



An Australian Government Initiative

# Dementia Awareness in CALD Communities across the Generations

Final Report  
May 2010 – December 2010



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## **GLOSSARY**

CALD	Culturally and Linguistically Diverse
CPP	Community Partners Program
DoHA	Department of Health and Ageing
EMR	Eastern Metropolitan Region
ESL	English as a Second Language
KPIs	Key Performance Indicators
MIC	Migrant Information Centre (Eastern Melbourne)
PAG	Planned Activity Group

## **1. INTRODUCTION**

The 'Dementia Awareness in CALD Communities across the Generations' project is part of the Community Support Grants funded through the Dementia Community Support Program of the Department of Health and Ageing (DoHA).

The Migrant Information Centre (MIC) (Eastern Melbourne) was responsible for the planning, implementation and evaluation of the project. The project commenced in May 2010 and continued until the end of December 2010.

The purpose of the project was to increase awareness and understanding about dementia including intervention, risk reduction and supports available for members of culturally and linguistically diverse (CALD) communities residing in the Eastern Metropolitan Region (EMR).

The project specifically targeted younger and older people from a variety of CALD backgrounds. The project targeted 99 students (69 students from English as a Second Language (ESL) class and 30 students from mainstream classes) from four secondary schools across Years 8 & 9. The project also targeted 256 older people over the age of 60 years from a range of CALD backgrounds including Cambodian, Chinese, Hungarian, Indian, Iranian, Korean, Laotian, Filipino, and Vietnamese.

## **2. PROJECT OBJECTIVES**

The specific objectives of the project were to:

- Provide information and activity sessions for Year 9 ESL students to increase their awareness of and understanding about dementia;
- Organise and facilitate visit for students to dementia support services such as day centres and planned activity groups to increase understanding about dementia, linking students with clients from similar backgrounds where possible;
- Assist students to work in small groups to develop a presentation about dementia for CALD senior citizens clubs. Presentations may be in a variety of formats such as plays, songs, activities or information sessions;
- Organise groups of students to deliver their presentations about dementia to CALD senior citizens clubs. Students may visit clubs, clubs may visit schools or presentations may be provided in expo format;
- Evaluate the project and write a project report;
- Ensure the projects' resources including the curriculum developed, the presentations and the project's evaluation report are available through the MIC's website and promoted in the MIC's newsletters.

### 3. PROFILE OF PARTICIPANTS

Two main groups participated in the project:

- Students from secondary schools;
- Members from CALD Senior Citizens Clubs.

#### 3.1 Students from Secondary Schools

Four public secondary schools in the EMR participated in the project. A total of 99 students participated from years 8 and 9.

*Table 1: Number of student participants from each school*

School	Year level	No. of ESL students	No. of mainstream students	Total No. of students
Forest Hill College	8	9	18	27
Mount Waverley Secondary College	9	18	0	18
Mullauna College	9	11	12	23
Wellington Secondary College	9	31	0	31
	<b>Total:</b>	<b>69</b>	<b>30</b>	<b>99</b>

Students who participated in the project were asked to report on their cultural background and language spoken at home. Students identified with 30 different cultural backgrounds (see *Figure 1 on page 4*) and spoke 29 different languages at home.

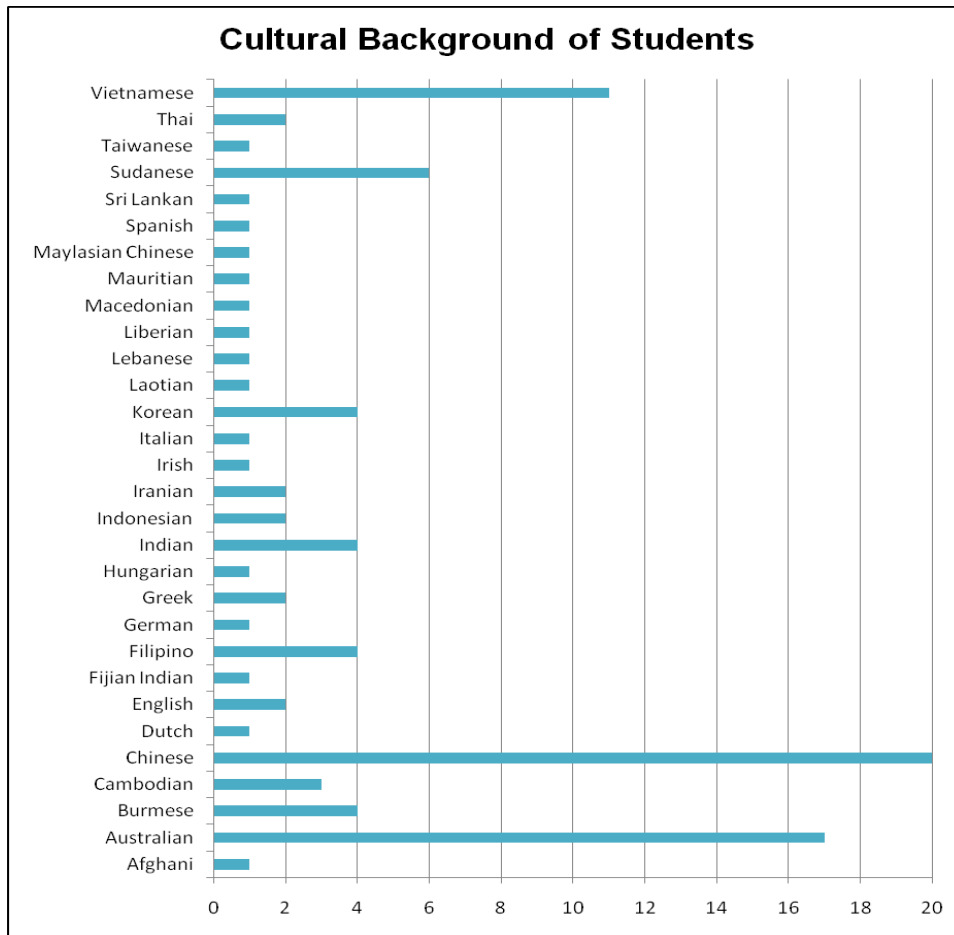


Figure 1: Cultural background and number of students

### 3.2 CALD Senior Citizens Clubs

256 CALD seniors over the age of 60 years from a range of CALD backgrounds including Cambodian, Chinese, Hungarian, Indian, Iranian, Korean, Laotian, Filipino, and Vietnamese were involved in the project (see Figure 2 on page 5). Majority of the seniors were members from the following CALD Senior Citizens Clubs in the EMR:

- Indian Senior Citizens Association of Victoria
- Indo Chinese Elderly Association in the Eastern Suburbs
- Jing Song Seniors Chinese Men’s Inc.
- Lao Elderly Association Inc.
- Monash Chinese Friendship Association
- Monash Korean Senior Citizens Club
- Nunawading Hungarian Senior Citizens Club



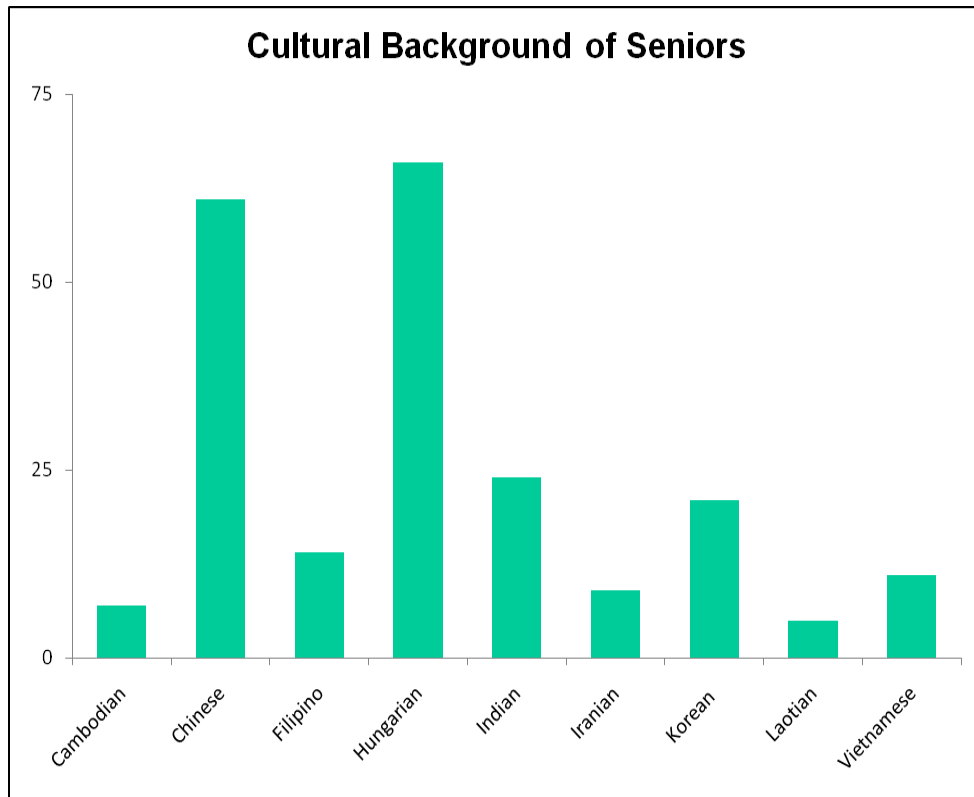


Figure 2: Distribution of seniors from CALD backgrounds

## **4. IMPLEMENTATION OF THE PROJECT**

A Project Work Plan was developed at the beginning of the project and its implementation monitored.

The Project Work Plan outlined timelines, responsibilities, possible risks and Key Performance Indicators (KPIs). Regular meetings were held to monitor the progress of the Work Plan and expenditure against budget.

Key activities in implementing the project are outlined as follows:

### **4.1 Recruitment of the Project Officer**

The MIC employed Robyn Clark as the Project Officer. Robyn has a Health Promotion background and experience working with the targeted communities through her previous role at MIC as the Community Partners Program (CPP) Project Officer funded by DoHA.

### **4.2 Collection of material on dementia**

Information on dementia was collected from various sources including Alzheimer's Australia and consultations were undertaken with the Multicultural Officer and other staff at Alzheimer's Australia Victoria. Information for young people about dementia is quite scarce, therefore international dementia organisations such as the Alzheimer's Association, Alzheimer's Society of Canada, etc. were investigated to aid in the development of information and activity sessions suitable for younger people. Several dementia training sessions were attended by the Project Officer before implementation commenced.

### **4.3 Development of 'Dementia Information Folder' for students**

In the initial stages of the project, a 'Dementia Information Folder' was developed for students (*see Appendix A*). Teachers were informally consulted about suitable information to be included in the folder. The purpose of the folder was to provide students with:

- clear instructions of what the project involved;
- a place to keep worksheets, help sheets, etc. together;
- the opportunity to take ownership of the project;
- the opportunity to take the folder home to show family, friends, neighbours and their community.

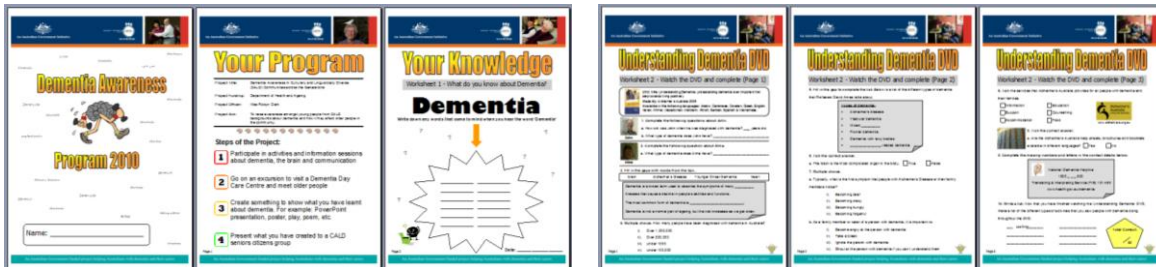


Figure 3: An example of the worksheets developed for students to include in their 'Dementia Information Folder'

All students involved in the project received a 'Dementia Information Folder'. The folder included various worksheets, PowerPoint presentations and several Help Sheets. The Help Sheets, developed by Alzheimer's Australia were provided to students in English and if possible in their first language including Arabic, Khmer, Chinese, English, Laotian, Spanish, Hindi, Hungarian, Indonesian, Korean, Tagalog, Tamil and Vietnamese.

#### 4.4 Providing dementia information sessions and activities

After consultation with schools was complete, it was decided that three information and activity sessions would be a suitable for each class participating in the project. The sessions were designed to provide students with factual information about dementia at the same time as providing them with stimulating activities that related to the prevention of dementia such as brain teasers, word games, etc. The three sessions included:

##### Session 1: Understanding Dementia PowerPoint & Brain Teasers (Appendix B)

This session provided students with an introduction to dementia and covered the types of dementia, symptoms, the brain and how to prevent dementia. Throughout the PowerPoint presentation several brain teasers and worksheets were introduced to keep students focused and interested.



Figure 4: Two Wellington SC students playing the 'dementia prevention' memory game

### Session 2: Understanding Dementia DVD & Worksheet (Appendix C)

A worksheet with 10 questions about the DVD developed by Alzheimer's Australia titled 'Understanding Dementia: understanding dementia is an important first step towards living positively' was distributed to students. Students are also given a glossary (Appendix D) of difficult terms that were used throughout the DVD.

### Session 3: Communication Worksheet & Activities

This session provides students with information about communicating with people with dementia and prepares students for their excursion to a dementia PAG. After an informal discussion about different types of communication (Appendix E), students undertook a Do's and Don'ts of communication activity (Appendix F & G) followed by a back-to-back drawing activity (Appendix H & I).

A total of 21 information and activity sessions were undertaken with 99 students involved in the project to increase their awareness of and understanding about dementia. Depending on the schedule and skill level of each class, sessions would run for approximately 1.0 – 1.5 hours. The sessions were interactive and students were given the chance to ask questions at any time.

See Table 2 below for the schedule of information and activity sessions undertaken. The Project Officer was unable to attend two sessions with Wellington Secondary College due to an excursion to a dementia PAG with another school being scheduled previously. The Project Officer provided teachers with a lesson plan (Appendix J & K) and explained how to run the session.

Table 2: Schedule of information and activity sessions with schools

No. of sessions	Date	School	Class	Session Number
1	18th August 2010	Mt Waverley SC	Class 1	1
2	20th August 2010	Mt Waverley SC	Class 2	1
3	23rd August 2010	Mt Waverley SC	Class 2	2
4	24th August 2010	Mt Waverley SC	Class 1	2
5	26th August 2010	Mt Waverley SC	Class 1	3
6	27th August 2010	Mt Waverley SC	Class 2	3
7	12th October 2010	Forest Hill College	Class 1	1
8	13th October 2010	Forest Hill College	Class 1	2
9	15th October 2010	Forest Hill College	Class 1	3
10	15th October 2010	Wellington SC	Class 1	1
11	15th October 2010	Wellington SC	Class 2	1
12	18th October 2010	Wellington SC	Class 2	2
13	18th October 2010	Wellington SC	Class 1	2

Table 2: Schedule of information and activity sessions with schools (cont...)

No. of sessions	Date	School	Class	Session Number
14	19th October 2010	Wellington SC	Class 1	3
15	20th October 2010	Mullauna College	Class 1	1
16	20th October 2010	Mullauna College	Class 1	2
17	20th October 2010	Mullauna College	Class 1	3
18	22nd October 2010	Wellington SC	Class 3	1
19*	27th October 2010	Wellington SC	Class 2	3
20*	27th October 2010	Wellington SC	Class 3	2
21	28th October 2010	Wellington SC	Class 3	3

\*Sessions completed without Project Officer

#### 4.5 Excursion to dementia PAGs

Excursions for students to visit dementia PAGs were organised and undertaken to increase understanding about dementia and the services available in their community. The excursion helped to facilitate links between schools, young people, older people with dementia and aged care services.



Figure 5: Forest Hill College student playing music bingo with a client at Strathdon Mingara Day Activity Centre



Figure 6: Mullauna College student showing a client at Caladenia Day Centre her scrap book

Much negotiation between schools and managers of dementia PAGs was needed to coordinate a suitable time, day and length for each visit and to negotiate the number of students allowed to visit the centre at once.

Nine excursions were undertaken, where 77 students visited four different dementia PAGs including Caladenia Day Centre, Halcyon Day Centre, St Mark's Adult Day Centre and Strathdon Mingara Day Activity Centre. Students were requested to bring along a cultural item (e.g. clothing, currency, etc.) or an item that is important to them to show clients in the PAGs. This helped students communicate smoothly with clients. See *Table 3* below for the schedule of excursions to dementia PAGs undertaken.

*Table 3: Schedule of excursions to dementia PAGs with schools*

No. of excursions	Date	School	Class	Dementia PAG
1	9th September 2010	Mt Waverley SC	Class 2	Halcyon
2	15th September 2010	Mt Waverley SC	Class 1	St Marks
3	22nd October 2010	Forest Hill College	Class 1	Strathdon
4	27th October 2010	Mullauna College	Class 1	Caledonia
5	29th October 2010	Wellington SC	Class 2	St Marks
6	4th November 2010	Forest Hill College	Class 2	Strathdon
7	5th November 2010	Forest Hill College	Class 3	Strathdon
8	5th November 2010	Wellington SC	Class 3	St Marks
9	15th November 2010	Wellington SC	Class 1	Halcyon

#### 4.6 Development of a presentation about dementia

All students participating in the project were assisted to develop a presentation about dementia. Depending on the time allocated by teachers to work on developing the presentations, students were asked to choose (*Appendix L*) from a variety of formats such as posters, games, PowerPoint presentations, plays, picture books or comic strip. Due to time constraints, majority of students developed a poster as this was the least time consuming. Other students developed PowerPoint presentations, board games, picture books and comic strips about dementia and the prevention of dementia (see *Appendix M* for examples).



*Figure 7: Examples of student's presentations about dementia including posters and a board game*

Majority of the students had the opportunity to take an excursion to visit CALD seniors to show their work. The student's presentations were very clear and simple which worked well in getting the message across to the CALD seniors, despite the language barrier between some students and CALD seniors.

#### 4.7 Excursion to CALD Senior Citizens Clubs

Excursions for students to visit CALD Senior Citizens Clubs were organised and undertaken to provide students with the opportunity to show older members of the community their presentations. The excursions provided students with the opportunity to learn about CALD senior citizens clubs and their culture. The excursions also gave CALD seniors a chance to meet younger people, play games and share stories about their culture.

Two excursions for 38 students to visit a CALD senior citizens club were undertaken. The first excursion involved 40 members from the Monash Chinese Friendship Association and the second involved 66 members from the Nunawading Hungarian Senior Citizens Club. Students were successful in presenting their work about dementia to CALD seniors and were given a worksheet to complete which required them to meet four different members and ask them a few questions (*Appendix N*). Students also had the opportunity to teach CALD seniors a 'dementia prevention memory game' (*Appendix O & P*). See *Table 4* below for the schedule of excursions.

*Table 4: Schedule of excursions to visit CALD Senior Citizens Clubs*

No. of excursions	Date	School	Class	Seniors Club
1	26th October 2010	Mt Waverley SC	Class 1 & 2	Monash Chinese Friendship Association
2	3rd November 2010	Mullauna College	Class 1	Nunawading Hungarian Senior Citizens Club



*Figure 8: Mt Waverley SC students presenting their posters about dementia to older members from Chinese community*



*Figure 9: Mullauna College students playing games with older members from the Hungarian community*

#### 4.8 Excursion to 'Mind: Enter the Labyrinth' Exhibition

One excursion to the 'Mind: Enter the Labyrinth' exhibition at the Melbourne Museum for 23 students from Mullauna College was organised and undertaken. Students from Mullauna College participated in the project through their community SKILLZ program and therefore were required to complete an additional excursion. The purpose of the excursion was to increase understanding about dementia and other mental illness. Students were given a four page worksheet to complete during the visit to the exhibition (*Appendix Q*).



*Figure 10 & 11: Mullauna students enjoying the Mind Exhibition at the Melbourne Museum*

#### 4.9 Multicultural Intergeneration Celebration

A Multicultural Intergeneration Celebration event for 43 students and 150 CALD seniors was organised and undertaken on Wednesday 17<sup>th</sup> November 2010 to increase awareness of and understanding about dementia. The celebration also focused on bridging the gap between generations.

Students from two schools participating in the project and members from nine different CALD communities were invited to attend the event. Leaders of CALD senior citizens clubs or communities were sent a Multicultural Intergeneration Celebration flyer (*Appendix R*) and cover letter (*Appendix S*) to explain the event and invite around 10-30 members from each community. The flyer was translated into different languages when required. A follow-up phone call was undertaken with each group to confirm numbers, an interpreter was booked for each table of CALD seniors (if needed) and transport was also organised (if needed).





*Figure 12: Students and CALD seniors enjoying the Multicultural Intergeneration Celebration at the Whitehorse Club*

The event was held in the Whitehorse Club and 14 interpreters were organised. 6-8 CALD seniors from the same cultural background were placed on tables together with 2-3 students from the same cultural background if possible. The program (*Appendix T*) included information sessions from Alzheimer's Australia Victoria and Direct2Care, time for students to present their work to CALD seniors, entertainment from the Filipino community and the Chinese community, time for students to complete their worksheet (*Appendix U*), brain training exercise and the opportunity to play games together.



*Figure 13: A student sharing his PowerPoint Presentation about dementia with a senior from the Indian community*



*Figure 14: Two students presenting their work to a group of Korean seniors*

Throughout the event, participants also had a chance to collect more information and ask questions from Alzheimer's Australia Victoria and Direct2Care at their information display tables. A healthy lunch was provided for all participants. Overall the event enabled everyone to increase their understanding of dementia and the prevention of it, share their culture, play games together and share stories while bridging the gap between generations.

At the conclusion of the key activities, each student who participated in the project were rewarded a Certificate of Achievement (*Appendix V*) and a maze pen.



*Figure 15: Two Filipino dancers providing entertainment for the event*



*Figure 16: A lady from the Chinese community presenting items such as traditional clothing from her culture*



*Figure 17: Students and CALD seniors playing a board game created by students about dementia prevention*

## 5. EVALUATION

Evaluation questionnaire sheets (*Appendix W, X & Y*) were developed and distributed to teachers, students and CALD seniors throughout the project. Questionnaire sheets for the Multicultural Intergeneration Celebration were translated into three different languages for CALD seniors from the Chinese, Korean and Vietnamese communities. All attempts were made to ensure participants completed the evaluation sheets. Feedback from participants was collated and analysed.

### 5.1 Evaluation of key activities undertaken

Before the activities were carried out, teachers from the four different schools provided the Project Officer with positive feedback on the 'Dementia Information Folder', the activities planned for the sessions, the excursions and celebration event.

After each key activity, all students and CALD seniors were given an easy to complete, 1-page questionnaire sheet to provide feedback. Overall, participants were generally pleased with the activities organised throughout the project and reported an increase in awareness and understanding about dementia including the services available for people with dementia and their families.

#### Student Feedback

Feedback from 81% (227 out of 281) of students who participated in the project was collated and analysed. As shown in *Figure 18*, 75% (44 out of 59) of students reported to be 'pleased' with the various activities when asked for their overall impression. On several occasions, students would select the 'neither pleased nor disappointed' option for this question and later on provide positive answers for open ended questions.

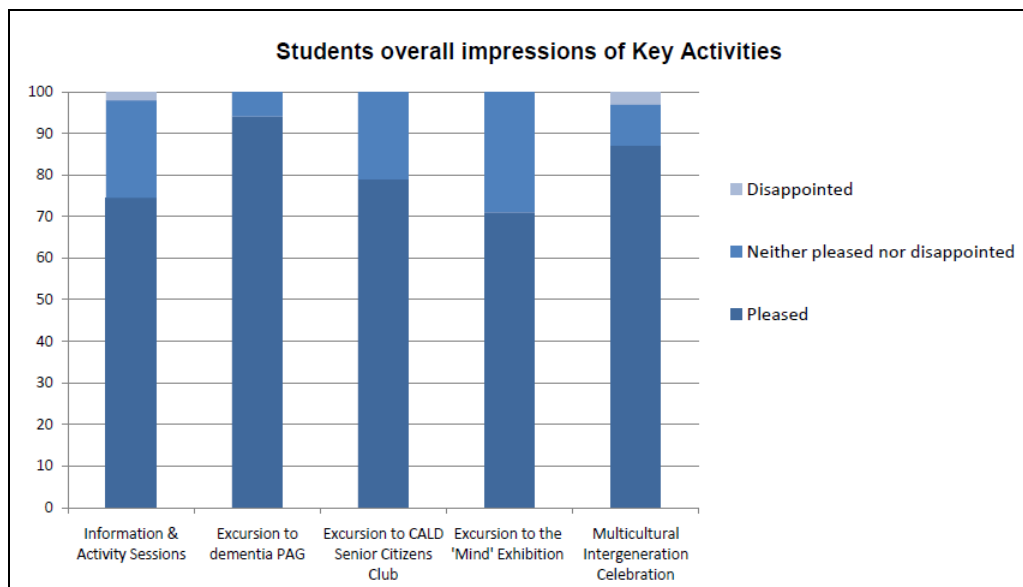


Figure 18: Students overall impressions of the key activities undertaken

After the information and activities sessions were complete, feedback from students showed an increase in awareness and understanding of dementia. When asked the question 'do you know more about dementia now', 76.7% (46 out of 60) of students said 'yes', 21.7% (13 out of 60) of students said 'not sure' and 1.7% (1 out of 60) of students said 'no'.

At the completion of the excursions to dementia PAGs, students were asked if 'the excursion helped to understand the types of services available for people with dementia and their families' where 91% (62 out of 68) of students said 'yes', 7.5% (5 out of 68) were 'not sure' and 1.5% (1 out of 68) said 'no'.

Students reacted positively when participating in the excursions to visit older people with dementia and older people from CALD senior citizens clubs. Feedback collected from students after the Multicultural Intergeneration Celebration indicated that 98% (39 out of 40) of the students liked 'meeting and talking with older people'.

Some of the comments provided by students throughout the project include:

*"We should give respect and special care to the group of people with dementia"*

*"I have learnt how to communicate (with) people who have dementia"*

*"Dementia is a kind of disease that makes people forget things..."*

*"They are not crazy, they just have a disease"*

*"I like how we became aware about dementia so we can become ready if one of our family members gets it"*

*"I found talking to people with dementia interesting and hearing about their life experience was also nice"*

*"I learnt how to be tolerant when elderly ask the same questions or say things several times"*

*"It was really interesting simply because I never talk to elderly people"*

*"I want to volunteer to work for the people that I visited today"*

*"It was good to be able to see the effect that dementia has on real people, because it made the whole concept of dementia more real to me"*

*"I learnt that the older generation are quiet smart and they are really friendly"*

### CALD Senior Feedback

Feedback from 65% (166 out of 256) of the CALD seniors who participated in the project was collated and analysed. As shown in *Figure 19 on page 17* 98% (161 out of 164) of CALD seniors reported to be 'pleased' with the key activities they were involved in.

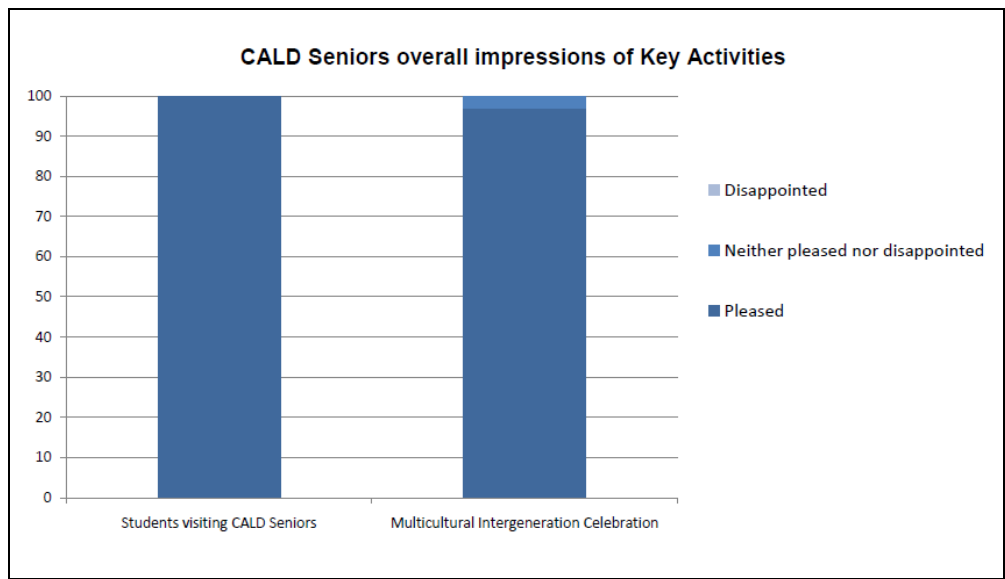


Figure 19: CALD Seniors overall impressions of the key activities undertaken

A total of 106 CALD seniors from Chinese and Hungarian background participated in the visits from students at their club. The feedback from CALD seniors was very positive. As shown in Figure 20, 90% (51 out of 56) of the CALD seniors reported an increase in knowledge and awareness about dementia as a result of the visit and students presenting their work. In addition, 80% (43 out of 54) of CALD seniors felt that the visits from students helped them to understand the services available for people with dementia and their families.

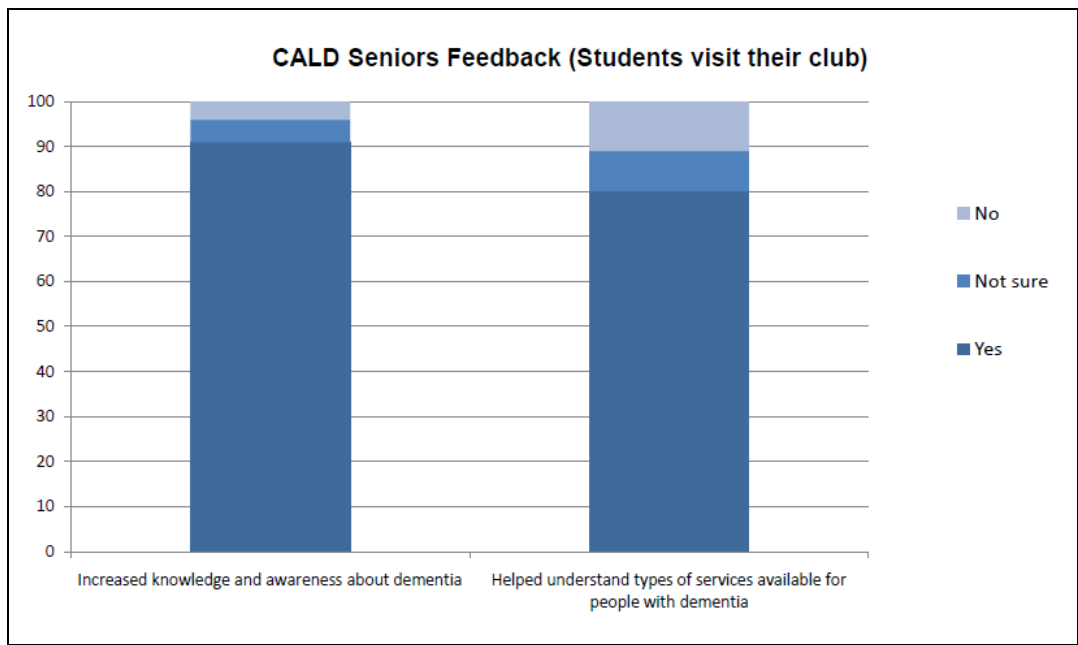


Figure 20: CALD Seniors feedback after students visit their club

The Multicultural Intergeneration Celebration proved to be a big success, especially among the 150 CALD seniors that participated. As seen in Figure 21 on page 18, 90% (97 out of 108) of CALD seniors reported that the celebration event increased their understanding and awareness of dementia and the services available for people with dementia.

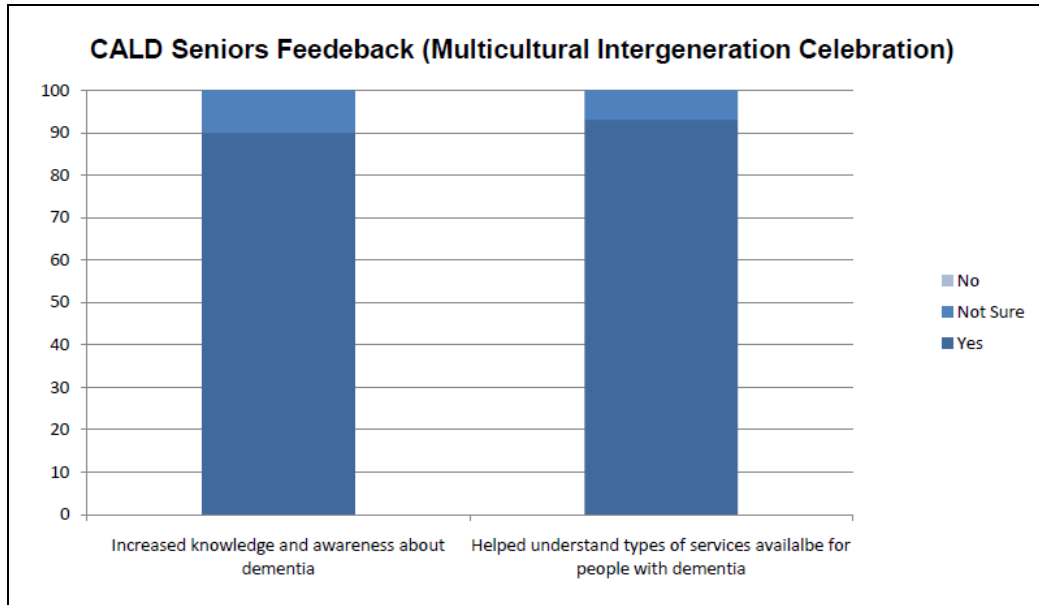


Figure 21: CALD Seniors feedback after attending the Multicultural Intergeneration Celebration

Overall, CALD seniors were very pleased to participate in activities that involved younger people. The activities were very successful in bridging the gaps between generations and cultures. This was evident in some of the comments provided by CALD seniors:

*“It was very good to play the ‘Pair up’ game, which might help to improve memory and activate our brain”*

*“It was interesting to be in contact with young people and see their interests”*

*“The student’s pictures and photos help me to know more about Alzheimer’s disease”*

*“I felt young again while talking to those young people. Students were kind and energetic.”*

*“It was very helpful to learn some knowledge about dementia as well as talk to students in English”*

*“Today’s activity helped me realise I should try to keep young while getting older and I need to get more physical activity and brain exercise”*

*“Students talked to us passionately and politely. Hope they will come and have activities together with us more often in the future”*

*“It was great fun to meet other people from different cultures”*

*“I wish to have more events such as the Multicultural Intergeneration Celebration”*

*“I’m very happy to be there with young guys, make me feel younger. (Being) lonely is a big problem for the new migrants like me and I really enjoyed this program”*

## 5.2 Evaluation from teachers regarding all activities

At the end of the project, teachers were given a questionnaire sheet to enable them to provide feedback about the project and how it could be improved. Six teachers provided feedback and overall it was positive. Teachers were asked about their impression of the different activities undertaken throughout the project and all teachers said they were ‘pleased’ or ‘very pleased’.

Some of the comments provided by teachers include:

*“A worthwhile exercise that allowed students to be involved in their communities”*

*“The program was well planned, organised and highly informative. It also provided adequate allowance for input at school level.”*

*“A great deal of work done. Thank-you for the opportunity to be involved.”*

*“As a presenter, she (Project Officer) engaged all of the students, who responded to her enthusiastically.”*

## 6. CHALLENGES

Although the project outcomes were successfully achieved, there were various challenges in implementing the project.

### 6.1 Engaging schools and teachers

Working with secondary schools proved to be a great challenge. When encouraging schools and CALD communities to participate in the project, a stigma attached to dementia amongst teachers and CALD seniors was evident. Although it is often quite challenging to gain interest from CALD communities to attend information sessions about sensitive topics such as dementia, mental health, elder abuse, palliative care, etc., CALD Seniors were very keen on participating in activities with younger people and therefore they were not difficult to engage.

As this is a new initiative, various schools and teachers contacted to participate in the project were difficult to engage. Apart from inflexible curriculums and lack of teacher time, some teachers felt that this project was not suitable for younger people and some did not have a full understanding of what dementia was. A few teachers involved in the project were hesitant in the beginning, however as the project progressed they became more comfortable with the activities planned and being undertaken. *“It was an excellent program. I wasn't sure how the students would respond but they really did gain something from it. I was very impressed with their response at the (dementia) Day Care Centre”* commented a teacher involved in the project.

### 6.2 Inflexible school curriculum

It was difficult to find schools and teachers that could accommodate the project into their curriculum. For those schools and teachers who were interested in participating in the project, it was often problematic to get them to commit their class time to allow students to participate in all key activities planned.

For those schools that ran the program as part of their usual ESL class, majority of the time it was a straightforward process to schedule the information and activity sessions. Once the sessions were complete, further barriers arose when organising excursions to dementia PAGs and CALD senior citizens clubs. One teacher comments on the barriers of working with schools *“restrictions from schools (excursions, food, policy, timetable issues, etc.) are obstacles that will be encountered in many schools and this needs to be addressed in planning future programs”*. Schools that ran a specific ‘community involvement’ program (or similar program) were able to accommodate the project easily due to more flexibility with their timetables and policies around excursions.



### **6.3 Coordinating schedules of schools, PAGs and CALD Senior Citizens Clubs**

There were 99 students involved in the project from four different schools, spread over 7 classes. It was a constant challenge to coordinate and negotiate with teachers, dementia PAG managers and presidents of CALD senior citizens clubs to schedule the key activities in a short timeframe.

Majority of the schools involved in the project requested the excursions to be scheduled during their usual class time to ensure students were not missing other classes. For example, if the usual class time was on Wednesday from 9:00am – 10:30am, it was very difficult to find a dementia PAG in the area that was open on Wednesday and open before 10:00am (most PAGs operate between 10am and 3pm).

Once a suitable dementia PAG in the area was found another common problem arose. Majority of dementia PAGs contacted had a limit on the number of students allowed to visit the centre at once to avoid overwhelming clients. The limit was between 2-5 students. This made it very difficult to organise excursions for classes involved in the project, as the average number of students in each class was 14. As all schools must ensure a teacher is present at excursions and students cannot be left at school without a teacher to supervise, this proved challenging for participating schools to arrange for supervision for the students who remained at school. Further negotiations were made with dementia PAG managers to allow a larger group of students to visit the centre at once. At one dementia PAGs, half of the students would visit the clients for half hour (while the other students are in another room). After half an hour, the other students would have the chance to visit the clients. In another PAG, staff allowed students to use the gardens to sit and communicate with clients in smaller groups (rather than inside the small room) and therefore were able to accommodate around 10 students at once.

## 7. RECOMMENDATIONS

- Demystifying dementia is not an easy task. Continuing to increase awareness and understanding about dementia will help in removing the stigma that surrounds it. For future projects, a short information session about dementia for teachers from schools could be undertaken to increase understanding for teachers. With greater knowledge, teachers may feel more confident about running a dementia awareness project and allow time for students to participate in various activities.
- This new and innovative approach to presenting information about dementia across the generations proved to be successful amongst all participants involved. The intergenerational approach has many benefits for both younger and older people in the community. This approach enabled students to connect with the wider community and learn about the different services available in their local area. The activities allowed students and older people to learn from each other. This proved to be very successful, particularly amongst CALD seniors, as they were able to share their culture with younger students through dance, traditional clothing, art and stories. This approach also aided in removing misconceptions of young and old – this is particularly so for a number of CALD younger people whose grandparents and other older relatives do not live in Australia.
- When working with secondary schools it is vital for the Project Officer to be very flexible, be prepared for last minute changes and have the ability to modify the project throughout implementation. Feedback from teachers involved in the project recommended that more time was needed to implement more sessions and excursions. Allowing more time to plan the project with teachers and for implementation would be beneficial and ensure students have the opportunity to participate in all key activities. Student feedback suggested a longer project, as some students felt that they would like to visit the clients again that they met at the dementia PAGs.



*Figure 22: The photo taken for an article in the Whitehorse Leader Newspaper (24/11/2010) of students playing checkers with the President of a Chinese seniors club at the Multicultural Intergeneration Celebration*


## 8. EXPENDITURE

Table 4: Expenditure of Grants recieved


	<b>Amount</b>
Grants received (excl GST)	<b>\$33,966.00</b>
<u>Expenses</u>	
<b><u>Staffing costs</u></b>	
<i>Project worker (Worker's Salary + superannuation+ work cover)</i>	\$23,141.21
<b><u>Administrative costs</u></b>	
<i>Office Accommodation</i>	\$929.99
<i>Accounting &amp; audit</i>	\$42.40
<i>Facilitator/resource development</i>	\$25.00
<i>Interpreting/translations</i>	\$1,739.00
<i>Printing/stationary/postage</i>	\$1,800.00
<i>Telephone/Internet</i>	\$318.74
<i>Travel/Bus Hire</i>	\$1,530.45
<i>Venue Hire</i>	\$272.72
<i>Catering</i>	\$3,117.62
<b><u>Equipment Lease</u></b>	
<i>Depreciation of Computer</i>	\$600.00
<b><u>Equipment Other</u></b>	
<i>Other Expenses</i>	\$226.12
<i>Computer Support</i>	\$222.49
<b>Total expenses (excl GST):</b>	<b>\$33,996.00</b>
<b>Balance of the account (excl GST)</b>	<b>\$0.00</b>

## 9. APPENDICES


### Appendix A: Dementia Information Folder



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# Dementia Awareness

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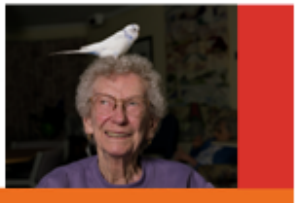


Chung máit trí

Name: \_\_\_\_\_

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## Appendix A: Dementia Information Folder (cont...)



# Your Program

<b>Project Title:</b>	Dementia Awareness in Culturally and Linguistically Diverse (CALD) Communities across the Generations
<b>Project Funding:</b>	Department of Health and Ageing
<b>Project Officer:</b>	Miss Robyn Clark
<b>Project Aim:</b>	To raise awareness amongst young people from CALD backgrounds about dementia and how it may affect older people in the community.



### Steps of the Project:

- 1** Participate in activities and information sessions about dementia, the brain and communication
- 2** Go on an excursion to visit a Dementia Day Care Centre and meet older people
- 3** Create something to show what you have learnt about dementia. For example: PowerPoint presentation, poster, play, poem, etc.
- 4** Present what you have created to a CALD seniors citizens group

Page 1

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# Your Knowledge

Worksheet 1 - What do you know about Dementia?

## Dementia

Write down any words that come to mind when you hear the word 'Dementia'

A large starburst shape with a jagged edge, containing several horizontal lines for writing. An orange arrow points down to the top of the starburst. Several question marks are scattered around the starburst. In the bottom left corner, there is a small cartoon character holding a green box with a question mark.

## Appendix B: Understanding Dementia PowerPoint & Brain Teasers

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### Dementia Awareness Program

Understanding Dementia  
August 2010

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### What is Dementia?

Dementia is the name used to describe the symptoms of a large group of illnesses which cause a progressive decline in the way a person functions.

From Alzheimer's Australia (2002) *Alzheimer's: what dementia for young people (July 2002)* (Australia)

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### Types of Dementia

<p><b>Alzheimer's Disease</b></p> <ul style="list-style-type: none"> <li>• Most common type of dementia</li> </ul>	<p><b>Vascular Dementia</b></p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> most common type of dementia</li> </ul>
<p><b>Alcohol Related Dementia</b></p> <ul style="list-style-type: none"> <li>• Due to too much alcohol</li> <li>• Preventable</li> </ul>	<p><b>Younger Onset Dementia</b></p> <ul style="list-style-type: none"> <li>• People under the age of 65 with dementia</li> <li>• Not very common</li> </ul>

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### Brain Teaser 1:

Move only one match to change the five squares into six squares

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## Appendix B: Understanding Dementia PowerPoint & Brain Teasers (cont...)

**Facts about Dementia**

- > Dementia is **NOT** a normal part of ageing
- Why?* We all forget things from time to time. People in their 30's, 40's and 50's can also have dementia. But this is not very common.
- > Dementia is **NOT** a mental illness.
- What is it?* It is a condition of the brain.
- > There is currently **no cure** for dementia
- Can I try to prevent it?* Yes, by keeping your brain healthy.

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**Chance of developing Dementia**

Dementia is more common in people over the age of 65. The older you are, the greater the risk.

65 – 70 years 1 in 25 people	
70 – 80 years 1 in 10 people	
85 years & over 1 in 4 people	

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**Brain Teaser 2:**

Find as many words as you can beginning with the letter P.

This can be an object or an idea.

Copyright: Reuters Digital, 2012. All Rights Reserved. (see Money) News (p. 17)

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**Who has dementia?**

Mary \_\_\_      Helen \_\_\_      Antonio \_\_\_  
George \_\_\_      David \_\_\_

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**The Brain**

- Frontal Lobes**
  - Planning
  - Organising
  - Decision making
  - Social Behaviour
  - Starting & Stopping
  - Concentration
- Parietal Lobes**
  - Reading & Writing
  - Speech & Language
  - Sensory Processing
  - Spatial orientation
- Limbic Region**
  - Long term memories (forming & organising)
  - Emotions (forming & processing)
- Temporal Lobes**
  - Auditory Processing (sounds)
- Occipital Lobes**
  - Visual Processing (seeing)

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**The Brain**

- Frontal Lobes**  
Example: \_\_\_\_\_
- Parietal Lobes**  
Example: \_\_\_\_\_
- Limbic Region**  
Example: \_\_\_\_\_
- Temporal Lobes**  
Example: \_\_\_\_\_
- Occipital Lobes**  
Example: \_\_\_\_\_


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## Appendix B: Understanding Dementia PowerPoint & Brain Teasers (cont...)

### Changes in the Brain



A brain without disease
Brain with Alzheimer's Disease

Source: Alzheimer's Association 2010. Inside the Brain. Chicago: The United States of America.  
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### Changes in the Brain

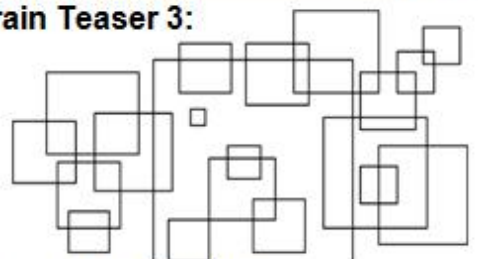


Comparing the two brains

Source: Alzheimer's Association 2010. Inside the Brain. Chicago: The United States of America.  
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### Brain Teaser 3:



How many squares can you see? Answer: \_\_\_\_\_

Copyright: Peter's Dymal 2002. ISI. Singapore. Your Memory. Pages 20-22.  
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### What problems do people with dementia have?

**Dementia affects everybody differently**

- Memory loss
- Difficulty communicating
- Problems thinking
- Problems recognising people
- Personality change
- Not able to learn new information
- Repeating the same story over and over



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### Mind your Mind



Mind your Brain      Mind your Body  
 Mind your Diet      Mind your Health Checks

Source: Alzheimer's Australia 2008. The You/We. Brisbane, Australia.  
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### Mind your Mind



Mind your Social Life      Mind your Head  
 Mind your Habits

Source: Alzheimer's Australia 2008. The You/We. Brisbane, Australia.  
An Australian Government-funded project helping Australians with dementia and their carers.

## Appendix B: Understanding Dementia PowerPoint & Brain Teasers (cont...)



The slide features a dark blue header with the Australian Government Coat of Arms on the left and the slogan 'Working together' on the right. The main content is a light green box with the heading 'For more information' and a bulleted list of services. A teal footer contains the text 'An Australian Government funded program helping Australians with dementia and their carers.'

**For more information**

- National Dementia Helpline:  
FREECALL™ 1800 100 500
- Carer Advisory and Counselling Service:  
FREECALL™ 1800 242 636
- Aged Care Information Line:  
FREECALL™ 1800 500 853
- Commonwealth Respite and Carelink Centres :  
FREECALL™ 1800 052 222
- Direct2Care:  
LOCAL CALL 1300 121 121

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## Appendix C: Understanding Dementia DVD Worksheet



# Understanding Dementia DVD

## Worksheet 2 - Watch the DVD and complete (Page 1)



**DVD Title:** Understanding Dementia: understanding dementia is an important first step towards living positively

**Made By:** Alzheimer's Australia 2005

**Available in the following languages:** Arabic, Cantonese, Croatian, Greek, English, Italian, Khmer, Macedonian, Mandarin, Polish, Serbian, Spanish & Vietnamese.



**John**

### 1. Complete the following questions about John.

- a. How old was John when he was diagnosed with dementia? \_\_\_ years old.  
b. What type of dementia does John have? \_\_\_\_\_



**Alma**

### 2. Complete the following question about Alma.

- a. What type of dementia does Alma have? \_\_\_\_\_

### 3. Fill in the gaps with words from the box.

brain      Alzheimer's Disease      Younger Onset Dementia      heart

Dementia is a broad term used to describe the symptoms of many \_\_\_\_\_ illnesses that cause a decline in people's abilities and functions.

The most common form of dementia is \_\_\_\_\_.


Dementia is not a normal part of ageing, but the risk increases as we get older.

### 4. Multiple choice. How many people have been diagnosed with dementia in Australia?


- i). Over 1,000,000  
ii). Over 200,000  
iii). Under 1000  
iv). Under 100,000




## Appendix C: Understanding Dementia DVD Worksheet (cont...)



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# Understanding Dementia DVD

### Worksheet 2 - Watch the DVD and complete (Page 2)

**5. Fill in the gap to complete the list.** Below is a list of the different types of dementia that Professor David Ames talks about.

**Types of Dementia:**

- Alzheimer's disease
- Vascular dementia
- Mixed \_\_\_\_\_
- Frontal dementia
- Dementia with lewy bodies
- \_\_\_\_\_ related dementia

**6. Tick the correct answer.**

a. The brain is the most complicated organ in the body.  True  False

**7. Multiple choice.**


a. Typically, what is the first symptom that people with Alzheimer's Disease or their family members notice?

- i). Becoming deaf
- ii). Becoming crazy
- iii). Becoming hungry
- iv). Becoming forgetful

b. As a family member or carer of a person with dementia, it is important to:

- i). Become angry at the person with dementia
- ii). Take a break
- iii). Ignore the person with dementia
- iv). Shout at the person with dementia if you can't understand them

Page 2



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Appendix C: Understanding Dementia DVD Worksheet (cont...)



# Understanding Dementia DVD

## Worksheet 2 - Watch the DVD and complete (Page 3)

8. Tick the services that Alzheimer's Australia provides for all people with dementia and their families.


- |  |                                      |
|--|--------------------------------------|
| <input type="checkbox"/> Information   | <input type="checkbox"/> Education   |
| <input type="checkbox"/> Support       | <input type="checkbox"/> Counselling |
| <input type="checkbox"/> Accommodation | <input type="checkbox"/> Food        |



9. Tick the correct answer.

a. Are the Alzheimer's Australia help sheets, brochures and booklets available in different languages?  Yes  No

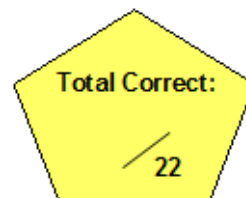
9. Complete the missing numbers and letters in the contact details below.



National Dementia Helpline  
 1800 \_\_\_ 500  
 Translating & Interpreting Service (TIS) 131 450  
[www.health.gov.au/dementia](http://www.health.gov.au/dementia)

10. Write a list. Now that you have finished watching the 'Understanding Dementia' DVD, make a list of the different types of activities that you saw people with dementia doing throughout the DVD.

<u>cooking</u>	_____
_____	_____
_____	_____



## Appendix D: Understanding Dementia DVD Glossary



# Understanding Dementia DVD

## Glossary

**Blood Pressure:** the pressure of the blood in the arteries as it is pumped around the body by the heart.

**Carers:** usually family members or friends who provide support to children or adults who have a disability, mental illness, chronic condition or who are frail aged.

**Diagnosis / Diagnosed:** the decision reached about a disease as a result of examination.

**Long-term memory:** information stored in the brain and retrievable over a long period of time, often over the entire life span of the individual.

**Plateau:** flat.

**Provision:** providing and/or supplying something.

**Quality of life:** a person's overall wellbeing and perception of their wealth, employment, built environment, health, education, etc.

**Residential Care Facility:** for older people who can no longer live at home. The facility provides accommodation, personal care and nursing care.

**Respite:** is short-term, temporary relief to those who are caring for family members.

**Short-term memory:** information retained in the brain over a short time.

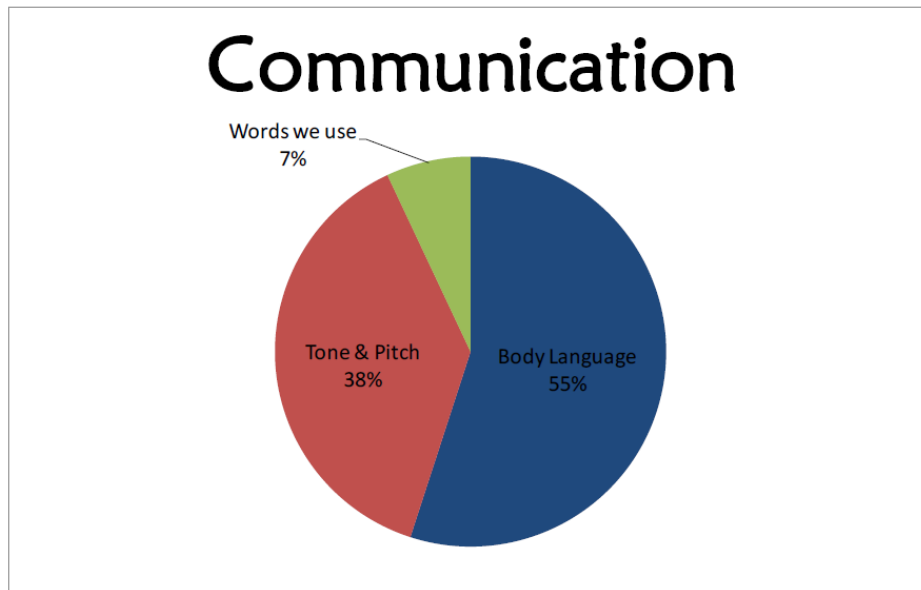
**Stroke:** a stroke occurs when the supply of blood to your brain is disrupted or stopped.

**Symptoms:** a sign or indication of something (e.g. Sneezing is a symptom of a cold).

**Withdrawn:** to withdraw from society or to withdraw from active participation.



## Appendix E: Types of Communication Information Sheet




**Body Language:** Body language is a form of non-verbal communication. It includes things such as body posture, gestures, facial expressions, and eye movements.

**Tone:** the quality of the sound.


**Pitch:** the actual note of the sound.

**Words we use:** for example, formal and informal way of asking someone how they are. Formal: How are you? Informal: How's it going?


## Appendix F: Communication Do's and Don'ts Information/Answer Sheet



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# Communication

### Information Sheet - Communication Do's and Don'ts


Each person with dementia is different. Difficulties with communication, thoughts and feelings are very individual.

## Do's



- Smile
- Be calm and patient
- Speak slowly and clearly
- Make eye contact with the person when you are talking to them
- Keep sentences short and simple, focusing on one idea at a time
- Allow plenty of time for what you have said to be understood
- Give plenty of time for a response
- Be kind, even when they ask the same questions or tell the same story over and over again
- Give hugs or hold hands if your relative / friend likes this

## Don'ts



- Don't talk too fast, this confuses them
- Don't argue with them - it will only make the situation worse
- Don't order the person around
- Don't talk about people in front of them as if they are not there
- Don't get upset when they ask the same question over and over - they can't remember your answer
- Avoid background noise if you can - turn off the radio and TV
- Don't tell them what they can't do - instead state what they can do
- Don't ask a lot of direct questions that rely on a good memory

Sources: 1. Alzheimer's Australia, 2009, Communication: caring for someone with dementia, Help Sheet 2.1, Australia. 2. The Alzheimer Society of Canada, 1994, Remember Me: helping kids understand Alzheimer Disease, Canada.

Page 1

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## Appendix G: Communication Do's and Don'ts Activity Materials



Smile

Be calm and patient

Speak slowly and clearly

Make eye contact with the person when you are talking to them

Use short and simple sentences

Focus on one idea at a time

**Appendix G: Communication Do's and Don'ts Activity Materials (cont...)**

Give the person lots of time for what you have said to be understood

Give the person lots of time for a response

Be kind, even when they ask the same questions

Listen to the person tell you the same story over and over

Give hugs and hold hands

Talk very fast

**Appendix G: Communication Do's and Don'ts Activity Materials (cont...)**

Tell the person with dementia what they can't do

Ask a lot of questions that rely on good memory

Turn the radio and TV on

Get upset and angry when they ask the same question over and over

Talk about the person with dementia in front of them as if they are not there

Order the person with dementia around

If you know you are right about something, argue with the person with dementia

## Appendix H: Communication Back-to-Back Activity Rules

### Communication Exercise: Back-to-Back

#### **Directions:**

- Ask students to form pairs and have the pairs sit down/stand up so their backs are against each other.
- Get the pair to decide who would like to be the '**guide**' and who would like to be the '**drawer**'.
- Give the guide one of the pictures and give the drawer a pencil, sheet and clipboard.
- The guide must describe the design on their paper in such a way that the drawer can reproduce it on their own paper without seeing the original picture.
- The pair will be given 5 minutes to complete the task.
- Each pair works until the drawer has completed the picture to the best of their ability or the time is up.
- Once everyone has finished, the drawers can compare their designs to the originals.

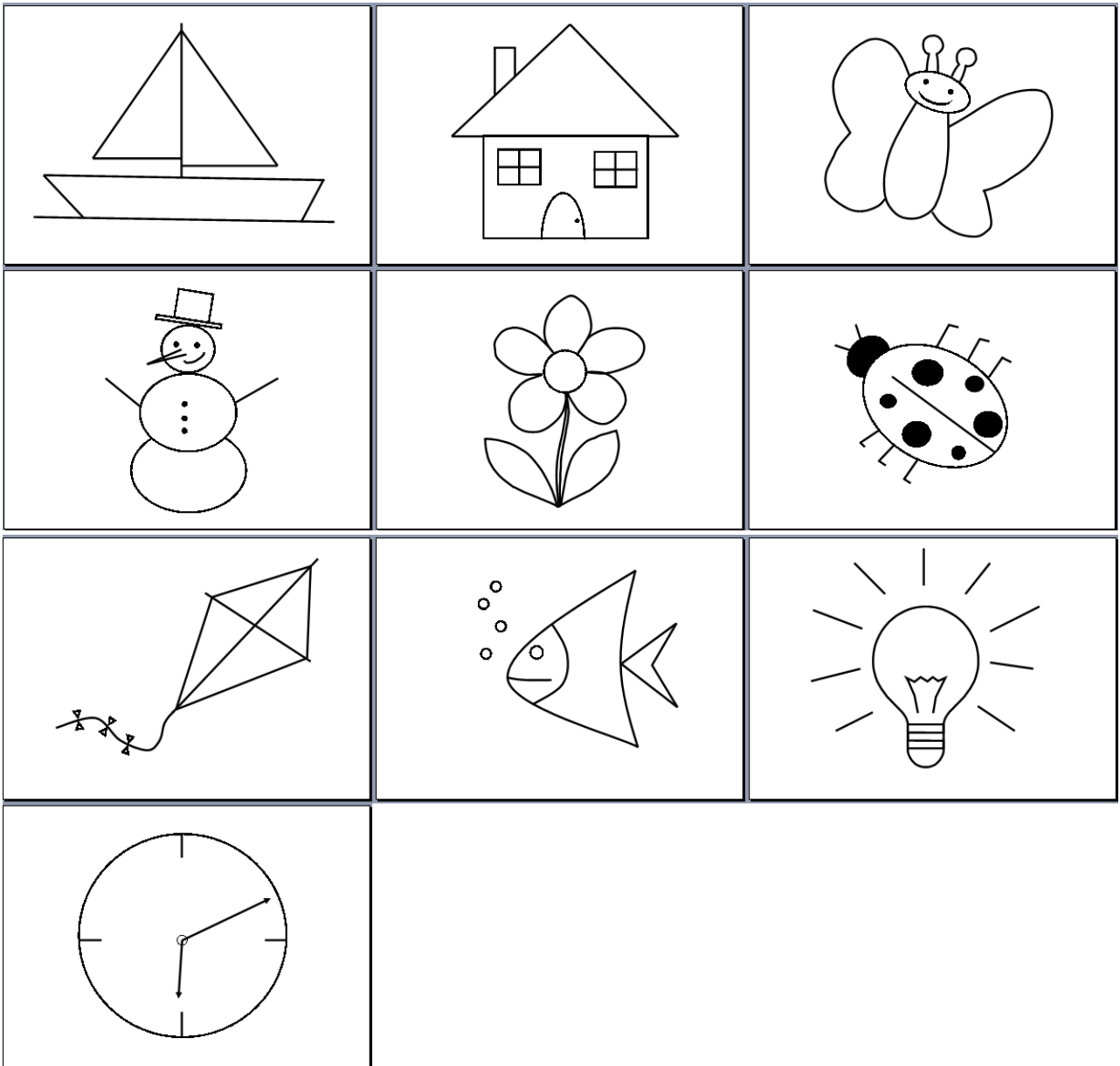
#### **Rules for the Guide:**

1. The **guide** is allowed to talk.
2. The **guide** can only use the following when talking to the drawer:
  - a. Shapes: e.g. "draw a small circle, large triangle, etc."
  - b. Angles: e.g. "draw a line at an angle of 90 degrees"
  - c. Directions: e.g. "draw a square on the left side of the page"
3. The **guide** must not mention what the picture is or give any hints about the picture.
4. The **guide** must not look over their shoulder.

#### **Rules for the Drawer:**

1. The **drawer** must not speak at all.
2. The **drawer** must not look over their shoulder.

**Appendix I: Communication Back-to-Back Activity Materials**



## Appendix J: Session 2 Lesson Plan Instructions

### **Session 2: Lesson Plan Understanding Dementia DVD & Worksheet**

- Introduce the DVD:
  - Developed by: Alzheimer's Australia
  - Duration: 20 minutes
  - Available in different languages: Yes, see languages on Page 1 of handout.
  
- Distribute worksheets and tell students that they will need to fill out while watching the DVD.
- Start by going through the Glossary on Page 4 – this will help students understand difficult terms mentioned in DVD.
- Read through questions on Page 1 (so students know what to look for) and then play DVD.
- Pause DVD and go through questions on Page 1 (refer to answer sheet). Encourage further discussion/questions.
- Go through questions on Page 2 and then play DVD.
- Do the same for Page 2 and 3.
- At the end of the DVD, encourage discussion. Ask students how they felt after watching the DVD. Highlight the answers for Questions 10 – people with Dementia can still enjoy lots of enjoyable activities and lead a positive life.
- When students have finished, add the worksheets to their Dementia display folders.

## Appendix K: Session 3 Lesson Plan Instructions

### Session 3: Lesson Plan Communication Worksheet & Activities

#### Informal Communication Discussion:

- Start the lesson talking about how it is important to know about different ways of communicating and it's important for students to feel comfortable communicating with people with dementia.
- Talk about how there are three different ways of communicating and write on board:
  - Body Language
  - Tone & Pitch
  - Words we use
- After you explain the different types of communication, draw the pie graph from the yellow handout. Get the students to first guess what percentage each of the different types of communication take up the pie.
- Emphasise that it is really important that we have positive body language (e.g. smiles) when we go on the excursion.
- Distribute yellow handout to each students to put in their dementia display folders.

#### Do's and Don'ts Communication Activity:

- Get students to go in pairs or threes. Give each group a pack of Do's and Don'ts cards.
- Either visit each table to check answers and/or discuss with the class as a whole. (Please refer to the answer sheet).
- Distribute answer sheet to each student to put in their folders.

#### Back-to-Back Communication Activity:

- Move onto the "Back-to-Back" communication game.
- Refer to the 'Rules' sheet to help explain the game.
- After each student has had a turn being the Guide and the Drawer, discuss how the students felt during the game.
  
- Encourage discussion and ask if any students have any questions about the excursion (feel free to make a list of questions for me to answer before the excursion).

## Appendix L: Develop a presentation about Dementia Option Sheet

### Develop a presentation about Dementia

#### Option 1: Poster – Understanding Dementia

Task: Create a poster that answers 4 of the following questions:

1. What is dementia?
2. List three different types of dementia and explain the differences?
3. Draw or find a picture of the brain. Identify the 5 different sections of the brain.
4. List 6 different things that are important when communicating with people with dementia (this can include do's and don'ts).
5. List 3 things you like about older people.
6. List one type of service that is available for people with dementia and their families. Explain this service.

#### Option 2: Poster – Prevention of Dementia

Task: There are 7 ways to reduce your risk of developing dementia. Create a poster that includes:

- Choose one of the ways to reduce your risk of dementia:
  - Mind you Brain
  - Mind your Diet
  - Mind your Body
  - Mind your Health Checks
  - Mind you Head
  - Mind your Social Life
  - Mind your Habits
- Explain why it is important to reduce your risk by minding your “\_\_\_\_\_”.
- Provide examples of how you can reduce your risk under your category.

#### Option 3: Game

Task: Create a game that challenges your brain. You might want to create a board game, card game or a book of puzzles. Create something that you will be able to play with older members from the CALD senior citizens clubs.

#### Option 4: PowerPoint Presentation

Task: Create a short PowerPoint presentation to show what you have learnt about dementia. Tip: You can use the following topics to guide you.

- What is dementia?
- Types of dementia
- The brain
- Communication (Do's and Don'ts)
- Problems people with dementia experience



## Appendix L: Develop a presentation about Dementia Option Sheet (cont...)

### Option 5: Play

Task: Write a script and perform a play about dementia. This can be a story from your own life or a story that you have made up.

*Tips:*

- A family that is looking after their grandpa/grandma who has dementia
- Communication do's and don'ts
- A visit to a dementia day centre or nursing home

### Option 6: Picture Book

Task: Create a picture book about dementia. This can be a story from your own life or a story that you have made up. You can draw the pictures, or print them from the computer.

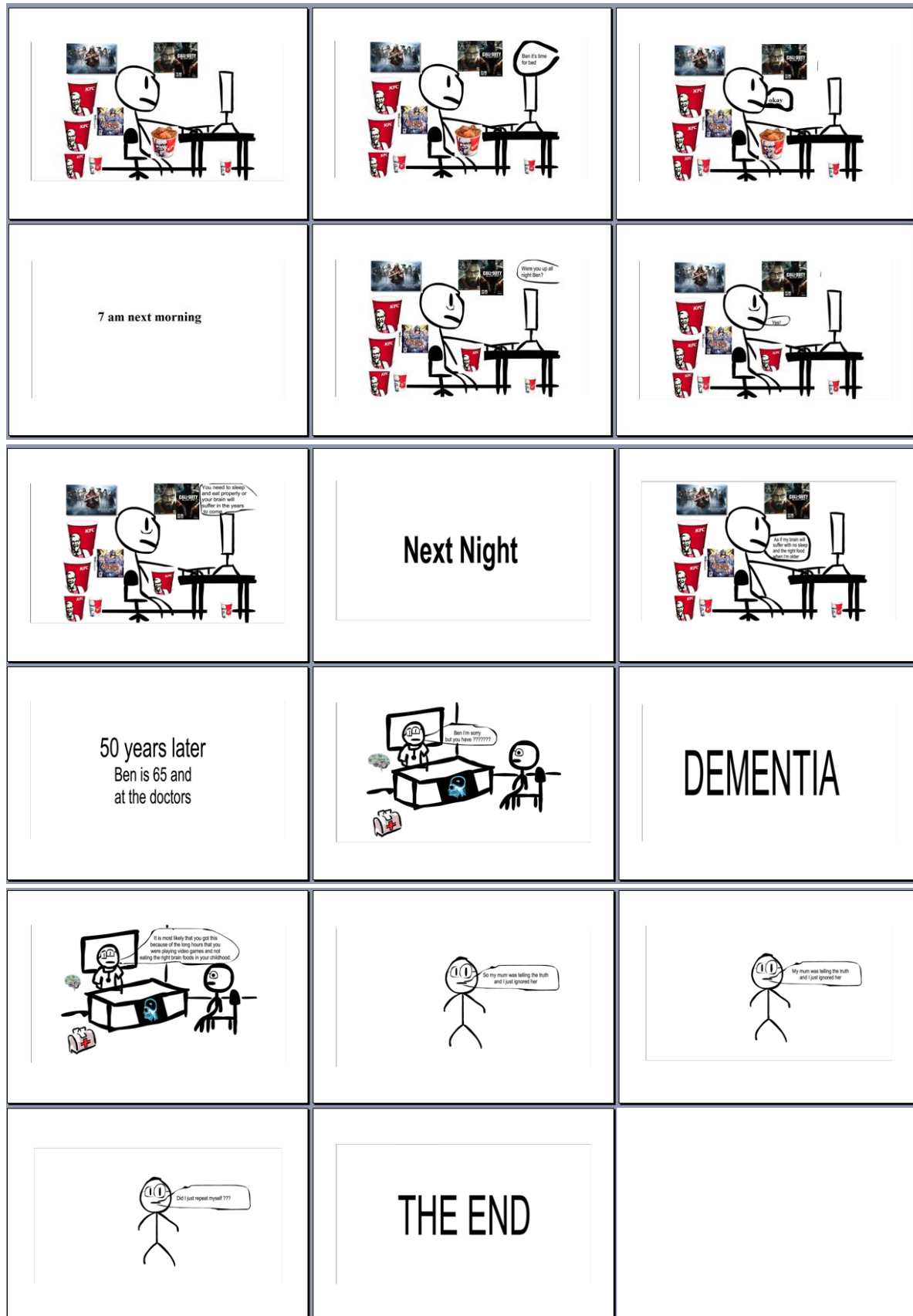
*Tip:* Take a look at the published picture books available for ideas.

### Option 7: Comic Strip

Task: Create a comic strip about dementia. This can be a story from your own life or a story that you have made up. You can draw the pictures, cut them out of magazines or print them from the computer.

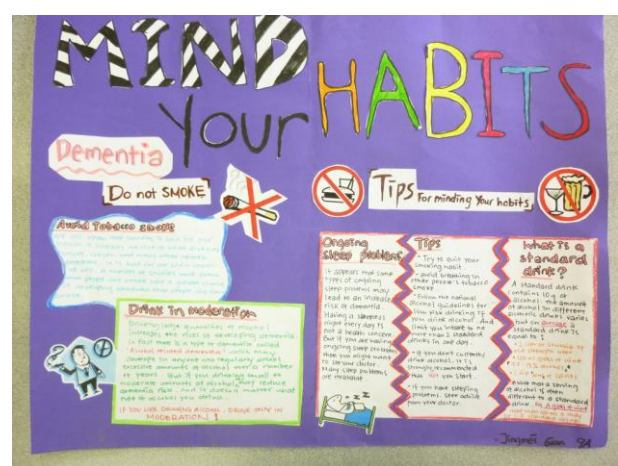
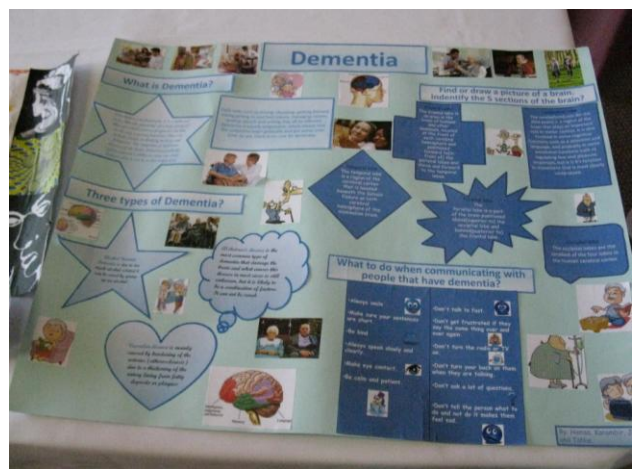
# Appendix M: Examples of student's dementia presentations

## [Comic Strip]



# Appendix M: Examples of student's dementia presentations (cont...)

## [Posters]



## [Board Games & Puzzles]





# Student Worksheet

## Bridging the Generation Gap

### Friend 1

Name: \_\_\_\_\_

Age: \_\_\_\_\_

How long have you lived in Australia: \_\_\_\_\_

Your friends tips for keeping a healthy brain:

1. \_\_\_\_\_

2. \_\_\_\_\_

### Friend 2

Name: \_\_\_\_\_

Age: \_\_\_\_\_

How long have you lived in Australia: \_\_\_\_\_

Your friends tips for keeping a healthy brain:

1. \_\_\_\_\_

2. \_\_\_\_\_



# Student Worksheet

## Bridging the Generation Gap

### Friend 3

Name: \_\_\_\_\_

Age: \_\_\_\_\_

How long have you lived in Australia: \_\_\_\_\_

Your friends tips for keeping a healthy brain:

1. \_\_\_\_\_

2. \_\_\_\_\_

### Friend 4

Name: \_\_\_\_\_

Age: \_\_\_\_\_

How long have you lived in Australia: \_\_\_\_\_

Your friends tips for keeping a healthy brain:

1. \_\_\_\_\_

2. \_\_\_\_\_

## Concentration / Memory

~ How to Play ~

**Goal:** To collect the most pairs of cards.

**Setup:** Shuffle the cards and lay them on the table picture face down in orderly rows and columns, like so:



**How to play:**

1. The youngest player goes first. Play then proceeds clockwise.
2. All cards have a mate (pairs). You must match up the pictures, for example:

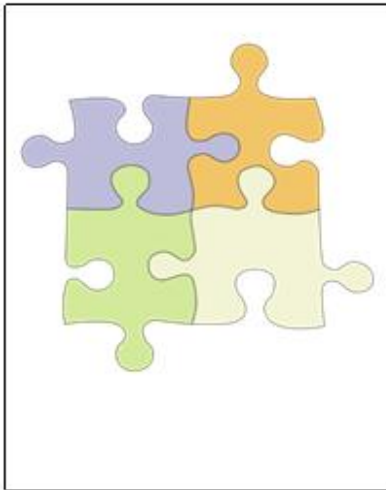


= Correct Pair

= Incorrect Pair

3. On each turn, two cards are flipped over.
4. If the cards do not match, they are both turned back face down and it is the next player's turn.
5. If the cards match, the player keeps them and gets another turn until they choose two cards that don't match.
6. The winner is the player with the most cards at the end of the game.

Appendix P: Dementia Prevention Memory Game Materials

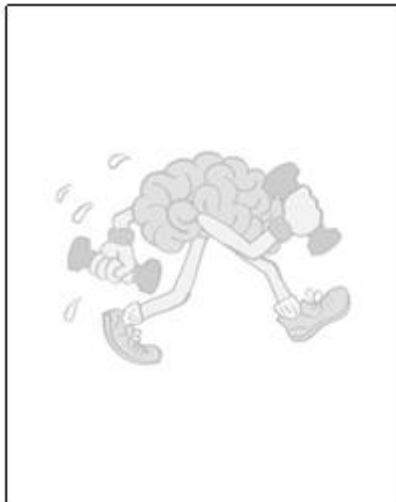


Appendix P: Dementia Prevention Memory Game Materials (cont...)





Appendix P: Dementia Prevention Memory Game Materials (cont...)



## Appendix Q: Student Worksheet for Mind Exhibition

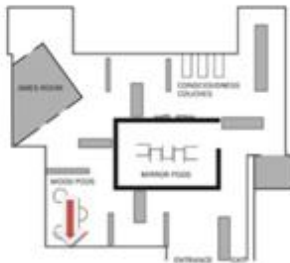


### **The Mind: Enter the Labyrinth Exhibition**

*Explore the workings of the mind by entering a world of emotions, thoughts, memories and dreams.  
Step into the shoes of those that see the world from different mind perspectives.  
Discover the ways in which drugs and disorders affect our minds and question your attitudes to normality.*

#### **Activity 1: Facial Expressions**

Where is it?



What does it look like?



Find the panel with the facial expressions.

- Examine the faces in the photographs.  
Select four different faces and complete the table below by filling in the following:
  - What emotion is each face displaying? (e.g. fear, anger)
  - What cues did you use to identify the emotion?

Face (i) Emotion: _____ Cues: _____	Face (ii) Emotion: _____ Cues: _____
Face (iii) Emotion: _____ Cues: _____	Face (iv) Emotion: _____ Cues: _____

- Draw your favourite facial expression in the box.

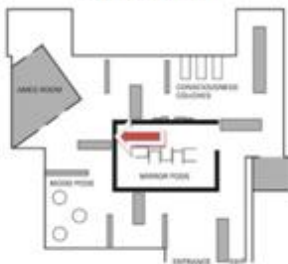


## Appendix Q: Student Worksheet for Mind Exhibition (cont...)



### Activity 2: Personality

Where is it?



What does it look like?



Read through the information on the Personality Game panel.

1. Follow the instructions and identify **your** personality type. Copy the description here:

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2. Does this personality type seem to describe you well? Explain.

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*Something to think about:* On social networking pages (e.g. Facebook) you are invited to include a photograph or picture to represent you. What does yours say about your

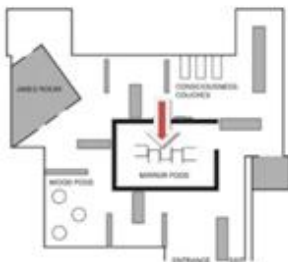


## Appendix Q: Student Worksheet for Mind Exhibition (cont...)



### Activity 3: The Mirror Pods

Where is it?



What does it look like?



Investigate the Mirror Pods and the personal accounts given by people with unusual mental conditions.

1. Choose one of the conditions to focus on.  
Name the condition: \_\_\_\_\_
2. How do the symptoms affect the day-to-day lives of people who have this condition?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Appendix Q: Student Worksheet for Mind Exhibition (cont...)



### Activity 4: Dementia

After you have explored the Mind exhibition please answer the following questions.

1. Did you find any information in the Mind exhibition about Dementia?  
 Yes       No
2. If you answered yes to Q1, write a short paragraph about the types of information the exhibition provided you about dementia (or Alzheimer's Disease)?

---

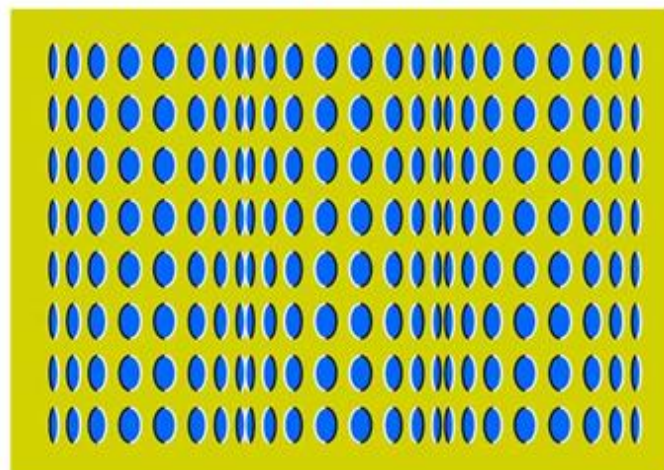
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Well Done!  
You have completed the worksheets



Play games and chat  
with students

Learn ways to keep  
your brain healthy

Share your stories  
with students



We're delighted to invite you to  
attend the:

## Multicultural Intergeneration Celebration



**Date:** Wednesday 17th November, 2010  
**Time:** 10:00am - 2:00pm  
**Where:** Whitehorse Club (Whitehorse Room)  
298-336 Burwood Hwy, East Burwood

**\*Morning Tea & Lunch will be provided free\***

Please let us know if you can come  
Call Robyn Clark on 9275 6903

Watch students present their work on what  
they have learnt about memory loss



Meet enthusiastic Year 8 & 9 students  
from your culture and other cultures

玩游戏 和学生交流

学习保持大脑健康的  
方法

交流你的故事和文化标志物



我们很高兴邀请你来参加:

## 多元文化跨代庆祝会

*Multicultural Intergeneration Celebration*



**日期:** 2010年11月17日, 星期三

**时间:** 上午10:00点—下午2:00点

**地点:** 白马俱乐部(白马室) Whitehorse Club (Whitehorse Room)

298-336 Burwood Hwy, East Burwood

东伯伍德, 伯伍德公路 298-336号

**\*免费提供早茶和午餐\***

请预先通知我们如果你能来参加

联系人: Sharon Porteous 联系电话: 9275 6905

我们可以为你的团体提供交通方面的帮助。



观摩学生展示以他们所了解的有关记忆力  
为内容创作的作品

和来自与你相同的文化背景或其他文化  
背景的八年级和九年级的学生见面

## Appendix S: Cover Letter for CALD Seniors

25 October 2010

Dear ,

### **Invitation to a Multicultural Event “Intergeneration Celebration”**

I would like to invite members from your club to attend the exciting multicultural event to help bridge the gap between generations.

Representatives from your club/group are invited to participate in a Multicultural Event **“Intergeneration Celebration”** on **Wednesday 17<sup>th</sup> November** from **10:00am to 2:00pm** at the Whitehorse Club, 298-336 Burwood Hwy, East Burwood.

The aim of the event is to raise awareness about how to keep a healthy brain. Your members will have the chance to meet younger people from different cultures, play games and share stories over morning tea and lunch. Entertainment will also be provided. Interpreters and Bilingual workers will be available on the day. The event is **Free** and morning tea and hot lunch will also be provided free.

Please let me know if I can help out with transport for members who are unable to travel independently to the venue.

We look forward to your participation in this event. Please contact Robyn Clark on 9275 6903 to register.

Kind Regards,

Robyn Clark



## Appendix T: Multicultural Intergeneration Celebration Program



# Multicultural Intergeneration Celebration

Wednesday 17<sup>th</sup> November, 2010

## - Program -

10:00am – 10:30am	Registration and taking seats
10:30am – 10:35am	Welcome and Introductions (Judy McDougall – Migrant Information Centre)
10:35am – 10:45am	Information from Alzheimer's Australia VIC (Penelope Paultier)
10:45am – 11:00am	Information from Direct2Care (Stefanie Bauer)
11:00am – 11:45am	Students present their work & sharing stories
11:45am – 12:00pm	Entertainment – Filipino Dancing
12:00pm – 12:45pm	Lunch
12:45pm – 1:50pm	Brain Training / Look at displays
1:50pm – 2:00pm	Draw Raffle Prize

An Australian Government funded project helping Australians with dementia and their carers

**Appendix U: Student Worksheet – Meeting People**

Name: \_\_\_\_\_

# Meeting People Game

Go around the room asking **older people** if they meet the description in the box, if they do, put their name in the box and fill out any other information.

<p style="text-align: center;"><b>Someone who lives in the same suburb as you</b></p> <p>Name: _____</p>	<p style="text-align: center;"><b>Someone who plays a musical instrument</b></p> <p>What is it? _____</p> <p>Name: _____</p>	<p style="text-align: center;"><b>Someone who likes drinking green tea</b></p> <p>Name: _____</p>
<p style="text-align: center;">Someone with something in common with you</p> <p>What it is? _____</p> <p>Name: _____</p>	<p style="text-align: center;">Someone who learnt something new last week</p> <p>What was it? _____</p> <p>Name: _____</p>	<p style="text-align: center;">Someone who exercises for at least 20 minutes three times a week</p> <p>Name: _____</p>
<p style="text-align: center;">Someone who got at least 8 hours of sleep last night</p> <p>Name: _____</p>	<p style="text-align: center;"><b>Someone who can speak a language that you can't</b></p> <p>Name: _____</p>	<p style="text-align: center;">Someone who likes playing brain games</p> <p>What is their favourite? _____</p> <p>Name: _____</p>

When you have completed all the boxes place your name on the top and put your sheet in the box (at the registration table) to enter the draw to win a prize!  
(You must have 9 different names on your sheet to win)

**Appendix V: Student Certificate of Achievement**

**Certificate of Achievement**

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This certificate is awarded to

**Student Name**




for successfully completing the Dementia Awareness Program

\_\_\_\_\_ 26/10/2010  
Signature Date  
Robyn Clerk - Project Officer

  
An Australian Government Initiative

  
MIGRANT INFORMATION CENTRE  
A.B.N. 27 084 251 669

Appendix W: Example of a Questionnaire Sheet for teachers

 An Australian Government Initiative	 DEMENTIA INFORMATION CENTRE A.P.N. 07040109	
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# Dementia Awareness Project 2010

## Teacher Evaluation Form 2

### Dementia Awareness Program

Please answer the following questions:

**1. Please circle the number that best represents your impression of the different parts of the Dementia Awareness Program.**

Information & Activity sessions	Disappointed	1	2	3	4	5	Very Pleased
Excursion to Day Care Centre	Disappointed	1	2	3	4	5	Very Pleased
Excursion to Hungarian Senior Citizens Club	Disappointed	1	2	3	4	5	Very Pleased
Excursion to the Mind Exhibition (Museum)	Disappointed	1	2	3	4	5	Very Pleased
Multicultural Intergeneration Celebration	Disappointed	1	2	3	4	5	Very Pleased

**2. What did you like about the Dementia Awareness Program?**  
 (Please tick as many options as you wish)

<input type="checkbox"/> Dementia PowerPoint presentation <input type="checkbox"/> Understanding Dementia DVD <input type="checkbox"/> Communication session & activities <input type="checkbox"/> Excursion to Day Care Centre <input type="checkbox"/> Excursion to Hungarian Senior Citizens Club	<input type="checkbox"/> Excursion to the Mind Exhibition <input type="checkbox"/> Multicultural Intergeneration Celebration <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____
--	---

**3. How could the Dementia Awareness Program be improved?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4. Any other comments?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

THANK YOU FOR YOUR TIME AND CONTRIBUTION

An Australian Government funded project helping Australians with dementia and their carers

Appendix X: Example of a Questionnaire Sheet for students

**MULLAUNA STUDENTS  
FEEDBACK SHEET  
INFORMATION & ACTIVITY SESSIONS**

Q1 Please circle the picture that best represents your overall impressions of the Dementia Awareness Information Sessions and Activities.



Pleased



Neither pleased nor disappointed



Disappointed

Q2 Do you know more about Dementia now?



Yes



Not sure



No

Q3 What is one thing that you have learnt about Dementia from the information and activity sessions?

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Q4 What did you like most about the program?

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P

Appendix X: Example of a Questionnaire Sheet for students (cont...)

Q5 How could the program be improved?

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Q6 How do you feel about the Dementia Information folder that you received at the start of the project?



Pleased



Neither pleased nor disappointed



Disappointed

Q7 Please circle the words/phrases that describe how you feel about the Dementia Awareness Information Sessions and Activities (circle as many words as you want)

**BETTER THAN EXPECTED**      DULL      Cool  
 Wish it was longer      Useless      Good  
 Boring      ~~Time well spent~~  
**Interesting**      Fun      *Waste of time*  
 Terrible      OK  
 stimulating      Helpful      Enjoyable  
                                  Excellent

THANK YOU FOR YOUR TIME AND CONTRIBUTION

Appendix Y: Example of a Questionnaire Sheet for CALD seniors

ENGLISH - Seniors

**Multicultural Intergeneration Celebration**  
Wednesday 17<sup>th</sup> November, 2010  
~ Evaluation Form ~

**Q1** Please circle the picture that best represents your overall impressions of today's event.



Pleased



Neither pleased nor disappointed



Disappointed

**Q2** Do you think the presentations and activities have increased your knowledge and awareness about dementia?



Yes



Not sure



No

**Q3** Do you think the event has helped you understand the types of services available for people with dementia and their families?



Yes



Not sure



No

**Q4** What have you learnt or found interesting from today? (Please list one or more)

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**Q5** Any other comments?

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