

# Creating a dementia-friendly generation

**Dementia resources  
for schools**  
Teacher toolkit for all  
learners aged 5–7 years

Endorsed by



## **Important:** **Please report your new Dementia Friends**

Did you know that completing these activities creates Dementia Friends?

A Dementia Friend is somebody that has learnt about dementia and commits to take action in order to help people affected by the condition live well in their community.

Once you have completed these activities, **please remember to tell us how many new Dementia Friends you have made** and request free Dementia Friends pin badges and action cards by emailing the following information to [youngpeople@alzheimers.org.uk](mailto:youngpeople@alzheimers.org.uk)

- ① **Your name**
- ② **The name of your school / youth group / organisation**
- ③ **The number of Dementia Friends you have made**
- ④ **Optional:** Share your story with us! Tell us how you used these resources and let us know how you found them

Please note the following when using this resource:

- To make Dementia Friends, please ensure all activities are completed.
- The suggested age range is advisory. Please feel free to adapt to other ages you feel relevant.
- Alzheimer's Society owns and has copyright over this material.

If you have any questions or require further information please contact [youngpeople@alzheimers.org.uk](mailto:youngpeople@alzheimers.org.uk)

**Thank you for helping people affected by dementia to live well.**

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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.

By learning about dementia, young people have a better understanding of how to protect their own wellbeing through maintaining a healthy lifestyle, including their diet and regular exercise.

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 850,000 people living with dementia in the UK, with this figure predicted to reach 2 million by 2051 if no action is taken.



**Nearly one third  
of young people  
know someone  
with dementia.**

# Teachers' notes

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 / PSD / PDMU. However, there are links to other areas of the national curriculum for learners aged 5–7, including English, Art and Design, Science and Maths. For detailed information on how these resources support the national curriculum, please see the curriculum links (page 27).

These resources are flexible, which allows individual schools to use 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 learner's needs. Teachers can also adapt the content in the two lessons to suit the sensitivities of their learners, for example teachers of younger children may choose to focus on the story in Lesson Two to introduce the topic.

These resources provide teaching staff with useful information that can also be used by the school to publicise the work that learners are doing and to raise further awareness to 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](mailto: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 two lessons and the further activity options 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
<p><b>One:</b> Understanding memory and an introduction to dementia</p>	<p><b>This lesson will help learners to understand:</b></p> <ul style="list-style-type: none"> <li>■ what memory is and how it works</li> <li>■ what dementia is and how it is related to memory</li> </ul>	<p><b>Appendix 1:</b> The brain – page 13</p> <p><b>Activity Sheet 1:</b> Ordering daily tasks – page 14</p>
<p><b>Two:</b> Dementia in the community</p>	<p><b>This lesson will help learners to understand:</b></p> <ul style="list-style-type: none"> <li>■ the types of difficulties people with dementia may experience</li> <li>■ how dementia affects the whole family</li> <li>■ ways in which communities can support people living with dementia</li> </ul>	<p><b>Appendix 2:</b> Memory box story – page 18</p> <p><b>Activity Sheet 2:</b> Memory boxes – page 20</p>
<p><b>Dementia in school:</b> Further activities and building awareness</p>	<p>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</p>	<p><b>Activity options:</b></p> <ul style="list-style-type: none"> <li>■ Raising awareness</li> <li>■ Memory boxes</li> <li>■ Invent your own technology to help</li> <li>■ Fundraising</li> </ul>

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 throughout the school environment. Ideas for activities are given below according to subject areas.

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

# 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 there may be people in our school who may know someone living with dementia or has potentially lost someone who had 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 at the start of each lesson:

- 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
- Think about everyone's feelings and be kind with your words.

You could provide each learner with a traffic light system, whereby they can signal if they are okay (green), feeling a little anxious or worried (orange) and wanting to leave the classroom because they are getting upset (red). Learners could use the traffic light system by placing the appropriate colour card on their desk.

Our advice is to usually avoid personal accounts in the classroom; nevertheless, this will depend on individual teachers. Ensure that you have a strategy to listen, reassure and support children who may become upset. Please remind learners that if the content of the lessons causes them to feel upset, worried or frightened, they can share their personal feelings with their teacher, a member of the pastoral team within the school or speak to another adult that they know.

Additionally, if the pupil's parent or guardian would like further information, advice or support on dementia and the work carried out by the Alzheimer's Society, they can visit Alzheimer's Society's website ([alzheimers.org.uk](http://alzheimers.org.uk)).



For more information or advice, contact the National Dementia Helpline on **0300 222 1122**



# 1

## Lesson one: **Understanding memory and an introduction to dementia**



 45 minutes

### **Learning objectives**

This lesson will help your class learn about:

- How we need our memory for our daily lives
- How the brain is used in our day-to-day lives for different tasks
- Dementia and how this may affect the memory of those people living with it

### **Learning outcomes**

Learners will understand:

- What memory is and how it works
- What dementia is and how it is related to memory

### **Lesson materials**

- 5 to 8 everyday items
- A tray
- A tea towel
- Brain diagram – Appendix pages 13
- ‘Ordering daily tasks’ – Activity sheet 1, page 14

 10 minutes

## Getting you thinking!

This activity will start to introduce the concept of memory to your class. Let your class know that they are going to see a tray with five objects on for one minute; you are then going to remove one object.

Let the learners know that they will need to try to remember the objects so they can figure out which one is missing. Repeat this activity a few times. You can even increase the number of items depending on ability.

### Then ask the class the following questions:

**Q:** How did you remember the items on the tray?

**Q:** What did you find difficult?

### To support learners with the starter, you could consider:

- Displaying pictures on the whiteboard of the items from the tray, as well as a few extra items, to help learners to use the images to identify the missing item

### To extend the starter or make it more challenging, you could consider:

- Taking away an object and moving the others around
- Taking away two objects
- Increasing the number of objects and then asking learners to work in groups to write down as many objects as they can remember





25 minutes

## Main activities

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.

Introduce the word ‘memory’ and explain that it helps us to know who we are, where we are and what we are doing.

### Invite learners to talk with a partner about:

**Q:** ‘Can you think of when we use our memory each day?’

The class then share their thoughts, which are used to create a mind map of when we use our memory – this will be referred to later in the lesson. Ask the pupils to write down on individual whiteboards what part of their body controls their memory. If they need help they could work with a partner or you can display an outline of a human body and ask the children to say and show the part of the body that controls memory.

As an extension, you could challenge pupils to draw and write examples of when they have used their memory in the last week.

When the class has recognised the brain is in charge of the memory, display ‘The Brain’ (Appendix 1) which shows that different parts of the brain are in charge of different jobs.

Introduce your class to the term ‘dementia’ and explain that it is caused by diseases damaging the brain. This makes it harder for people to remember things well and they can have difficulties with movement, problem-solving or communication. These problems will get worse over time.

### There are several points that the learners should be made aware of:

- Even though dementia mainly affects older people, it does not affect everyone as they grow older
- You cannot catch dementia from people as it’s not like a cold or chickenpox
- If they know someone with dementia, the changes they are seeing are because of the disease – there is no one to blame
- Despite these difficulties, it is still possible to live well with dementia

Let learners know that sometimes when people have dementia, they can get muddled more often than usual with everyday tasks, such as making breakfast and getting dressed. Reassure learners that it is very normal for people to forget things or get confused at times, it just occurs more with dementia.

Hand out a copy of ‘Ordering Daily Tasks’ (Activity Sheet 1) to each learner, and explain that these are some tasks that can be more difficult with dementia. Explain to your class that their task is to order the pictures for simple tasks. To simplify this, learners can cut out the pictures and sequence them, rather than write in numbers.

You can challenge more able pupils to use Activity Sheet 1 as inspiration to write and illustrate simple sequenced instructions for everyday tasks themselves: from simple tasks such as brushing your teeth, to tasks with more steps such as getting dressed or making a sandwich.

## Teacher’s notes

Dementia is caused when diseases such as Alzheimer’s disease or a series of strokes damage the brain. This results in memory loss and difficulties with movement, problem-solving or communication. Dementia 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.

When explaining dementia to your class, ensure that you use language that is appropriate to the maturity of the learners.

 10 minutes

## Plenary

Invite some learners to share their instructions. As a class, discuss that when someone has dementia, they may find it harder to make sense of the world around them because their memory isn't always as good or the order of instructions can get mixed up. Refer back to the mind map of times we use our memory from the starter. Suggest that drawing or writing instructions out for someone living with dementia can help them with a task they are struggling with.

### Finish off by asking learners to talk to a partner about:

- Q: What do you do to help you to remember things?
- Q: What things or games can you play to help you remember better? (for example, Mnemonics)

Finish by sharing ideas as a class about ways to help our memories.

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## Further challenges

**Pupils could imagine they are on a school trip somewhere new and they get separated from their class. Task them to write down how they feel when they can't see someone or something that they know. (Answers might be: scared, worried, sad, confused, alone, angry).**

Once they have finished, explain that this is what it can feel like for some people with dementia, if they are in places or situations that they have forgotten about. Highlight what pupils could do to help someone who looks like they might be struggling, such as: tell a parent or guardian, smile, be patient.

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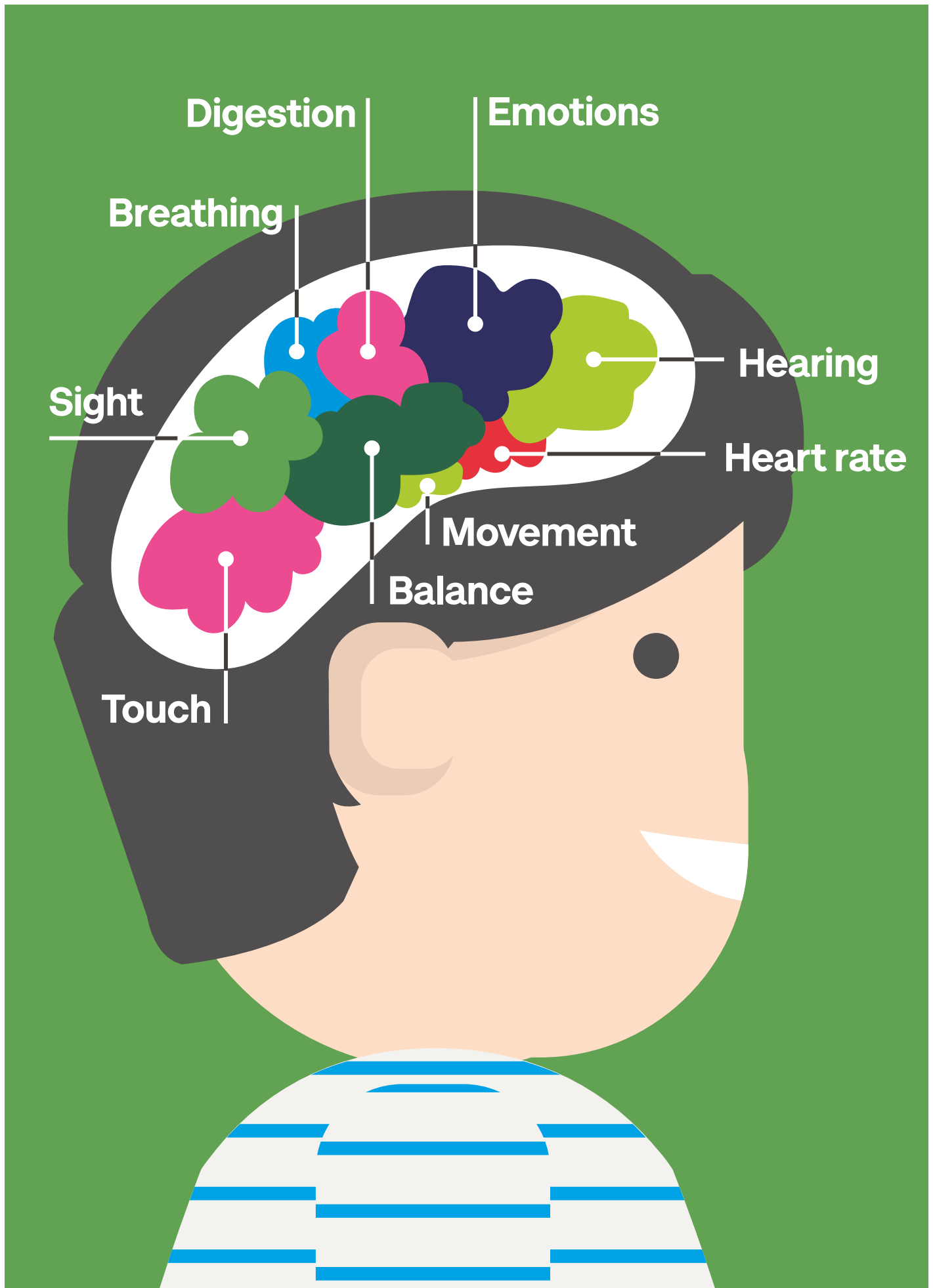


## Lesson one appendix:


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Diagram worksheet: The Brain	<b>13</b>
Activity sheet one: Ordering daily tasks	<b>14</b>

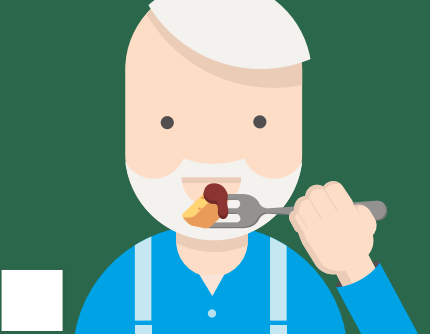

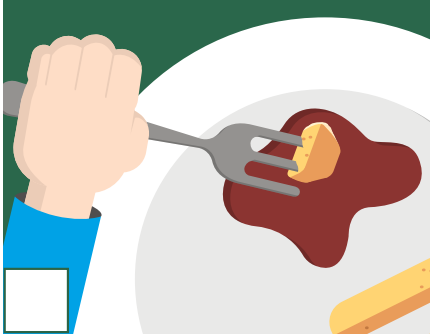
## Diagram worksheet: The Brain



### Activity sheet one: Ordering daily tasks

 **Help to order these tasks by writing the correct number under the picture.**

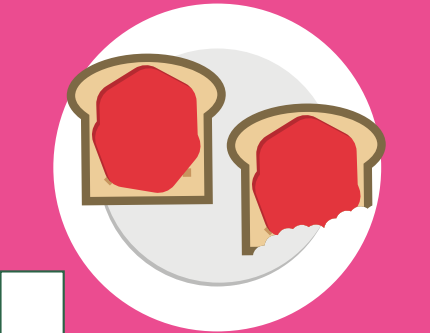
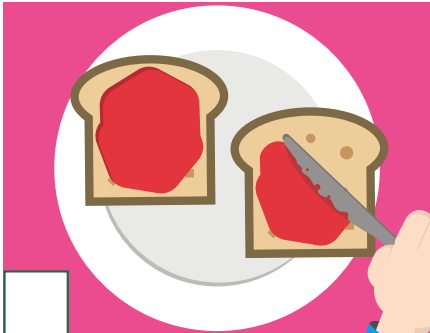
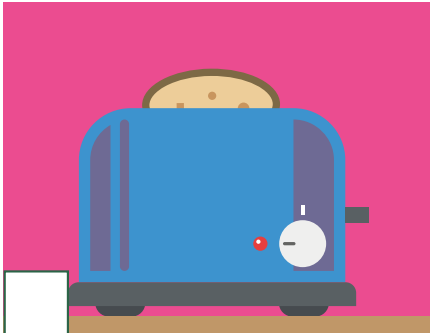
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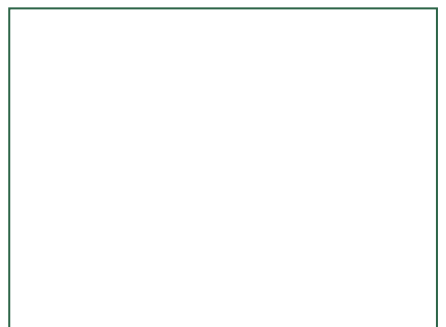
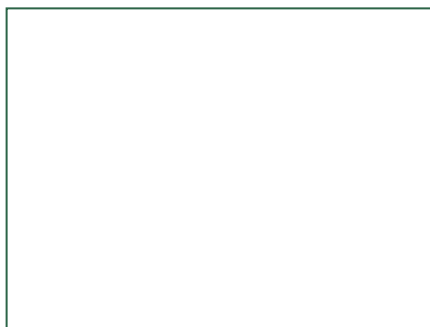
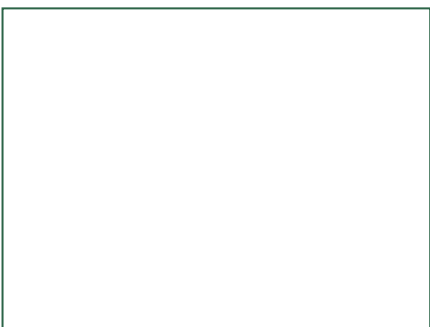
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**C.**

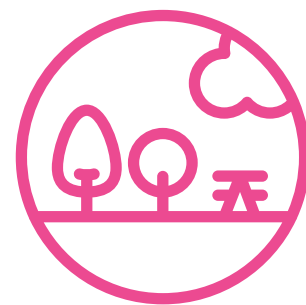
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**Now draw three pictures in order showing how to wash your hands.**



# 2

## Lesson two: Dementia in the community



 45 minutes

### Learning objectives

This lesson will help your class learn about:

- What it is like for a person with dementia and how their families can help them in their daily lives
- How dementia affects the daily lives of people and what pupils can do to help someone who may be experiencing these difficulties on a day-to-day basis
- Raising awareness of dementia in society

### Learning outcomes

Learners will understand:

- The types of difficulties people with dementia may experience
- How dementia affects the whole family
- Ways in which communities can support people living with dementia

### Lesson materials

- Percussion instrument (optional)
- 'Memory box story' – Appendix page 18
- 'Memory boxes' – Activity Sheet 2, page 20
- Plain paper
- Colouring pens / pencils
- Magazine pictures to cut out (optional)
- Shoes boxes (optional)



 10 minutes

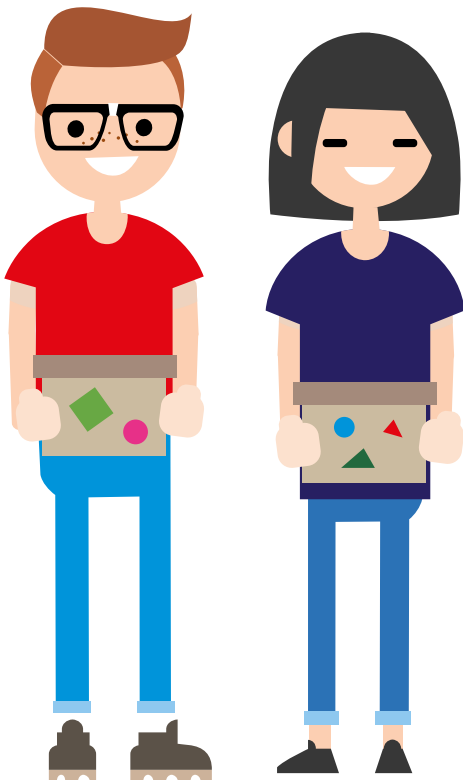
## Getting you thinking!

This starter is to recap the first lesson and to remind pupils what dementia is, as well as how it affects memory. Use a percussion instrument or clap a simple pattern for your class to repeat back to you. Gradually make the pattern more challenging.

### Then ask the class:

**Q:** What have you used to remember the pattern?

Discuss that they used their memory to be able to recall the pattern. Then remind learners that dementia can affect memory, as well as other things that our brains control. In groups, challenge pupils to use their learnings from Lesson 1, to list everyday tasks that can be affected by dementia as the brain gets confused and muddles things up e.g. getting dressed, brushing teeth.



 25 minutes

## Main activities

Read the 'Memory Box Story' which concludes with the little boy ready to go and collect items to create a memory box for his Grandma who is living with dementia.

Discuss how Jack would have felt at different stages of the story, particularly drawing out how Jack would have felt better after talking to his parents about it and that talking about it is the correct thing to do.

Give pairs a couple of minutes to think about what things Jack and his Grandma enjoyed doing together. Share these ideas as a class.

Task learners to create a memory box for Jack's Grandma using 'Memory Boxes' (Activity Sheet 2). To develop the activity, task learners with decorating a shoe box and adding items that would help his Grandma remember the special times. If shoe boxes aren't available, learners could stick or draw pictures on a large piece of paper. The items could be drawn by the learners or they could find pictures on computers or in magazines. Pictures could include swings, parks, cupcakes, story books, etc.

 10 minutes

## Plenary:

Learners share their memory boxes and explain the reasons they chose the items that they picked and how they think it would help the Grandma in the story. They can also discuss how Grandma may feel when she sees the box and the items in the memory box.

(These boxes could be used as a display to show to parents and help to raise awareness throughout the community.)

## Lesson two appendix:

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Lesson two appendix: Memory box story

**18**

Activity sheet two: Memory boxes

**20**

## Memory box story

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**Jack is six. He is excited that he is going to spend the day with his Grandma. He loves spending time with her, as they do lots of fun things together.**



She takes him to all the best parks so that he can go on the swings. They feed the birds together and on hot days they have ice cream. When it's raining, they go to the cinema or bowling, make cakes at home or make gigantic towers out of plastic bricks.

Jack's Grandma also tells really good stories and puts on amazing voices. She always knows how to cheer Jack up and they spend lots of time laughing together.

Lately, things have been a bit different. They haven't been going to the park as much, and Mum or Dad always goes along with them. Jack has also noticed that Grandma has been getting muddled with things more often. She forgets things they've talked about recently. Last week, she made herself a cup of tea and put the tea bags in the fridge and the milk in the cupboard.

Jack is feeling sad and worried, as he can see that something is different about his Grandma so he decides to talk to his Mum and Dad about it.

"Is Grandma okay?" he asks, "I have seen her make more mistakes with things and you don't let us go out by ourselves anymore. Have I done something wrong?"

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Jack's Mum and Dad sit down on the sofa with him. "No, Jack. You haven't done anything wrong," says Dad. "Grandma is ill. She has dementia which affects her brain so she has been getting muddled up more often and is forgetting things."

"Will we catch it?" Jack asks.

"No, you don't need to worry, you can't catch it. It's not like a cold or chickenpox. You need to know that your Grandma still loves you very much and even if she forgets things you may have done at times, she still enjoys spending time with you. It makes her very happy."

Jack is feeling much better now that he has spoken to his parents and that he understands what is happening.

"Mum and Dad," he says, "I want to help Grandma. Do you know what I can do to help?"

Mum and Dad are very proud of Jack, but aren't sure what to suggest. The family decide to look on the internet together to get more information. After they have read through different ways of supporting and helping someone with dementia, Jack decides to create a memory box to help his Grandma. Jack and his dad find a shoe box that he can use and Jack starts to think about all the objects he can put in it to help his Grandma remember the fun times they have shared and her other special memories.

## Activity sheet two: Memory boxes

Use these pictures to help you remember the special things Jack and his Grandma did. Think about the things that Jack could put into the memory box for his Grandma.



# 3

## 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:

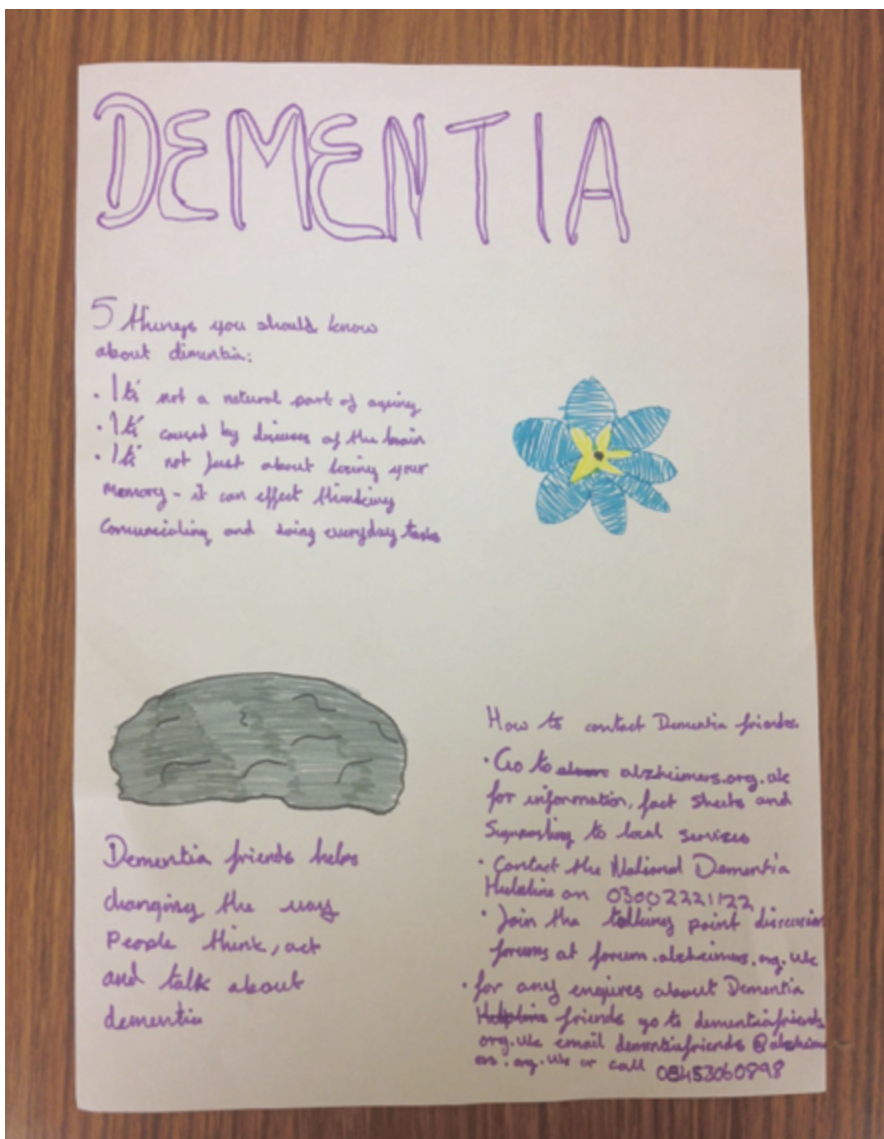
- Raising awareness – page 22
- Memory boxes – page 23
- Invent your own technology to help – page 24
- Fundraising – page 26



# Raising awareness

Learn about charities that help people with dementia and find out about the work they do.

Pupils could make a poster to tell people about dementia and the work charities do. Some of these posters could be used in school to make others aware.



# Memory boxes

As a class you could link with a local Alzheimer's Society service to create themed memory boxes for people living with dementia.

For instance, the class could create memory box about the local area or a special national event such as: man landing on the moon, the Queen's coronation, England winning the 1966 football World Cup.





# Invent your own technology to help

Assistive technologies are things that help someone do a task that they struggle to do or that they can't do on their own.

These can be simple such as electronic clocks / calendars or more complex devices such as an automatic pill dispenser. Some people with dementia may wear things that can be used to show where they are so that they can be found easily if they get lost.

After you have discussed assistive technologies with your class, put them in groups to invent their own device. This could become a cross-curricular project with design and technology or science where they make models from basic materials to show what it would look like or pupils could draw their design and label it.



# Examples of assistive technology:

## Reminder messages:

These remind people to pick up their keys or lock the front door



## Clocks and calendars:

Automatic calendar clocks can be helpful for people who forget which day it is and what they should be doing



## Automatic pill dispensers:

When medication needs to be taken, the dispenser beeps and the pill is released at the correct time in the correct dosage



## Locator devices for inside the home:

These can be attached to a key ring. If someone wants to find a particular item, they press a button and the item will beep until it has been located



## Devices to enable safer walking:

Some people with dementia may wear or use devices that can be used to track their location if they are likely to walk about and get lost



# Unite against dementia.

## Fundraise for us.

**September–October 2017:**

### Memory Walk

Start the year off on the right foot and walk for a world without dementia. Memory Walk is a sponsored walk for all ages and abilities. Find a walk near you and start fundraising.

**8 December 2017:**

### Elf Day

Donate £1 and dress up like an elf on 8 December. Gather your little helpers and unleash your inner elves.

**February–March 2018:**

### Organise your own

From a talent show, to a spelling bee or non-uniform day – the possibilities are endless! Organise your own event and ask people to come along for a small donation.

**20–26 May 2018:**

### Dementia Awareness Week

Show your school is united against dementia by selling and wearing our pin badge throughout Dementia Awareness Week.

**14 June 2018:**

### Cupcake Day

Rise against dementia by taking part in Cupcake Day. Get the whole school involved, whether they bring in their bakes or buy some cakes, everyone can take part.

Join in the fun and help raise vital funds for Alzheimer's Society. Help us support people with dementia today and find a cure for tomorrow. There are plenty of exciting ways for your class to get involved throughout the year!

For more information on any of these events and to order your free fundraising resources, get in touch with your local Community Fundraiser: [communityevents@alzheimers.org.uk](mailto:communityevents@alzheimers.org.uk)



# Supporting the curriculum

These resources have been designed to support the delivery of curriculum subjects across the four nations at Key Stage 1 or P1/2 (Scotland).

## England: DFE National Curriculum

Subject	Approach
PSHE	<p><b>Core theme 1: Health and wellbeing</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>■ About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</li> <li>■ About change and loss and the associated feelings (including moving home, losing toys, pets or friends).</li> <li>■ About the process of growing from young to old and how people's needs change.</li> <li>■ About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.</li> </ul> <p><b>Core theme 2: Relationships</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>■ To communicate their feelings to others, to recognise how others show feelings and how to respond.</li> <li>■ To recognise how their behaviour affects other people.</li> <li>■ To offer constructive support and feedback to others.</li> <li>■ To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</li> </ul> <p><b>Core Theme 3: Living in the wider world</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>■ To help construct, and agree to follow, group and class rules and to understand how these rules help them.</li> <li>■ That they belong to various groups and communities such as family and school.</li> </ul>

## Northern Ireland: Northern Ireland Curriculum

Subject	Approach
<b>Personal development and mutual understanding</b>	<p><b>Theme 2: Feelings and emotions</b> Pupils should be enabled to:</p> <ul style="list-style-type: none"><li>■ Begin to recognise, name and manage their feelings and emotions and realise that they are a natural, important and healthy part of being human.</li><li>■ Begin to recognise and manage the effects of strong feelings such as anger, sadness or loss.</li></ul> <p><b>Theme 5: Relationships</b> Pupils should be enabled to:</p> <ul style="list-style-type: none"><li>■ Examine the variety of roles in families and the contribution made by each member.</li><li>■ Be aware of their contribution to home and school life and the responsibilities this can bring.</li><li>■ Know how to be a good friend.</li><li>■ Understand that they can take on some responsibility in their family and friendship groups.</li></ul> <p><b>Theme 8: Similarities and differences</b> Pupils should be enabled to:</p> <ul style="list-style-type: none"><li>■ Appreciate ways we are similar and different, for example age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work.</li></ul>

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## Scotland: Curriculum for Excellence

Subject	Approach
<b>Health and Wellbeing</b>	<p><b>Mental and emotional wellbeing</b></p> <ul style="list-style-type: none"> <li>■ I am aware of and able to express my feelings and am developing the ability to talk about them.</li> <li>■ 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.</li> <li>■ I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships,</li> <li>■ I care and show respect for myself and others.</li> <li>■ 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.</li> <li>■ I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.</li> <li>■ I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</li> <li>■ 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 behaviour and the way others behave.</li> </ul> <p><b>Relationships, sexual health and parenthood</b></p> <ul style="list-style-type: none"> <li>■ About friendships and relationships but when something worries or upsets me I know who I should talk to.</li> <li>■ 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.</li> </ul> <p><b>Social wellbeing</b></p> <ul style="list-style-type: none"> <li>■ 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.</li> </ul> <p><b>Physical wellbeing</b></p> <ul style="list-style-type: none"> <li>■ I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.</li> <li>■ I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</li> </ul>

## Wales: The National Curriculum for Wales

Subject	Approach
<b>Personal and Social Development, Well-Being and Cultural Diversity</b>	<p><b>Personal development</b> Children should be given opportunities to:</p> <ul style="list-style-type: none"> <li>■ Express and communicate different feelings and emotions (for example, happiness, excitement, affection, sadness and anger) – their own and those of others.</li> </ul> <p><b>Social development</b> Children should be given opportunities to:</p> <ul style="list-style-type: none"> <li>■ Be aware of and respect the needs of others, to take responsibility for their own actions, as well as to consider the consequences of words and actions for themselves and others.</li> <li>■ Form relationships and feel confident to play and work cooperatively, to value friends and families, and to show care and consideration.</li> </ul> <p><b>Moral and spiritual development</b> Children should be given opportunities to:</p> <ul style="list-style-type: none"> <li>■ Talk about/communicate and reflect on the decisions made in stories and situations, or to personally suggest alternative responses.</li> <li>■ Use stories or situations to raise questions about why some things are special; experience exciting, wonderful, inspirational, creative and/or quiet times.</li> <li>■ Express ideas and feelings creatively, explaining why they are significant.</li> </ul> <p><b>Well-being</b> Children should be given opportunities to:</p> <ul style="list-style-type: none"> <li>■ Demonstrate care, respect and affection for other children, adults and their environment.</li> </ul>

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# Example letter to parents and carers

To help you to contact parents/carers of learners who are completing the lessons on dementia, we have included copy below that you can use for newsletters or as a letter template. 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 850,000 people living with dementia in the UK, and nearly one third of young people know someone with dementia. 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. The lessons all teach about dementia with a positive perspective and promote living well with dementia. 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 [alzheimers.org.uk/youngpeople](https://www.alzheimers.org.uk/youngpeople)

Yours sincerely,

**[Head teacher/Lead teacher]**



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# Useful information

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## Raising awareness:

Organise for a volunteer to deliver a Dementia Friends Information Session for your pupils or staff:

**Email:** [youngpeople@alzheimers.org.uk](mailto:youngpeople@alzheimers.org.uk)  
[dementiafriends.org.uk](http://dementiafriends.org.uk)

## Further support and information:

Alzheimer's Society  
[alzheimers.org.uk](http://alzheimers.org.uk)

Alzheimer's Society National Dementia Helpline

**Call:** 0300 222 1122

YCNet (part of Carers Trust)  
[carers.org](http://carers.org)

## Fundraising ideas and local support:

[alzheimers.org.uk/fundraise](http://alzheimers.org.uk/fundraise)

## Information and statistics:

[alzheimers.org.uk/infographic](http://alzheimers.org.uk/infographic)  
[alzheimers.org.uk/aboutdementia](http://alzheimers.org.uk/aboutdementia)

## Volunteering:

Unite with us against dementia and volunteer with Alzheimer's Society.

[alzheimers.org.uk/volunteer](http://alzheimers.org.uk/volunteer)

## Publicising your work:

We can provide support in publicising 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](mailto:youngpeople@alzheimers.org.uk)

CCEA has endorsed the use of these materials in schools and has confirmed that they are aligned to the broad aims and objectives of the Northern Ireland Curriculum.

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# Notes

# Notes

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Alzheimer's Society is transforming the landscape of dementia forever.

Until the day we find a cure, we will create a society where those affected by dementia are supported and accepted, able to live in their community without fear or prejudice.

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Alzheimer's Society operates in  
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Registered charity no. 296645.

