

Creating a dementia-friendly generation

**Dementia resources
for schools**
Teacher toolkit for all
learners aged 14–16 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

- 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

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



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

Teachers' notes

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

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.

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

Using this resource suite to provide further support:

If an additional member of staff (such as a TLA) is present in the lesson, it could be useful for them to have a copy of the lesson plan and activities. They may be able to help scaffold the lesson for learners with SEND and adapt the resources accordingly.

Look out for our suggestions at the bottom of each lesson plan for further ideas on how to promote inclusive learning.

Summary of lessons and supporting materials:

The three lessons and the further activity options aim to enable learners to make progress and develop their knowledge and understanding of dementia, but the lessons do not have to be taught consecutively. Each of the lesson-ready resources is adaptable, with accompanying supporting materials 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
One: Understanding dementia	This lesson will help learners to understand: <ul style="list-style-type: none"> ■ The main symptoms and causes of dementia ■ What it might be like to live with dementia 	<ul style="list-style-type: none"> ■ Appendix 1: Jamie's story – page 14 ■ Activity sheet 1: Carer worksheet – page 16 ■ Alzheimer's Society video – Five Things You Should Know About Dementia – available online
Two: Supporting those affected by dementia	This lesson will help learners to: <ul style="list-style-type: none"> ■ How dementia affects members of the family ■ The support available for someone with dementia ■ The role of carers 	<ul style="list-style-type: none"> ■ Activity sheet 2: Assistive technology – page 21 ■ Alzheimer's Society video – Small changes help make a dementia-friendly community – available online
Three: Dementia in the community	This lesson will help learners to: <ul style="list-style-type: none"> ■ How positive relationships can improve the lives of people living with dementia ■ The importance of community support in helping those living with dementia 	<ul style="list-style-type: none"> ■ Appendix 3: Language to use – page 27
Dementia in school: Further activities and building awareness	Activities and projects aimed at broadening understanding and building awareness of dementia through cross-curricular, practical activities and opportunities for whole school involvement in fundraising	Activity options: <ul style="list-style-type: none"> ■ Create an assembly ■ How charities communicate ■ Debate ■ Fundraising

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 raise awareness of this, schools can promote these lessons on their newsletter, hold assemblies or send a letter to the parents/carers of the learners who will be completing the lessons. Parental assistance with any homework and in raising awareness is greatly welcome.

A whole school approach

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

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

Setting ground rules

 10 minutes

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

Ground rules you may wish to promote and encourage:

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

Our advice is to usually avoid personal accounts in the classroom; nevertheless this will depend on individual teachers. Please remind learners that if the content of the lessons causes them to feel upset about a family member, they can share their personal feelings with a member of the pastoral team within the school.

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

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 the Alzheimer's Society website. (alzheimers.org.uk).



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

1

Lesson one: Understanding dementia



 1 hour

Learning objectives

This lesson will help your students to:

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

Learning outcomes

Students will:

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

Lesson materials

- Jamie's Story (Appendix page 14)
- Activity sheet 1: Carer worksheet – page 16
- Paper for mind map
- Selection of pens for mind map
- 'Five Things You Should Know About Dementia' Alzheimer's Society video: www.bit.ly/AlzSocSch1



10 minutes

Getting you thinking!

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

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

Use the following questions to prompt discussion:

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

Following the discussion, continue with the story:

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

Then use the following questions to prompt further discussion:

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

 40 minutes

Main activities

Activity 1

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

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

Use the following questions to prompt discussion:

- Q:** How might Jamie be feeling now?
- Q:** What could Jamie do?
- Q:** How might this situation affect Jamie's behaviour?
- Q:** What would you want your parents to do in this situation?

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

To support learners, you could consider:

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

After the class discussion, explain to learners that:

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

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



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

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

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

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

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

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

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

 20 minutes

Activity 2

Learners research what life is like for a carer, using the questions on Activity Sheet 1 to frame their research.

Following their research, learners are tasked with considering some further questions regarding carers.

Further activities

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

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

 10 minutes

Plenary

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

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

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

Lesson one appendix:

Jamie's story

14

Activity sheet one: Carer worksheet

16

Jamie's story

Jamie is 15, he lives at home with his Mum, Dad and sister Susie who is 10.



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

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

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



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

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

Activity sheet one: Carer worksheet

Research the following questions



What is a carer?

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

What tasks might a carer do?

What might make a carer's life more difficult?

How does your life change when you become a carer?

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



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

At what point does a person become a ‘carer’?

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

How might this ‘label’ influence how they see themselves?

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

2

Lesson two: Supporting those affected by dementia



 1 hour

Learning objectives

This lesson will help your class:

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

Learning outcomes

Students will:

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

Lesson materials

- Activity sheet 2: Assistive technology – page 21
- Alzheimer's Society video – Small changes help make a dementia-friendly community.
www.bit.ly/AlzSocSch2

 15 minutes

Getting you thinking!

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

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

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

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

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

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

 35 minutes

Main activity

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

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

Learners should discuss the following:

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

Further challenges

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

 10 minutes

Plenary

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

Discuss the following with your class:

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

Lesson two appendix:

Activity sheet two: Assistive technology

21

Activity sheet two: Assistive technology

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

Assistive technology can help someone living with dementia as it can ease frustration (e.g. caused by events like regularly misplacing keys) and help to keep them safe (e.g. warning them about unlit gas being left on). You'll learn about some of the devices and technologies that can make staying independent easier.

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



Activity sheet two: Assistive technology

Your Task:

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



Locator devices and solutions

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

Communication aids

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

Medication aids

From simple boxes that have separate sections for pills to be taken at certain times of the day to automatic dispensers that set off an alarm and the right compartment opens.

Safety in the home

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

Clocks and calendars

Clocks that help by clearly showing the day of the week alongside the time of day.

Prompts and Reminders

For example, devices that playback a message as you pass them, such as 'Don't forget your keys before you leave home.'

3

Lesson three: Creating a dementia-friendly community



 1 hour

Learning objectives

Students will:

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

Learning outcomes

Learners will:

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

Lesson materials

- Language to use – Appendix page 27

 40 minutes

Main activities

 10 minutes

Getting you thinking!

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

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

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

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

To support learners:

- Ask them to work in pairs to discuss the tasks

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

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

 10 minutes

Activity 1

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

Prior to learners starting this task, ask them to work in pairs to consider what is important to think about when discussing dementia with a particular focus on the impact that particular language can have.

Once you have collected some ideas ask students to discuss in pairs what is implied by the terms ‘dementia sufferer’ and ‘person living with dementia’ and the result of using these terms. Repeat for ‘aggressive’ and ‘frustrated’. Then share the ‘Language to use’ appendix (copy below) to help further your learners’ understanding before they write up their information to share:

 30 minutes

Activity 2

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

They should include information on:

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

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

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

Videos:

- Alzheimer’s Society video – The Bookcase Analogy: www.bit.ly/AlzSocSch3
- Alzheimer’s Society video – Jennifer and Trevor’s Story: My grandad has dementia: www.bit.ly/AlzSocSch5

Further challenges

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

 10 minutes

Plenary

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

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

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

Lesson three appendix:

Language to use

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Language to use



Language to avoid

“DEMENTIA SUFFERER”

Implies: woe, misery, victim

Result: pity, feel sorry for the person

Behaviour risk: patronising, doing things for or to the person, taking over tasks



Language to use

“PERSON WITH DEMENTIA”

Implies: an individual living with dementia

Result: see the person first, their abilities, experiences, history

Behaviour outcome: talk with the person, ask if they would like help, “do with”

“WANDERING”

Implies: aimless movement

Result: assumption that there is no purpose or intention other than to walk

Behaviour risk: ignore the person, re-direct back to seat

“WALKING”

Implies: a positive action taken with purpose

Result: consider the person’s purpose or unmet need

Behaviour outcome: compassion, investigation, acknowledgement

“AGGRESSIVE”

Implies: angry, dangerous, unpredictable

Result: fear, take offence

Behaviour risk: avoidance, defensive, offensive

“FRUSTRATED”

Implies: a person who may be unhappy or needs help

Result: consider why the person is feeling that way

Behaviour outcome: assess the person’s needs, offer support, help

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

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

Further activities and building awareness



The activities and projects outlined in this section of the resources are designed to make learning about dementia more practical; they support cross-curriculum subjects and embed dementia as a topic across the curriculum.

Activity options:

- Create an assembly – page 29
- How charities communicate – page 29
- Debate – page 29
- Fundraising – page 30



Create an assembly

The students host an assembly for their peers (parents could also be invited) to share their learnings on dementia. They can use resources that they created in their lessons e.g. five things they feel people should know about dementia (either presented or in video format), their information share PowerPoint / poster / leaflet with advice for making a dementia-friendly society. If a whole year group have undertaken the lessons, volunteers from across the year or one class could put on the assembly.

How charities communicate

Either individually or in small groups task students with creating their own awareness campaign idea. Ask students to think about an issue linked with dementia that they would like to improve, e.g. transport, communicating with people. This could be a national campaign, or targeted at the local community or school. 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 and Dementia Friends. During their research they could discuss:

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

Debate

Students could hold a debate about dementia and the balance of choice, social freedom and government responsibility. They could explore the government's responsibility in providing services verses the role of family carers.

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



Supporting the curriculum

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

England: DFE National Curriculum

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

England: DFE National Curriculum

Subject	Approach
	<p>Spoken English Pupils should be taught to speak confidently, audibly and effectively, including through:</p> <ul style="list-style-type: none">■ Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates.
Biology	<p>Health, disease and the development of medicines Pupils should be taught:</p> <ul style="list-style-type: none">■ The relationship between health and disease.■ Non-communicable diseases.■ The impact of lifestyle factors on the incidence of non-communicable diseases.

Northern Ireland: Northern Ireland Curriculum

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

Scotland: Curriculum for Excellence

Subject	Approach
Health and Wellbeing	<p data-bbox="331 443 746 474">Mental and emotional wellbeing</p> <ul data-bbox="331 479 1476 1370" style="list-style-type: none"> <li data-bbox="331 479 1436 539">■ I am aware of and able to express my feelings and am developing the ability to talk about them. <li data-bbox="331 544 1412 604">■ I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. <li data-bbox="331 609 1455 714">■ I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. <li data-bbox="331 719 1423 824">■ I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. <li data-bbox="331 828 1444 934">■ 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. <li data-bbox="331 938 1444 1061">■ I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. <li data-bbox="331 1066 1356 1126">■ I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. <li data-bbox="331 1131 1428 1191">■ I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. <li data-bbox="331 1196 944 1227">■ Relationships, sexual health and parenthood <li data-bbox="331 1232 1476 1292">■ I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. <li data-bbox="331 1296 1476 1370">■ I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. <p data-bbox="331 1391 542 1422">Social wellbeing</p> <ul data-bbox="331 1426 1476 1630" style="list-style-type: none"> <li data-bbox="331 1426 1476 1532">■ 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. <li data-bbox="331 1536 1465 1630">■ I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. <p data-bbox="331 1650 571 1682">Physical wellbeing</p> <ul data-bbox="331 1686 1476 1825" style="list-style-type: none"> <li data-bbox="331 1686 1476 1747">■ I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. <li data-bbox="331 1751 1476 1825">■ I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

Subject	Approach
Literacy and English	<p data-bbox="331 443 721 477">Finding and using information</p> <ul data-bbox="331 477 1437 577" style="list-style-type: none"><li data-bbox="331 477 1437 577">■ I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. <p data-bbox="331 600 517 633">Creating texts</p> <p data-bbox="331 633 1206 667"><i>When listening and talking with others for different purposes, I can:</i></p> <ul data-bbox="331 667 1347 768" style="list-style-type: none"><li data-bbox="331 667 1062 701">■ Communicate detailed information, ideas or opinions.<li data-bbox="331 701 1347 734">■ Explain processes, concepts or ideas with some relevant supporting detail.<li data-bbox="331 734 959 768">■ Sum up ideas, issues, findings or conclusions. <p data-bbox="331 790 721 824">Finding and using information</p> <ul data-bbox="331 824 1426 891" style="list-style-type: none"><li data-bbox="331 824 1426 891">■ Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. <p data-bbox="331 913 539 947">Tools for writing</p> <ul data-bbox="331 947 1465 1088" style="list-style-type: none"><li data-bbox="331 947 1465 1014">■ Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading.<li data-bbox="331 1014 1465 1088">■ I can justify my choice and use of layout and presentation in terms of the intended impact on my reader.

Wales: The National Curriculum for Wales

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

Example letter to parents and carers

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

Dear parents/carers,

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

As a school, we feel it is important to provide lessons on dementia for our young people as there are currently 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]

Useful information



Raising awareness:

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

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

Further support and information:

Alzheimer's Society
alzheimers.org.uk

Alzheimer's Society National Dementia Helpline
Call: 0300 222 1122

YCNet (part of Carers Trust)
carers.org

Fundraising ideas and local support:

alzheimers.org.uk/fundraise

Information and statistics:

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

Volunteering:

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

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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