



# DEMENTIA MATTERS

AN EDUCATIONAL TOOLKIT  
FOR RAISING AWARENESS ABOUT DEMENTIA

.....  
CREATING A DEMENTIA-FRIENDLY  
ENVIRONMENT



## 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 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](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 3: Creating a Dementia-friendly Environment

### Outline

The built environment can pose a significant help or hindrance to people with dementia. This lesson enables students to understand how a home can be made to be more dementia-friendly.

This lesson maybe used as a 'stand-alone' even if no previous work has been done about dementia. If students have completed one (or both) of the previous Dementia Matters lessons, teachers may skip slides 4-7 (or use them as revision).

Students will learn about what dementia is and how homes may be made more dementia-friendly. This can be done as a taught (information-giving) lesson, but it is strongly recommended that students work in teams to learn about different rooms in the house and then share their information.

### Differentiation

Teachers may wish to make adaptations for the age, social confidence and academic ability of the students.

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.

Teachers may wish to check with their groups, at the start of the lesson, their understanding of dementia and give them accurate information if necessary.

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.

This particular lesson also contributes to:

#### Key Stage 3: Core theme: Relationships

R2. to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise

R3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness

R11. the roles and responsibilities of parents, carers and children in families

#### Key Stage 4 Core Theme. Living in the wider world

L10. how their strengths, interests, skills and qualities are changing and how these relate to future employability



**Key stage 5** Core Theme. Health & Wellbeing

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

Core Theme: Living in the wider world

L8. recognise and challenge prejudice and discrimination; understand their rights in relation to inclusion

L18. be enterprising in life and work

The lesson also seeks to develop some key competencies including:

Presenting, performance, event planning/coordination, group work, research, peer review, empathy, challenging stereotypes, community involvement

**Learning outcomes**

By the end of this lesson students will be able to...

- Describe dementia, using appropriate language ( ) If not already addressed
- Understand the key messages around dementia ( ) in previous lessons
- Identify features in the home environment which may be difficult to navigate for a person with dementia and be able to describe how this might be improved.
- Understand how to apply this information to the school environment.

Teachers may wish to extend the task by asking students to present how they would change an area of their school to be dementia-friendly.

**Equipment needed**

- Creating a Dementia-friendly Environment presentation
- Creating a Dementia-friendly Environment Quiz (and Reflection) worksheet

**Time needed:** Depending on the needs of your students and the time available, this session may be condensed into a short learning activity or extended into a two or three session practical planning session.

## Lesson Plan



Time	Activity	Content
5-10 minutes	<b>Introductions</b>	<p>Co-construct/remind students of the code of conduct (Slide 2) Remind students that dementia can be a sensitive and personal topic for many people. Remind them where / how support is available in school.</p> <p>Start to explain the learning outcomes (slide 3) and then check for understanding of dementia (slide 4)</p> <p>NB Slides 5 and 6 can be ignored if students have recently completed the What is Dementia? lesson, but it's still important to refresh students' understanding of the 5 key messages (slide 7).</p> <p>Please note: It is a common misconception that dementia is a condition of older age, over 42,000 people (that's about 5% of the population) under 65 years old have dementia in the UK. It may also be important to note that dementia is not infectious!</p> <p>Return to the Learning outcomes (slide 8) and explain whether this is going to be part of a real planning exercise or more of a theoretical, piece of work.</p>
5 minutes	<b>Quick Quiz</b>	<p>Ask each student to complete the Creating a Dementia-friendly Environment Quiz.</p> <p>Explain:</p> <ul style="list-style-type: none"> <li>• No conferring.</li> <li>• They don't have to share their answers, but we will re-visit to assess learning.</li> <li>• Please only answer the first seven questions at this stage. Do not complete the reflections section.</li> </ul> <p>Suggest that students fold their quiz papers in half and have them ready for the end of the lesson</p>
20 minutes	<b>Dementia-friendly environments</b>	<p>Slides 10, 11 and 12 contain links to films discussing different types of environment (the built environment, the hospital environment and the home environment), highlighting difficulties people with dementia can encounter and ways to make the environments more dementia-friendly.</p> <p>In slide 12, Lesley discusses the problems her mother faces when making a cup of tea. This links into slide 13. Ask students to look at the picture of a kitchen and discuss:</p> <ul style="list-style-type: none"> <li>• Problems a person with dementia may have in the</li> </ul>

		<ul style="list-style-type: none"> <li>• kitchen; and</li> <li>• Ways a kitchen could be made dementia-friendly.</li> </ul> <p>Slides 14-16 highlight some dementia-friendly adaptations that can be made. For information on all of the highlighted spots in the kitchen, see the 'adapt a home kitchen' pdf or visit: <a href="https://www.enablingenvironments.com.au/kitchen1.html">https://www.enablingenvironments.com.au/kitchen1.html</a></p>
<b>30+ minutes</b>	<b>Dementia-friendly environments</b>	<p><b>Possible extension activity</b> (slide 17)</p> <p>As noted above, this activity could be simply a theoretical planning activity that gets students to consider some of the social, logistical, financial and organisational challenges and opportunities in organising an intergenerational event.</p> <p>Alternatively, this section could form the basis of a practical piece of learning.</p> <p>Split students into groups and visit a particular area of school e.g. reception area, school hall, entrance. Ask students to take photos or make a drawing of the area.</p> <p>Back in the classroom, ask students to:</p> <ul style="list-style-type: none"> <li>• Identify how and why certain areas may be improved to make the area dementia-friendly</li> <li>• Create a poster to explain the changes they would make</li> <li>• Present their ideas to the class.</li> </ul>
<b>5 minutes</b>	<b>Revisit Quiz</b>	<p>Ask the students to re-visit their Creating a Dementia-Friendly Environment 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>



## **Acknowledgements**

**Dr Iracema Leroi (Institute of Brain, Behaviour and Mental Health, The University of Manchester) and Greater Manchester and Eastern Cheshire Strategic Clinical Networks commissioned Vocal (formerly known as the Public Programmes Team) to design and deliver Dementia Matters.**

**This work was supported by the Wellcome Trust [105610/Z/14/Z].**

### **Filming**

Alys Kay

### **With thanks to**

Everyone who took part in filming

Catherine Houghton and Aquinas College

PSHE Solutions

Alzheimer's Society and Dementia Friends

The Dementia Enabling Environment Project (DEEP), Australia