Ireland: Northern Ireland Curriculum

Subject	Approach
Learning for Life and Work	<p>Personal Development</p> <p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> • Reflect on, and respond to, their developing concept of self, including managing emotions and reactions to on-going life experiences.
	<p>Local and Global Citizenship</p> <p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> • Develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly.
Communication	<p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> • Communicate meaning, feelings and viewpoints in a logical and coherent manner. • Make oral and written summaries, reports and presentations, which take account of audience and purpose. • Participate in discussions, debates and interviews.

Scotland: Curriculum for Excellence

Subject	Approach
Health and Wellbeing	<p>Mental and emotional wellbeing</p> <ul style="list-style-type: none"> • I am aware of and able to express my feelings and am developing the ability to talk about them. • I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. • I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. • I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behavior and the way others behave. • I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. • I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. • I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. • I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. • Relationships, sexual health and parenthood • I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. • I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.
	<p>Social wellbeing</p> <ul style="list-style-type: none"> • As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. • I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.
	<p>Physical wellbeing</p> <ul style="list-style-type: none"> • I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. • I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.
Literacy and English	<p>Finding and using information</p> <ul style="list-style-type: none"> • I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.
	<p>Creating texts</p> <p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • Communicate detailed information, ideas or opinions. • Explain processes, concepts or ideas with some relevant supporting detail. • Sum up ideas, issues, findings or conclusions.

Subject	Approach
	<p data-bbox="384 226 724 255">Finding and using information</p> <ul data-bbox="384 286 1422 349" style="list-style-type: none"> <li data-bbox="384 286 1422 349">• Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. <hr data-bbox="368 387 1437 389"/> <p data-bbox="384 398 564 427">Tools for writing</p> <ul data-bbox="384 459 1422 553" style="list-style-type: none"> <li data-bbox="384 459 1422 521">• Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading. <li data-bbox="384 521 1422 553">• I can justify my choice and use of layout and presentation in terms of the intended impact on my reader.

Wales: The National Curriculum for Wales

Subject	Approach
Personal and social education	<p>Active citizenship</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • Develop respect for themselves and others. • Value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights. • Engage in practical involvement in the community.
	<p>Developing ICT</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • Find and develop information and ideas. • Create and present information and ideas. • Use ICT safely, responsibly and independently, complying with data protection regulations and following safe practices.
	<p>Health and emotional well-being</p> <p>Learners should be given opportunities to understand:</p> <ul style="list-style-type: none"> • The short and longer term consequences when making decisions about personal health. • The statutory and voluntary organizations which support health and emotional well-being. • How to access professional health advice and personal support with confidence.
English	<p>Strand: Oracy</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • Speak and listen individually, in pairs, in groups and as members of a class. • Use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate. • Use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, e.g. authors, peers.
	<p>Strand: Reading</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • Read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. These should include – information and reference texts.
	<p>Strand: Writing</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • Write for a variety of purposes, including to: – recount – instruct – inform – explain – argue/persuade – discuss/analyse – evaluate – narrate – describe – empathise. • Use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, e.g. authors, peers.

Example letter to parents and carers

This letter template can be used to inform parents/carers of learners that will be completing lessons on dementia about the work carried out by Alzheimer's Society. The template can be copied onto your school letterhead paper and adapted as required.

Dear parents/carers,

This term, Year [insert year/the whole school] will be taking part in a [new/cross curricular] scheme of work on dementia in [lesson] as part of the PSHE/[insert other subjects] curriculum. The resources and lesson plans developed by Alzheimer's Society will help raise awareness amongst young people and create a dementia-friendly generation.

As a school, we feel it is important to provide lessons on dementia for our young people as there are currently (2017) more than 5 million people living with Alzheimer's in the US, with a prediction that this will rise to 16 million by 2050. The lessons will develop learners' knowledge and understanding of dementia, but also provide them with valuable life skills in order to be able to help and support people in their family/community who may be living with dementia.

Dementia is a sensitive topic and we appreciate that some learners may know/have known someone affected by dementia, which could potentially cause them to feel upset. All learners taking part in the lessons will be reminded that they can speak to a member of the pastoral team for additional support, and parents/carers are also advised to speak to their son/daughter in advance of the lesson.

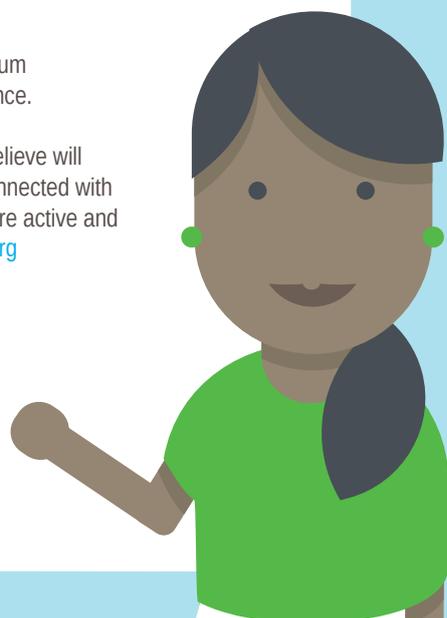
As part of integrating learning about dementia into a wider whole school approach we welcome any parents/carers to either attend an assembly or to come into school to talk to our learners about their experience of supporting someone living with dementia. Please contact [insert contact details].

If you have any concerns or comments regarding this new curriculum opportunity, please contact [insert contact details] in the first instance.

We look forward to implementing this scheme of work which we believe will enable our young people to become more aware of the issues connected with an ageing population and the ways in which they can become more active and responsible citizens. For more information, please visit www.alz.org

Yours sincerely,

[Head teacher/Lead teacher]





What did you think of this Dementia-friendly curriculum?

Click on the link below and answer 9 questions.

This will take less than 5 minutes.

<https://www.surveymonkey.com/r/XXGV7RY>

US Resources (for Dementia curriculums)

Aging and Disability Resource Center

<http://www.nmaging.state.nm.us/adrc.aspx> 1-800-432-2080

Alzheimer's Association

www.alz.org 1-800-272-3900

Alzheimer's Association, NM Chapter

<https://www.alz.org/newmexico> 1-800-272-3900 or 1-505-266-4473

Alzheimer's Association Caregiver Support

<https://www.alz.org/help-support/caregiving> 1-800-272-3900

Federal Alzheimer's portal

<https://www.alzheimers.gov/> 1-800-438-4380

National Institute on Aging—Alzheimer's disease Education and Referral

<https://www.nia.nih.gov/health/about-adear-center> 1-800-438-4380

Centers for Disease Control Alzheimer's information

<https://www.cdc.gov/aging/aginginfo/alzheimers.htm>

Family Caregiver Alliance

<https://www.caregiver.org/alzheimers-disease-caregiving> 1-800-445-8106

Alzheimer's Association

Useful Information

Raising awareness:

Education and Resource Center

at www.alz.org

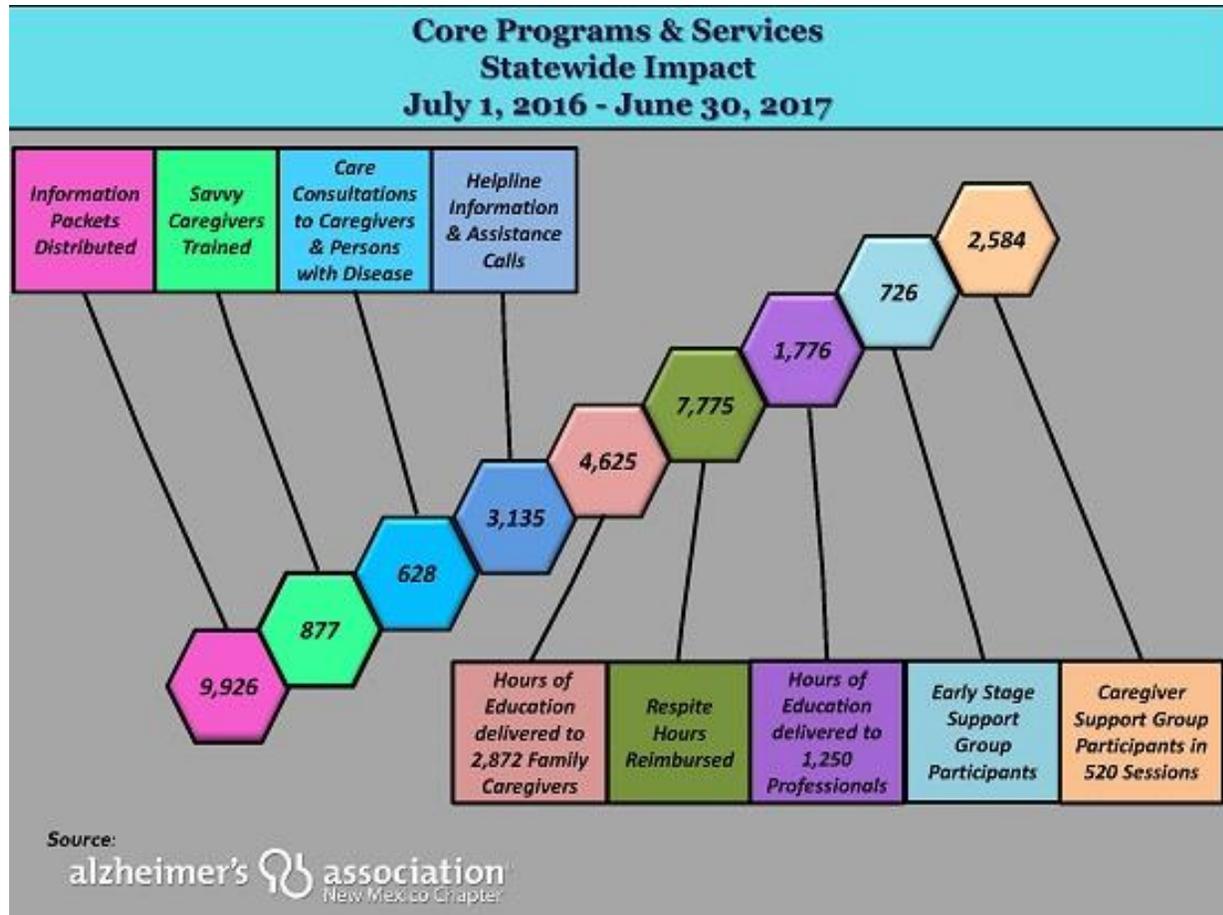
Further support and information:

www.alz.org/newmexico

We have five branch offices serving all regions of the state:

- Albuquerque (Main Office), Santa Fe (Northeastern New Mexico)
- Farmington (Northwestern New Mexico)
- Roswell (Southeastern New Mexico)
- Las Cruces (Southwestern New Mexico)

If you need help, anywhere in the state, call us: 24/7 Helpline (800) 272-3900.



Useful information

Raising awareness:

Dementia Friends
Delivering a Dementia Friends Information Session

dementiafriends.org.uk
Email: youngpeople@alzheimers.org.uk

Further support and information:

Alzheimer's Society
Alzheimer's Society National Dementia Helpline
Dementia Action Alliance
YCNet (part of Carers Trust)

alzheimers.org.uk
Call: 0300 222 1122
dementiaaction.org.uk
carers.org

Fundraising ideas and local support:

Alzheimer's Society

alzheimers.org.uk/fundraise

Information and statistics:

Alzheimer's Society

alzheimers.org.uk/infographic
alzheimers.org.uk/aboutdementia

Volunteering:

Want to have fun and do some good? Why not think about volunteering? There are loads of great things you could get out of volunteering for the Alzheimer's Society, including learning new skills and meeting new people. There may also be opportunities to volunteer together with your family or as a group.

alzheimers.org.uk/volunteer

Publicizing your work:

We can provide support in publicizing work to local and regional press. We have a number of templates available, as well as guidance and advice on contacting press.

Email: youngpeople@alzheimers.org.uk

Thank you

Thank you for your interest in delivering dementia awareness lessons in schools and helping to create a dementia-friendly generation. The ideas in this resource suite are just a starting point, and we know that there are many other fantastic activities happening across the country. If you would like more information, or to share your ideas with us please email: youngpeople@alzheimers.org.uk

Let us know what you think

We would like to know how the resources have worked for you, and ensure that we are providing the best content possible for teachers and young people. Your feedback is greatly appreciated. An online version of the survey is also available at <https://survs.com/survey/y81ln9arxf>

Your name: _____ Your role: _____

Name of school or organization: _____

What age group did you use the resources with? (please select all that apply)

- 5–7 (KS1)
 7–11 (KS2)
 11–14 (KS3)
 14–16 (KS4)
 16+

Approximately how many young people have been taught using these resources? _____

Why did you order these resources? (please tick all that apply)

- It is important to raise young people’s awareness of dementia
- To support young people affected by dementia
- To support the curriculum
- Interest due to information on Alzheimer’s Society’s website
- Other – please specify _____

How many of the lessons did you use?

- One
 Two
 Three
 Four or more

		Strongly Agree	Agree	Disagree	Strongly Disagree
1	The resources were engaging and enjoyable				
2	The lessons were a useful addition to the curriculum				
3	It was pitched at a suitable level for the age group				
4	You would recommend these resources to another teacher				

Overall, how would you rate the resources (5 being excellent, 1 being poor)
 5
 4
 3
 2
 1

What was the most useful aspect of the resources? _____

Is there anything you would add, change or improve? _____

Any further comments (e.g. the impact of the pack, future plans, additional feedback)? _____

Please could you ask your class the following questions? This can be done through a show of hands.

		Total yes	Total no
1	Do you now feel you have a better understanding of dementia?		
2	Do you feel you could now spot the signs of dementia?		
3	Would you now be confident talking to someone with dementia?		

We would like to use your comments for promotional material to help us encourage more schools to create a dementia-friendly generation. If you do not wish us to use your comments please tick the following box

Thank you for taking the time to give us your feedback. You can return this form by post or email to [Youth Engagement Team, Alzheimer’s Society, Devon House, 58 St Katharine’s Way, London E1W 1LB](mailto:youngpeople@alzheimers.org.uk)
youngpeople@alzheimers.org.uk

Alzheimer's Society—Creating a dementia-friendly generation

Course Evaluation

Final Step. Please complete the course evaluation—

<https://www.surveymonkey.com/r/927N3RN>