

Dementia
Friends
Texas 

A Dementia Friendly America initiative

Champion's Guide

*Adapted from Dementia Friends Minnesota and with permission of Dementia Friends,
Alzheimer's Society, London UK.*

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What is the Dementia Friends program?

Dementia Friends is a global movement developed by the Alzheimer’s Society in the United Kingdom and now underway in the United States. The goal is to help everyone in a community understand five key messages about dementia, how it affects people, and how we each can make a difference in the lives of people living with the disease. People with dementia need to be understood and supported in their communities. You can help by becoming a Dementia Friend today.

What is a Dementia Friend?

A Dementia Friend participates in a one-hour Dementia Friends Information Session offered by a Dementia Friends Champion or pair of Champions. A Dementia Friend learns five key messages about dementia and learns a bit about what it's like to live with dementia. Then the Dementia Friend turns their understanding into a practical action that can help someone with dementia living in their community. Their action can be as big or as small as they choose – because every action counts!

What is an Information Session?

An Information Session is a face-to-face session that lasts approximately one hour (60 minutes) and is run by a Dementia Friends Champion or pair of Champions. It covers the five key messages everyone should know about dementia through activities and discussion, but the session is not a formal training. Those who attend are asked to commit to a dementia-friendly action and can become a Dementia Friend.

What is a Dementia Friends Champion?

A Dementia Friends Champion participates in an in-person Champions training. The Champion then facilitates a Dementia Friends Information Session for friends, family, colleagues and the wider community using the Champion’s Guide, Dementia Friends Information Session Workbook and supporting materials. The goal of the Dementia Friends Information Session is to help community members understand dementia and the small things they can do to make a difference for people living with dementia.

Key to Icon Graphics



Time



Materials



Champion-Led
Content



Champion/
Group
Interaction



Participant
Interaction



Champion Tips

Welcome to Dementia Friends!

Thank you for choosing to become a Dementia Friends Champion! You are joining thousands of other Champions across the world to create dementia-friendly communities and improve the lives of people living with dementia. Dementia Friends is a social action movement that aims to improve society's understanding of dementia through five key messages:

- Dementia is not a normal part of aging.
- Dementia is caused by diseases of the brain.
- Dementia is not just about having memory problems.
- It is possible to have a good quality of life with dementia.
- There's more to the person than the dementia.

Overall Learning Outcomes

After participating in a Dementia Friends session, participants will be able to:

- Describe dementia and know the most common type of dementia
- State the five key messages about dementia
- Explain one approach to effectively communicate with a person with dementia
- Commit to an action as a Dementia Friend in your community

Dementia Champion Roles and Responsibilities

In general, as a Dementia Friends Champion, your responsibilities will be:

- To promote Dementia Friends throughout your own networks and communities.
- To organize your time, deciding when, and where, you are available to lead Dementia Friends sessions (in collaboration with the Master Champion, if applicable)
- To act as an ambassador for Dementia Friends, treating everyone with respect and dignity.
- To represent the views of Dementia Friends by following the Champion's Guide and Session Workbook.
- To describe Dementia Friends sessions as information sessions rather than "trainings," so that participants will have accurate expectations.
- To promptly record your Dementia Friends sessions and the number of Dementia Friends you make as instructed.
- To contact the Master Champion with any questions or if you no longer wish to volunteer.

Before your Dementia Friends Sessions

- Be familiar with get basic information about what support is available for people affected by dementia in the community where you will deliver a Dementia Friends session. To do this, you can call the Alzheimer's Association Helpline at 1-800-272-3900 or connect with your Master Champion.

During your Information Sessions

- To deliver Dementia Friends sessions to the best of your ability using the Champion's Guide and Session Workbook.
- To give Dementia Friends materials only to those attending a Dementia Friends session.

After your Information Sessions

- To inform the Master Champion if you have any questions or concerns
- To promptly record and report the number of Dementia Friends after every session.

As a Dementia Friends Champion, please do NOT:

- Promote your business or other personal interests during Dementia Friends sessions. The only materials that may be handed out are Dementia Friends materials. You may leave further information about dementia and local support services for attendees to take away if they choose."
- Give advice about individual situations or meet with attendees one-on-one. Instead, refer people to the Alzheimer's Association Helpline, or other resources listed on the Resource Page of the Session Workbook.
- Offer to stay in touch with attendees after sessions in your capacity as a Dementia Friends Champion, except to arrange future Dementia Friends sessions.
- Accept gifts, money or any item of material value from the host or attendees of your Dementia Friends sessions.
- Act in any way that could bring Dementia Friends USA into disrepute.

What can I expect from being a Dementia Friends Champion?

- To be part of an international movement making our communities safer, more respectful and inclusive for the growing number of people living with dementia, and those who care about them.
- To receive sufficient training and support so that you feel confident in this role.
- To build your own understanding of dementia.
- To be kept up-to-date with Dementia Friends news and developments.
- To have your suggestions for improvement listened to.
- To feel valued and appreciated for your contribution.
- To be able to stop volunteering as a Dementia Friends Champion at any time.

Champion Checklist

Materials and Resources

- Champion's Guide:** The Champion's Guide is organized into 12 parts and contains the content, activities and list of materials needed to facilitate the Dementia Friends Information Session. The approximate time to complete each activity in the session is included and may be adjusted to meet the needs of the group.
- Session Workbook:** The Dementia Friends Session Workbook is what the participants will use to follow along during the Dementia Friends session (have 3 more copies available than the number of participants expected). Participant will record their Dementia Friends action(s) here.
- Sign in Sheet:** to track attendees
- Session Reporting Form:** to track session information
- Pens or markers
- Brochure or bookmark listing community resources (if available)
- Clock or watch to keep track of time
- Optional:
 - Evaluation and Action Steps document:** Communities can modify this tool; Dementia Friends USA does not require the survey data included in this survey.
 - Dementia Friends pins
 - Certificates of Participation
 - We are Dementia Friends/I am a Dementia Friend signs
 - Camera
 - Dementia Friendly Community Infographic (Part 3 of 12)
 - Flip Chart / easel (Part 8 of 12 - if doing Everyday Task as a large group)

Champion Preparation

Preparing for Your Session

- Read the Dementia Friends Champion's Guide, Dementia Friends Information Session, Workbook and all supporting materials.
- If possible, attend a Dementia Friends Information Session or co-lead a session (or a few sessions) prior to holding your own.
- Determine if you will have one or two Champions facilitate the Information Session.
- Make contact with the site host to confirm the time, date, contact person, number of participants, room set-up. Find out the primary spoken language for the group and check whether the activities are culturally relevant and appropriate for your group.
- Ensure that the group and/or key contact you are organizing the session with understand exactly what is involved. Particularly, that:
 - The Dementia Friends Information Session is not a formal training. It is an information session.

- The session alone does not give an organization or business “Dementia Friendly” status.
 - Participation means that attendees have raised their understanding of dementia and committed to a practical action that can help someone with dementia living in their community.
- Use outreach and dissemination materials to promote the session
 - Obtain information on local community resources, including culturally specific resources, to share with participants at the end of the Information Session.
 - Prepare copies of all required materials (bring extras)
 - Prepare refreshments for participants (optional).
 - Arrive at least 30 minutes prior to session start time.
 - Set up room depending on number of participants so that all participants can see and hear the Champion and each other. Small group seating (3-5 individuals) is preferred.

Tips for Delivering a Successful Information Session

Dementia Friends is an informational session. It is not a formal training or education. Participation means that attendees have raised their understanding of dementia and committed to a practical action that can help someone with dementia living in their community. The Champion’s goal is to help participants understand dementia and the small things they can do to support people living with dementia in their community.

Practice, practice, practice. Practicing your material over and over will help build a comfort level with what you are sharing and will boost your confidence in your own skills.

Use the Dementia Friends materials. Conduct the Dementia Friends Information Session and activities following the Champion’s Guide so that all participants have a consistent experience. However, make adaptations based on your specific audience e.g., cultural, faith or youth groups.

Promote active discussion of the session content and activities. However, redirect the discussion if it is straying too far from the key points being shared. Remember, you have one hour for this session and if one activity goes longer than expected, you will have to cut short another activity.

Challenge stigma. In some cultures/languages, only negative words or connotations exist for a person living with dementia, e.g., “demented.” Be creative and attempt to challenge and overcome the stigma of dementia at every opportunity.

Watch the clock and control the group. Dementia Friends is a combination of lecture and group activities conducted in 60 minutes (1 hour). There is no room to make up for lost time, so you need to carefully control the group and the time.

Know your audience. If the group you’re presenting to has cultural characteristics, inform yourself about the group ahead of time. For example, do they have specific beliefs about aging? Does their

culture have a widespread stigma about dementia? Also, if you will be working with an interpreter, speak with that person before the session and know how best to work with him or her.

Introduce yourself. You may be introduced by the session host or your co-Champion presenter, but regardless, begin by saying your name again. Doing this can ease the nervousness of public speaking.

Do group introductions? Be aware that having participants introduce themselves can take more time than you expect. Even if you ask people to say their name only, someone may share their story. You are on a tight 60-minute timeframe.

FOR DEMENTIA CHAMPION VOLUNTEERS: As a volunteer Dementia Friends Champion, you are not expected to know everything about Alzheimer's disease or dementia. When questions outside your knowledge base arise, refer people to local resources or the Alzheimer's Association 7 Helpline (800.272.3900), which serves people with memory loss, caregivers, health care professionals, the general public, diverse populations, and concerned friends and family. The Helpline offers referrals to local community programs and services, dementia-related education, crisis assistance and emotional support.

Tips on Recognizing Participant Experiences

Recent loss. Someone who has recently lost a loved one may want to tell his or her story and may become emotional. Thank the person for sharing, let them know you are sorry for their loss, and let them know you can be available to listen at the end of the session. If you have said that, be available. Plan to stay an extra 30 minutes after the session to wrap up and speak to people who need to talk.

Latest research. Someone may want to tell everyone about the latest research, which isn't something you can verify right then. Thank the person for sharing, let him or her know you need to keep moving, and that perhaps people can discuss after the session.

Complaint. Someone may have a complaint about a local organization. Thank the person for their comment and express regret that they had that experience. Offer to talk after the session.

Dementia Friends Information Session Overview

The table below provides an overview of the Session broken down by time. Use the far left column to insert the actual time for the Session. If the Session begins at 9:00 a.m. the Welcome would be 9:00-9:04 a.m.

Overall Time: 60			
	4 Minutes	Welcome	Introduce self. Overview of Dementia Friends Information Session. <i><u>Optional: Dementia Friends sessions may begin with the brief Dementia Friends overview or trailer videos. Please adjust times accordingly.</u></i>
	4 Minutes	One Word on Dementia	Participants share one word on dementia. Overview of dementia, most common
	2 Minutes	What is Dementia Friends?	Developed in the United Kingdom. Goal is to help community members understand what dementia is and how they can make a difference.
	2 Minutes	Normal Aging vs. Alzheimer's	Overview of normal aging.
	4 Minutes	10 Early Signs and Symptoms	Overview of 10 signs of Alzheimer's.
	8 Minutes	Broken Sentences Worksheet and Five Key	Introduce five key messages.
	4 Minutes	Bookcase Story	Description of how dementia may affect someone.
	12 Minutes	Everyday Tasks	Activity to understand there are many steps we each take to
	10 Minutes	Communication	Lecture on the importance of communication including
	2 Minutes	Review the Five Key Messages	Review five key messages that were introduced earlier.
	8 Minutes	Turn Your Understanding into Action	Participants identify one action on evaluation/ action steps document and session workbook. Distribute Dementia

	2 Minutes	Resources in Your Community/Conclusion	Share information on community resources. Thank you for becoming a Dementia Friend!
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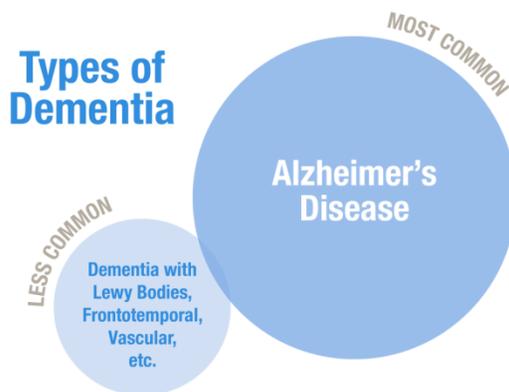
Dementia Friends Information Session

Time: 60 minutes, in-person

Note: The following session plan has suggested words in **bold** that you can use in facilitating the information session. Feel free to use your own words to get the message across.

Part 1 of 12 – Welcome	
	4 minutes
	Dementia Friends Information Session Workbook
	<p>Distribute the Dementia Friends Information Session workbook to participants. Introduce yourself and welcome participants. Review location of restrooms with participants and remind them to turn off cell phones.</p> <p>Say: I am a volunteer [describe your enthusiasm about Dementia Friends]. I completed a training to be a Dementia Friends Champion. I am not an expert in dementia and it is not my role to give advice, so I may not be able to answer all your questions. I can, however, tell you where you can find out more and get any advice or support you need.</p> <p><i>If using an interpreter, allow them to introduce themselves too.</i></p> <p>Say:</p> <ul style="list-style-type: none"> • The session will last about 60 minutes without any breaks. • After participating in the session, you will be able to describe dementia and know the most common type of dementia. You will understand the five key messages about dementia and learn how to effectively communicate with a person living with dementia. • Towards the end of the session you will be asked to choose a small action you can take as part of becoming a Dementia Friend today.

Part 2 of 12 – One Word on Dementia

	4 minutes
	Dementia Friends Information Session Workbook (page 2)
	<p>Say: In this activity, I'd like for you to share one word that comes to mind when you hear the word "dementia." Is anyone willing to share?</p> <p>Allow participants to answer one at a time, making sure that you repeat their words. Once you have taken 5 – 6 words from the audience, ask: "Are these words positive or negative?" Allow the audience to answer. Repeat the words shared. Point out that many of the words people mention may be negative. Fear and loss are often mentioned.</p> <p>Say: Dementia is not a specific disease. It's an overall term that describes a wide range of symptoms associated with a decline in memory or other thinking skills severe enough to reduce a person's ability to perform everyday activities. Alzheimer's disease is the most common type of dementia and accounts for 60 to 80 percent of cases. Other types of dementia include Dementia with Lewy Bodies, Frontotemporal, and Vascular. The goal of Dementia Friends is to increase understanding about dementia and reduce stigma.</p> <p>Let participants know that the Types of Dementia graphic can be found in their Dementia Friends Information Session Workbook.</p> <div data-bbox="647 1092 1156 1484" data-label="Diagram">  <p>The graphic is titled "Types of Dementia" and features two overlapping blue circles. The larger circle on the right is labeled "MOST COMMON" and contains the text "Alzheimer's Disease". The smaller circle on the left is labeled "LESS COMMON" and contains the text "Dementia with Lewy Bodies, Frontotemporal, Vascular, etc.".</p> </div>
	<p>Champion tip: Repeating each participant's word to the group can be a simple way of ensuring everyone has heard it. It's also a great way to encourage further interaction and to reinforce important messages.</p> <p>Dementia is often incorrectly referred to as "senility" or "senile dementia," which reflects the formerly widespread but incorrect belief that serious mental decline is a normal part of aging. Please be aware that in some cultures/languages, there is no word for dementia or only a somewhat derogatory term. If you experience this situation, use the English word "dementia" and explain why you are doing so.</p>

Part 3 of 12 – What is Dementia Friends?	
	2 minutes
	Dementia Friends Information Session Workbook (page 2) Dementia Friendly Community Infographic (optional)
	<p>Describe Dementia Friends using or summarizing the bullets below.</p> <p>Say:</p> <ul style="list-style-type: none"> • Dementia Friends is a global movement developed by the Alzheimer’s Society in the United Kingdom and now underway in the United States. • The goal is to help everyone in a community understand five key messages about dementia, how it affects people, and how we each can make a difference in the lives of people living with the disease. • People with dementia need to be understood and supported in their communities. You can help by becoming a Dementia Friend. <p><i>Optional:</i> Distribute the Dementia Friendly Community Infographic. Explain how each of the clouds represent a sector and that all the “clouds” together help to create a dementia-friendly community. Point out that Dementia Friends are part of a dementia- friendly community.</p>

Part 4 of 12 – Normal Aging vs. Alzheimer’s Disease	
	2 minutes
	Dementia Friends Information Session Workbook (page 3)
	<p>Say: Most people know that they experience physical changes as they age. They may now wear glasses, have graying hair and feel stiff when they get up in the morning. We also experience some cognitive or thinking skill changes as we age. We may find we don’t remember names as easily or that we have more trouble concentrating in busy settings.</p> <p>Page 3 of your workbook has a description of typical age-related changes that may occur.</p> <p>Next, we are going to talk about changes that are not normal and may be signs or symptoms of something significant.</p>

Part 5 of 12 – 10 Early Signs and Symptoms

	4 minutes
	Dementia Friends Information Session Workbook (page 3)
	<p>Say: There are 10 early signs and symptoms of Alzheimer’s disease. They are listed on page 3 of the session workbook.</p> <p>Let participants know the 10 signs are found in their Dementia Friends Session workbook. Read the bolded statement below one at a time. Say or paraphrase the additional information following each statement. Next read the typical age-related changes found in bold italics. Go through the list one at a time.</p> <p>1. The first sign is memory loss that disrupts daily life. One of the most common signs of Alzheimer’s is memory loss, especially forgetting recently learned information. Others include forgetting important dates or events; asking for the same information over and over; relying on memory aides (e.g., reminder notes or electronic devices) or family members for things they used to handle on their own. <i>What's typical with normal aging? Sometimes forgetting names or appointments, but remembering them later.</i></p> <p>2. The second sign is challenges in planning or solving problems. Some people may experience changes in their ability to develop and follow a plan or work with numbers. They may have trouble following a familiar recipe or keeping track of monthly bills. They may have difficulty concentrating and take much longer to do things than they did before. <i>What's typical with normal aging? Occasionally making errors when balancing a checkbook.</i></p> <p>3. The third sign is difficulty completing familiar tasks at home, at work or at leisure. People with Alzheimer’s often find it hard to complete daily tasks. Sometimes, people may have trouble driving to a familiar location, managing a budget at work or remembering the rules of a favorite game. <i>What’s typical with normal aging? On occasion, needing help to use the settings on a microwave or to record a television show.</i></p> <p>4. The fourth sign is confusion with time or place. People with Alzheimer's can lose track of dates, seasons and the passage of time. They may have trouble understanding something if it is not happening immediately. Sometimes they may forget where they are or how they got there. <i>What's typical with normal aging? Getting confused about the day of the week, but recalling it later.</i></p> <p>5. The fifth sign is trouble understanding visual images and spatial relationships.</p>

For some people, having vision problems is a sign of Alzheimer's. They may have difficulty reading, judging distance and determining color or contrast, which may cause problem with driving.

What's typical with normal aging? Vision changes related to cataracts.

6. The sixth sign is new problems with words in speaking or writing.

People with Alzheimer's may have trouble following or joining a conversation. They may stop in the middle of a conversation and have no idea how to continue or they may repeat themselves. They may struggle with vocabulary, have problems finding the right word or call things by the wrong name (e.g., calling a watch a "hand clock").

What's typical with normal aging? Sometimes having trouble finding the right word.

7. The seventh sign is misplacing things and losing the ability to retrace steps.

A person with Alzheimer's disease may put things in unusual places. They may lose things and be unable to go back over their steps to find them again. Sometimes, they may accuse others of stealing. This may occur more frequently over time.

What's typical with normal aging? Misplacing things from time to time, such as a pair of glasses or the remote control, and retracing steps to find them.

8. The eighth sign is decreased or poor judgment.

People with Alzheimer's may experience changes in judgment or decision making. For example, they may use poor judgment when dealing with money, giving large amounts to telemarketers. They may pay less attention to grooming or keeping themselves clean.

What's typical with normal aging? Making a bad decision once in a while.

9. The ninth sign is withdrawal from work or social activities.

A person with Alzheimer's may start to remove themselves from hobbies, social activities, work projects or sports. They may have trouble keeping up with a favorite sports team or remembering how to complete a favorite hobby. They may also avoid being social because of the changes they have experienced.

What's typical with normal aging? Sometimes feeling weary of work, family and social obligations.

10. The tenth sign is changes in mood and personality.

The mood and personalities of people with Alzheimer's can change. They can become confused, suspicious, depressed, fearful or anxious. They may be easily upset at home, at work, with friends or in places where they are out of their comfort zone.

What's typical with normal aging? Developing very specific ways of doing things and becoming irritable when a routine is disrupted.

Source: 10 Early Signs and Symptoms of Alzheimer's, www.alz.org/10-signs-symptoms-alzheimers-dementia.asp

Say/Paraphrase: Dementia is the name for a collection of symptoms that include memory loss, mood changes and problems with communication and reasoning. These symptoms are brought about by a number of diseases that cause changes in the brain. The most common is Alzheimer's disease. Alzheimer's changes the chemistry and structure of the brain, causing the brain cells to die off.

3. Dementia is not just (pause and wait for a response). Response: about having memory problems. This is our third key message.

Say/Paraphrase: People often think of dementia as a form of memory loss. Although memory loss is often one of the first signs of dementia, especially Alzheimer's disease, it's much more than that. Dementia can affect the way people think, speak and do things. Dementia makes it harder to plan and learn new activities, and interferes with structured tasks like writing. It can also make it harder to communicate. However, there is much that can be done to help. Every year we understand more about dementia and develop new strategies that can help to boost someone's confidence and maintain their independence for as long as possible.

4. It is possible to have a (pause and wait for a response). Response: good quality of life with dementia . This is our fourth key message.

Say/Paraphrase: Most of us have an image in our mind of what life with dementia looks like. That image is often very bleak. So, it can be very surprising to learn that many people with dementia continue to drive, socialize and hold down satisfying jobs. Even as dementia progresses, many people lead active, healthy lives, continue their hobbies, and enjoy loving friendships and relationships. Of course, dementia does make it harder to do certain things but with the right support and know-how, it is possible for someone with dementia to get the very best out of life.

5. There's more to the person than (pause and wait for a response). Response: the dementia (f). This is our fifth key message.

Say/Paraphrase: In the same way that we would look at someone with diabetes or cancer and see them as a person first, people living with dementia are also a person first.

Say: At the end of today's session, I will ask you to think about what you can do differently in your day-to-day life that may help people affected by dementia.

Remember that dementia can have an impact on a whole family, not only the person who has the disease.

To help your thinking, some actions others have committed to are:

- **If you know someone in your community who has dementia or whose family member has dementia, ask if there is anything you could do to help – maybe cook with them or simply visit?**
- **If the person ahead of you in a shop is struggling with simple tasks, be patient.**

love, happiness, frustration and sensing respect reside here. As dementia continues to rock her bookcase, the books on these lower shelves stay for a much longer time.

The bookcase story helps explain different thinking skills and memories and the effects of dementia. Facts and complex thinking will fall away quickly. Emotions and feelings will remain longer.

Let's return to the 70-year-old woman with dementia for a real-life example of the bookcase story. A daughter may visit to find that her mother can no longer remember her name. She will, however, remember feelings of love, comfort and support from the visit. Similarly, if the mother and daughter were to argue, the mother might not remember the details, but she will remember the feelings of anger and hurt from the exchange.

As her dementia continues, the woman might lose other thinking skills. She may no longer be able to manage her finances, complete activities she once enjoyed or communicate with family and friends. Dementia affects each person differently.

Remember, dementia also affects the factual and emotional parts of the brain differently. The top part that manages facts – like faces, names, dates, places – is affected first; the facts are easily forgotten. The lower part that manages emotions is affected later, so feelings and emotions aren't lost as quickly as facts.

The brain stores both recent and past memories. For people with dementia, the most recent memories are lost first; the memories from earlier in life are remembered longer.

Other thinking skills are also affected by dementia, including planning, judgment and communication.

Planning is the skill we use to carry out everyday activities.

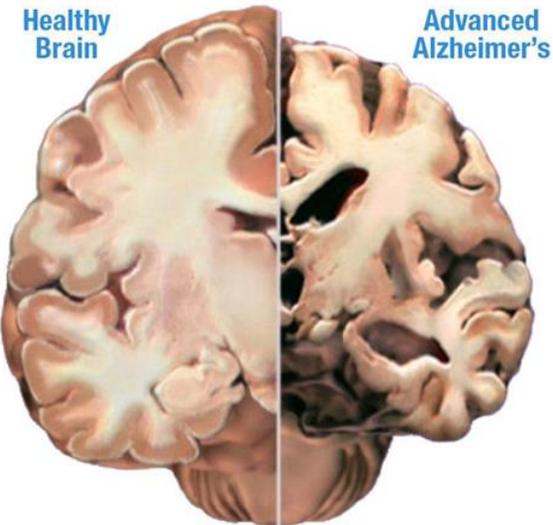
- A woman with dementia may not be able to make cookies the way she could in the past or a man may have trouble mowing the lawn (or blowing the snow) the way he did for years.

Judgment is the skill we use to keep ourselves safe or to interact with others.

- The person with dementia may give money to anyone who calls and asks for donations or may loudly criticize people in a social setting.

In just a few moments we will be talking more about communication.

Let participants know that a side-by-side image of a healthy brain and a brain with advanced Alzheimer's can be found in their Dementia Friends Information Session Workbook (page 6).

	 <p style="display: flex; justify-content: space-around;">Healthy BrainAdvanced Alzheimer's</p>
	<p>Champion tip: Practice reading the Bookcase story aloud several times prior holding your first Information Session. When reading, pause as appropriate and make eye contact.</p>

Part 8 of 12 – Everyday Tasks	
	12 minutes
	Dementia Friends Information Session Workbook (page 6) Pen/pencil
	<p>Say: As we just learned, planning is a skill we use to carry out everyday activities. Next I'd like for you to work in pairs or groups and write a step-by-step instruction list to complete a task you do daily or often.</p> <p>Assign one of the following tasks to the group: brush your teeth or make a sandwich.</p>
	<p>Make sure that someone reading your list could follow the instructions successfully to complete the task.</p> <ul style="list-style-type: none"> • Refer participants to the Everyday Tasks page in the Session Workbook to write their list. Ask the participants to number each step as they go. • Give the group five minutes to write down the steps that are needed to complete the task. If any of the pairs are not finished after five minutes, stop them and move on. Ask anyone who has not finished to estimate how many more steps they would need and make note of that number.

- After five minutes ask each pair or group to share how many steps they had for the activity. Keep note of how many steps each group had.
- Ask the participants if anyone would like to share their first step? Following this ask everyone if they think a step comes before this?
- Ask the participants if anyone would like to share their last step? Following this ask everyone if they think a step comes after this?
- Ask for a group with the shortest, or a short list to volunteer to read out their first steps.

Question to participants: Did you combine different actions? Could you break them down further?

Response: It's easy to combine lots of actions into one step.

Everyone - look at your instruction list again.

- **Question:** Have you missed any steps?
- **Question:** Could any steps be broken down into smaller steps?
- **Question:** How many truly individual steps do you think it would take?

Bring the group to the conclusion that the complete list would be very long.

Next facilitate a group discussion using some of the following questions. **When you think about functions controlled by the brain, what is required to complete this task?** Responses may include: breathing, heart function, movement, vision, hearing, coordination, sequencing, memory of what words mean.

- How difficult or easy was this?
- In your pairs or small groups did anyone disagree? Did you all agree on the same steps?
- How might this relate to a person with dementia? Responses may include: someone with dementia may be losing some of their abilities (such as memory, coordination) or may be more easily distracted.

Ask:

- If someone with dementia struggling with this task, what could be done to support them? If the person is supported to complete the task, how might they feel as a result?
- What did you learn from this activity?
-

Summarize the activity by saying or paraphrasing the following:

- **Most people take simple day-to-day tasks for granted, but when you actually break the task down, it is actually very complex, we each perform hundreds of tiny steps to make something happen.**
- **For someone with dementia who has problems with planning, decision making, communication and remembering, any one of these steps can become difficult.**
- **However, with support it is possible for them to continue to perform these tasks.**

	<ul style="list-style-type: none"> • If we can identify the steps the person is struggling with and help them with that, we can empower them to be more independent.
	<p>Champion tips:</p> <ul style="list-style-type: none"> • <i>Speak with host in advance to determine a task that is relevant to the group.</i> • <i>If the group doesn't relate to the specific tasks, you could begin by asking "What is a task that we do daily?"</i> • <i>Ask less questions of the group or gather responses from only a few groups if you are running short on time.</i> • <i>Speak with host in advance to determine a task that is relevant to the group.</i> • <i>This activity can be done using written lists. Or, it can be done verbally, which can make it accessible for a group who does not use English as their first language.</i> • <i>If the group doesn't relate to the specific tasks, you could begin by asking "What is a task that we do daily?"</i> • <i>You can ask the group to do this activity verbally and create the list as a whole group. You can also ask the group, "What is the first step?" and then write down on</i> • <i>a board, flipchart or paper. Continue until you have a whole list, and then ask the exploring questions from above.</i> • <i>Alternatively, you can ask people to work in groups of three so that two people think of the steps and one person counts on their fingers.</i>

Part 9 of 12 – Communication	
	10 minutes
	Dementia Friends Information Session Workbook (page 7) Clock or watch with second hand for 20 second activity
	<p>Say: The ability to exchange ideas, wishes and feelings is a basic need! Communication with a person with dementia requires patience, understanding and good listening skills.</p> <p>When we talked about the Bookcase Story we talked about how a person might feel as the changes with dementia continue to affect thinking. One of the skills that may be greatly changed is the ability to communicate—both expressing needs and understanding what others are asking. As we now talk about communication, keep in mind how the person might feel.</p> <p>Changes in the ability to communicate are unique to each person with Alzheimer's and can include:</p> <ul style="list-style-type: none"> • Using familiar words repeatedly.

- **Inventing new words to describe familiar objects.**
- **Easily losing his or her train of thought.**
- **Reverting to a first (or birth) language.**
- **Having difficulty organizing words logically.**

Ongoing communication is important, no matter how difficult it may become or how confused the person with Alzheimer's or dementia may appear.

You might notice that the person is more easily confused. They might not respond to what you are saying or asking. Or they may respond by pushing you away, crying or making sounds. Sometimes we call these responses “behaviors.” But, often they are simply a form of communication. If the person can no longer tell you it hurts to put her arms over her head to put on a shirt, she may push you away. If everyone is moving quickly and it is loud in the room he may not be able tell you to slow down, he may cry.

Use the following tips when communicating with a person with dementia.

Say the bolded words below and paraphrase the additional information on tips when communicating with a person with dementia.

Treat the person with dignity and respect. Avoid talking past the person as if he or she isn't there.

Be aware of your feelings. Your tone of voice may communicate your attitude. Use positive, friendly facial expressions.

Be patient and supportive. Let the person know that you are listening and trying to understand. Show that you care about what he or she is saying and be careful not to interrupt.

Say: People with dementia may have difficulty communicating if we move or talk too quickly. It may take the person up to 20 seconds to take in what you have said and get out their response. Here is how long that is. Let's time 20 seconds.

Note: Using a watch or clock the Champion lets the group know when 20 seconds has passed.

Ask: How did that feel? Allow audience to answer. Repeat the words shared. Common feelings and words may be: uncomfortable, too long, anxious, nervous.

This gives us an example of how long that is and that we need to allow extra time to allow someone with dementia to communicate.

If someone is having trouble communicating:

Offer comfort and reassurance. Reassure them that it's okay and encourage the person to continue.



Avoid criticizing or correcting. Don't tell the person what he or she is saying is incorrect. Instead, listen and try to find the meaning in what is being said.

Avoid arguing. If the person says something you don't agree with, let it be. Arguing usually only makes things worse and often increases agitation for the person with dementia.

Offer a guess. If the person uses the wrong word or cannot find a word, try guessing the right word. If you understand what the person means, finding the right word may not be necessary.

Encourage nonverbal communication. If you don't understand what is being said, ask the person to point or gesture.

Let participants know the following conversation tips are found in the Dementia Friends Information Session Workbook (page 8).

Say: When approaching the person and starting a conversation: *Share a few bullets below.*

- **Come from the front, identify yourself, and keep good eye contact. If the person is seated or reclined, go down to that level.**
- **Call the person by their preferred name to get his or her attention.**
- **Use short, simple phrases and repeat information as needed. Ask one question at a time.**
- **Speak slowly and clearly. Use a gentle and relaxed tone.**
- **Patiently wait for a response while the person takes time to process what you said.**

During the conversation: *Share a few bullets below.*

- **Provide a statement rather than ask a question. For example, say "The bathroom is right here," instead of asking, "Do you need to use the bathroom?"**
- **Avoid confusing and vague statements about something you want the person to do. Instead, speak directly: "Please come here. Your shower is ready." Name an object or place. For example, rather than "Here it is" say "Here is your hat."**
- **Turn negatives into positives. Instead of saying, "Don't go there," say, "Let's go here."**
- **Give visual cues. Point or touch the item you want the person to use or begin the task for him or her.**
- **Avoid quizzing. Reminiscing may be healthy, but avoid asking, "Do you remember when?"**
- **Try using written notes or pictures as reminders if the person is able to understand them.**

	<p>Champion tip: If you are running short on time, let participants know the conversation tips are found in the Dementia Friends Information Session Workbook instead of reading all of them aloud.</p>
<p>Part 10 of 12 – Review the Five Key Messages</p>	
	<p>2 minutes</p>
	<p>Dementia Friends Information Session Workbook (page 9)</p>
	<p>Next review the five key messages.</p> <p>Say: We learned the five key messages in the Broken Sentences activity. Who can remember them?</p> <p>Ask for volunteers to share the five key messages. Repeat each correct message that they say and remind them the five key messages are in their workbook. The messages are listed below for your reference.</p> <ul style="list-style-type: none"> • Dementia is not a normal part of aging. Not everyone who grows old will develop dementia. • Dementia is caused by diseases of the brain. The most common is Alzheimer’s. • Dementia is not just about having memory problems. It can affect thinking, communication and doing everyday tasks. • It is possible to have a good quality of life with dementia. • There’s more to the person than the dementia. People with dementia are a valuable part of the community.

<p>Part 11 of 12 – Turn Your Understanding into Action</p>	
	<p>8 minutes</p>
	<p>Dementia Friends Information Session Workbook (page 9) Dementia Friends Evaluation and Action Steps Pen/pencil Optional materials (Button, etc)</p>
	<p>Note: This activity may take a little longer for the group to fully understand what is being asked. It may be a new concept for people. They may feel they are being asked to volunteer or to take on a heavy commitment, so it is important to stress that a small action is enough. If you have examples from previous sessions, share them.</p>



Say: Let's take what we've learned today and put it into action.

Say: What does "dementia-friendly" mean to you?

Take a few suggestions from the group.

Say:

- **People with dementia can become isolated if those of us around them don't understand what they are going through.**
- **We can reduce isolation and help people with dementia feel welcomed and supported in their community.**
- **How can we do this? You can become a Dementia Friend and turn what you have learned today into a dementia-friendly action.**

Say:

- **To become a Dementia Friend, you need to support the five key messages and commit to your own dementia-friendly action.**
- **No action is too big or too small - every action will make a difference.**

Here are some example actions:

- **I will stay in touch with someone I know living with dementia.**
- **I will change how I talk about dementia by saying "living with dementia" rather than "suffering with dementia."**
- **I will smile and say hello instead of avoiding a person with dementia.**
- **I will start a conversation at work, at my child's soccer game or with my faith community about Dementia Friends and how to become one.**

Say: Now discuss the action you'll choose to do after today with the person next to you (or group)? While you do, I'm going to hand out an evaluation and action steps document. We will collect this form after this Information Session. You can also record your action in your workbook so you can take it away with you.

- **Give the group 5 minutes to discuss their actions and then bring the group back together.**
- **Ask if anyone from the group would like to share their action.**
- **After hearing some examples of actions say:**

We are going to come around and ask everyone individually if they would like to be a Dementia Friend.

- **While going around provide each person with a Dementia Friend pin. Collection the evaluation/action steps. Remind participants that can also write their action in their Session Workbook.**

Part 12 of 12 – Resources in Your Community / Conclusion	
	2 minutes
	Dementia Friends Information Session Workbook (page 9) Brochure or bookmark listing community resources (if available) We Are Dementia Friends and I am a Dementia Friend signs (optional)
	<p>Conclude with letting people know about community resources such as the Alzheimer’s Association or local Area Agency on Aging.</p> <p>Say: To learn more about resources in your community contact:</p> <ul style="list-style-type: none"> • Alzheimer’s Association 24/7 Helpline (800.272.3900) serves people with memory loss, caregivers, health care professionals, general public, diverse populations, and concerned friends and family, and provides referrals to local community programs and services, dementia-related education, crisis assistance and emotional support. http://alz.org. • Aging and Disability Resource Center (through your local Area Agency on Aging) • James L. West Center for Dementia Care (outstanding education materials, on-line services and much more). JamesLWestLEARN.org • Dementia Friendly Fort Worth. Dffw.org 817-332-6266 <p>Thank participants for their time and for becoming a Dementia Friend!</p>
	Champion tip: Take individual or group photos of participants holding the We Are Dementia Friends and I am a Dementia Friend signs.

Session Reporting

- Report the numbers of people who attend the Dementia Friends session to the Master Champion by submitting the Session Reporting Form.
- Work with the Master Champion to tabulate additional data as necessary, such as action steps and program evaluation.