



An Australian Government Initiative



A.B.N. 27 084 251 669



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فقدان الذاكرة

# Dementia Awareness

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Деменција

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# Program 2010

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# 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



# 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'



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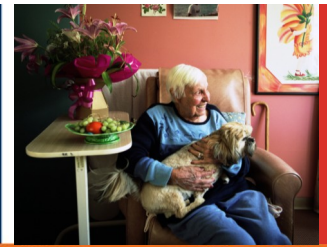
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## **Session 2: Lesson Plan**

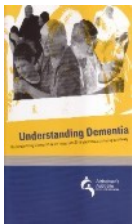
### **Understanding Dementia DVD & Worksheet**

- 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.



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

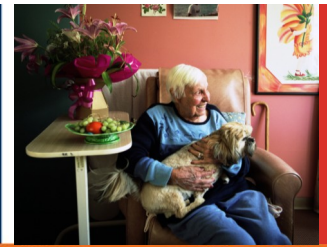
The most common form of dementia is \_\_\_\_\_.

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





# 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.

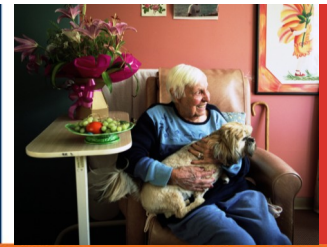
a. Typically, what is the first symptom that people with Alzheimer's Disease or their family members notice?

- Becoming deaf
- Becoming crazy
- Becoming hungry
- Becoming forgetful

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

- Become angry at the person with dementia
- Take a break
- Ignore the person with dementia
- Shout at the person with dementia if you can't understand them





# 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.

- Information
- Support
- Accommodation
- Education
- Counselling
- Food




[www.alzheimers.org.au](http://www.alzheimers.org.au)



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.

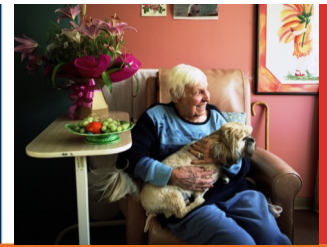
<u>cooking</u>	_____
_____	_____
_____	_____

**Total Correct:**

22







# 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.





## **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:**

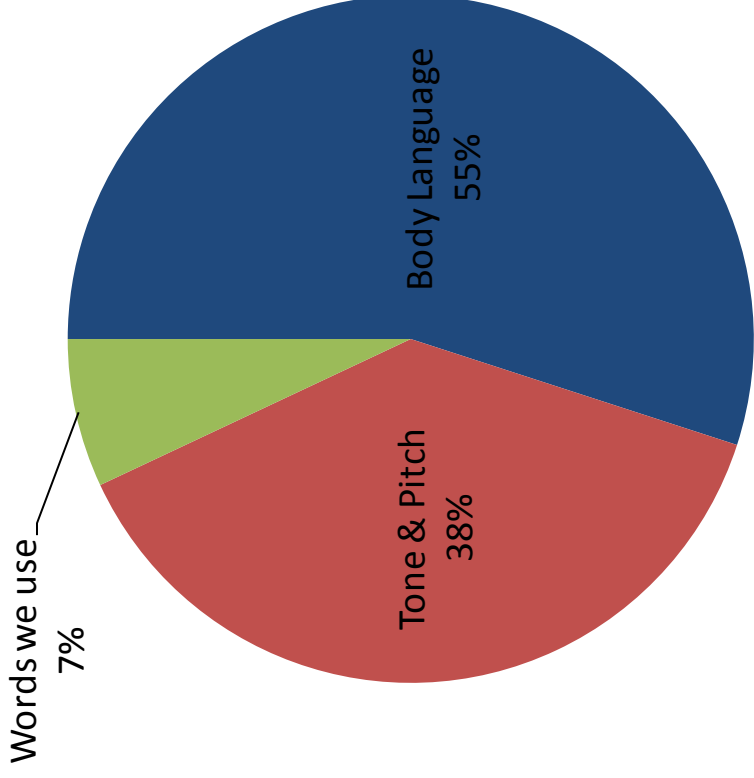
- Get students to go in pairs or threes. Give each group a pack of Do's and Dont's cards.
- Either visit each table to check answers and/or discuss with the class as a whole. (Please refer to the answer sheet).
- Distribute answer sheet to each student to put in their folders.

### **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).

# Communication



**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?



# 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

# Develop a presentation about Dementia

## Option 1: Poster – Understanding Dementia

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

- What is dementia?
- List three different types of dementia and explain the differences?
- Draw or find a picture of the brain. Identify the 5 different sections of the brain.
- List 6 different things that are important when communicating with people with dementia (this can include do's and don'ts).
- List 3 things you like about older people.
- 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

## Develop a presentation about Dementia (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.



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# 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: \_\_\_\_\_

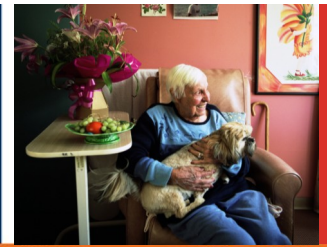
How long have you lived in Australia: \_\_\_\_\_

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. \_\_\_\_\_



## The Mind: Enter the Labyrinth Exhibition

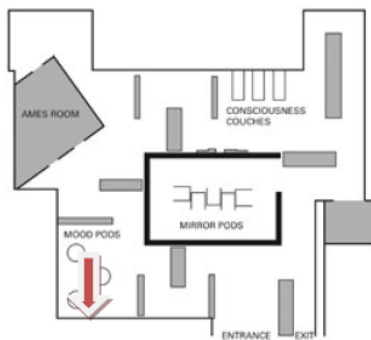
Explore the workings of the mind by entering a world of emotions, thoughts, memories and dreams.

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?

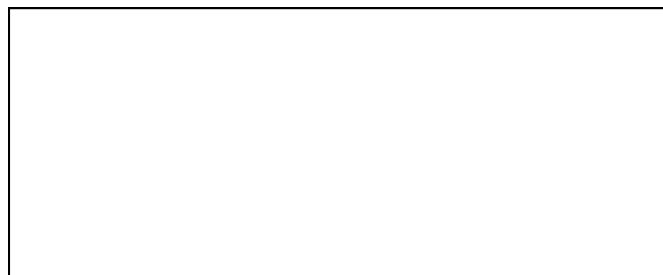


Find the panel with the facial expressions.

- 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: _____

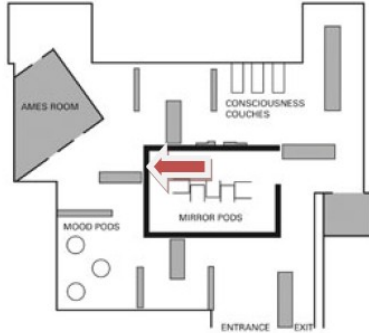
- Draw your favourite facial expression in the box.



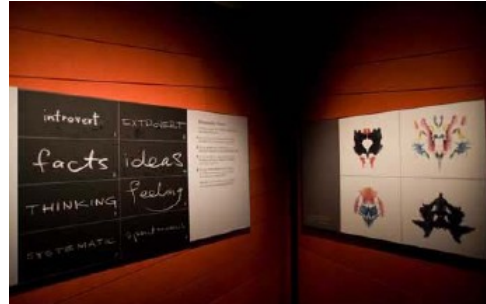


## Activity 2: Personality

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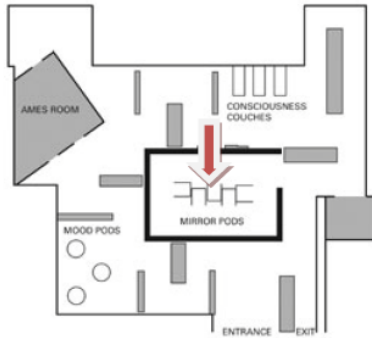
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*Something to think about:* On social networking pages (e.g. Facebook) you are invited to include a photograph or picture to represent you. What does yours say about your



### 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?

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## 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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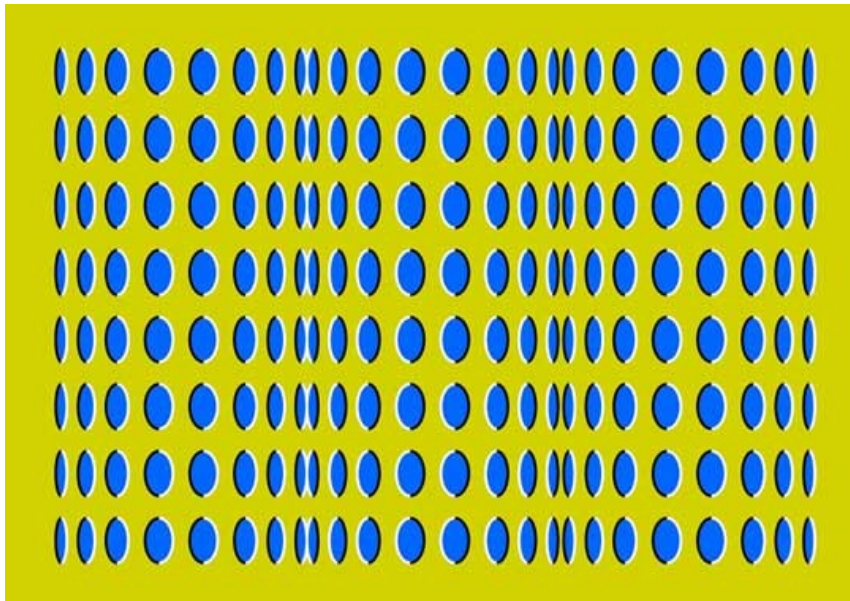
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Well Done!  
You have completed the worksheets



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