

# Creating a dementia-friendly generation

**Dementia resources  
for schools**  
Teacher toolkit for all  
learners aged 11–14 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.

Educating young people about dementia means they can learn about protecting their own health and the importance of a healthy lifestyle including diet and exercise.

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.

## What is 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.
- 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. In order to do this, the resources provide an insight into dementia, exercises aimed at reducing stigma and an opportunity for students to interact with those affected by dementia.

These lesson-ready resources predominantly focus on PSE and Citizenship, however, there are links to other areas of the national curriculum for students aged 11–14, including design and technology, art, drama, ICT and English. For detailed information on how these resources support the national curriculum in all four nations, please see pages 37–41.

These resources are flexible, which allows individual schools to use these resources 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.

Each lesson plan comes with an appendix that provides teaching staff with useful information that could be used in lessons, or by the school to publicise the work that students are doing to raise further awareness to parents and guardians. 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) will be present in the lesson, it is useful that they have a copy of the lesson plan and activities you will be using. They may be able to help scaffold the lesson for students with SEND and adapt the resources accordingly.

Any students with SEND that have access to ICT should be encouraged to use it within the lesson, as many of the Alzheimer's Society resources can be copied onto a memory stick and transferred onto individual computers / student shared areas, allowing students with SEND to complete worksheets / tasks on the computer.

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 students 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 enabling adjustable activities to suit the class and their needs.

All of the supporting materials can be found in each lesson's appendix and full curriculum links are outlined on pages 37–41.

Lesson	Lesson summary	Resources and supporting materials
<b>One:</b> Explaining dementia	Developing students' knowledge and understanding of dementia, and exploring common misconceptions relating to dementia	<ul style="list-style-type: none"> <li>■ Pages 12 and 17 / Activity one: Independent research</li> <li>■ Page 12 / Activity two: Doing an everyday task in a different way</li> <li>■ Page 12 / Activity three: The alphabet shopping</li> </ul>
<b>Two:</b> Dementia in the community	Helping students understand how people affected by dementia might have difficulties with everyday tasks and identifying ways in which communities can support those living with dementia	<ul style="list-style-type: none"> <li>■ Page 21 / Activity one: Feelings in a foreign country</li> <li>■ Page 21 / Activity two: Meeting someone with dementia</li> </ul>
<b>Three:</b> Supporting those affected by dementia	Building students' understanding of how dementia affects family members and exploring the role of carers	<ul style="list-style-type: none"> <li>■ Page 28 / Activity one: Independent internet research project: 'What is a carer?'</li> <li>■ Page 28 / Activity two: Appreciating the support available for carers</li> </ul>
<b>Dementia in school:</b> 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	<b>Activity options:</b> <ul style="list-style-type: none"> <li>■ Assistive and digital technology</li> <li>■ The work of charities</li> <li>■ How charities communicate</li> <li>■ Fundraising</li> </ul>

NB: Each lesson has a suggested homework task to be completed by the students, and schools are encouraged to contact parents/carers advising them that the school will be conducting lessons on dementia and the work carried out by Alzheimer's Society. To raise awareness of this, schools can promote these lessons on their newsletter, hold assemblies or send a letter to the parents/carers of the students who will be completing the lessons. Parental assistance and support with homework and in raising awareness is greatly welcome (please see page 42).

# 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
<b>English</b>	<ul style="list-style-type: none"> <li>■ Run a creative writing competition based on life story books.</li> <li>■ Explore poem composition using dementia as a theme.</li> <li>■ Explore literature that features people living with dementia.</li> <li>■ Use the book, Elizabeth is missing by Emma Healey to explore the concept of an unreliable narrator and this technique in storytelling.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>■ Design a memory card game.</li> <li>■ Use numbers about dementia to learn aspects of the maths curriculum, for example: statistics using prevalence data.</li> <li>■ Think about demographics, ageing and increases in the numbers of people living with dementia.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>■ Explore the biological side of dementia, and the effects of diet and food plans.</li> <li>■ Understand how diet and exercise affect our behaviour and development.</li> <li>■ Explore how the brain works and what happens when it deteriorates.</li> <li>■ Explore issues around research, drugs, and ethical issues in science.</li> </ul>
<b>ICT</b>	<ul style="list-style-type: none"> <li>■ Create leaflets to raise awareness about dementia.</li> <li>■ Work with people in care homes to find out about reminiscence, then create 'memory sticks'.</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</b>	<ul style="list-style-type: none"> <li>■ Use knowledge from local people about how the local community and environment has changed.</li> <li>■ Explore issues of an ageing population and population demographics.</li> <li>■ Explore cultural variation; looking at response to dementia in different countries.</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>■ Use key figures, who had dementia, to learn about the past.</li> <li>■ Use knowledge from local people about how the local community and environment has changed.</li> </ul>
<b>Music and drama</b>	<ul style="list-style-type: none"> <li>■ Hold a performance around mental health and wellbeing.</li> <li>■ Learn about how music can help with memory recollection.</li> <li>■ Form an intergenerational choir.</li> <li>■ Create and perform a play about the effects of dementia, or in which one of the key characters has dementia.</li> </ul>

Subject	Approach
<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>■ Design an artwork that conveys the theme of dementia.</li> <li>■ Design posters to advertise a dementia-friendly community.</li> <li>■ Explore art as a therapeutic activity for people with dementia.</li> <li>■ Create memory books or collages with people with dementia.</li> </ul>
<b>Design and technology</b>	<ul style="list-style-type: none"> <li>■ Create a short film about dementia.</li> <li>■ Design an app for carers of people living with dementia.</li> <li>■ Create an assistive technology device.</li> </ul>
<b>Humanities</b>	<ul style="list-style-type: none"> <li>■ Consider how people living with dementia may have been treated through the ages and design a modern dementia-friendly community.</li> <li>■ Look at the history of the development of services helping people living with dementia.</li> </ul>
<b>Modern foreign languages</b>	<ul style="list-style-type: none"> <li>■ Design a memory card game in different languages.</li> <li>■ Weave the theme of dementia into conversational practice, vocabulary learning and composition writing.</li> </ul>
<b>Citizenship</b>	<ul style="list-style-type: none"> <li>■ Hold a debate about dementia and the balance of choice, social freedom and government responsibility.</li> <li>■ Explore the government’s responsibility in providing services verses the role of carers.</li> </ul>
<b>Religious education</b>	<ul style="list-style-type: none"> <li>■ Research and discuss how people living with dementia might be viewed by different faiths or in different cultures.</li> <li>■ How different cultures view and support people with disability and illness generally as well as people with dementia.</li> </ul>
<b>Sex and relationships education</b>	<ul style="list-style-type: none"> <li>■ Use dementia as an example of a long-term condition, and explore how this might affect a relationship when one person gets dementia in their 40s, 50s or 60s.</li> </ul>
<b>Work-related learning</b>	<ul style="list-style-type: none"> <li>■ Explore volunteering in health and social care, or working in memory cafes.</li> <li>■ Understand the health and social care system, the pressures it faces and how it supports people living with dementia and carers.</li> <li>■ Develop fundraising activities to support people living with dementia and carers.</li> </ul>



# Setting ground rules

 10 minutes

Many of the activities in this resource pack require students to feedback their ideas and provide an insight into living with dementia. Please remind the class that there may be some students in the lesson who know someone living with dementia, or potentially lost someone who had dementia. It is important that everyone feels respected and that the classroom is a safe environment (please see Ice breaker activity as a suggestion).

## 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. Please remind students 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. Information and signposting about support for pupils and families should be made available during and after the lessons.

Additionally, if the class 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 website ([alzheimers.org.uk](http://alzheimers.org.uk)).

## Ice breaker activity:

This activity can be applied to any of the three lessons. Split the class into small groups and ask them to write down anything they associate with the term dementia. Encourage students and groups to include facts, feelings and examples from the media (some students may even wish to share personal stories). Deliver this through a feedback and class discussion with key points raised noted on the board. These can be referenced at the end of the lesson.



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

# 1

## Lesson one: Explaining dementia



 1 hour

### Learning objectives

This lesson will help students to:

- Understand what dementia is
- Explore common misconceptions about dementia

### Learning outcomes

Students will:

- Learn to appreciate what it is like to live with dementia
- Learn to communicate with others
- Develop empathy skills
- Explore mental and emotional health issues
- Apply decision making skills

### Lesson materials

- Eight objects – these can be any objects from the school / classroom
- Diagram worksheet – Appendix page 14
- Scissors – a few pairs should suffice between small groups
- True or false worksheet – Appendix page 15
- Video: ‘What are the symptoms of dementia?’  
[www.bit.ly/AlzSocSch6](http://www.bit.ly/AlzSocSch6)
- White board / flip chart (and pens)

 5 minutes

## Getting you thinking!

Show the students eight objects. Give them a minute to look at these and then ask them to close their eyes. Remove one of the objects and move the others around. Ask students which of the objects is missing.

### Discussion topics:

- Q:** How did the activity make you feel?
- Q:** How do you think people who have difficulty remembering things would cope with this activity?
- Q:** What does our memory do?
- Q:** How does it help us in our lives?
- Q:** How might this activity help you to explain the symptoms of someone with dementia?

 10 minutes

## Video

‘What are the symptoms of dementia?’

[www.bit.ly/AlzSocSch6](http://www.bit.ly/AlzSocSch6)

Split students into groups and give them the diagram on Appendix page 14. Ask groups to write down a list of things that the brain controls. Examples might include: memory, skills, thinking, sight, balance, communication, recognising, hearing, movement.

Explain that dementia affects how the brain functions. Looking at the list they have come up with, ask students to write down things that someone with dementia might struggle to do. As a class, go through all the suggestions and compare answers.

Point out the differences in what groups have come up with. Not everyone with dementia will show the same symptoms as a different part of their brain might be affected.

 5 minutes

## How do you feel?

In pairs, ask students to talk about the last holiday they went on, or last day out they had. Tell them to focus on how they felt – excited, happy etc.

### Discussion topics:

- Q:** What did you do on the second afternoon of your holiday?
- Q:** If you couldn’t remember the details of the holiday, do you think you would still remember it as being fun?

Point out that people with dementia might not be able to remember what they did, but feelings and emotions can stay with them. If you know someone with dementia, it doesn’t matter that they can’t remember your visit – they may still feel happy when you are there and this may help their overall feelings.

 25 minutes

## Main activity

Hand out the true or false statements (Appendix page 15). In groups, students can cut these up, read through them and decide whether the statements are true or false. Give students 10 minutes and then go through the statements. Build class discussion into this activity where the students/groups must be able to justify their decisions on the statements.

### Use statement D to hold a class discussion and get students to explore the following ideas:

- It's best not to talk about dementia
- It's depressing and makes people uncomfortable

**Q:** What does the class think?

**Q:** What are the advantages of talking about sensitive topics such as dementia?

### Further support:

The true or false task could be reduced to ensure students can complete it within the time given.

 10 minutes

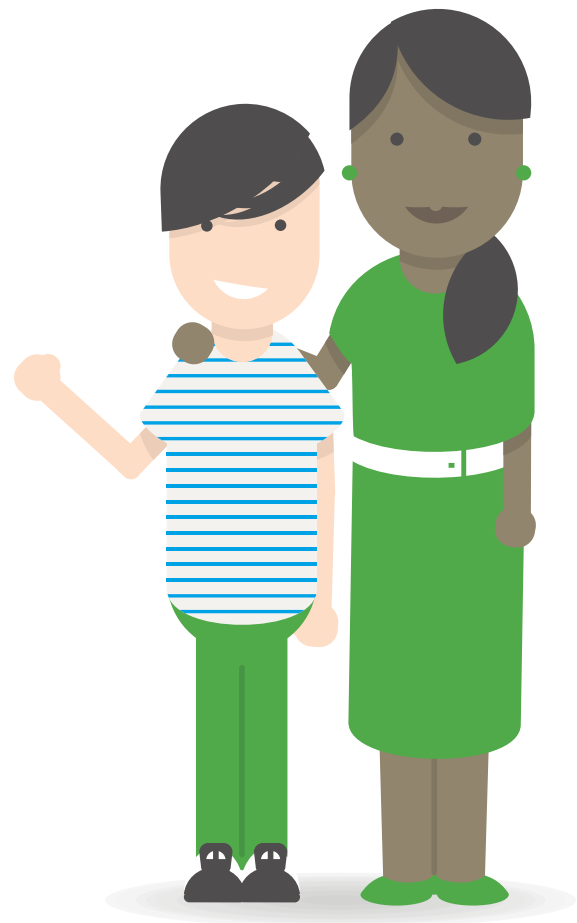
## Plenary: What do you now know about dementia?

Go back to the list of students' ideas about dementia from the start of the lesson. Ask students to correct any misconceptions. Can students answer any of the questions that were put forward at the start of the lesson? Remind students that they can visit the Alzheimer's Society website for more information or that they can talk to members of staff if they are concerned about any of the issues raised during the lesson.

(Homework suggestion)

## Want to know more about dementia?

Visit the Alzheimer's Society website for more information. Students could produce a poster or leaflet.



# Lesson one

## Further challenges

### Activity one

#### Independent research

Ask students to conduct their own internet / library research on dementia and complete the worksheet on Appendix page 17 or produce a presentation (using the criteria on the worksheet).

Students could complete this on their own or in small groups.

A useful resource for students to explore is the Alzheimer's Society 'Infographic', which provides facts and statistics about dementia:

**alzheimers.org.uk/infographic** or visit:  
**alzheimers.org.uk/aboutdementia**

### Activity two

#### Doing an everyday task in a different way

Task students to complete one of the activities below and then answer the questions:

- Ask students to tie their shoe laces with a blindfold on
- Draw a house on a piece of paper from its reflection in a mirror

#### Discussion topics:

- Q: What did you find difficult about this task?
- Q: Why was this activity more difficult than doing it normally?
- Q: Why is the brain getting confused?
- Q: How can you use these activities to explain how someone with dementia might feel?

### Activity three

#### The alphabet shopping list game

Ask the class to sit in a circle. Start with the first student and ask them to say 'I am going shopping and I am going to buy...'. Each student should give an item beginning with the letter of the alphabet.

As you go around the circle, each student must repeat the phrase as well as each item (in alphabetical order); they must then add their item to the end of the list.

#### Discussion topics:


- Q: Why is it difficult to remember everything?
- Q: Are some items more difficult to remember than others? Why?
- Q: How might someone with dementia struggle with simple tasks such as food shopping?

## Lesson one appendix:

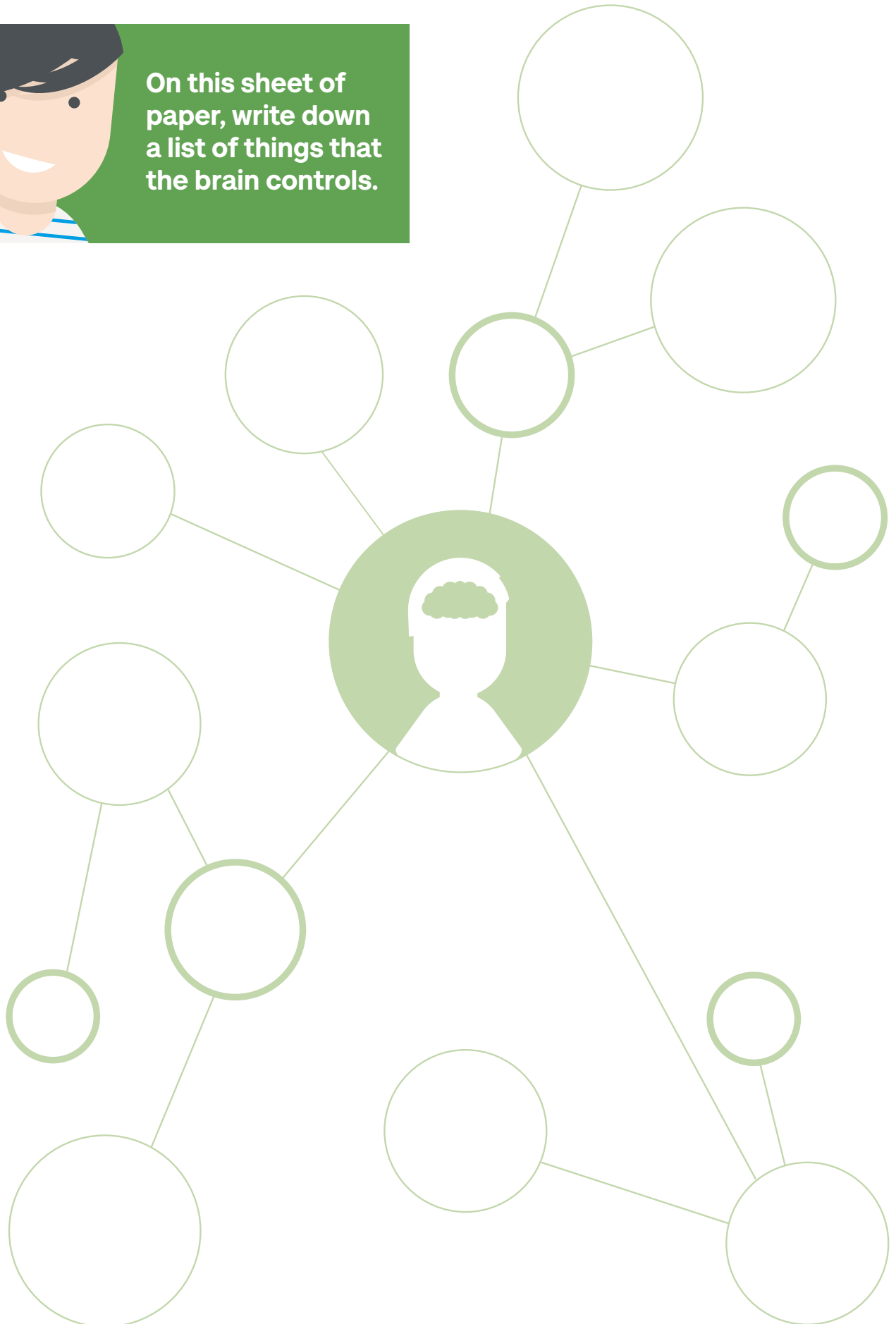
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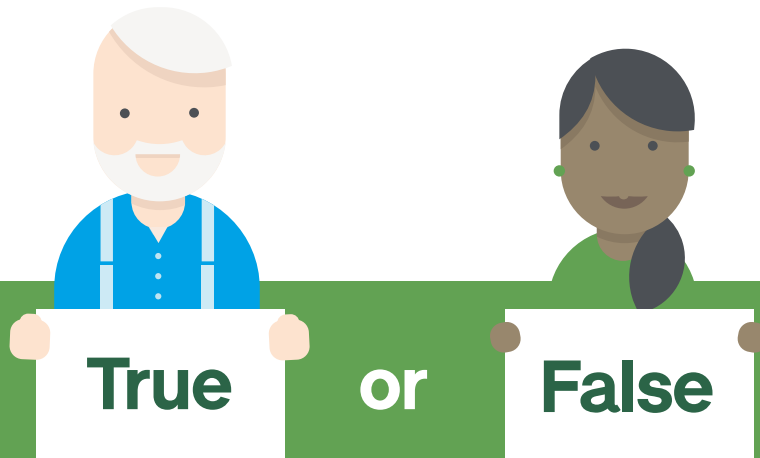
## Diagram worksheet



**On this sheet of paper, write down a list of things that the brain controls.**



## True or false worksheet



A	B	C
<p>Approximately 850,000 people in the UK have dementia</p>	<p>Dementia is much more common amongst old people</p>	<p>Dementia affects the brain</p>
<p>We shouldn't talk about dementia because it is depressing</p>	<p>Someone with dementia may have problems with their memory and language</p>	<p>You can catch dementia from someone</p>
<p>Dementia gets worse over time</p>	<p>There is a cure for dementia</p>	<p>Alzheimer's disease is the most common form of dementia</p>
<p>People under 65 can't get dementia</p>	<p>Drinking and smoking don't affect your risk of getting dementia</p>	<p>It's possible to live well with dementia</p>



## True or false answer sheet

<p>A. Approximately 850,000 people in the UK have dementia</p> <p><b>TRUE</b></p>	<p>B. Dementia is much more common among old people</p> <p><b>TRUE</b></p>	<p>C. Dementia affects the brain</p> <p><b>TRUE</b> Dementia is the name for a number of diseases that affect the way our brains function</p>
<p>D. We shouldn't talk about dementia because it is depressing</p> <p><b>FALSE</b> Talking about dementia can make people feel better and help family members feel more supported</p>	<p>E. Someone with dementia may have problems with their memory and language</p> <p><b>TRUE</b> The term 'dementia' describes a set of symptoms that may include loss of memory, mood changes, and problems with communications and reasoning</p>	<p>F. You can catch dementia from someone</p> <p><b>FALSE</b> Dementia is not contagious</p>
<p>G. Dementia gets worse over time</p> <p><b>TRUE</b> Dementia is progressive, which means it gets worse over time</p>	<p>H. There is a cure for dementia</p> <p><b>FALSE</b> Whilst dementia cannot be cured, there are some drugs that can help relieve the symptoms of Alzheimer's disease for a short time. Research is continuing into drugs, vaccines and other treatments.</p>	<p>I. Alzheimer's disease is the most common form of dementia</p> <p><b>TRUE</b> The main types of dementia are Alzheimer's disease, vascular dementia, dementia with Lewy bodies; and fronto-temporal dementia. Other forms of dementia account for around 3% of cases</p>
<p>J. People under 65 can't get dementia</p> <p><b>FALSE</b> Although dementia mostly affects older people, there are around 40,000 people under 65 living with dementia in the UK. That means about one in 20 people with dementia are under 65</p>	<p>K. Drinking and smoking don't affect your risk of getting dementia</p> <p><b>FALSE</b> There are a number of factors that increase the risk of dementia – although the greatest risk factor is ageing. Eating a healthy diet and exercising regularly can reduce the risk of dementia. Drinking too much alcohol, smoking, and unhealthy diet and lack of exercise all increase the risk of dementia <a href="http://alzheimers.org.uk/riskfactors">alzheimers.org.uk/riskfactors</a></p>	<p>L. It is possible to live well with dementia</p> <p><b>FALSE</b> Whilst living with dementia is difficult, many people continue to play an active part in their communities if they are given the right support – particularly during the early stages of the disease. They can enjoy time with loved ones and social interaction, as well as many of the activities they did before the developed dementia</p>

## Further challenges: Activity one worksheet



Can you find the answers to the following questions?

**Research questions:**

**Answers:**

What is dementia?

What causes dementia?

How many people in the UK have dementia?

Is dementia a natural part of ageing?

What help and support is available for people living with dementia?

How can people learn more about dementia?

# 2

## Lesson two: Dementia in the community



 1 hour

### Learning objectives

This lesson will help students to:

- Understand the types of difficulties people with dementia may experience
- Identify ways in which communities can support people living with dementia

### Learning outcomes

Students will:

- Develop empathy skills
- Learn the importance of managing / tackling risk within their community
- Learn to communicate with others
- Learn how positive relationships can improve the lives of people living with dementia
- Appreciate the importance of community support in helping those living with dementia

### Lesson materials

- Flip chart and pens
- Video: 'Small changes help make a dementia-friendly community': [www.bit.ly/AlzSocSch2](http://www.bit.ly/AlzSocSch2)
- Role play scenarios – Appendix page 23

 5 minutes

## Getting you thinking!

Ask the class to suggest ways in which someone with dementia might struggle to do the following:

- get dressed
- have a shower
- get the bus
- food shopping
- talk to other people
- get money out of the bank
- make a phone call.

Ask the class to feed back their ideas.

- Q: Why might someone with dementia struggle to complete everyday tasks?
- Q: How would you feel if you struggled to do these tasks?

 10 minutes

## Video

'Small changes help make a dementia-friendly community' [www.bit.ly/AlzSocSch2](http://www.bit.ly/AlzSocSch2)

### Discussion topics:

- Q: If you had dementia, how would you feel? (Empathy skills)
- 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: Do you think members of the general public are willing to help others? (Explain)
- Q: Do people know enough about dementia in order to help others in the community?



 25 minutes

### Main activity

Divide the class into small groups. Using supporting materials on Appendix page 23, give each group a scenario and ask them to prepare a role play.

The students will have to act out the scenario to the class. Once they have finished their role play, the other members of the class should suggest what members of the public could do to help the person with dementia. There is an alternative activity suggestion on Appendix pages 24 and 25 in the instance role play is not suitable for your class.

### Further support:

Allocate the particular public services / organisations to groups within the class. Give students the opportunity to create a story board, enabling them to read the information, draw the scenario and make verbal suggestions on how to overcome this problem.

 10 minutes

### Plenary: What do you now know about dementia?

Remind the class: living with dementia can be frightening and lonely. However, with the right support and understanding, people with dementia can live well.

**Q:** What could be done to ensure more people understand what dementia is and the challenges of living with this disease?

Ask students what they could do to raise awareness of dementia and to feed back their ideas.

(Homework suggestion)

### Want to know more about dementia?

Encourage students to talk to people at home about what they have learnt about dementia, the difficulties of living with dementia, and what can be done to support people. The more people that understand about it, the more people are likely to be understanding and help others within their community.

Students could be encouraged to research local charities that support people in their community who are living with dementia.

# Lesson two

## Further challenges

### Activity one

#### Feelings in a foreign country

Ask the students to imagine that they have been asked to go to a foreign country. They have never been to this country, do not speak the local language, have no idea where they are going or what people are saying. (To set context: possibly play a foreign language clip).

#### Discussion topics:

- Q: Why is this difficult?
- Q: How do you feel?
- Q: What would help you?
- Q: How might someone with dementia

### Activity two

#### Meeting someone with dementia

This lesson focuses on students experiencing meeting someone with dementia from the school's local community / area. The aim of the lesson is for students to understand that it is possible to live well with dementia. The visitor would be invited into the school to talk to students about their life in the community and the local area when they were young and how it has changed.

#### Discussion topics:

- Q: What are their needs to ensure they can continue living well with dementia?
- Q: What are their main challenges within the community?
- Q: How was life different before they had dementia?
- Q: How can young members of the community help?



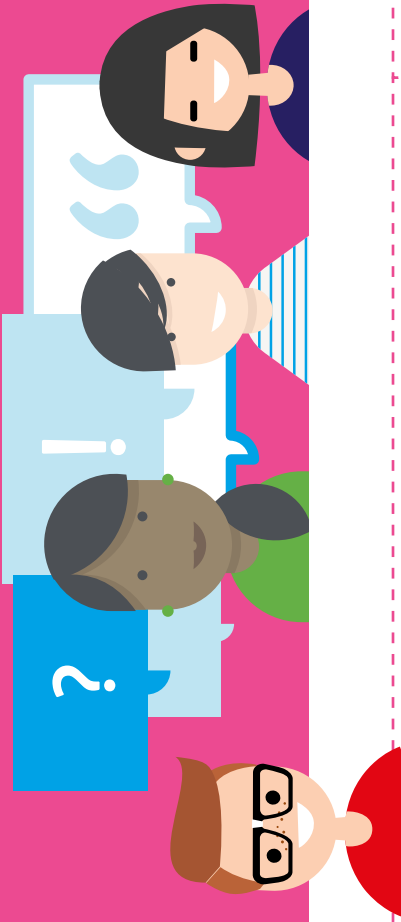
## Lesson two appendix:

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## Role play scenarios

Prepare a role play using one of these scenarios



### Scenario one:

Anne is walking down the street and doesn't know where she lives. The street is very busy and Anne is getting upset.



### Scenario two:

John is at a very busy train station. He goes to the ticket office but can't remember the name of his home station and a long queue is forming behind him.



### Scenario five:

Ahmed is at the bank and cannot remember his pin number. He has entered an incorrect code three times and his bank card has now been taken by the machine.

### Scenario three:

Miguel has gone to the chemist to collect his prescription, but he cannot find his receipt.

### Scenario six:

Mary is standing outside her front door and is searching for her house keys. She cannot remember where she put them and cannot get into her house



## Main activity alternative

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Divide the class into small groups and ask each group to complete the table on the worksheet. Students will need to suggest ways in which public services and organisations can make their business and staff dementia-friendly.

Those students who wish to challenge themselves could use the row labelled 'Other' to add another public service / organisation that hasn't been listed and apply the same principles.

To help students with their task, they could be given one of the six scenarios from the role play activity to discuss and consider as they complete the table on the worksheet. The 'Small changes' video will also provide a useful insight into what it is like living with dementia and how some people fail to appreciate the needs of those living with dementia within the community.

Once students have completed the table, the groups should feedback their ideas to the class.

## Main activity alternative worksheet

Public service / organisation	How could they become / promote a dementia-friendly environment?	How could staff become dementia-friendly? (skills / qualities)
 <p>Bank</p>		
 <p>Supermarket</p>		
 <p>Train station</p>		
 <p>Chemist</p>		
 <p>Library</p>		
<p>Other:</p>		

# 3

## Lesson three: **Supporting those affected by dementia**



 1 hour

### Learning objectives

This lesson will help students to:

- Understand how dementia affects members of the family
- Explore the role of a carer

### Learning outcomes

Students will:

- Learn how dementia affects members of the family
- Learn about the role of carers
- Develop empathy skills
- Develop communication skills
- Be able to apply coping strategies for people who are living with someone that has dementia

### Lesson materials

- Flip chart and pens
- Video: 'Living with dementia, the Wilsons' story'  
[www.bit.ly/AlzSocSch7](http://www.bit.ly/AlzSocSch7)

 5 minutes

## Getting you thinking!

Ask students to write down how they think a family might be affected if someone in their family was diagnosed with dementia.

**Q:** How would they feel?

**Q:** What impact might it have on the family?

Students to feed back ideas and discuss as a class.

 10 minutes

## Video

'Living with dementia, the Wilsons' story'  
[www.bit.ly/AlzSocSch7](http://www.bit.ly/AlzSocSch7)

### Discussion topics:

**Q:** How has dementia affected the Wilson family?

**Q:** What difficulties might a family face when someone is diagnosed with dementia?

**Q:** What support did the family provide?

**Q:** What other support is available for someone living with dementia?

 25 minutes

## Main activity

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

Ask students to write a story or diary entry imagining that they are member of the Wilson family. Their entry could include the following:

- Which member of the Wilson family has dementia?
- How do they feel? (Do they understand what dementia is and how it affects the individual?)
- What things do they struggle to do?
- What can they do to help and support this person?
- What impact does dementia have on their family?
- Who in the family looks after the person with dementia?

## Further support:

Give students the questions on paper with a series of sentence starters / writing frames to help them complete the activity as a written task. A picture sequence may also be useful as the students piece together the role of a carer.

 10 minutes

## Plenary: What do you now know about dementia?

### Discussion topics:

- Q: Can anyone be a carer?
- Q: What tasks might you have to do if you are a carer?
- Q: How does your life change when someone in your family is diagnosed with dementia?

(Homework suggestion)

## Want to know more about dementia?

Ask students to carry out their own research into looking after a person living with dementia. This can be shared with the class in the next lesson.

# Lesson three

## Further challenges

### Activity one

#### Independent research project – computer room

Students to use computers to conduct their own research into carers and how to look after someone with dementia.

They could use the worksheet on pages 30–31 to record their findings.

Alternatively, students could use the questions on the worksheet to conduct research that they can present to the class.

### Activity two

#### Appreciating the support available for carers

Extend students' knowledge and understanding of carers by asking them to consider the help and support available for carers. Students will need to identify themes such as additional care, financial support, advice, equipment, etc.

This could be set as a homework task or in a computer room.



### Definition of a 'carer'

"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](http://www.carers.org/what-carer)

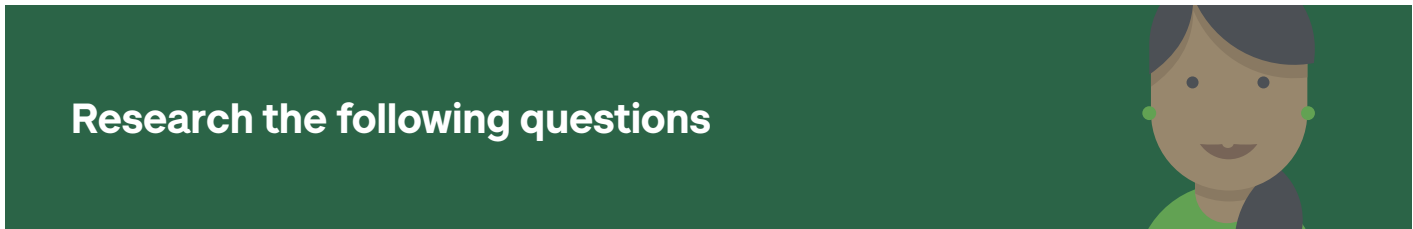
## Lesson three appendix:

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Further challenges: Activity one carer worksheet

**30**

**Further challenges:** Activity one carer worksheet



**What is a carer?**

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

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**What tasks might a carer do?**

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**What might make a carer's life more difficult?**

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**How does your life change when you become a carer?**

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

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**Research the following questions**



**How can carers gain support?**

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**Can you name a charity that helps people with dementia and their families?**

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**How might carers benefit from additional support?**

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**What else might carers need to support themselves in supporting their relative or friend?**

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# 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:

- Assistive and digital technology – page 33
- Examples of assistive technology – page 34
- How charities communicate – page 35
- Fundraising – page 36
- Supporting the curriculum – page 37
- Example letter to parents and carers – page 42



# Assistive and digital technology

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.

This might be something very simple, or a more complex electronic device.

Advanced technology means that the internet and telecommunications can provide peace of mind for relatives, and enable people to continue living in their own home for longer.

## Assistive technology can:

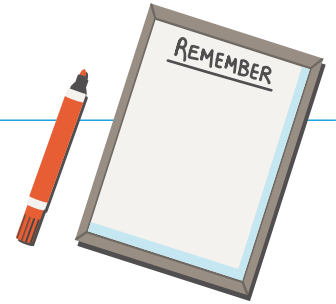
- help people stay independent for longer
- improve quality of life for people with dementia and their carers.their design and label it.



# Examples of assistive technology:

## Reminder messages:

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



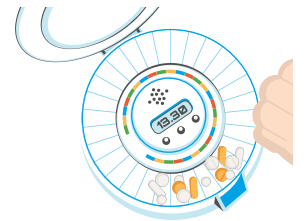
## Clocks and calendars:

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



### Discussion topics:

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

### Main activity

Once the class has an understanding of assistive and digital technology, task them with creating their own device. This could become a cross-curricular project with design and technology or science.

Alternatively, learners could draw their design and label it, followed by a presentation of their ideas and a class vote on the design they think is the best.

# 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. They should research into how charities communicate with supporters and the general public and 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, 'Worried about your memory?' and Dementia Friends.

## Discussion topics:

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

The following could be used as ideas for dementia-related campaigns:

- reducing stigma by explaining what dementia is
- recognising symptoms of dementia
- raising awareness of risk factors such as healthy diet and exercise
- raising awareness of a charity, such as Alzheimer's Society
- improving support for people with dementia or their carers.

## (Homework suggestion)

### Want to know more about dementia?

Ask students to design or create materials for their own campaign based on their idea, for example: posters, short videos, etc. The materials could be presented to the rest of the class in the next lesson or displayed around the school or in assemblies during Dementia Awareness Week, for example.

# 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.

## England: DFE National Curriculum

Subject	Approach
<b>Citizenship</b>	<p data-bbox="331 853 528 880">All Students to:</p> <ul data-bbox="331 887 1433 954" style="list-style-type: none"> <li data-bbox="331 887 1433 954">■ Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood.</li> </ul> <p data-bbox="331 987 772 1014">Students should be taught about:</p> <ul data-bbox="331 1021 1378 1122" style="list-style-type: none"> <li data-bbox="331 1021 1378 1122">■ The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.</li> </ul>
<b>English</b>	<p data-bbox="331 1173 437 1200"><b>Reading</b></p> <ul data-bbox="331 1207 1430 1341" style="list-style-type: none"> <li data-bbox="331 1207 1430 1234">■ Choosing and reading books independently for challenge, interest and enjoyment.</li> <li data-bbox="331 1240 1214 1267">■ Students should be taught to read increasingly challenging texts:</li> <li data-bbox="331 1274 1430 1341">■ Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.</li> </ul> <p data-bbox="331 1375 424 1402"><b>Writing</b></p> <p data-bbox="331 1408 687 1435">Students should be taught:</p> <ul data-bbox="331 1442 1414 1688" style="list-style-type: none"> <li data-bbox="331 1442 1091 1469">■ Well-structured formal expository and narrative essays.</li> <li data-bbox="331 1476 1054 1503">■ Stories, scripts, poetry and other imaginative writing.</li> <li data-bbox="331 1509 1082 1536">■ Notes and polished scripts for talks and presentations.</li> <li data-bbox="331 1543 1358 1610">■ A range of other narrative and non-narrative texts, including arguments, and personal and formal letters.</li> <li data-bbox="331 1617 1414 1684">■ Summarising and organising material, and supporting ideas and arguments with any necessary factual detail.</li> </ul> <p data-bbox="331 1722 531 1749"><b>Spoken English</b></p> <p data-bbox="331 1756 719 1783">Students should be taught to:</p> <ul data-bbox="331 1789 1430 2036" style="list-style-type: none"> <li data-bbox="331 1789 1046 1816">■ Speak confidently and effectively, including through:</li> <li data-bbox="331 1823 1382 1890">■ Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.</li> <li data-bbox="331 1897 1430 1964">■ Giving short speeches and presentations, expressing their own ideas and keeping to the point.</li> <li data-bbox="331 1971 1414 2036">■ Participating in formal debates and structured discussions, summarising and/or building on what has been said.</li> </ul>

## England: DFE National Curriculum

Subject	Approach
<p>PSHE (PSHE Association PSHE Education programme of Study Key Stage 3 section)</p>	<p><b>Core Theme 2: Relationships</b> Interpersonal skills required for positive relationships in a wide variety of settings.</p> <ul style="list-style-type: none"> <li>■ Active listening</li> <li>■ Empathy</li> <li>■ Communication</li> <li>■ Team working how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts</li> <li>■ How to recognise and manage emotions within a range of relationships.</li> </ul> <p><b>Students should have the opportunity to learn:</b></p> <ul style="list-style-type: none"> <li>■ The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships.</li> <li>■ To further develop and rehearse the skills of team working.</li> <li>■ To further develop the communication skills of active listening.</li> <li>■ To explore the range of positive qualities people bring to relationships.</li> <li>■ To respect equality and be a productive member of a diverse community.</li> <li>■ How to identify and access appropriate advice and support.</li> </ul> <p><b>Core Theme 3: Living In The Wider World</b> Students should have the right to learn:</p> <ul style="list-style-type: none"> <li>■ About rights and responsibilities as members of diverse communities, as active citizens and participants</li> </ul>

## Northern Ireland: Northern Ireland Curriculum

Subject	Approach
<b>English</b>	<p data-bbox="331 443 632 474"><b>Personal Development</b></p> <p data-bbox="331 477 699 508">Pupils should be enabled to:</p> <ul data-bbox="331 510 1452 994" style="list-style-type: none"> <li data-bbox="331 510 1452 577">■ Explore issues related to Personal Health: Create a campaign to promote a health and safety issue. Key Element: Personal Health.</li> <li data-bbox="331 580 1452 680">■ Explore issues related to Moral Character: Demonstrate a willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses. Key Element: Moral Character.</li> <li data-bbox="331 683 1452 750">■ Explore the use of language and imagery in conveying and evoking a variety of powerful feelings. Key Element: Spiritual Awareness.</li> <li data-bbox="331 752 1452 819">■ Use literature, drama, poetry or the moving image to explore others' needs and rights. Key Element: Citizenship.</li> <li data-bbox="331 822 1452 889">■ Explore the power of a range of communication techniques to inform, entertain, influence and persuade. Key Element: Media Awareness.</li> <li data-bbox="331 891 1452 922">■ Explore issues related to Ethical Awareness:</li> <li data-bbox="331 925 1452 994">■ Investigate and evaluate communication techniques used to explore a relevant ethical issue.</li> </ul>
<b>Learning for Life and Work: Personal</b>	<ul data-bbox="331 1043 1404 1214" style="list-style-type: none"> <li data-bbox="331 1043 1404 1075">■ Explore the concept of health as the development of a whole person.</li> <li data-bbox="331 1077 1404 1108">■ Investigate the influences on physical and emotional /mental personal health.</li> <li data-bbox="331 1111 1404 1178">■ Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour.</li> <li data-bbox="331 1180 1404 1214">■ Develop coping strategies to deal with challenging relationship scenarios.</li> </ul>



## Scotland: Curriculum for Excellence

Subject	Approach
<b>Health and Wellbeing Across Learning</b>	<ul style="list-style-type: none"> <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. HWB 3–08a</li> <li>■ 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. HWB 3–09a</li> <li>■ I understand and can demonstrate the qualities and skills required to sustain different types of relationships. HWB 3–44b</li> <li>■ I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 3–45b</li> </ul>
<b>Literacy and English</b>	<p><b>Listening and Talking</b></p> <ul style="list-style-type: none"> <li>■ To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion. LIT 3–08a</li> <li>■ I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2–10a / LIT 3–10a</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>■ To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources. LIT 3–18a</li> <li>■ I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text. LIT 3–25a</li> <li>■ I can engage and/or influence readers through my use of language, style and tone as appropriate to genre. ENG 3–27a</li> <li>■ I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. LIT 3–28a</li> <li>■ I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. LIT 3–29a</li> <li>■ I can recreate a convincing impression of a personal experience for my reader, sharing my feelings and reactions to the changing circumstances with some attempt at reflection. ENG 3–30a</li> </ul>

## Wales: The National Curriculum for Wales

Subject	Approach
<b>English</b>	<p>Students should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>■ Experience and respond to a variety of stimuli and ideas, audio, visual and written.</li> <li>■ Communicate for a range of purposes, for example: formal presentations, exploring and considering ideas in literature and the media.</li> </ul> <p><b>Range:</b></p> <p>View extracts as complete texts:</p> <ul style="list-style-type: none"> <li>■ That extend Students' intellectual, moral and emotional understanding.</li> <li>■ That reflect the diversity of society in the twenty-first century.</li> </ul> <p>Students should be given opportunities to develop their oral skills through:</p> <ul style="list-style-type: none"> <li>■ Seeing and hearing different people talking.</li> <li>■ Experiencing and responding to a variety of stimuli and ideas: audio, visual and written.</li> <li>■ Communicating for a range of purposes, for example: argument, debate, analysis, formal presentation, exploration and consideration of ideas in literature and the media.</li> <li>■ Speaking and listening individually, in pairs, in groups and as members of a class.</li> </ul>
<b>Personal and Social Education (PSE/ Citizenship)</b>	<p><b>Moral and Spiritual Development</b></p> <ul style="list-style-type: none"> <li>■ Show sensitivity to the values of others.</li> </ul> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> <li>■ Empathise with others' experiences, feelings and actions.</li> <li>■ Adapt to new situations.</li> <li>■ Experience and respond to a variety of stimuli and ideas, audio, visual and written.</li> <li>■ Communicate for a range of purposes, for example: formal presentations, exploring and considering ideas in literature and the media.</li> </ul>

## Example letter to parents and carers

To contact parents / carers of students that will be completing lessons on dementia and the work carried out by Alzheimer's Society, a suggested newsletter or letter template is outlined below. 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, with a prediction that this will rise to 2 million by 2051. 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 [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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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  
44–43 Crutched Friars  
London  
EC3N 2AE

**0300 222 1122**  
[alzheimers.org.uk](http://alzheimers.org.uk)

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