

# Creating a dementia-friendly generation

**Dementia resources  
for schools**  
Teacher toolkit for all  
learners aged 7–11 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 wellbeing 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. 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 PSE. However, there are links to other areas of the national curriculum for learners aged 7–11, including English, art and design, science and computing. For detailed information on how these resources support the national curriculum, please see Appendix pages 42–49.

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.

These resources provide teaching staff with useful information to support learners' in the classroom 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 leaflet and poster activities plus 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.

# Summary of lessons and supporting materials:

The three lessons and the further activity options aim to enable learners to make progress, and develop their knowledge and understanding of dementia, but the lessons do not have to be taught consecutively. Each of the lesson-ready resources is adaptable with accompanying supporting materials enabling adjustable activities 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 how the brain works and introducing 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 the brain controls</li> <li>■ what is dementia and how it is related to memory?</li> </ul>	<ul style="list-style-type: none"> <li>■ Pages 10, 15 and 16 / Activity: How have you used your brain today?</li> <li>■ Page 11 / Activity one: Using symbols</li> <li>■ Pages 11, 12, 13 and 17 / Activity: Making the connections</li> </ul>
<p><b>Two:</b> Dementia in the family and the role of a carer</p>	<p><b>This lesson will help learners to:</b></p> <ul style="list-style-type: none"> <li>■ understand how dementia affects the whole family</li> <li>■ appreciate that people with dementia often require support from carers</li> <li>■ understand what a carer is and explore the role of carers</li> </ul>	<ul style="list-style-type: none"> <li>■ Pages 20, 23 and 24 / Activity: Living with dementia</li> <li>■ Pages 21 and 25 / Activity one: Independent research project</li> <li>■ Page 21 / Activity two: Meeting a carer</li> <li>■ Page 21 / Activity three: Informational poster task</li> </ul>
<p><b>Three:</b> Dementia in the community</p>	<p><b>This lesson will help learners to:</b></p> <ul style="list-style-type: none"> <li>■ understand the types of difficulties people with dementia may experience</li> <li>■ identify ways in which communities can support people living with dementia</li> </ul>	<ul style="list-style-type: none"> <li>■ Pages 28 and 31 / Activity: Role play</li> <li>■ Pages 28, 32 and 33 / Activity: Multiple choice</li> <li>■ Pages 28, 34 and 35 / Activity: True or false</li> <li>■ Page 29 / Activity one: Leaflet task</li> <li>■ Page 29 / Activity two: Poem task or flow chart task</li> <li>■ Page 29 / Activity three: Meeting someone with dementia</li> </ul>
<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>■ Assistive and digital technology</li> <li>■ Fundraising</li> <li>■ Raising awareness</li> </ul>

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

# A whole school approach

A whole school approach contains some ideas for including dementia as a learning theme across the curriculum and how to embed dementia throughout the curriculum. 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>Science</b>	<ul style="list-style-type: none"> <li>■ Explore how the brain works and what happens when it deteriorates.</li> <li>■ Understand how diet and exercise affect our behaviour and development.</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>■ Create and perform a play about the effects of dementia, or in which one of the key characters has dementia.</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>■ Design an artwork that conveys the theme of dementia.</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>■ Create a short film about dementia.</li> <li>■ Design an assistive technology device.</li> </ul>
<b>Modern foreign languages</b>	<ul style="list-style-type: none"> <li>■ Design a memory card game in different languages.</li> </ul>
<b>Religious and moral education</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 amongst them may be at least one learner who knows someone living with dementia or has potentially lost someone who has dementia. It is important that everyone feels respected and that the classroom is a secure environment.

## Ground rules you may wish to promote and encourage:

- Listen to people when they are speaking
- Respect everyone's view and opinions
- Put your hand up if you wish to contribute to the lesson
- 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 how the brain works and an introduction to dementia**



 1 hour

### **Learning objectives**

This lesson will help your class learn about:

- How memory works and that memorising things is a skill we rely on in our daily lives
- The brain and how it is used in our day to day lives for different tasks
- Dementia and how this affects the memory of those people with dementia.

### **Learning outcomes**

Learners will understand:

- What memory is and how it works
- What the brain controls
- What dementia is and how it is related to memory.

### **Lesson materials**

- Eight objects – these can be any objects from the school /classroom
- Material to cover objects
- Brain diagrams – Appendix pages 15–16.



15 minutes

## Getting you thinking!

Start with a tray/table of eight objects covered up. Explain to the learners that you are going to show them the objects for one minute and then you will ask them to close their eyes. You will take one object away and ask learners to identify which object is missing.

### Discussion topics:

- Q: How did you do this? Did you have any good strategies to help you remember the objects?
- Q: What was difficult?
- Q: If you did this again would you do it differently?
- Q: How did this make you feel?
- Q: What does our memory do? How does it work?
- Q: How does our memory help us in our lives?

### After sharing strategies to help learners remember, repeat the activity but this time, consider:

- Taking away an object and moving the others around
- Taking away two objects
- Starting with the eight objects covered up. Explain that you are going to show them the objects for one minute and then you will cover them up again. Ask learners to write down the objects they can remember seeing
- Repeating the activity above with a partner
- Increasing the number of objects – class to work as teams to write down how many objects they can remember
- Repeating the activity in groups and showing one group of learners the objects for less time. The focus of approaching the activity this way is on: how did it make you feel?
- Repeat the activity, with music playing in the background. Talk to the class about whether this helped them to focus as listening to music is an aid to memory.

### Further discussion topics:

- Q: What is memory?
- Q: How can you improve your memory?
- Q: What strategies help you to remember?
- Q: What games can you play to help you remember better?
- Q: What happens to your memory when you get worried?

 20 minutes

## Activity: How have you used your brain today?

Introduce the idea that there are different parts of the brain, and each part has a different function.

Divide the class into groups and give them the diagram with the brain in the centre, Appendix page 15. Discuss the fact that the brain has different areas responsible for different jobs. Give each group the worksheet on Appendix page 16 and ask learners to write down functions the brain controls in the boxes linked to the different areas of the brain. Prompt learners to think of all the times they have used their brain since they woke up this morning, for example: memory, physical skills, thinking, sight, balance, communication, recognising, hearing, movement. Explain that dementia affects how the brain functions.

Looking at the list the learners have come up with, ask them to suggest things that someone with dementia might struggle to do and write these below the boxes. For example, hearing – heard parent's instructions for eating breakfast (people with dementia might find it difficult to hear instructions given by a member of the family and remember them). Movement – putting on clothes in the morning (people with dementia might struggle to put on items of clothing).

Point out that not everyone with dementia will show the same symptoms as a different part of their brain might be affected.

## Further support:

Include additional prompts such as picture cards with daily events, for example: brushing teeth, eating breakfast, etc.

 10 minutes

## Plenary: How you feel

In pairs, ask learners to talk about the last holiday they went on, or the last day out they had. Tell them to focus on how they felt, for example: 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.

Complete the lesson with a discussion on how people with dementia or older people in society can be stereotyped as not being able to hear, see or walk well. Discuss the fact that we will all be old one day and we have a social responsibility to look after the elderly in society.

# Further challenges

 15 minutes

## Activity one: Using symbols

Introduce the idea that sometimes picture clues/symbols can help us to remember. Discuss what symbol could represent a maths lesson, lunch, music, etc. Ask learners to create a sequence of symbols, to represent their school day, which could be used to help them to talk to their parents about what they did in school. Get the learners to take them home and talk through their day using their prompts.

Introduce the idea that for someone with dementia prompt cards could be useful.

### Activity:

Create a set of cards which could be used as prompts for everyday activities for someone with dementia.

## Activity two: Making the connections

### Learning points:

- People with dementia sometimes find everyday tasks difficult
- With support, people living with dementia can still perform these everyday tasks
- It is possible to live well with dementia
- This activity links to the ‘How have you used your brain today?’ activity.

### Materials needed:

- Scissors
- Balls of wool
- Stickers labelled with items of clothing
- Worksheet for ball of wool activity (Appendix page 17).

### Summary of task:

This task aims to show learners how some parts of the brain can become damaged by dementia, making it difficult to complete everyday tasks.

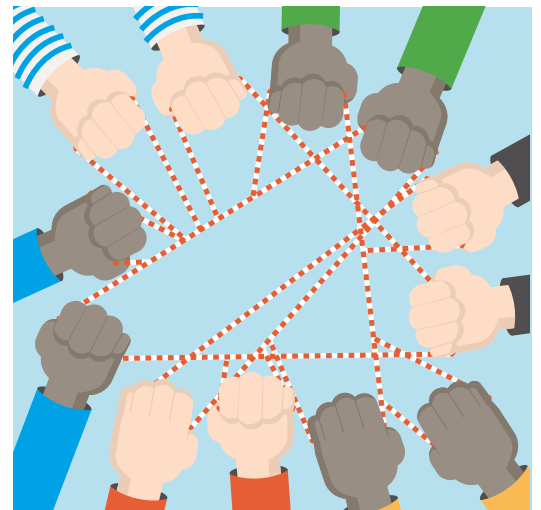
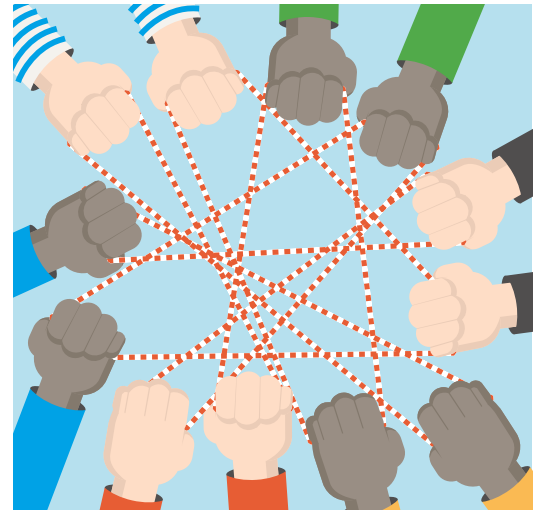
The task will also show that every person is different and what they find difficult depends on the person and their dementia. The strands of wool represent the everyday tasks that someone might struggle to do due to dementia.

There are lots of ways we can help family and friends affected by dementia to complete everyday tasks that they may find difficult. You can help a lot by understanding how difficult things can be – being kind and patient to your friends and family can make a BIG difference.

# Making the connections

## Task

1. A group of six is ideal for this activity – either model this activity with a group of learners or split the class into groups of six.
2. Distribute the clothing items (on slips or stickers) between the learners in each group. Explain that each learner represents a step needed to get dressed.
3. Give the ball of wool to one learner in each group and explain they need to keep hold of the end. Next, they need to pass the ball to someone else in the circle. Then, they need to hold onto the end before passing again.
4. Repeat until each learner is holding several strands of wool each and you have a criss-cross network of wool for each group, like in the image opposite.
5. Explain that the wool represents all the functions controlled by the brain that are needed to get dressed and join all the items of clothing, for example: movement, balance, breathing, sequencing, memory, etc. Explain that the brain is doing all these things at the same time in order for a person to be able to get dressed.
6. Explain that some brain functions are damaged by dementia. Using some of the examples from the table, see Appendix page 17, ask learners which steps would become difficult if some brain functions become damaged by dementia. Cut a strand of wool connected to the step identified as difficult.
7. Repeat questions until there is a visible hole in the network of wool, similar to the image opposite. Explain to learners this is how someone's brain might be affected by dementia.
8. Explain that while some brain functions no longer work so well (cut wool), some functions still work really well (connected wool). This means that while some things become more difficult for a person with dementia, there are still a lot of things the person can do.



# Making the connections

## Class discussion

Questions to ask.	Answers to look out for and to explore in more detail, if time permits.
<p><b>How might the person feel about not getting things right?</b></p>	<ul style="list-style-type: none"> <li>■ Silly, embarrassed.</li> </ul>
<p><b>What could we do to make the person feel better in this situation?</b></p>	<ul style="list-style-type: none"> <li>■ Don't laugh if the person gets something wrong.</li> <li>■ Offer help.</li> </ul>
<p><b>How might the person feel if we stopped them from doing this task and did everything for them?</b></p>	<ul style="list-style-type: none"> <li>■ Stupid, frustrated.</li> </ul>
<p><b>What could we do instead?</b></p>	<ul style="list-style-type: none"> <li>■ Do the task with the person instead of taking over.</li> </ul>
<p><b>What could we do to help a family member/friend to get dressed?</b></p>	<ul style="list-style-type: none"> <li>■ Fetch items, labels, put everything in one place, remind the person what comes next, be patient.</li> </ul>
<p><b>What other everyday tasks might become difficult for someone with dementia?</b></p>	<ul style="list-style-type: none"> <li>■ Doing shopping; unloading the trolley; finding the right money; getting on and off the bus; going for a walk; walking the dog; remembering a person's name, finding the bathroom, finding the right word to use.</li> </ul>

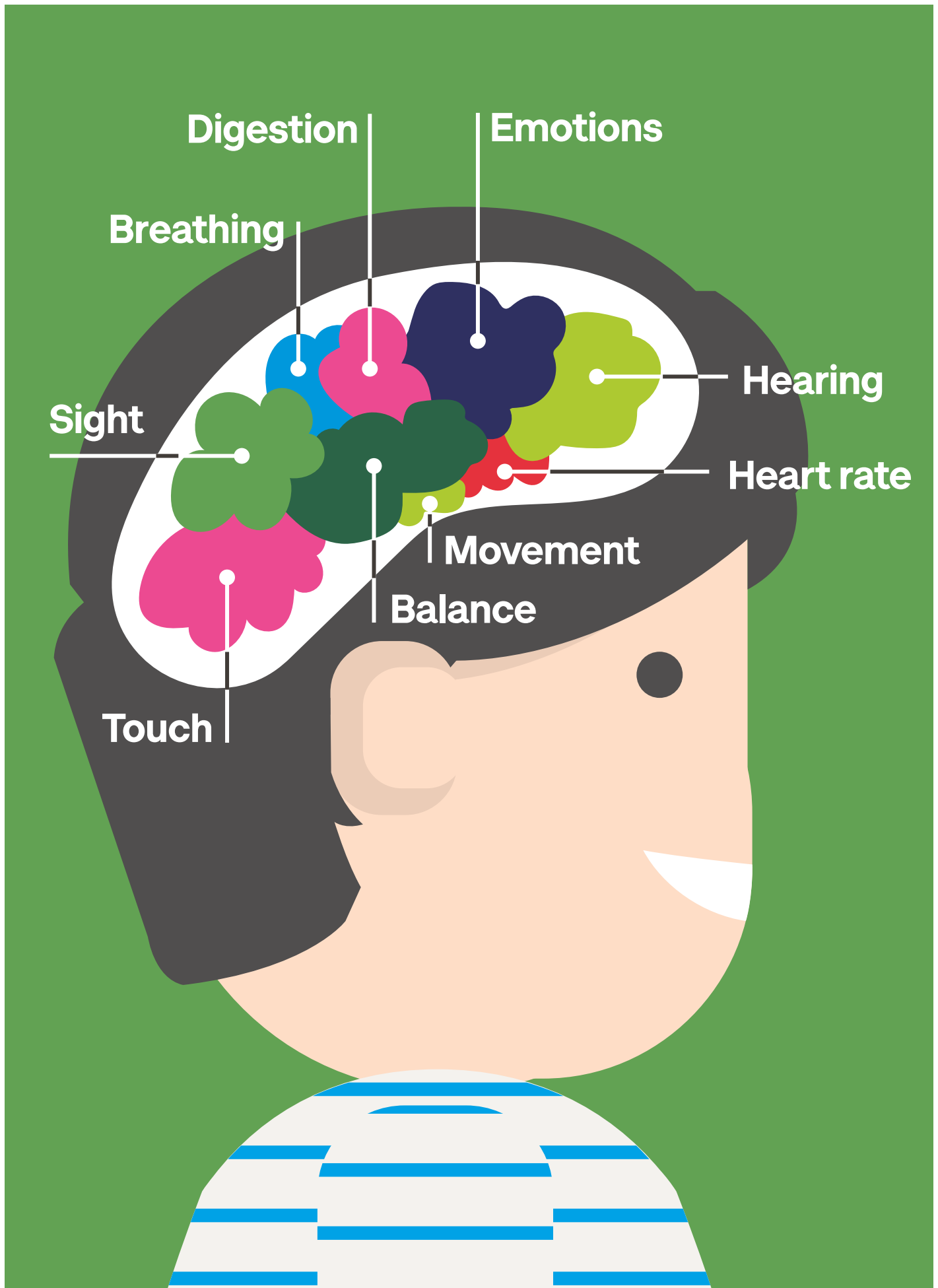
## Lesson one appendix:

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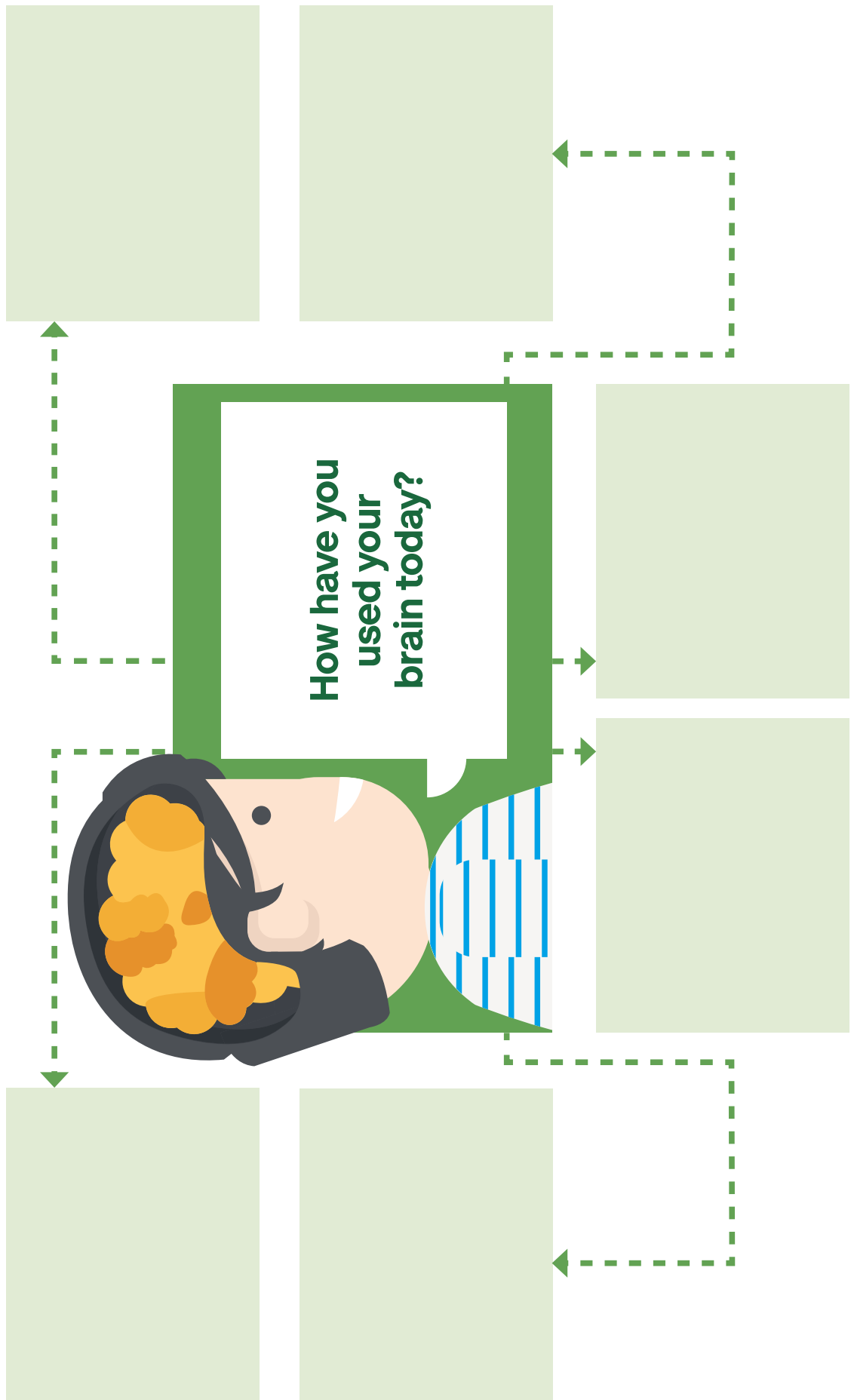
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### Diagram worksheet: The brain



### Diagram worksheet: How have you used your brain today?



## Further challenges: Activity two supporting material

# Making the connections

What parts of getting dressed could become difficult for someone with dementia?

(These are some suggestions, you may not cover the entire list.)

Question	Difficulty	Piece of string to cut
<b>Which step might become more difficult if dementia affects movement?</b>	<ul style="list-style-type: none"> <li>■ Can't walk to the wardrobe to fetch clothes.</li> </ul>	<ul style="list-style-type: none"> <li>■ Cut a strand of wool linked to an item of clothing found in the wardrobe.</li> </ul>
<b>Which step might become difficult if dementia affects memory?</b>	<ul style="list-style-type: none"> <li>■ Can't find your socks, etc.</li> </ul>	<ul style="list-style-type: none"> <li>■ Cut a strand of wool connected to socks.</li> </ul>
<b>Which step might become difficult if dementia affects skills?</b>	<ul style="list-style-type: none"> <li>■ Can't remember how to tie shoe laces.</li> </ul>	<ul style="list-style-type: none"> <li>■ Cut the strand of wool connected to shoes.</li> </ul>
<b>Which step might become difficult if you don't recognise your own clothes?</b>	<ul style="list-style-type: none"> <li>■ Could put someone else's clothes on.</li> </ul>	<ul style="list-style-type: none"> <li>■ Cut a strand of wool connected to an item that is not recognised.</li> </ul>

# 2

## Lesson two: Dementia in the family and the role of a carer



 1 hour

### 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
- The role of a carer in relation to a person in the family with dementia
- How to put themselves in the position of others, in order to write in role.

### Learning outcomes

Learners will understand:

- How dementia affects the whole family
- That people with dementia often require support from carers
- What a 'carer' is and explore the role of carers.

### Lesson materials

- Eight objects for the memory game (from Lesson 1)
- Material to cover the objects
- Video: 'Jennifer and Trevor's story – My grandad has dementia'  
[www.bit.ly/AlzSocSch4](http://www.bit.ly/AlzSocSch4)

 10 minutes

## Getting you thinking!

Recap of the memory game from Lesson 1, perhaps incorporating one of the variations of the activities.

**OR**

### The alphabet shopping list game:

- Ask the class to sit in a circle. Start with the first learner and ask them to say: 'I am going shopping and I am going to buy...'
- Each learner should give an item beginning with the next letter of the alphabet
- As you go around the circle, each learner 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 shopping for food?

 15 minutes

## Activity

Watch the video: 'Jennifer and Trevor's story – My grandad has dementia'  
[www.bit.ly/AlzSocSch4](http://www.bit.ly/AlzSocSch4)

### Discussion topics:

- Q: How has dementia affected Trevor's 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

**Activity: All age groups**  
**General introduction**

Remind the class that dementia can affect the whole family, not just the person that has been diagnosed. Introduce the idea 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.’

- Q:** What family member might a carer need to care for?
- Q:** What sort of jobs might be involved?
- Q:** Do you do any jobs around the home?
- Q:** What is the difference between doing jobs around the home and being a young carer?
- Q:** What would a carer say is the best part of being a carer and what would be the challenges?
- Q:** How might a family’s life change if someone in their family is diagnosed with dementia?

**Ages 7–9: Written Task**

Plan and write a story imagining a day in the life of a member of Trevor’s family in their role caring for Trevor. Use Planning Sheet 1, Appendix page 23.

**Ages 9–11: Written Task**

Remind the class that people with dementia might not be able to remember what they did, but feelings and emotions can stay with them.

Plan and write a diary entry about a day in your life, imagining that you are Trevor. Use Planning Sheet 2, Appendix page 24, to focus on just a couple of things you remember (as Trevor) about the day. When writing the diary focus on feelings and on the senses, for example: what can you remember smelling on that day?

**Further support:**

The task could be adapted so that learners can record their ideas in picture form, with adult support to scribe their thoughts.

 5 minutes

**Plenary:**

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

**Discussion topics:**

- Q:** Do you think people in society know enough about dementia?
- Q:** How can you help to educate others in school on dementia?
- Q:** How can you help others (for example: your family) understand dementia better?

Log on to the Alzheimer’s Society website and explain that this charity helps to support families of people with dementia.

Remind learners that they can also 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.

# Further challenges

## Activity one Independent research project

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

They could use the worksheet on Appendix page 25 to record their findings. Encourage parental support with this activity and engage the children in discussing dementia with their parents/carers.

## Activity two Meeting a carer

Invite someone who is a carer into school to talk about their role. This may be a parent or governor who cares for an ageing relative or a member of the wider school community who is caring for a member of their family. It would be advisable to ensure that the person is comfortable about talking to a class. Ahead of their visit it is advisable to provide them with some questions the learners might ask.

In preparation for the visit, ask learners to think of questions they would like to ask. These might be linked to areas such as:

- Who is the person the visitor is caring for?
- What does the visitor do to help?
- What are the rewards relating to this role?

It would also be important to talk to the class about sensitivity relating to personal information and what is considered impolite, for example, asking a person's age or asking about someone's financial situation.

## Activity three Create an information poster

**Create an information poster to show either:**

- How Alzheimer's Society can support families of people with dementia?

**OR**

- How learners themselves within their own families and communities can support other families of people with dementia?

As an information poster, this should include lots of facts. Plan which facts you will include to show the support available. This could be done at home and parental involvement could be encouraged to research the Alzheimer's Society.



## Lesson two appendix:

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Written task planning sheet 1: Ages 7–9	<b>23</b>
Written task planning sheet 2: Ages 9–11	<b>24</b>
Further challenges: Activity one worksheet	<b>25</b>

## Written task planning sheet 1: Ages 7–9



First decide on which member of the Jarvis family you will be for the purpose of this writing activity. Use these questions to help you plan a story about a day in your life as a member of the family caring for Trevor.

**Which member of the Jarvis family are you?**

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**How are you affected by dementia?**

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**What other support will you give Trevor during the day?**

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**What ways do Trevor/Jennifer receive help from their friends and family?**

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**How do you feel when you are caring for Trevor?**

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## Written task planning sheet 2: Ages 9–11



Use the questions below to help you plan a story/diary entry about a day in your life, imagining that you are Trevor.

**What event will you write about in your role as Trevor?**

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**Write down just 2–3 details about the day that stand out for you.**

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**How did you feel on this day? List some useful adjectives to use in your writing.**

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**What can you remember about the smells on this day?  
How can you describe the smell vividly?**

For example: I smelt freshly mown grass and I can still remember how it tickled my nose...

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**What can you remember about the tastes on that day?  
How can you describe the tastes vividly?**

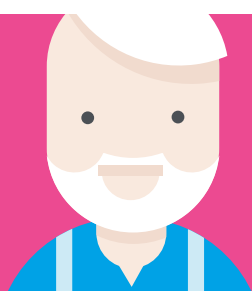
For example: I can recall the taste of eating piping hot chips, smothered in tomato sauce, from a newspaper (it tasted so much better than being on a plate).

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## Further challenges: Activity one worksheet



**Can you find the answers to the following questions?**

**Research questions:**

**Answers:**

**What is a carer?**

**What age are carers of people with dementia?**

**What tasks might a carer do?**

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

**How does a person's life change when they become a carer?**

**How can carers gain support?**

**What else might carers need, to help themselves in supporting a relative or friend?**

**What does the Alzheimer's Society do to support families?**

# 3

## Lesson three: **Dementia in the community**



 1 hour

### Learning objectives

This lesson will help your class learn about:

- How dementia affects the daily lives of people and what they can do to help someone who may be experiencing these difficulties on a day to day basis
- How to make choices, when on the spot, balancing helping others and personal safety
- Raising awareness of dementia in society.

### Learning outcomes

Learners will understand:

- The types of difficulties people with dementia may experience
- Ways in which communities can support people living with dementia.

### Lesson materials

- Video: learners ages 9–11: ‘Small changes help make a dementia-friendly community’: [www.bit.ly/AlzSocSch2](http://www.bit.ly/AlzSocSch2)
- Paper/mirrors
- Role play scenarios – Appendix page 31
- Scissors

 10 minutes

## Getting you thinking!

Doing an everyday task in a different way.

Ask learners to complete one or more of the activities below:

- Tie their shoe laces with a blindfold on
- Draw a house on a piece of paper from its reflection in a mirror
- Close their eyes and write a sentence
- Write their name with the hand they do not usually write with.

### 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?

 10 minutes

## Activity: Ages 7–9

Ask the class to suggest ways in which someone with dementia might struggle to do the following and then discuss their ideas:

- Get dressed
- Have a shower
- Get the bus
- Food shopping
- Talk to other people
- Get money out of the bank
- Make a phone call.

### Discussion topics:

- 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

## Activity: Ages 9–11

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

Before watching the video explain to the class what empathy means:

**Empathy is the ability to understand and share the feelings of another person.**

Ask the class: Can you see how this is different from sympathy?

**Sympathy is feelings of pity and sorrow for someone else’s misfortune.**

As the class watches the video, ask learners to think about how they would feel if they were in this position – to be empathetic to the person with dementia.

### Discussion topics:

- Q: If you had dementia, how might you feel? (Empathy skills)
- Q: How did the members of the public treat/act towards someone with dementia which made the person feel more confused and upset? Why do you think this is the case?
- Q: How did some members of the public help the person with dementia?
- Q: Do you think members of the general public are willing to help others?
- Q: Do people know enough about dementia in order to help others in the community?

 20 minutes

## All ages: Role play

### Teacher's notes:

Before starting this activity it is important to ensure that learners understand that their personal safety is what matters most. Remind the class on ways they can keep themselves safe and to avoid placing themselves in a situation that involves risk. The best way to help an adult they do not know, is to involve the support of a responsible adult that they do know.

**Role play may not be a suitable activity for your class so this session could be adapted. For example, the main characters are 'hot seated' allowing them to talk about events from their perspective.**

For this role play explain to the class that should this scenario happen, the response made should be alongside that of an adult. Set up the role play so that either learners play the role of an adult reacting to the scenario or the role play includes pairs reacting to the scenario (one child and their parent). Divide the class into small groups. Using supporting materials on Appendix page 31, give each group a scenario and ask them to prepare a role play.

The groups will have to act out their scenario to the rest of the class. Ask each group to end on a freeze-frame and to establish the following:

- How did the person receive help?
- Tap the characters on the shoulder and ask them to speak aloud to explain how they are feeling at this point.

### Further support:

Learners who find it difficult to participate in role play activities could ask questions during the freeze frame or tap key characters on the shoulder to prompt them to think aloud. For learners aged 7–9, it might be helpful to use props during the role play or visuals for learners to look at, describe and discuss in relation to the scenarios to give them support and the activity more structure.

 10 minutes

## Activity ages 7–9: Being safe and helping those with dementia. Multiple Choice

Divide the class into small groups and hand out the scenarios with multiple choice answers – please see Appendix page 32. Ask learners to cut up the statements, read through them and discuss with their group what they think is the correct response to the scenario.

Hold a class discussion on their responses and provide the correct answer – reiterating the points about personal safety linked to dangerous situations, strangers and keeping themselves safe.

 10 minutes

## Activity ages 9–11: True or false

Divide the class into small groups and hand out the true or false statements, on Appendix page 34. Ask learners to cut up the statements, read through them and decide whether they think that the statements are true or false.

Then, as a class go through the statements and focus the discussion on any misconceptions they have related to these statements and then explore the following ideas:

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

### Ask the following questions:

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

 5 minutes

## Plenary:

Ask learners what they could do as a class/school to raise awareness of dementia. Select the ideas that would work well for your school and hold a class vote for the one they think can be achieved. The winning idea can be suggested to the School Council or Head teacher. See 'Further activities and raising awareness' for more ideas.



# Lesson three

## Further challenges

### Activity one: Ages 7–9

Ask learners to create an informational poster, to help their family understand more about dementia. Remind the learners that the more people know about dementia, the more they are likely to be understanding and help others within their community. Brainstorm with the class what they have learnt about dementia so far, and list their ideas for the informational posters.

### Activity one: Ages 9–11

Ask learners to create a leaflet for their family, to help them understand more about dementia.

The more that people understand dementia, the more they are likely to be understanding and help others within their community. The leaflets could be typed up on a computer using a publishing programme and uploaded on the school website, shared in a class assembly or featured on a school blog to ensure a wider school audience are informed.

An alternative to this could be for learners to write a newspaper article on helping people to understand more about dementia and send it to the local newspaper.

### Activity two: Years 7–9

Ask learners to draw a flow chart showing each step of an everyday activity, for example: using a bus, going shopping, making a telephone call.

Ask learners to think about one of these steps which might prove difficult for a person with dementia. Learners should consider how much harder this activity is for the person with dementia. How can someone help them with this everyday activity without necessarily doing every step on their behalf? Ask learners to write this suggestion underneath the flow chart. This activity could be done as Homework, with parental support encouraged.

### Activity two: Ages 9–11

Based on the video: ‘Small changes help make a dementia-friendly community’  
[www.bit.ly/AlzSocSch2](http://www.bit.ly/AlzSocSch2)

Ask learners to write a poem or a short reflection, from the viewpoint of the person in the film that is affected by dementia.

#### Learners should consider:

- How the street and roads looked to you?
- How did you feel when getting on the bus?
- How did you feel when no one helped you?
- Describe the sense of frustration and upset when trying to use the cashpoint.
- Reflect on the fact that ‘a little bit of tolerance, understanding and patience can make all the difference’.

### Activity three: All ages

#### Meeting someone with dementia

This lesson focuses on learners experiencing meeting someone with dementia from the school’s local community/area. The objective of the lesson is for the class to understand that it is possible to live well with dementia. The visitor would be invited into the school to talk to the class about their life and experiences of living with dementia. For information and advice on inviting visitors with dementia into your school, please contact: [youngpeople@alzheimers.org.uk](mailto:youngpeople@alzheimers.org.uk)

#### Discussion topics:

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

## Lesson three appendix:

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Role play scenarios	<b>31</b>
Multiple choice worksheet: Ages 7–9	<b>32</b>
Multiple choice answers: Ages 7–9	<b>33</b>
True or False worksheet: Ages 9–11	<b>34</b>
True or False answers: Ages 9–11	<b>35</b>
Further challenges: Activity one supporting materials	<b>36</b>

## Role Play 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.

#### Learner characters:

- Anne
- A child
- A parent

#### Consider:

- How can you help Anne?
- What can you say?
- What can you do?



### 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.

#### Learner characters:

- John
- A child
- A parent

#### Consider:

- How can you help John?
- What can you say?
- What can you do?

### Scenario three:

Rita goes to her local supermarket regularly, but it has been recently refurbished. She can't remember what she came in for, even though she has a list.

#### Learner characters:

- Rita
- A child
- A parent

#### Consider:

- How can you help Rita?
- What can you say?
- What can you do?

### Scenario four:

Dan is standing outside his front door and is searching for his house keys. He cannot remember where he put them and cannot get into his house.

#### Learner characters:

- Dan
- A child
- A parent

#### Consider:

- How can you help Dan?
- What can you say?
- What can you do?



## Multiple choice worksheet: Ages 7–9

### Circle the correct answer below

You are with your friends.  
You see an adult upset on the street,  
as they cannot find their way home.  
What should you do?

- A.** You and your friends know the name of their street and decide to take them home.
- B.** Ignore them.
- C.** Find an adult you know and ask them for help.

You are on your own, waiting outside  
a shop for your mum or dad. A person  
approaches you because they need  
help reading something and they can't  
find their glasses. What should you do?

- A.** Help them to read.
- B.** You say I am not allowed to talk to strangers,  
but I will go and get my parent.
- C.** Look for their glasses.

You and your parent are shopping.  
An elderly person is looking for the  
aisle with the bread. What should  
you do?

- A.** You and your parent help them to find it and  
then ask them if they need any more help.
- B.** Say you don't know and leave them alone.
- C.** Tell them to ask someone else.

You are on your own waiting outside  
a shop for your mum or dad. A  
person approaches you and asks  
you to help them across the road.  
What should you do?

- A.** You go with them and help them cross the road.
- B.** Ignore them.
- C.** Say you are not allowed to talk with strangers  
and you will go and get your parent/carer.

You are getting on a bus with your  
parent. An older person gets on but  
is holding the queue up as they are  
trying to remember where they need  
to get off. Someone behind you in  
the queue is getting annoyed.

- A.** You ask your parent to tell them to be patient.
- B.** Tell off the annoyed person yourself.
- C.** You and your parent help the older person with  
remembering their bus stop.

You are close to school and an  
elderly person asks you to help them  
as they can't manage to open the  
front door.

- A.** You tell them you will be back to help and you  
go to school to ask an adult for help.
- B.** You open the door and let them in.
- C.** You walk past and go to school.

## Multiple choice answers: Ages 7–9

### Answers

You are with your friends.  
You see an adult upset on the street,  
as they cannot find their way home.  
What should you do?

- A. You and your friends know the name of their street and decide to take them home.
- B. Ignore them.
- C. Find an adult you know and ask them for help.**

You are on your own, waiting outside  
a shop for your mum or dad. A person  
approaches you because they need  
help reading something and they can't  
find their glasses. What should you do?

- A. Help them to read.
- B. You say I am not allowed to talk to strangers, but I will go and get my parent.**
- C. Look for their glasses.

You and your parent are shopping.  
An elderly person is looking for the  
aisle with the bread. What should  
you do?

- A. You and your parent help them to find it and then ask them if they need any more help.**
- B. Say you don't know and leave them alone.
- C. Tell them to ask someone else.

You are on your own waiting outside  
a shop for your mum or dad. A  
person approaches you and asks  
you to help them across the road.  
What should you do?

- A. You go with them and help them cross the road.
- B. Ignore them.
- C. Say you are not allowed to talk with strangers and you will go and get your parent/carer.**


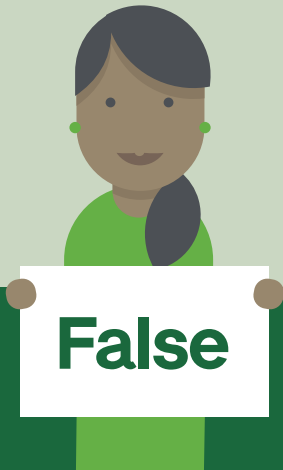
You are getting on a bus with your  
parent. An older person gets on but  
is holding the queue up as they are  
trying to remember where they need  
to get off. Someone behind you in  
the queue is getting annoyed.

- A. You ask your parent to tell them to be patient.
- B. Tell off the annoyed person yourself.
- C. You and your parent help the older person with remembering their bus stop.**


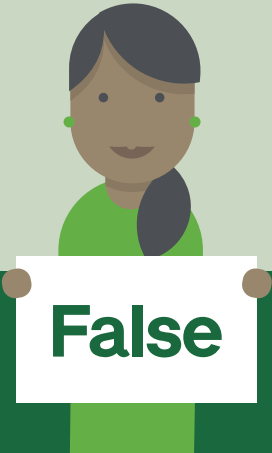
You are close to school and an  
elderly person asks you to help them  
as they can't manage to open the  
front door.

- A. You tell them you will be back to help and you go to school to ask an adult for help.**
- B. You open the door and let them in.
- C. You walk past and go to school.

### True or False: Ages 9–11

<b>A</b> Approximately 850,000 people in the UK have dementia	<b>B</b> Dementia is much more common amongst old people	<b>C</b> Dementia affects the brain
<b>D</b> We shouldn't talk about dementia because it is depressing	<b>E</b> Someone with dementia may have problems with their memory and language	<b>F</b> Dementia gets worse over time
<b>G</b> There is a cure for dementia	<b>H</b> People under 65 can't get dementia	<b>I</b> It is possible to live well with dementia
	<b>J</b> You can catch dementia from someone	

## True or False answers: Ages 9–11

<p>A. Approximately 850,000 people in the UK have dementia</p> <p><b>TRUE</b></p>	<p>B. Dementia is much more common amongst 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. Dementia gets worse over time</p> <p><b>TRUE</b> Dementia is progressive, which means it gets worse over time</p>
<p>G. There is a cure for dementia</p> <p><b>FALSE</b> Dementia can't be cured but some drugs can help relieve the symptoms of Alzheimer's disease for a short time. Research is continuing into drugs, vaccines and other treatments</p>	<p>H. 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>I. It is possible to live well with dementia</p> <p><b>TRUE</b> While 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 condition. They can enjoy time with loved ones and social interaction, as well as many of the activities they did before the developed dementia</p>
	<p>J. You can catch dementia from someone</p> <p><b>FALSE</b> Dementia is not contagious</p>	

## Further challenges: Activity one supporting materials





# 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
- Fundraising
- Raising awareness



# 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:

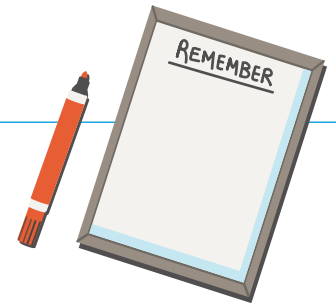
- help people stay independent for longer
- improve quality of life for people with dementia and their carers.their design and label it.



# Examples of assistive technology:

## Reminder messages:

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



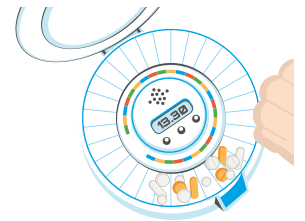
## Clocks and calendars:

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.

# 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)



# Raising Awareness

## Activity – Dementia Awareness Week posters

Explain that there is a Dementia Awareness Week every year to raise people's awareness and understanding of dementia. Posters are a good way of letting people know that this event is happening. A poster should give some information and should encourage people to find out more.

As a class, share some facts about dementia which could be used on the posters. Write these up as a list for learners to choose from. Display the date of the awareness week and discuss where this could be placed on a poster. Display the website link and discuss why this is important to include on the poster and where it should go.

Ask learners to create a poster to inform people in school about Dementia Awareness Week, with the dates, website links and two facts about dementia.

## Plenary

Some of these posters could be used in school to make others aware of Alzheimer's Society. They could also be put on the school website in order to reach a wider audience or all posters could be put to a class vote with the winning poster being submitted to Alzheimer's Society (via [youngpeople@alzheimers.org.uk](mailto:youngpeople@alzheimers.org.uk)) to display on the Alzheimer's Society website.

# 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>
English	<p><b>Spoken Language – Years 3,4,5,6</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>■ Ask relevant questions to extend their understanding and knowledge.</li> <li>■ Articulate and justify answers, arguments and opinions.</li> <li>■ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>■ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>■ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>■ Participate in discussions, presentations, performances, role play, improvisations and debates.</li> <li>■ Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> </ul>

## England: DFE National Curriculum

Subject	Approach
	<p><b>Reading – Years 3 and 4</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>■ (Read) books that are structured in different ways and for a range of purposes.</li> <li>■ Use dictionaries to check the meaning of words that they have read.</li> <li>■ Retrieve and record information from non-fiction.</li> </ul> <p><b>Years 5 and 6</b></p> <ul style="list-style-type: none"> <li>■ (Continue) to read and discuss a wide range of fiction, non-fiction and reference books and text books</li> <li>■ Distinguish between statements of fact and opinion.</li> <li>■ Retrieve, record and present information from non-fiction.</li> <li>■ Explain and discuss their understanding of what they have read, including formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> </ul> <p><b>Writing – Years 3 and 4</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>■ Plan their writing by discussing and recording ideas.</li> </ul> <p><b>Draft and write:</b></p> <ul style="list-style-type: none"> <li>■ Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary.</li> <li>■ Organising paragraphs around a theme.</li> <li>■ Narratives, creating settings, characters and plot.</li> <li>■ Non-narrative material, using simple organisational devices.</li> <li>■ Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p><b>Years 5 and 6</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>■ Ask relevant questions and using different types of scientific enquiries, to answer them.</li> <li>■ Set up simple practical enquiries, comparative and fair tests. (using results) draw simple conclusions, make predictions...raise further questions.</li> </ul> <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>■ Identifying the audience for and purpose of the writing.</li> <li>■ Noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>■ Consider how to use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</li> </ul>
<p><b>Science</b></p>	<p><b>Years 3 and 4</b> Principle focus: to enable pupils to broaden their scientific view of the world around then ask their own questions about what they observe. Working scientifically:</p> <ul style="list-style-type: none"> <li>■ Asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>■ Reporting on findings from enquires, including oral and written explanations displays or presentations of results and conclusions.</li> </ul>

## England: DFE National Curriculum

Subject	Approach
	<p><b>Year 5 and 6</b>                      Principle focus: to enable pupils to develop a deeper understanding of a wide range of scientific ideas.                      (Programme Of Study) – Animal including humans                      Pupils should be taught:</p> <ul style="list-style-type: none"> <li>■ To describe the changes as humans develop to old age.</li> </ul> <p><b>Year 6 (Guidance)</b>                      Animals including humans                      Pupils should:</p> <ul style="list-style-type: none"> <li>■ Build on their learning from years 3 and 4 about the main body parts.</li> <li>■ Learn how to keep their bodies healthy and how their bodies might be damaged.</li> </ul>
<p><b>Art and Design</b></p>	<p><b>Design</b>                      Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>■ Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose, aimed at particular individuals or groups.</li> </ul>
<p><b>Computing</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>■ Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</li> <li>■ Use technology safely, respectfully and responsibly.</li> </ul>



## Northern Ireland: Northern Ireland Curriculum

Subject	Approach
<b>Language and Literacy</b>	<p><b>Talking and listening</b> Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>■ Tell, re-tell and interpret stories based on memories.</li> <li>■ Participate in group and class discussions for a variety of curricular purposes.</li> <li>■ Share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals.</li> <li>■ Participate in a range of drama activities across the curriculum.</li> <li>■ Improvise a scene based on experience, imagination, literature, media and/or curricular topics.</li> <li>■ Describe and talk about real experiences and imaginary situations and about people, places, events and artefacts.</li> <li>■ Prepare and give a short oral presentation to a familiar group, showing an awareness of audience.</li> <li>■ Talk with people in a variety of formal and informal situations.</li> </ul> <p><b>Reading</b> Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>■ Use digital sources to locate, select, evaluate and communicate information relevant for a particular task.</li> <li>■ Begin to be aware of how different media present information, ideas and events in different ways.</li> </ul> <p><b>Writing</b> Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>■ Discuss various features of layout in texts and apply these, as appropriate, within their own writing.</li> <li>■ Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form.</li> <li>■ Express thoughts, feelings and opinions in imaginative and factual writing.</li> <li>■ Create, organise, refine and present ideas using traditional and digital means combining text, sound or graphics.</li> </ul>
<b>The Arts</b>	<p><b>Art and design</b> Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>■ Engage with observing, investigating, and responding to first hand experiences, memory and imagination.</li> <li>■ Collect, examine and select resource material to use in the development of ideas.</li> </ul> <p><b>Music</b> Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>■ Work creatively with sound by creating musical stories, pictures, patterns, conversations, accompaniments and by investigating ways of preserving the music they have created.</li> </ul>

## Northern Ireland: Northern Ireland Curriculum

Subject	Approach
	<p><b>Drama</b> Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>■ Develop their understanding of the world by engaging in a range of creative and imaginative role play situations.</li> <li>■ Explore a range of cultural and human issues in a safe environment by using drama to begin to explore their own and others' feeling about issues, and by negotiating situations both in and out of roles.</li> <li>■ Develop dramatic skills appropriate to audience, context, purpose and task by exploring voice, movement, gesture and facial expression through basic exploration of a specific role, and by structuring dramatic activity to make meaning clear for a chosen audience.</li> </ul>
<p><b>The world around us</b></p>	<p><b>Interdependence</b> Pupils should be enabled to explore:</p> <ul style="list-style-type: none"> <li>■ How they and others interact in the world.</li> <li>■ How living things rely on each other within the natural world.</li> </ul> <p><b>Change over Time</b> Pupils should be enabled to explore:</p> <ul style="list-style-type: none"> <li>■ Ways in which change occurs over both short and long periods of time in the physical and natural world.</li> </ul>
<p><b>Personal development and mutual understanding</b></p>	<p><b>Personal understanding and health</b> Teachers should enable pupils to develop knowledge, understanding and skills in:</p> <ul style="list-style-type: none"> <li>■ Their self-esteem, self-confidence and how they develop as individuals.</li> <li>■ Their management of a range of feelings and emotions and the feelings and emotions of others.</li> <li>■ Effective learning strategies.</li> <li>■ How to sustain their health, growth and wellbeing and coping safely and efficiently with their environment.</li> </ul> <p><b>Mutual understanding in the local and wider community</b></p> <ul style="list-style-type: none"> <li>■ Initiating, developing and sustaining mutually satisfying relationships.</li> <li>■ Human rights and social responsibility.</li> <li>■ Valuing and celebrating cultural difference and diversity.</li> <li>■ Playing an active and meaningful part in the life of the community and being concerned about the wider environment.</li> </ul>
<p><b>Using ICT</b></p>	<p><b>U ICT tasks: ITE 104: This Is Me</b></p>

## Scotland: Curriculum for Excellence

Subject	Approach
<b>Mental and emotional wellbeing</b>	<p>The mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect.</p> <ul style="list-style-type: none"> <li>■ I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 2–05a</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. HWB 2–06a</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. HWB 2–08a</li> </ul>
<b>Social wellbeing</b>	<p>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 2–09a</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. HWB 2–10a</li> </ul>
<b>Listening and Talking</b>	<ul style="list-style-type: none"> <li>■ When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2–02a</li> <li>■ I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2–06a</li> <li>■ To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. LIT 2–08a</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>■ Using what I know about the features of different types of text, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2–14a</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>■ I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2–24a</li> <li>■ I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2–28a</li> <li>■ I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2–29a</li> <li>■ As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. ENG 2–30a</li> </ul>
<b>Expressive Arts</b>	<p><b>Participation in Performances and Presentations</b></p> <ul style="list-style-type: none"> <li>■ I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. EXA 2–01a</li> </ul> <p><b>Art and design</b></p> <ul style="list-style-type: none"> <li>■ I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2–02a</li> <li>■ I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2–06a</li> </ul>

Subject	Approach
	<p><b>Drama</b></p> <ul style="list-style-type: none"> <li>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 2–13a</li> </ul>
<p><b>Sciences</b></p>	<p><b>Biological systems</b></p> <ul style="list-style-type: none"> <li>By investigating some body systems and potential problems which they may develop, I can make informed decisions which can help me maintain my health and well-being. SCN 2–12a</li> </ul> <p><b>Topical Science</b></p> <ul style="list-style-type: none"> <li>Through research and discussion, I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society. SCN 2–20a</li> <li>I can comment and report on current scientific news items to develop my knowledge and understanding of topical science. SCN 2–20b</li> </ul>
<p><b>ICT to enhance learning</b></p>	<p>As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I find in different situations. TCH 2–03a</p>

## Wales: The National Curriculum for Wales

Subject	Approach
<b>English</b>	<p><b>Oracy:</b> Learners should be given opportunities to:</p> <ul style="list-style-type: none"> <li>■ Become confident, coherent and engaging speakers, working as individuals and as members of a group.</li> <li>■ Become increasingly aware of the needs of their audience and of how they can adapt their talk according to its purpose.</li> <li>■ Include opportunities to take part in drama and role play activities.</li> </ul> <p><b>Writing</b> Learners should be given opportunities to:</p> <ul style="list-style-type: none"> <li>■ Become competent writers, writing clearly and coherently in a range of forms and for a range of purposes.</li> <li>■ Acquire a growing understanding of the need to adapt their writing to suit purpose and audience, showing an awareness of the readers' needs.</li> </ul>
<b>PSE/ Citizenship</b>	<p><b>PSE</b> PSE offers:</p> <ul style="list-style-type: none"> <li>■ Learning opportunities and experiences which reflect the increased independence and physical awareness of learners.</li> </ul> <p>Learners:</p> <ul style="list-style-type: none"> <li>■ Need to be equipped with the skills to develop effective relationships, assume greater responsibility and keep themselves safe.</li> </ul> <p>PSE introduces learners:</p> <ul style="list-style-type: none"> <li>■ To a wider world and enables them to an active contribution to their communities.</li> </ul> <p><b>Citizenship</b> Active citizenship Learners should be given opportunities to:</p> <ul style="list-style-type: none"> <li>■ Develop respect for themselves and others.</li> <li>■ Value families and friends as a source of mutual support.</li> <li>■ Value diversity and recognise the importance of equality of opportunity.</li> </ul>
<b>Health and emotional wellbeing</b>	<p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> <li>■ Take increasing responsibility for keeping the mind and body safe and healthy.</li> <li>■ Feel positive about themselves and be sensitive towards the feelings of others.</li> </ul>
<b>Developing ICT</b>	<ul style="list-style-type: none"> <li>■ Learners develop their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software.</li> <li>■ Learners use ICT individually and collaboratively, depending on the nature and context of the task in hand.</li> </ul>

## Example letter to parents and carers

To contact parents/carers of learners 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 PSE/[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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