



# INTERGENERATIONAL DEMENTIA PROJECT

A RESOURCE FOR SCHOOLS



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## DEMENTIA FRIENDLY COMMUNITIES GUIDE FOR SCHOOLS

The word 'dementia' conjures negative and fearful images associated with dread and hopelessness. In Gloucestershire, we have worked with many partners to raise a better understanding and awareness of dementia and to show that it is possible to live well with dementia. The most effective strategy that we have discovered – is the younger generation. All of us working with the Intergenerational Dementia Project have been moved and inspired by the way that the children have responded to the issues and challenges facing people living with dementia; their compassion and enthusiasm to make a difference in their community. I would recommend this resources to all schools – you will be surprised and heartened by the impact.

**Helen Vaughan - Assistant Commissioning Manager**

**Clinical Programmes Team, Gloucestershire Clinical Commissioning Group**

### Purpose

- Increasing knowledge and understanding of dementia
- Awareness of the conditions and their significance for an aging population
- Dementia friendly Communities, school and wider
- Supporting people to live well with dementia
- Earlier recognition of possible dementia symptoms

Not only does the project strive to achieve the above, but in doing so it also helps young people to learn the underlying themes of acceptance, tolerance, empathy and an understanding of diversity.

### Flexibility

The project is completely flexible. It can be fully tailored to suit your setting. This document aims to provide a collection of ideas that can be used in their original format, or can be edited and developed to suit your particular needs.

### Sustainability

Ultimately, the project needs to be sustainable and enjoyable. A modest start can be developed year on year, thus increasing confidence, knowledge and involvement within the community.

### Baseline

This project can be used as an intervention towards your GHLL Healthy School award. Even if you have achieved the award, the intervention can be recorded in the reporting tool as evidence of your great work. An example of a baseline assessment can be found in the resources for this pack.



# INTERGENERATIONAL DEMENTIA PROJECT

## OUR DEMENTIA PROJECT

When I first heard that we were going to be learning about dementia I wasn't really sure what to expect. I didn't really know much about dementia, only that my Great Nan had Parkinson's disease and Alzheimer's but we didn't really talk about it.

During one of our lessons our PSHE group found out that we would be teaching a primary school. We were put into groups. Mine contained four other people. My initial thoughts were worried, scared, excited and a bit of confusion, but my friends pulled me through that first hurdle.

We had some college students come and visit us and teach us about dementia. They showed us the different gadgets a person with dementia might have like a pill dispenser. It would bleep when the person had to take his/her pills. Also there was a special button where if the person fell they could press the button and it would contact a phone care clinic. If the care clinic was unable to get a response from the person that had pressed the emergency button they would send an ambulance to check on them. I found this very useful and informative.

It also helped that we had a dementia carer visit us and she gave us a talk. She helped with the understanding of the actual disease. Like speaking calmly, triggering memories and not correcting them if it doesn't harm them e.g. drinking out of a jam jar. Her talk made me more confident to talk to someone with Dementia and to not be scared to approach them.

A couple of lessons later we were given a piece of paper with a picture of a mug on it. It was a competition. We had to come up with a slogan about dementia to put on a cup to make people aware. It was quite hard to come up with one which no one else had thought of. Mine was something like "I may have dementia but it's not me ...I'm still a person!" I thought it was quite good.

Planning and practising our teaching session took several lessons and most lunchtimes of those three weeks. We decided to start it off by asking the pupils if they have heard of dementia and if so what do they know. We thought it might be a good idea to do practical things and get them involved so they didn't get bored. We decided to do a little demonstration on how the neurons get blocked by doing a little play with some volunteers. We also wanted to do a memory game, tying a shoe with your opposite hand to your writing hand and to make them feel confused by imagining that they had woken up in a foreign country with nothing and no one.

But we wouldn't have time to do all of them separately so we thought we would split the pupils into 3 groups. We thought we should explain how to approach a person with dementia and how to handle situations like if an old man put something in your trolley, what would you say? We had also made a couple of worksheets for them to complete.

During a PHSE lesson some reporters came and took photos of our group and interviewed us for the newspaper. It was all very exciting at this point and felt a bit weird to me, having a reporter ask me a load of questions about dementia.

The day of the outing soon came. Two groups from our class (including my group) went to Harewood Junior School. We taught year 6s (half the class each). I felt nervous to start off with and the butterflies in my stomach had started but once we began doing our presentation they were fine. It went well and we think that they learnt a lot. One little girl said her Grandma had dementia and she now felt much more confident as she understands a bit more about dementia and she now knows how to talk to her Grandma with confidence.

She also said that she was going to tell her mum what she learnt so she could be more confident. I found it surprising how many of the year 6's knew or had heard of Dementia when our class didn't really know much at all. It was really enjoyable to do and it was such a fun project to work on.

I think dementia is a really important disease to learn and know about as we all live longer now and the number of us that will have dementia will rise.

This project was an eye opener for me, to realise that you don't have to be scared or nervous about dementia. If I spoke to a person or met a person with dementia now I would be confident, in control and calm. I have found this project amazing to work on and really informative. I feel that this has helped people become aware of dementia and hopefully even more people in the future.

Just because a person has dementia it does not make them an outcast. They still have feelings just like me and you.

**By Harriot Farmer, age 13, year 8 newent Community School & Sixth Form Centre**

## COMMUNITY LINKS

### Consider...

- What is already happening in your local area?
- Links that you already have through school
- School community members with work or family links

Your local council can help to put you in touch with key workers and community builders who can help you make meaningful connections within your locality.

Contact charities such as Alzheimer's Society, Age UK, Barnwood Trust.

<http://www.alzheimers.org.uk/>

<http://www.alzheimers.org.uk/youngpeople>

<http://www.ageuk.org.uk/>

[http://www.barnwoodtrust.org/youre\\_welcome/youre\\_welcome](http://www.barnwoodtrust.org/youre_welcome/youre_welcome)

<http://www.gloucestershire.gov.uk/telecare>

<http://www.farshares.org.uk>

There may be a Memory Café in your locality, get in contact and see what they have going on and when you could get involved.

Local care homes will have a timetable of events throughout the week; see if there are opportunities to get involved by matching up activities with your pupil's interests.

# INTERGENERATIONAL DEMENTIA PROJECT

## EXAMPLE PROJECT STRUCTURES

| Year Group  | Time available    | Human Resources                     | Celebrations/sharing                              |
|---|-------------------|-------------------------------------|---|
| 8 (8 classes)   | 6 x 60 min lesson | Teaching team & specialist visitors | Links with 2 primary schools<br>'Mug' competition |
| <b>Structure of project Year 1</b> <ul style="list-style-type: none"> <li>- Staff familiarised with resources</li> <li>- Contact established with primary schools</li> <li>- Visitors booked</li> <li>- Group identified for peer teaching activity</li> <li>- Sessions delivered</li> <li>- Competition</li> <li>- Peer teaching groups went out to primary partners</li> <li>- Celebration assembly to award certificates for exceptional involvement and competition winner announced and rewarded</li> <li>- 3D displays in corridor and classroom to promote whole school awareness</li> </ul> |                   |                                     |   |
| <b>Structure of project Year 2</b> <ul style="list-style-type: none"> <li>- As above with new Year 8</li> <li>- 'Dementia Friend' training for whole year group – badges awarded</li> <li>- Peer model adapted for LA group, supported delivery of Dementia friend training at local primary</li> <li>- Tea towel competition instead of mugs.</li> <li>- Year 9 one off sessions to support involvement with local care home.</li> </ul>   |                   |                                     |   |

| Year Group   | Time available                         | Human Resources                     | Celebrations/sharing                               |
|--|--|-------------------------------------|--|
| 9 (8 classes)  | 4 x 60 min lesson<br>One drop down day | Teaching team & specialist visitors | Links with 2 primary schools<br>Poetry competition |
| <b>Structure of project</b> <ul style="list-style-type: none"> <li>- Staff familiarised with resources</li> <li>- Contact established with primary schools</li> <li>- Visitors booked</li> <li>- Groups identified for peer teaching activity</li> <li>- Sessions delivered</li> <li>- Competition</li> <li>- Peer teaching groups went out to primary partners</li> <li>- Celebration assembly to award certificates for exceptional involvement and competition winner announced and rewarded</li> </ul> |  |                                     |  |

| Year Group  | Time available   | Human Resources                     | Celebrations/sharing                               |
|---|--|-------------------------------------|--|
| 8 (8 classes)   | 6 x 60 min lesson<br>(repeated termly throughout the year) | Teaching team & specialist visitors | Links with 2 primary schools<br>Poetry competition |
| <b>Structure of project</b> <ul style="list-style-type: none"> <li>- Staff familiarised with resources</li> <li>- Contact established with local primary school</li> <li>- Visitors booked</li> <li>- Links established with local 'Memory Café'</li> <li>- Group identified for peer teaching activity</li> <li>- Sessions delivered</li> <li>- Competition</li> <li>- Peer teaching groups went out to primary partners</li> <li>- Students selected to visit Memory Café</li> <li>- Celebration assembly - competition winner announced and rewarded</li> <li>- Poetry shared and exchanged with Memory Café (café users have also written their own poetry to share with students)</li> </ul> |  |                                     |  |

You may wish to use the following table to collect the details that will help shape your project.

| Year Group(s)               | Time available | Human Resources | Celebrations/sharing |
|-----------------------------|----------------|-----------------|----------------------|
|                             |                |                 |                      |
| <b>Structure of project</b> |                |                 |                      |

# INTERGENERATIONAL DEMENTIA PROJECT

## CONTACTS FOR SPECIALIST VISITORS

It is a good idea to make contact with providers in your area. Your local Community Builder/Worker will be a great link and will be able to connect you with other useful providers.

Visit [www.gloucestershire.gov.uk/dementiatraining](http://www.gloucestershire.gov.uk/dementiatraining)

Barnwood Trust will be able to help you link up with people – visit [www.yourewelcome.to](http://www.yourewelcome.to)

**You may also find it useful to approach any or all of the following;**

Alzheimer's Society

Local care homes

Local doctor's surgeries

Community Engagement Officer

NHS – Dementia nurses

Carers

Other staff members at school may have good connections if you ask around.

| Name | Contact details |
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## DEMENTIA AWARENESS

Class .....

|  |                |                |             |                |        |
|--|----------------|----------------|-------------|----------------|--------|
| Circle all of the people that you have spoken to about your Dementia understanding   | Parent/carer   | Sister/brother | Grandparent | Other relative | Friend |
| Did any of the people you spoke to about Dementia go on to tell someone else? If yes, who?   |                |                |             |                |        |
| Did that person tell anyone else?  |                |                |             |                |        |
| Looking at the last answer, roughly how many people have now been spoken to about Dementia as a result of your first conversation? |                |                |             |                |        |
| How confident would you feel if you were to meet someone with Dementia?  | Very confident | Confident      | Unsure      | Not confident  |        |
| In your opinion, what are the main points to remember about Dementia?<br><br>(Write on the back if you need to)                    |                |                |             |                |        |
| Any other comments   |                |                |             |                |        |

# INTERGENERATIONAL DEMENTIA PROJECT

## I THINK THAT.....

| Name.....  | Before |          |            | After |          |            |
|--|--------|----------|------------|-------|----------|------------|
|  | Agree  | Disagree | Don't Know | Agree | Disagree | Don't Know |
| Dementia describes a collection of symptoms including memory loss  |        |          |            |       |          |            |
| Alzheimer's disease is a gradually progressive form of dementia  |        |          |            |       |          |            |
| Children do not suffer from dementia   |        |          |            |       |          |            |
| You can catch dementia   |        |          |            |       |          |            |
| Vascular dementia is the second most common form of dementia   |        |          |            |       |          |            |
| Dementia only affects people who are lazy and weak   |        |          |            |       |          |            |
| There is no cure for dementia  |        |          |            |       |          |            |
| People who have dementia should be put in a nursing home   |        |          |            |       |          |            |
| If you are intelligent you won't get dementia  |        |          |            |       |          |            |
| Vascular dementia affects different parts of the brain so people will have different symptoms                              |        |          |            |       |          |            |
| Discrimination can have a major impact on people suffering with dementia   |        |          |            |       |          |            |
| You can tell that a person has dementia by the way they look   |        |          |            |       |          |            |
| High blood pressure, diabetes, high cholesterol can increase chances of getting dementia                                   |        |          |            |       |          |            |
| For some people dementia can cause people to become loud and aggressive  |        |          |            |       |          |            |
| People who have dementia are a lost cause  |        |          |            |       |          |            |
| Are you scared of people suffering from dementia   |        |          |            |       |          |            |
| Drugs can temporarily relieve some symptoms  |        |          |            |       |          |            |
| Most young people have only a limited knowledge about the difficulties people suffering from dementia encounter day to day |        |          |            |       |          |            |
| More education, at a younger age would help to break down barriers   |        |          |            |       |          |            |
| While it is not possible to prevent all cases of dementia, there are some measures that can help prevent vascular dementia |        |          |            |       |          |            |

## I THINK THAT.....

Staff Copy

**Highlighted boxes indicate desirable responses**

Agree Disagree

Dementia describes a collection of symptoms including memory loss

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Alzheimer's disease is a gradually progressive form of dementia

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Children do not suffer from dementia

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You can catch dementia

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Vascular dementia is the second most common form of dementia

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Dementia only affects people who are lazy and weak

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There is no cure for dementia

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People who have dementia should be put in a nursing home

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If you are intelligent you won't get dementia

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Vascular dementia affects different parts of the brain so people will have different symptoms

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Discrimination can have a major impact on people suffering with dementia

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You can tell that a person has dementia by the way they look

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High blood pressure, diabetes, high cholesterol can increase chances of getting dementia

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For some people dementia can cause people to become loud and aggressive

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People who have dementia are a lost cause

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Are you scared of people suffering from dementia?

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Drugs can temporarily relieve some symptoms

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Most young people have only a limited knowledge about the difficulties people suffering from dementia encounter day to day

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More education, at a younger age would help to break down barriers

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While it is not possible to prevent all cases of dementia, there are some measures that can help prevent vascular dementia

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# INTERGENERATIONAL DEMENTIA PROJECT

## GHLL PLANNING & REPORTING TOOL

This project could be used as a Healthy Schools intervention. For more information visit [www.ghll.org.uk](http://www.ghll.org.uk)

Overview

Getting Started

School Ethos

Promoting Health and Wellbeing

Teaching and Learning

Healthy Eating

Physical Health and Wellbeing

Emotional Health and Wellbeing

SMSC Development

Submit Your Review

Planning & Reporting Tool

### Edit intervention

All numbers must be completed - please enter 0 for fields you do not have data for and update them as and when you have the information. You must record numbers without a % symbol.

**Outcome:** Increase in no of C & YP who have an understanding of dementia and have improved confidence in relating to people living with the condition, accepting and helping people to live well.

**Needs analysis**

What did your analysis tell you? \*

We were part of a pilot study for this project. The students initial questionnaires showed little to no knowledge of this condition and the consequences of dementia for both the individual or family and wider community. With an aging population - it was important to tackle this.

**Participation groups**

Number in participation group \*

220

**Measurement techniques**

Number completing baseline activity \*

220

Baseline number \*

56

Target number \*

180

Why did you choose this intervention? \*

We really wanted to challenge the stigma and fear that older generations have about dementia and felt the younger generation would be a powerful way of tackling that. We also felt that this theme would really help to develop empathy and understanding towards the differences of other people's needs, both physical and mental

How did you undertake the intervention? \*

Questionnaire and values form completed by all of year 8. Lessons planned for three main areas related to dementia - physiology, impact on individual and family, symptoms, assistive technology; community responsibility; how we communicate with someone who has dementia. All groups will have a dementia specialist in to support the teacher. One group - 8p2 - will have input from Gloscol Health and Social care students on Assistive technology. Mug competition - logo on dementia

How has it impacted C+YP? \*

Increased knowledge in the year group, also a greater awareness across the school due to publicity and displays around school. The repeat questionnaire showed all students were much more confident and had much greater awareness of the different conditions surrounding dementia.

**Next steps**

Project to be repeated with new year 8, but taken out to local feeder primary schools. Also hope to increase links with the local community cares and care homes. We plan to expand the project to include other year groups and hopefully, to create a dementia friendly school and community using the students to spread the messages and lead by example.

Date of baseline measure

25 February 2013

Date of final measure

26 April 2013

Number completing Final measurement

215

Final number

203

Impact

147

Save

## SAMPLE LETTER FOR PARENTS

Dear Parents and Carers of Class.....

### **Prime Minister's Challenge on Dementia- Special Project for.....**

The focus of the project is to raise students' awareness of dementia and its impact on the individual and the community.

The Prime Minister's Challenge on Dementia sets out to overturn many of the misconceptions about dementia and is working towards the development of dementia friendly communities. At the heart of this development is helping people to understand the condition so that people can live well with dementia. Two themes run through the Prime Minister's Challenge; understanding that dementia is not a normal part of ageing and challenging the assumption that there is nothing we can do to improve the lives of those living with dementia.

Key to developing dementia friendly communities is an increased awareness about the impact of dementia both on those living with the condition and those who care for them. By educating the next generation we can begin to develop young people's understanding of dementia.

All of our Year.....students will be looking at different issues around dementia in PSHE lessons to improve their knowledge and awareness. However, ..... has been selected to carry out more detailed work and to link up with the other Gloucestershire school.

Students in..... will then develop a lesson on dementia which they will have an opportunity to deliver to year..... pupils at.....on..... As well as extending their understanding of dementia; the opportunity to work together at this level and to present to others will be extremely beneficial to their wider learning and presentation skills and confidence.

I very much hope you will support your child's involvement in this very special project.





# INTERGENERATIONAL DEMENTIA PROJECT

## SCHEME OVERVIEW

| Area                            | Overview  | Learning Outcomes  |
|---------------------------------|---|--|
| What is Dementia?               | <b>Remember When?</b> Power-point<br>What is dementia?<br>Different types of dementia<br>Symptoms and physiology<br>Who gets dementia?<br>How might they feel?<br>THAI game<br>Dementia task sheets<br>Dementia facts sheet   | <ul style="list-style-type: none"> <li>• understand the term dementia and know that there are different forms with differing symptoms</li> <li>• know the different types of dementia and have some idea of how each affects the individuals brain</li> <li>• understand the different forms of dementia, the names of and their effects, and how it impacts on behaviour.</li> </ul>  |
| Effects of Dementia             | <b>How does dementia affect someone?</b><br>Power-point<br>What is memory and the importance of memory<br>How dementia effects people<br>You wake up in a foreign country task/Fog task – imagine and visualise<br>What help does someone dementia need?<br>Questioning and listening skills<br>Reminiscence conversations and memory triggers<br>Living with dementia task sheet<br>Understanding Dementia – work sheet.<br>My memory trigger task sheet | <ul style="list-style-type: none"> <li>• Understand how Dementia might affect someone</li> <li>• understand that people who have Dementia can still interact and have a valued life within the boundaries of their illness</li> <li>• give you more confidence to relate to people who have Dementia and an appreciation of the importance of Reminiscence Therapy</li> </ul>  |
| Aids for Dementia               | <b>Aids for Dementia</b> – assistive technology<br>Power-point<br>What problems might someone with dementia have?<br>Memory aids, match the problem with the technology<br>What is Telcare?<br>What is the purpose of assistive technology?<br>Questions and task<br><a href="http://www.gloucestershire.gov.uk/telcare">www.gloucestershire.gov.uk/telcare</a>   | <ul style="list-style-type: none"> <li>• Know the purpose of assistive technology and how it can support health problems</li> <li>• Recall equipment and devices that support memory loss</li> <li>• Understand the benefits of assistive technology</li> <li>• Recognise where sensors can be used in a range of situations</li> </ul>  |
| Challenging barriers and stigma | <b>Barriers and stigma</b> –Breaking down the barriers Power-point<br>Fears surrounding dementia<br>Individual, family and community adjustments and coping<br>Challenging stigma<br>Acceptance and involvement<br>Living well with dementia in the UK  | <ul style="list-style-type: none"> <li>• have a very good understanding of the stigma that can accompany dementia, it's impact, and have clear ideas of how to improve this</li> <li>• have an understanding of the impact of stigma on dementia sufferers and their families, and come up with some ways to improve this</li> <li>• have some understanding of the stigma surrounding dementia and have some ideas of how we as individuals and a society can improve this</li> </ul> |

| Area                              | Overview   | Learning Outcomes  |
|-----------------------------------|--|--|
| Minimising Risk of dementia onset | <p><b>Minimising Risk</b> – Minimising the risk of developing dementia Power-point<br/>           What we can do to help minimise the risk of developing dementia, even from a young age.<br/>           Can dementia be prevented?<br/>           Importance of healthy living<br/>           Key behaviours<br/>           Lifestyle risks to health</p> | <ul style="list-style-type: none"> <li>• understand the importance &amp; impact of making early positive lifestyle choices</li> <li>• know the key behaviours associated with minimising the development of dementia</li> <li>• know some lifestyle choices that can negatively impact overall health, in the short and long term</li> </ul> |



# INTERGENERATIONAL DEMENTIA PROJECT

## DEMENTIA FACT SHEET

The term 'dementia' describes a set of symptoms which includes loss of memory, mood changes and problems with communication and reasoning. These symptoms occur when the brain is damaged by certain diseases, including Alzheimer's and damage caused by a series of small strokes. Dementia is progressive, which means symptoms gradually get worse. How fast it progresses will depend on the individual and what type of dementia they have.

### What causes dementia?

There are several diseases and conditions that result in dementia:

**Alzheimer's disease:** most common, chemistry and structure of the brain changes, leading to the death of brain cells. Problems with short term memory are usually the first signs.

**Vascular dementia:** if the oxygen supply to the brain fails due to vascular disease, brain cells die. These symptoms can occur suddenly, following a stroke, or over time through a series of small strokes.

**Dementia with Lewy bodies:** Abnormal structures develop inside nerve cells. Their presence leads to a degeneration of brain tissue. Symptoms can include disorientation and hallucinations, as well as problems with planning, reasoning and problem solving often associated with Parkinsons.

**Frontal-temporal dementia:** Damage is caused in the front part of the brain. At first, personality and behaviour changes are the most obvious signs.

There are some rarer causes of dementia including alcohol related dementia.

### Who gets dementia?

There are about 900,000 people in the UK with dementia.

Dementia mainly affects people over the age of 65, however, it can affect younger people, and there are 42,000 people in the UK under the age of 65 who have dementia.

Dementia can affect men and women.

### Can dementia be cured?

Most forms cannot, although research is continuing into treatments. Drugs can temporarily help some symptoms in some types of dementia.





# INTERGENERATIONAL DEMENTIA PROJECT

## THE PRIME MINISTER'S CHALLENGE ON DEMENTIA

### Competition ideas

**Pupils to create a slogan or caption for a mug, tea towel or poster.**

To create a slogan or caption that gives a positive message about dementia.

The slogan could challenge stereotypes that surround dementia.

It could sum up what you have learnt, it could describe how you support someone with dementia – listen, give time, be kind to them.



### Other ideas

- Create a radio advert
- Write a poem
- Write a song or a rap
- A diary entry



### Think about:

- The need to overcome the stigma
- Break down barriers that are formed by society towards dementia
- Challenge attitudes
- Think about the person before they got dementia



## PRIMARY DEMENTIA PROJECT OVERVIEW

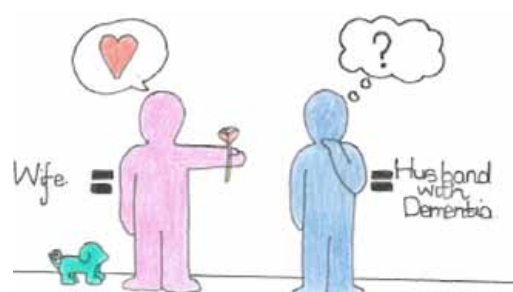
| Outcomes<br>Children will...  | Suggested Activities & Resources  | Key Questions  |
|---|---|--|
| <ul style="list-style-type: none"> <li>Begin to understand what dementia is</li> <li>Know some common difficulties for dementia patients</li> <li>Be able to recognise when a person may have memory needs (empathise)</li> </ul> | <ul style="list-style-type: none"> <li>Baseline 'Human Bar Chart</li> <li>Imagine... story/game</li> <li>Kim's Game</li> <li>'Don't Say The Word' game</li> <li>(PowerPoint – Primary 1)</li> </ul>   | <p>What is dementia?</p> <p>How does it affect a person?</p> <p>What might it look like?</p>                                     |
| <ul style="list-style-type: none"> <li>Identify techniques to help support a person living with dementia</li> <li>Empathise with the needs of a carer</li> </ul>  | <ul style="list-style-type: none"> <li>With a talk partner, how many facts can you recall about 'dementia'?</li> <li>Empathy activities</li> <li>Design a room, colour assistance activity</li> <li>What we need. What anyone needs.</li> <li>(PowerPoint – Primary 2)</li> </ul>   | <p>How can we help a person with dementia?</p> <p>How can we help a carer for a dementia patient?</p>                            |
| <ul style="list-style-type: none"> <li>Identify healthy lifestyle choices</li> <li>Know about some of the work carried out by dementia support networks</li> </ul>  | <ul style="list-style-type: none"> <li>Identify healthy lifestyle choices – these help minimise health risks for all illness, dementia included – 'Health Promise'</li> <li>What can we do to raise people's understanding of dementia?</li> <li>Competitions, local surveys of 'dementia friendly' provision.</li> <li>Involvement/visits to or from local care homes, memory cafes</li> <li>(PowerPoint – Primary 3)</li> </ul> | <p>What are healthy choices?</p> <p>What does the Alzheimer's Society do?</p> <p>What dementia support is available locally?</p> |

### Additional notes

#### Baseline 'Human Bar Chart'

Ask the children the following questions. The different answers can be displayed on the board or around the room. The children listen to the questions then stand buy by the answer they feel suits them. The teacher or TA can take a tally of their responses. Repeat the activity after the dementia sessions to measure the impact of your intervention.

- I have heard of dementia (Yes, No)
- Dementia is an illness that affects the... (heart... brain .... blood ... lungs)
- If I met someone with dementia, I would feel .... ( fine..... nervous....scared ....don't know)



# INTERGENERATIONAL DEMENTIA PROJECT

## Kim's Game

Place a selection of objects on a tray or table. Allow the children some time to view the objects. Cover with a cloth and remove an item or two without the children seeing. Remove the cloth. What's missing?

Variation – children record as many items as they can remember seeing before the tray/table was covered.

## Design a Room

Children to design a room or simply colour in a room template to make it more 'dementia friendly' thinking carefully about their use of colour. See colour information to guide further.

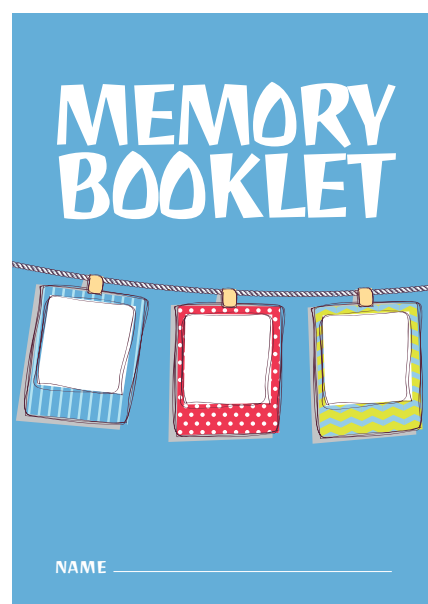
## Health Promise

Challenge the children to make a personal health promise, like a New Year resolution.

Record promises on a postcard, appropriately illustrated to display in the classroom.

## Memory Booklet

The Memory Booklet is a short activity booklet to help children become more familiar with the theme of dementia and of how they can better understand the changing behaviour and condition of those who are living with it. The booklet is full of games and practical ideas.



## Short For Time?

On the resource disc you will find a lesson plan that could be used for a one-off introduction to dementia. It would be useful to further develop understanding by using the other suggested activities from the three primary powerpoints.

## The impact of key colours

|               |   |
|---------------|---|
| <b>Blue</b>   | Restful and has a calming effect, a popular choice for sitting areas and bedrooms   |
| <b>Green</b>  | The most restful colour, also a popular choice for sitting areas and bedrooms, plus waiting rooms and clinical areas to help reduce stress  |
| <b>Red</b>    | Increases brain wave activity, can stimulate the appetite and produce adrenalin. It is frequently specified in dining areas but dementia patients can have problems seeing the red end of the colour spectrum |
| <b>Orange</b> | This warm colour has a similar effect to red  |
| <b>Violet</b> | This combination of colours from opposite ends of the light spectrum does not appear to have a consistent effect on mood  |
| <b>Yellow</b> | A stimulating colour, ideal for activity areas, can make small rooms appear larger  |

## TEACHER'S INFORMATION SHEET



The following information is taken from the Red & Yellow Care website  
<http://www.redandyellowcare.com/>

It provides a good background to understanding more about dementia. Please see the website for further information.

### What is dementia?

Dementia is an umbrella term that is used to describe a number of different conditions that affect the brain and should not be considered a normal part of aging. It is common, affecting more than 800,000 people in the UK.

There are several causes of dementia, with subtly different symptoms. The symptoms of dementia can vary and the ways in which they develop reflect personality, lifestyle, quality of relationships, and mental and physical health.

#### Some of the key symptoms in dementia, regardless of the type are:

- Loss of memory
- Problems with thinking and planning
- Difficulties with language
- Failure to recognise people or objects
- A change of personality

The most common cause is Alzheimer's disease followed by vascular dementia. Alzheimer's disease directly affects the structure of the brain whereas vascular dementia is caused by a problem with blood flow and is often described as a series of mini-strokes. It is important to distinguish dementia from delirium or 'an acute confusional state', which is a confusion that comes on suddenly over a matter of hours or days and requires urgent medical attention.

### Simple as making a cup of tea?

Irrespective of the underlying cause of dementia the outcome is damage to the brain, weakening the way in which it works. Our brains perform many different actions, often at the same time, and this complexity can be well illustrated by what might seem a simple task, making a cup of tea. If we break down the steps involved in this daily tradition we can highlight a few of these functions in action.

1. We imagine a cup of tea (abstract thinking) and decide to make one (motivation)
2. We may ask whoever is with us if they want a cup (language)
3. We plan making the tea ensuring that things are done in the right order, putting the tea in before the boiling water (executive function)
4. We remember where the tea, sugar and milk are stored (memory)
5. We put the kettle on and gather the ingredients (motor function)
6. We listen for the kettle (hearing), ensuring that we don't get distracted with some other task (attention and concentration)
7. We carefully pour (coordination) just the right amount of water (judgement) on to the tea
8. We may then add milk and sugar to the cup, in the right order (planning)
9. We wait until it has cooled sufficiently (judgement) and we enjoy the tea (taste)
10. All the way through we have probably spoken and acted in a similar manner to how we usually do (personality)

Most people reading this have, at some time or another, made a mistake when making tea. Putting tea bags in the fridge and milk in the cupboard, forgetting to turn on the kettle, forgetting who wanted milk and whether or not you've already added the sugar, and if so, how many. And after all of that, it's not unusual to forget to drink it. This does not mean that you have dementia. When someone has dementia, usually several of the different brain functions outlined above begin to go wrong, and not just once but repeatedly over time.

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## KNIT A TWIDDLEMUFF

Twiddlemuffs are a knitted hand muff with interesting bits and bobs attached inside and out.

They have been designed and developed to provide simple stimulation for active hands, while promoting increased flexibility and brain stimulation.

Bradford Teaching Hospitals NHS Foundation Trust have found that these muffs provide their patients with something to sooth restless hands and minimise agitation.



## DEMENTA FRIEND BOARD GAME

This game has been designed to encourage conversation and enquiry around all areas of dementia. It can be used in a variety of settings with different numbers of young people or adults. Full instructions are on the attached disc.







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For more information or for further support on developing this project in your school, please contact  
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