



# DEMENTIA MATTERS

**AN EDUCATIONAL TOOLKIT**  
FOR RAISING AWARENESS ABOUT DEMENTIA  
.....  
**DESIGNING AN INTERGENERATIONAL EVENT**



## 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 2: Designing an Intergenerational Event

### Outline

Intergenerational events are beneficial to both the aged and the young. This session explores why and how intergenerational events are positive for communities and examine the factors that can impact the success of an event.

It can be done as a theoretical exercise or extended to become a 'real-life' event, according to the needs of the students, time and ease of access to a group of older people. If this can be developed into a real-life activity it can be a marvellous way to promote the school, support the personal, social and economic awareness of the students and, of course, be linked to charity fundraising events, such as 'Children in Need' or around holiday celebrations.

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

### 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.

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 previously addressed in Lesson 1);
- Understand the considerations that need to be made when planning an event for older people, especially those living with dementia;
- Have designed and planned an event for people living with dementia and will be able to identify the elements of their event that make it dementia-friendly.

## **Equipment needed**

- Designing an Intergenerational Event presentation
- What is My Current Thinking worksheet
- Intergenerational Benefits worksheet
- Intergenerational Planning worksheet

**Time needed:** depending on the needs of your students and the time available, this session may be condensed into a short (45 minute) learning activity or extended into a two or three session practical planning exercise for students wishing to organise or be part of a local intergenerational activity.

If teachers do wish to organise a local intergenerational event there will be a range of local safeguarding, risk assessment and practical planning issues that need to be addressed in advance of this learning, to ensure the safety and success for students and for any guests with whom they engage, especially if they are invited on to the school site.

## Lesson Plan



Time	Activity	Content
2-7 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 4 and 5 can be ignored if students have recently completed Lesson 1, What is Dementia?, but it's still important to refresh student's understanding of the 5 key messages (slide 6) 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 7) and explain whether this is going to be part of a real planning exercise or more of a theoretical, piece of work</p>
2 - 20 minutes	<b>Intergenerational</b>	<p>Use slide 8 to describe 'Intergenerational'.</p> <p>For some students this is a quite a wordy description, and may need some explanation; for others, you may wish to spend some time discussing perceptions about intergenerational differences.</p> <p><b>Possible extension discussion:</b> In 'The Go-Between' (1953) LP Hartley said: <i>"The past is a foreign country; they do things differently there."</i></p> <p>If someone is now aged 80, they would have been born during World War 2. When they were growing up, TV was almost unknown, more than 80% of households didn't have a car (it's now about 12%) and the person would have been in their mid-late 50s before mobile phones and the internet became widely available. In 1940 the average wage in the UK was £181, which is equivalent to about £9,370 today.</p>
3 minutes	<b>What's my current thinking?</b>	<p>Use slide 9 as a guide and give each student a copy of the hand-out What is My Current Thinking.</p> <p>Ask each student to individually jot down some thoughts and comments on the <u>left hand side</u> of the thinking sheet about</p>

		<p>planning an event for older people.</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>• If they have some concerns about working with older people, it's ok to say so – within the code of conduct!</li> </ul> <p>Suggest that students fold their 'thinking sheet' in half and have them ready for the end of the lesson</p>
<b>10 minutes</b>	<b>What are the benefits of intergenerational events?</b>	<p>Students work in small groups (3-4).</p> <p>Ask them to identify the benefits of holding an intergenerational event (slide 10) for:</p> <ul style="list-style-type: none"> <li>• Older people</li> <li>• Young people</li> </ul> <p>It may be useful to address these sectors of society one at a time to help focus the student's thinking and response.</p> <p>Students can record their thinking on the Intergenerational Benefits worksheet.</p> <p>Once students have had an opportunity to consider this, use slide 11 to confirm their thinking and then use slide 12 to discuss what are the benefits of holding an intergenerational event for people living with dementia.</p> <p>NB Please note that the wording of 'people living with dementia' is deliberately ambiguous; it could mean those who have dementia, and/or those living with (perhaps caring for) someone with dementia.</p>
<b>3 – 7 minutes</b>	<b>Coffee, Cake and Culture</b>	<p>If it helps some students, show slide 13 'Coffee, Cake and Culture' (2:14 in length) and think about the types of events or activities that they would appeal to people living with dementia. Slide 15 (2:50 in length) can also help de-stigmatise thinking about an even that involves people living with dementia.</p>
<b>1-10 minutes</b>	<b>The benefits to people living with dementia</b>	<p>Round up the conversation with slide 15.</p> <p>The slide displays several benefits, we recommend editing these to suit your students. Depending on the needs/prior learning of the students, can be extended to a wider discussion as appropriate.</p>

<p><b>1-10 minutes</b></p>	<p><b>Events that would appeal to older people</b></p>	<p>Slide 16. Depending on time and the needs of the students, this can be:</p> <ul style="list-style-type: none"> <li>i) Ignored</li> <li>ii) Used to generate quick-fire responses</li> <li>iii) Extended into a wider discussion</li> </ul>
<p><b>1 -10 minutes</b></p>	<p><b>Party Planner</b></p>	<p>Slide 17. Depending on time and the needs of the students, this can be:</p> <ul style="list-style-type: none"> <li>i) Ignored</li> <li>ii) Used to generate quick-fire responses</li> <li>iii) Extended into a wider discussion</li> </ul> <p>A key question to ask here may be something like: ‘Would you like a 70 year old person to plan a party for you?’</p> <p>Assuming the answer to be no (and bearing in mind that the 70-year-old has the advantage of being your age once) one of the key pieces of learning has to be an acknowledgement of the dignity of the people involved and that the answer to all of the following questions:</p> <ul style="list-style-type: none"> <li>• Who would you invite?</li> <li>• What activities would you involve?</li> <li>• What music would you play?</li> </ul> <p>Would be ‘ask the people you’re going to invite’ (i.e. the 70 year olds).</p>
<p><b>5 minutes +</b></p>	<p><b>Designing an intergenerational event</b></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 session could form the basis of a practical piece of community -based learning.</p> <p>If the latter, teachers need to be aware of a range of local safeguarding, organisational and practical details that need to be sorted out prior to the learning activity.</p> <p>Students take on the role of event planner and create a plan for an intergenerational event, using the Intergenerational Planning worksheet as a template.</p>

		<p>They will need to consider:</p> <ul style="list-style-type: none"> <li>• Format of event/activity</li> <li>• Venue/physical space/accessibility</li> <li>• Time of day</li> <li>• Resources required</li> <li>• Who would be involved?</li> <li>• Why would this work?</li> </ul> <p>Depending on the academic and social confidence needs of the students (and on whether or not this is simply a theoretical exercise or a real life community activity) teachers may simply ask students for feedback on how they would respond to the task (slide 18).</p> <p>Alternatively, staff may ask the students to plan and prepare optional presentation summary.</p>
<b>15 minutes</b>	<b>(Optional) Presentation Summary</b>	<p>(Slide 19) Students communicate their ideas in a 3-minute presentation in a format of their choice, but could be:</p> <ul style="list-style-type: none"> <li>• A Poster or PowerPoint presentation</li> <li>• Acting out the event</li> <li>• A 3-minute presentation/talk</li> </ul>
<b>2 minutes</b>	<b>What do you now think?</b>	<p>Finally, use slide 20 and ask the students to re-visit their thinking sheet and add their thoughts/comments on the right hand side of the sheet as an evaluation of the learning.</p>



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