



DEMENTIA MATTERS

AN EDUCATIONAL TOOLKIT
FOR RAISING AWARENESS ABOUT DEMENTIA

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WHAT IS DEMENTIA?



Dementia Matters

Currently, a third of young people know someone with dementia and that is set to rise. It is estimated that the number of people living with dementia in the UK will rise to over one million by 2025. Dementia Matters is a series of three flexible lesson plans for Key Stage 3 – 5 which explore this pertinent topic. It aims to improve dementia awareness and empower young people to talk more openly about dementia, while contributing to a PSHE education programme as well as a balanced and broad curriculum.

Background

Section 2.1 of the [National Curriculum framework](#) states that every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Section 2.5 of the same document explains that all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice and that schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

The three Dementia Matters lesson plans are designed to contribute to a PSHE education in Key Stages 3, 4 or 5. They follow the '[Ten Principles of effective PSHE education](#)' and link to the 'core theme' of Health and Wellbeing of the [PSHE Association Programme of Study 2017](#):

Key Stage 3

H5: Pupils should have the opportunity to learn the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies.

Key Stage 4

H4: Pupils should have the opportunity to learn the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression).

Key Stage 5

Pupils should have the opportunity to reinforce or to extend their learning to be able to...

H9: recognise when they, or others, need support with their mental health and how to access the most appropriate support.

H11: recognise mental health issues in others; be able to offer or find support for those experiencing difficulties with their mental health.

H12: work alongside those with mental health issues and know how (and when) to provide support.



The Department for Education (DfE) guidance [on Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) states that:

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The Guidance states that by the end of secondary school, pupils should know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental well-being issues
- Common types of mental ill health (e.g. anxiety and depression).
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

We believe that these lesson plans can make a significant contribution to such outcomes.

The lesson plans can be used flexibly. All three be used sequentially in a single Key Stage, or could be used as single lessons as part of an annual spiral curriculum. It is also possible to use any of the three lesson plans as a stand-alone learning activity, without necessarily having used either of the other two sessions.

The three lesson plans cover:

1. What is Dementia?
2. Designing an Intergenerational Event
3. Creating a Dementia-Friendly Environment

Time requirements for activities are suggested for each session. These are provided as a guide and can be lengthened, shortened, included or excluded depending on the needs of your students and schedule. The materials needed for activities are summarised in the table at the beginning of each session.



Sensitivity and support

When introducing the topic of dementia, it is important to remind students that it can be a sensitive and personal topic for many people. You should work with your students to create an agreed 'code of conduct' to follow as you use the sessions

Consideration should be given to students (and staff) affected by some of the discussions and pastoral support staff may need to be available for any students or staff who may desire it during or after these sessions. Useful sources of information are:

Alzheimer's Society

The Dementia Guide

https://www.alzheimers.org.uk/download/downloads/id/1881/the_dementia_guide.pdf

Explaining Dementia to Children and Young People

<https://www.alzheimers.org.uk/get-support/daily-living/explaining-dementia-children-and-young-people>

Example code of conduct

You can use this example code of conduct as a starting point to develop your own in conjunction with your students.

We will:

- Treat each other with respect
- Listen to each other
- Not make personal comments
- Contribute to the lesson(s)

Role play guidance

If teachers choose, some students may wish to present their thinking 'in role', in which case, please consider the following:

- Students should not role play themselves, people they know, or situations they may have been in.
- Students watching the role plays should be given clear criteria against which to give constructive feedback on the content of the role play and the skills shown.
- The criteria should also be shared with the groups being assessed so they know what they are being assessed on.
- Students have the right to opt out if they feel uncomfortable or dislike taking part in this kind of activity. Alternative activities they could undertake are:
 - Script writing
 - Story boards
 - Cartoon strips

Time should be allocated at the end of the session for students to be debriefed so that they can 'come out of role'.



Lesson 1: What is Dementia?

Outline

Dementia is frequently misunderstood across society and people do not understand the frequently complicated, social, emotional, and scientific aspects of living with dementia.

Clear communication is essential to reduce fear and stigma; help (young) people to understand what dementia is (and isn't) and ways we that can all help to provide a friendly environment for people with dementia.

Differentiation

When introducing the topic of dementia, remind students that it can be a sensitive and personal topic for many people. Remind them where/how support is available in school.

Suitable adaptation will need to be made for pupils with SEND, especially for those with audio/visual impairment (to be able to hear teacher & other students and to be able to see the PowerPoint). All YouTube films created specifically for Dementia Matters have subtitles available. Some teachers may wish to adapt some language/discussions to best meet the needs of their learners.

Links to PSHE Association Programme of Study

As outlined above, this lesson contributes to the PSHE Association Programme of Study, core theme of Health and Wellbeing, depending on which year group this lesson is planned for.

The lesson also seeks to develop some key competencies including:
Active listening, empathy, collaborating, presentation

Learning outcomes

By the end of this lesson, students will:

- Have reflected on their own knowledge of, and values about dementia;
- Be able to describe dementia, using appropriate language;
- Understand the key messages around dementia;
- Have reflected on how dementia is portrayed in the public sphere and how this comes into conflict or reflects the key messages.

Equipment needed

- What is Dementia presentation
- Dementia Quiz worksheet

Optional:

Worksheet - Information Sheet 1 (Woman fighting dementia aged 39)

Worksheet - Information Sheet 2 (Cash for diagnosis)

Time needed 45 – 60 minutes (plus extension activities as needed)

Lesson Plan



Time	Activity	Content
2-7 minutes	Introductions	<p>Explain the Learning Outcomes (Slide 2)</p> <p>Co-construct/remind students of the code of conduct (Slide 3)</p> <p>Remind students that dementia can be a sensitive and personal topic for many people. Remind them where/how support is available in school.</p>
5 minutes	Dementia Quiz	<p>Ask each student to complete the Dementia Quiz.</p> <p>Explain:</p> <ul style="list-style-type: none"> • No conferring. • 'Prefer not to say' option for first question. • They don't have to share their answers, but we will re-visit to assess learning. • Please do not write in the comments box, or answer the reflections at this stage. <p>Suggest that students fold their Dementia Quiz papers in half and have them ready for the end of the lesson</p>
2 minutes	Dementia is ...	<p>Use slide 4 to explain what dementia is.</p> <p>Check for understanding of 'degeneration'.</p>
5 minutes	A word about dementia	<p>Ask students to think of a word or phrase that describes dementia, write it on a post-it and place it on an appropriate space (on wall board) under the heading of 'Kind/gentle/appropriate' or 'Unkind/inappropriate'</p> <p>NB If you are concerned about how some students might react to the suggestions of 'unkind words', or literacy levels and/or cognitive skills preclude this, ask students to focus exclusively on kind/gentle/appropriate words</p> <p>Review words and discuss:</p> <ul style="list-style-type: none"> • Whether it was easier to find kind/appropriate or unkind words (probably the latter) – why might this be? • What might this mean for someone who is diagnosed with dementia? • What might this mean for the family of someone with dementia? • Which words/terms are acceptable for us to use? (see slide 5) <p>Possible extension task:</p> <p>If time permits, you might allow time to discuss:</p> <p>Why might it be better to talk about 'people with dementia' and not 'dementia sufferers'? (People with dementia are (and remain) people (who also have) dementia.</p>

<p>6-15 minutes</p>	<p>The bookcase analogy</p>	<p>This film (5:13 in length) explains how dementia affects people. (slide 6)</p> <p>Possible extension task: If time permits, you might allow time to discuss questions like:</p> <ul style="list-style-type: none"> • How might it feel for someone who has had a good memory, for many years, to have such gaps in their recollection? • What might be some of the challenges living with someone who starts to have such gaps in their memory? • Why might some people find it frustrating now simply cannot remember things? • Why might getting frustrated (or angry) not be helpful?
<p>5 - 10 minutes</p>	<p>Dementia in the media</p>	<p>Use slide 7 to discuss:</p> <ul style="list-style-type: none"> • How is dementia portrayed in the media? • What is the tone? Positive, negative, fearful, hopeful? • How does the media talk about people with dementia? How old are people with dementia usually thought to be? • What sort of words are used to describe dementia? • Are the words positive, kind, negative, gentle fearful, hopeful? <p>Adapt discussion as necessary for SEN learners.</p> <p>Slides 8 and 9 are optional, to further develop the ‘dementia in the media’ discussion:</p> <ul style="list-style-type: none"> • Why might a 10 year old girl find it so hard when her granny keeps forgetting her? • Why is Christmas the ‘most isolating’ time of year to be living with dementia? • Why is the diagnosis of dementia likely to continue to rise? • Why might it be helpful to track people with dementia with QR codes? • What other IT solutions might help people with dementia? <p>Possible extension task: If time permits, and/or with learners with higher levels of prior attainment, you might wish to collect newspaper clippings, web articles (such as those from the URLs on Slides 8 and 9), audio</p>

		recordings or quotes from people living with dementia (e.g. What is Dementia Information Sheets 1 and 2) and discuss in more detail.
5 minutes	It's not just old people	<p>Possible extension task.</p> <p>NB Some students might think that 39 is old!</p> <p>Some teachers may wish to develop this discussion and ask students to reflect on questions like:</p> <ul style="list-style-type: none"> • Why might some people say being diagnosed with dementia at age 39 is worse than when the person is very old? • What support networks might be available to someone diagnosed with dementia at age 39? • Would these support networks be greater than when someone is aged 89? • Would you give/raise money for someone aged 39, diagnosed with dementia to 'create memories'? • Would you give/raise money for someone aged 89, diagnosed with dementia to 'create memories'? • If someone in your family was diagnosed with dementia, at aged 39, how might you feel? • How could you continue to support that person?
10 minutes	Dementia in a sentence	<p>Students to work in groups of 3 or 4 and create a single sentence response to 'What is dementia?' (Slides 11 and 12)</p> <p>Slide 11 asks if their sentence would make sense to a 7 year old and contains an optional video clip (1:56 in length) that gives an insight into how 7 year olds think. Being able to explain a concept simply can be beneficial to people of all ages.</p> <p>Watch the video clip 'What is dementia' (1:08 in length) on slide 12.</p> <p>Show slide 13 – the 5 key messages from Dementia Friends. How has this information changed their perception of dementia?</p> <p>N.B. Dementia Friends Information Sessions are run by volunteer Dementia Friends Champions, who are trained and supported by Alzheimer's Society. Each Information Session lasts around one hour. You will learn more about dementia and how you can help to create dementia friendly communities. There are information sessions running across England and Wales.</p>

		<p>Public Dementia Friends Information Sessions are only suitable for people aged under 18 if they are accompanied by an adult aged 18 or over.</p> <p>For private sessions, such as those run for pupils in their school, it is not necessary for under 18s to be accompanied by an adult</p>
<p>5 minutes</p>	<p>Revisit 'Dementia Quiz'</p>	<p>Ask the students to re-visit their Dementia Quiz. Explain that they can change their answers (either in a different colour, or by using ✖ rather than ✓).</p> <p>Do they have any comments to add?</p> <p>Students also to complete the reflection section of the Dementia Quiz as both evaluation and assessment of the learning.</p>



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