

YOUTH HOPE

INTERGENERATIONAL TOOLKIT

A step-by-step guide on fostering intergenerational bonding between youth and seniors

Be A
Dementia
Friend

DEMENTIA-FRIENDLY
SINGAPORE

Supported by QiC



Contents

1	About this toolkit	01
2	About Youth Hope	02
3	Implementing Youth Hope in the community	
	• Deciding on the Youth Hope programme tier	04
	• Preparing youth for their respective Youth Hope tiers	05
	• Supporting seniors and persons living with dementia	07
	• Working towards a sustainable Youth Hope programme	08
4	Resources to help you	
	• Annex A: Training structure [applicable to all]	09
	• Annex B: Experiential learning [applicable to Youth Hope Champions and Leaders]	10
	• Annex C: Tips on befriending seniors and persons living with dementia [applicable to Youth Hope Champions and Leaders]	20
	• Annex D: Life review [applicable to Youth Hope Champions]	24
	• Annex E: Engagement activities with seniors and persons living with dementia [applicable to Youth Hope Champions]	27



About this toolkit

The Youth Hope intergenerational toolkit provides a step-by-step guide to starting the Youth Hope programme, which aims to foster intergenerational bonding between youth and seniors. The toolkit also outlines the steps to implementing Youth Hope in the community and how individuals and community partners can play a part to engage youth to support seniors and persons living with dementia.



Since 2017,
more than

7,600
youths

have undergone the programme and deepened their understanding of seniors and persons living with dementia.

Studies have shown that intergenerational programmes have a positive influence on everyone involved. Seniors feel energised from the interactions and less isolated, while youth can develop communication skills and enhance their self-esteem.

Locally, however, the reducing family size and faster pace of life limits the opportunities that youth spend interacting even with their grandparents. Language differences also further limited their interactions. Youth, who have limited understanding of seniors, find it hard to initiate interactions.

It is with this understanding of the challenges faced by youth that the Agency for Integrated Care (AIC) initiated the development of the Youth Hope programme. Since 2017, more than 7,600 youths have undergone the programme and deepened their

understanding of seniors and persons living with dementia.

To further support individuals and community partners in implementing the Youth Hope programme, we have developed this toolkit, which aims to facilitate schools, Institutes of Higher Learning (IHLs), youth organisations and community partners to start an intergenerational bonding programme that will serve to:

- (i) enable purposeful living among seniors and persons living with dementia, and
- (ii) empower the younger generation in understanding and intermingling with seniors and persons living with dementia.

Ultimately, we hope to raise awareness among the individuals, community partners and youth to support ageing in place by making intergenerational bonding a norm in the community.

About Youth Hope

Youth Hope is an intergenerational bonding programme which aims to raise awareness on ageing and dementia, and provide opportunities for youth to interact with seniors and persons living with dementia.



Through this programme, youth will be able to:

01

Learn about ageing, dementia and how to communicate with seniors and persons living with dementia

02

Build character by developing empathy, values of respect and altruism for seniors and persons living with dementia

03

Have a positive mindset about ageing and dementia as a condition

05

Drive the change through advocating ideas and initiatives for seniors and persons living with dementia

04

Engage seniors and persons living with dementia in preventive and meaningful activities



The Youth Hope programme is customised and categorised into three tiers to distinguish the various groups of youth:

Youth Hope Friends

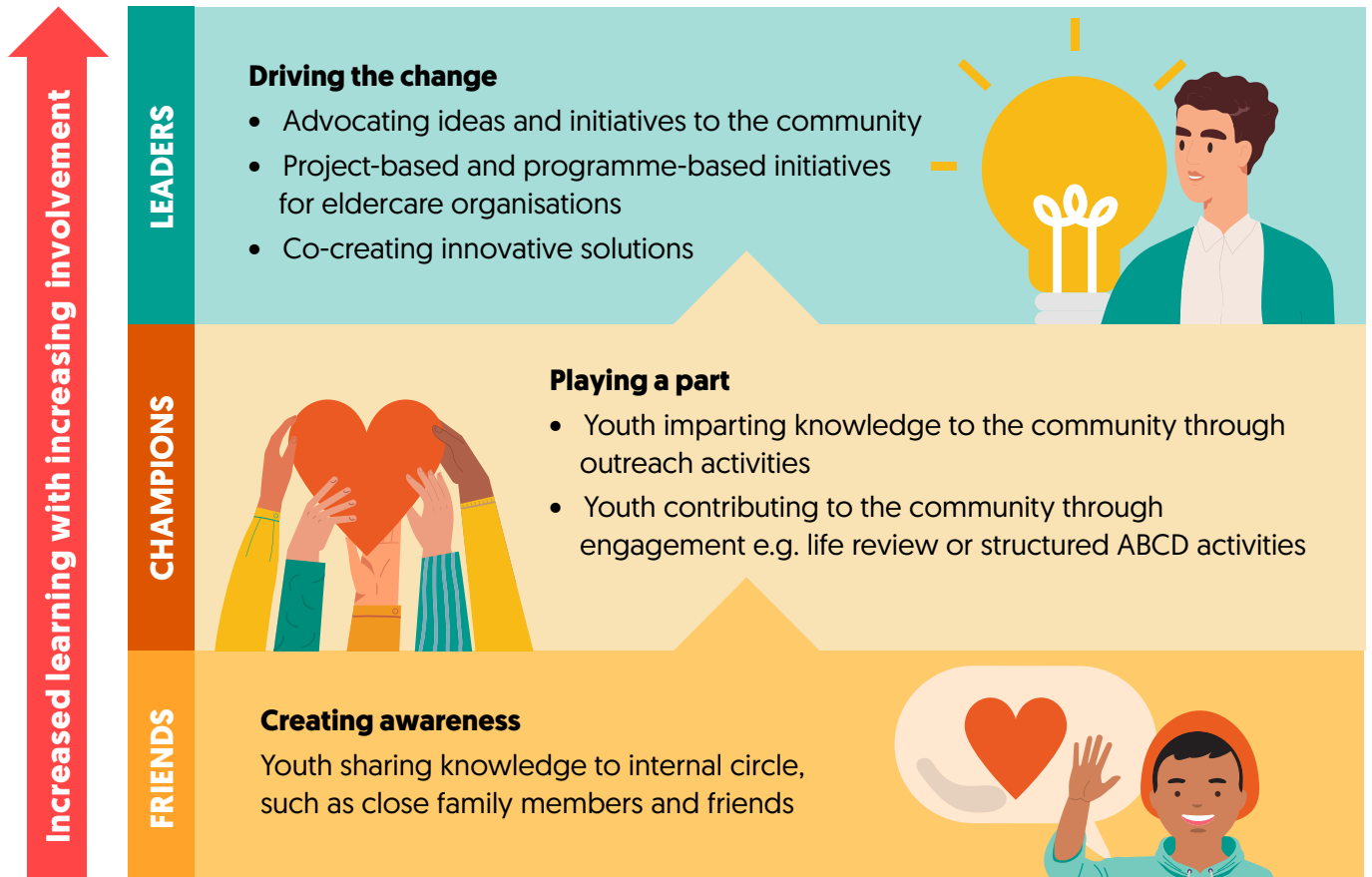
Youth Hope Champions

Youth Hope Leaders



TARGET BENEFICIARIES

- Seniors who are well
- Seniors at risk of mental health issues
- Seniors living with disabilities
- Persons living with dementia



As part of their learning journey, youth will participate in self-directed and guided experiential learnings to have a better understanding of what seniors and persons living with dementia go through on a day-to-day basis.

As they progress up the tiers to Champions or Leaders, they will participate in intergenerational bonding activities, which aim to reduce social isolation and promote emotional connectedness and mental well-being among seniors and persons living with dementia.

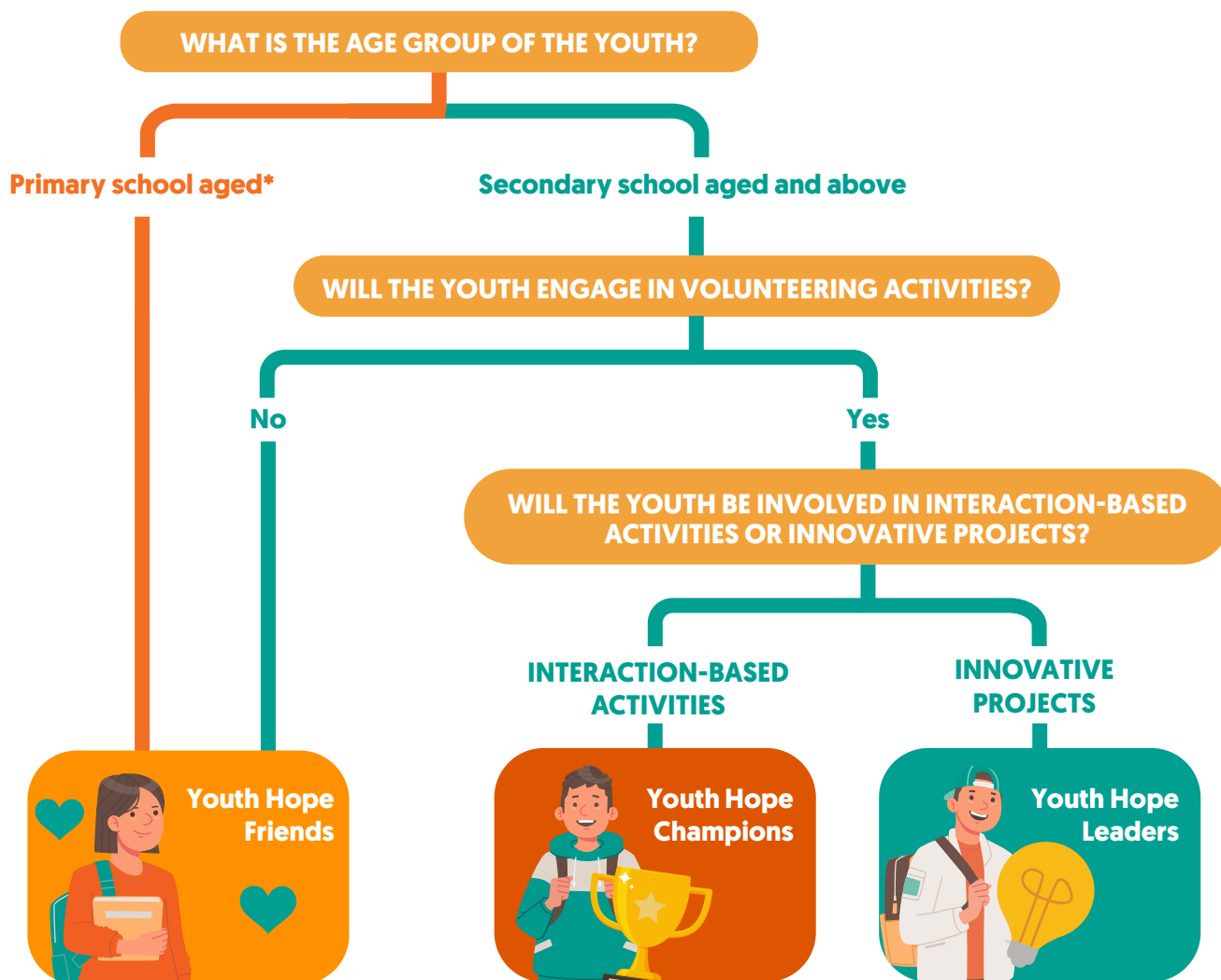
From our experience, the activities planned in Youth Hope also help to improve social and communication skills of youth. It is also a platform to exchange learning through mutual impartation of knowledge, shared experiences and life stories.

Implementing Youth Hope in the community



Deciding on the Youth Hope programme tier

The Youth Hope programme is customised and categorised into three tiers based on the level of learning and involvement of the youth. Each tier will have a recommended training outline and activities. Schools, IHLs, youth organisations and community partners can use the below decision tree to determine the appropriate tiering:



*Engagement with primary schools will be a rarity and will be based on the assessment of the commitment level of the school.

Preparing youth for their respective Youth Hope tiers

To better support youth in achieving their respective goals in Youth Hope, we have developed a recommended list of training and volunteer activities for each of the tiers.


More details about the training and volunteer activities can be found in the annexes of this toolkit. Community Resource, Engagement and Support Teams (CREST) are also available to support schools, IHLs, youth organisations and community partners in the training and support for the intergenerational activities.



INCREASED LEARNING WITH INCREASED INVOLVEMENT

INVOLVEMENT	TIER 1 YOUTH HOPE FRIENDS	TIER 2 YOUTH HOPE CHAMPIONS	TIER 3 YOUTH HOPE LEADERS
WHO CAN YOU SUPPORT?	<ul style="list-style-type: none"> Seniors (includes those who are well, at-risk and with disabilities) Persons living with dementia 		
HOW CAN YOU HELP?	<ul style="list-style-type: none"> Keep a look out for seniors and persons living with dementia who may need help Share knowledge on the signs and symptoms of dementia and how to reduce the risk of developing dementia with family members and friends 		
	<ul style="list-style-type: none"> Share with your family members about the CARA app and encourage them to download it at www.cara.sg 	<ul style="list-style-type: none"> Befriend seniors and persons living with dementia by organising preventive and meaningful activities for them 	<ul style="list-style-type: none"> Drive a positive change in the community to support seniors and persons living with dementia
RECOMMENDED TRAININGS	<ul style="list-style-type: none"> Attend e-learning modules on dementia awareness, OR Contact the CREST team supporting your region to request for a physical talk Please refer to Annex A for more details on the e-learning modules and contact details of the CREST teams.		
	<ul style="list-style-type: none"> Participate in experiential learning to better understand the seniors and persons living with dementia through: <ul style="list-style-type: none"> Self-directed experiential learning Guided experiential learning Please refer to Annex B on relevant resources. Experiential learning can be conducted by the organiser or by the CREST team 		

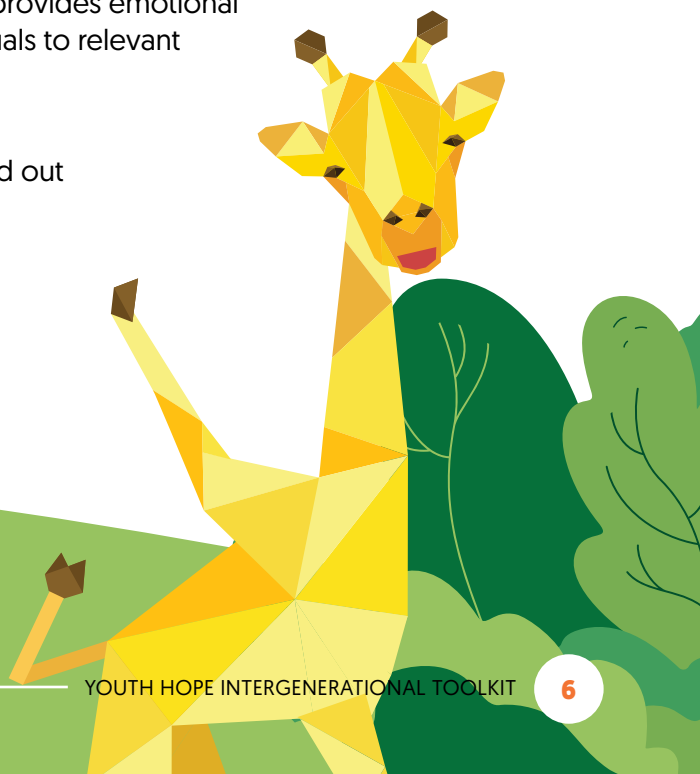


INVOLVEMENT	TIER 1 YOUTH HOPE FRIENDS	TIER 2 YOUTH HOPE CHAMPIONS	TIER 3 YOUTH HOPE LEADERS
<p>RECOMMENDED VOLUNTEER ACTIVITIES</p> 		<ul style="list-style-type: none"> Engage seniors and persons living with dementia with interaction-based activities. Youth may embark on one or more of the activities listed below: <ul style="list-style-type: none"> Befriending (please refer to Annex C for tips on befriending) Life review (please refer to Annex D for information on how to conduct the life review) Engagement activities in AIC Wellness Programme (please refer to Annex E for the list of activities that youth can embark on to engage seniors and persons living with dementia) 	<ul style="list-style-type: none"> Advocate ideas and initiatives to the community Co-create innovative solutions to assist seniors or persons living with dementia Youth may also refer to Annex C for tips on befriending when interacting with seniors and persons living with dementia during their innovative projects

CREST focuses on raising public awareness of mental health conditions and dementia, promotes early recognition of at-risk individuals, provides emotional support to individuals and their caregivers, and links individuals to relevant health and social care services when necessary.



Click on the link or scan the QR code to find out the CREST team supporting your region:
www.aic.buzz/mindmatters-directory



Supporting seniors and persons living with dementia

Youth will befriend and engage seniors and persons living with dementia in the community. Schools, IHLs and youth organisations can identify potential community partner(s) that they would like to collaborate with based on the recommendations stated below.

TYPE OF ENGAGEMENT ACTIVITIES	YOUTH HOPE CHAMPIONS	POTENTIAL COMMUNITY PARTNERS FOR COLLABORATION
 <p>INTERACTION-BASED ACTIVITIES</p>	<p>Life review</p>	<ul style="list-style-type: none"> • Centre-based: Community care providers, e.g. day care centres, nursing home providers, home care providers, palliative care providers
	<p>Befriending and engagement</p>	<ul style="list-style-type: none"> • Centre-based: Community care providers, e.g. day care centres, nursing home providers, home care providers, palliative care providers • Home-based: Constituency office [to find out the location and contact details of the constituency office supporting your school, IHL or youth organisation, you may click on this link: https://www.pa.gov.sg. Scroll down the website to look for 'District Information' and insert the postal code to reveal the information]
TYPE OF ENGAGEMENT ACTIVITIES	YOUTH HOPE LEADERS	POTENTIAL COMMUNITY PARTNERS FOR COLLABORATION
 <p>INNOVATIVE PROJECTS [i.e. Final Year Projects, school curriculum projects, events, e.g. hackathons]</p>	<ul style="list-style-type: none"> • Advocate ideas and initiatives to the community • Co-create innovative solutions to assist seniors or persons living with dementia 	<ul style="list-style-type: none"> • Centre-based: Community care providers e.g. day care centres, nursing home providers, home care providers, palliative care providers • Community-based: Constituency office [to find out the location and contact details of the constituency office supporting your school, IHL or youth organisation, you may click on this link: https://www.pa.gov.sg. Scroll down the website to look for 'District Information' and insert the postal code to reveal the information] • Contact a CREST team supporting your region to co-create solutions to address community gaps/challenges <div style="display: flex; align-items: center;">  <p>Click on the link or scan the QR code to find out the CREST team supporting your region: www.aic.buzz/mindmatters-directory</p> </div>

Working towards a sustainable Youth Hope programme

Planning is required to ensure that the Youth Hope programme is sustainable. Below are useful recommendations which you can consider.



1

To encourage meaningful intergenerational bonding, we recommend youth to undergo training modules on understanding ageing and dementia awareness so that they will have the basic knowledge of the physical and behavioural aspects of ageing, and the signs and symptoms of dementia. This will help youth to better understand the process of ageing and why persons living with dementia sometimes behave in a way that they may not understand.



2

To better support seniors and persons living with dementia, we recommend secondary school students and above to undergo self-directed and guided experiential learnings to be equipped with the skills and knowledge before they embark on the interaction-based activities or innovative projects.



3

To promote fostering of intergenerational bonding within the community, schools, IHLs and youth organisations can look into pairing youth with seniors and persons living with dementia living in the vicinity of the school, IHL or youth organisation.



4

Schools, IHLs and youth organisations can look into **replicating similar programmes yearly for service continuity.**

Resources to help you



Annex A: Training structure (applicable to all)


Training will be structured according to the level of commitment and roles played by youth. The skills and knowledge gained from the training will provide them with the necessary expertise when planning the interaction-based activities or innovative projects.

You can choose to undergo the training listed below:

1 E-learning module on dementia awareness

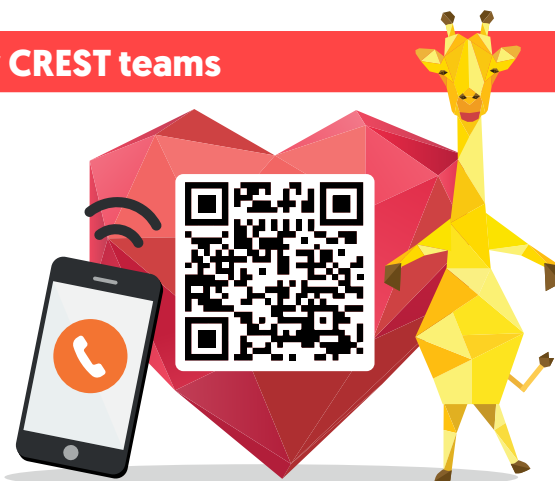
- Training will take approximately 30 min - 1 hour depending on learner’s speed
- An e-certificate will be issued within 3 - 5 working days via email upon completion of the e-learning module



COURSE TITLE	WHAT CAN YOU LEARN?	HYPERLINK AND QR CODE
Dementia awareness (Foundation level)	What is dementia, its types, and risk factors - ABCD signs and symptoms of dementia - Interacting and communicating with persons living with dementia - Ways to reduce the risk of getting dementia - Building dementia-friendly communities	 https://cmhdcmmms.github.io/dementiaawareness20/

2 Customised ‘Understanding ageing’ talk by CREST teams

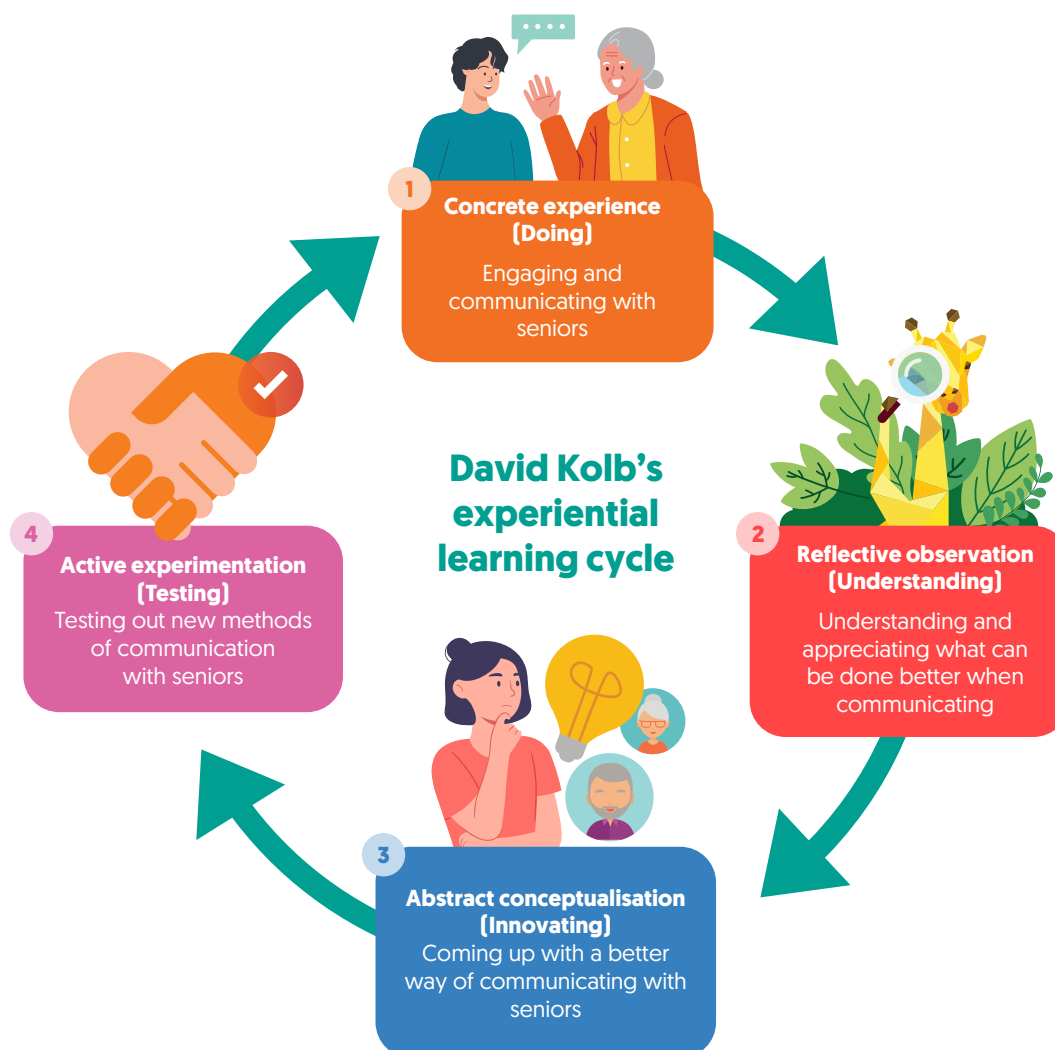
- Contact the CREST team supporting your region to request for a talk in your premises
- Click on the link or scan the QR code to find a CREST team supporting your region:
www.aic.buzz/mindmatters-directory



Annex B: Experiential learning [applicable to Youth Hope Champions and Leaders]

Following David Kolb’s four stages in the cycle of experiential learning, the Youth Hope programme aims to allow youth to acquire abstract concepts through exposure to new experiences. These experiences will allow the participants to gain meaningful insights and conceptualisation relating to their efforts to assist seniors and persons living with dementia.

An example of how to engage and communicate with seniors and persons living with dementia using David Kolb’s experiential learning cycle is shown below.



To deepen the learning journey among youth, they are encouraged to embark on these experiential learnings:

1. Self-directed experiential learning:



Experience Dementia in Singapore [EDIS] and 360° Virtual Reality Dementia-Friendly HDB Home Design Guide

2. Guided experiential learning:

- A. Waking up and taking medication scenarios
- B. Role-playing scenarios

1 Self-directed experiential learning

Youth are encouraged to use these resources to gain a better understanding of how persons living with dementia experience the world, and explore how to make homes safer and more accessible for them.

RESOURCE	EXPERIENCE DEMENTIA IN SINGAPORE (EDIS)	360° VIRTUAL REALITY DEMENTIA-FRIENDLY HDB HOME DESIGN GUIDE
Link and QR code	 www.dementia.org.sg/edis	 www.aic.buzz/DFHome
What is it?	<p>Experience Dementia in Singapore (EDIS) is a VR application where users get to experience the world through the eyes of a person living with dementia. There are three scenarios: (i) in a HDB home, (ii) at the day care centre, and (iii) heading to the supermarket</p>	<p>A first of its kind in Singapore, this interactive online design guide allows caregivers to easily navigate around a HDB home, while providing recommendations on dementia-friendly home modifications for caregivers in Singapore to help make their home safer and more accessible for their loved one</p>
Objectives	<ul style="list-style-type: none"> • Support caregivers to better understand what their loved one goes through, thereby creating a more enabling environment for their loved one • Educate the community so that future caregivers will be better prepared • Learning tool for interior designers, professionals, family caregivers, and students to better understand challenges faced by a person living with dementia 	<ul style="list-style-type: none"> • Support caregivers by providing them with ideas/simple modifications to make their home more accessible for persons living with dementia so that they can age in place • Educate the community so that future caregivers and persons living with dementia (seniors above 60) will be better prepared • Learning tool for interior designers, architects and HDB planners to refer to when building/designing homes for seniors
Learning outcomes	<p>Understand that dementia is a degenerative condition where symptoms worsen over time. However, by creating an enabling and dementia-friendly environment, the lived experience of a person living with dementia can be greatly improved</p>	<p>Understand that dementia is a degenerative condition where symptoms worsen over time. However, by creating an enabling and dementia-friendly environment, the person living with dementia can move around their home more safely and independently</p>
Logistics preparation	<ul style="list-style-type: none"> • Best viewed on a desktop • Big screen with one laptop or individual laptops 	<ul style="list-style-type: none"> • Best viewed on a desktop • Big screen with one laptop or individual laptops

2 Guided experiential learning: A) Waking up and taking medication scenarios

Scenario 1:

Waking up

Context

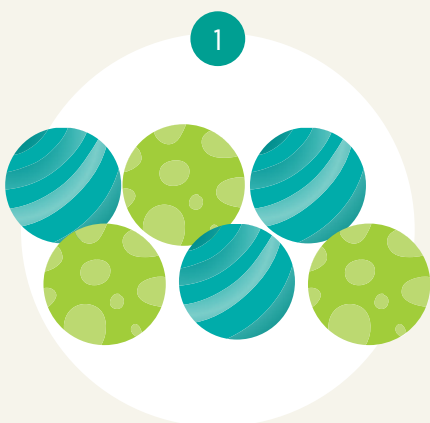
Seniors may face limitations in movement due to changes in the muscular-skeletal system. Bone, muscular changes and health conditions (such as arthritis, Parkinson's disease and stroke) can mean decreased dexterity. This may affect how they conduct their activities of daily living.

Objective

Simulate the physical issues associated with ageing.



Items required for each youth



6 marbles



1 pair of gardening gloves



1 piece of button-up shirt

Step-by-step activity



Step 1

Physical issues with ageing (Marbles in shoes)

- Youth will put 3 marbles into each of his/her shoes and stand up slowly.



Step 2

Dexterity (Put on gardening gloves to button up shirt)

- Youth will wear gardening gloves on both hands that will impair his/her dexterity to button up.
- Youth will put on and button the shirt while standing up with the marbles in the shoes and gardening gloves on.

Reflection questions

1. Did you experience any difficulties? What were the difficulties?
2. How do you think seniors would feel having to go through such a situation every morning?

Scenario 2:

Taking medication

Context

As we age, our eyes decrease in their ability to focus on nearby objects. This may make it more difficult for us to perform activities of daily living, as brighter light is required for us to see clearly.

Objective

Simulate the inability for seniors to function in the activities of daily living.



Items required for each youth



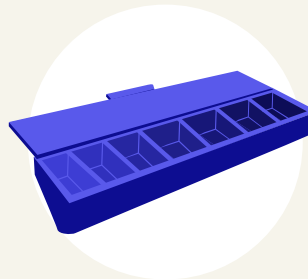
1
1 pair of safety goggles (taped)



2
1 pair of gardening gloves



3
A handful of coloured beads and beans (as pills)



4
1 unit of pill box

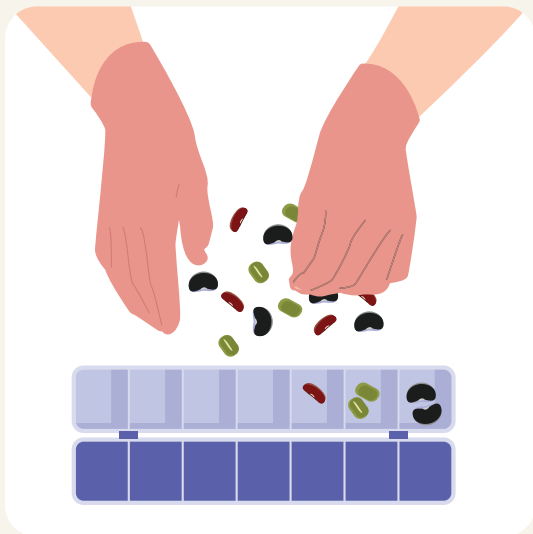
Step-by-step activity



Step 1

Poor eyesight [Taped safety goggles]

- Youth will put on the taped safety goggles that will impair his/her vision.



Step 2

Dexterity [Put on gardening gloves to sort coloured beads and beans in the compartments of a pill box]

- Youth will put on the gardening gloves on both hands that will impair his/her dexterity to sort the coloured beads and beans.
- Youth will be given a small bowl of 'pills' [coloured beads and beans] together with a pill box.
- Youth will be required to sort the 'pills' according to the following difficulties, and with taped safety goggles on the face and gardening gloves on both hands.
- Sort according to the colour of 'pills' in each pill box e.g. Monday is beige, Tuesday is blue, Wednesday is brown, Thursday is beige, Friday is blue, Saturday is brown, and Sunday is beige.

Reflection questions

1. Did you experience any difficulties? What were the difficulties?
2. Do you think seniors will need assistance to do their daily activities?
3. How do you think you can help the seniors manage this activity?

2 Guided experiential learning: B) Role-playing scenarios

Context

The following role-play scenarios are meant for youth to experience being a senior with certain challenges, and for youth to put into practice how they could be interacting with seniors as a volunteer. These role-playing scenarios should be facilitated and debriefed to highlight learnings.

Objective

Some of the key learnings for youth when engaging seniors are:

- ♥ Being able to exercise good non-verbal communication skills such as:
 - a) Maintaining appropriate eye contact
 - b) Using appropriate non-verbal cues (e.g. positive facial expressions) to convey support
- c) Being patient and giving seniors time to respond
- d) Being empathetic and validating seniors' feelings
- e) Being proactive in anticipating seniors' needs or identifying their strengths
- f) Being aware of signs that indicate potential unusual situations during the interaction, and raising anything amiss
- ♥ Being able to exercise good verbal communication skills such as:
 - a) Speaking clearly and at a slower pace
 - b) Using short and simple sentences
 - c) Using a friendly and caring tone
 - d) Demonstrating active listening
- ♥ Being able to engage seniors in conversation
- ♥ Appreciating seniors' individuality





Case 1: Kind and friendly



You are Mr. Peh, a 69-year-old senior. You are able to walk but need some time to move from one point to another, using items or furniture around you for support. You feel healthy and well, and are excited when there are volunteers who visit you. When there are volunteers around, you reply to them politely. You are open to doing any activities with the volunteers.

Some suggested behaviours

- ♥ You move very slowly from one point to another
- ♥ You are cheerful
- ♥ You keep smiling and are friendly to the volunteers
- ♥ You talk a lot and may go off-topic, but will still try to answer the volunteers



Instructions for youth befriending the senior

You visit a house to befriend a senior and try to suggest some activities to do with the senior.

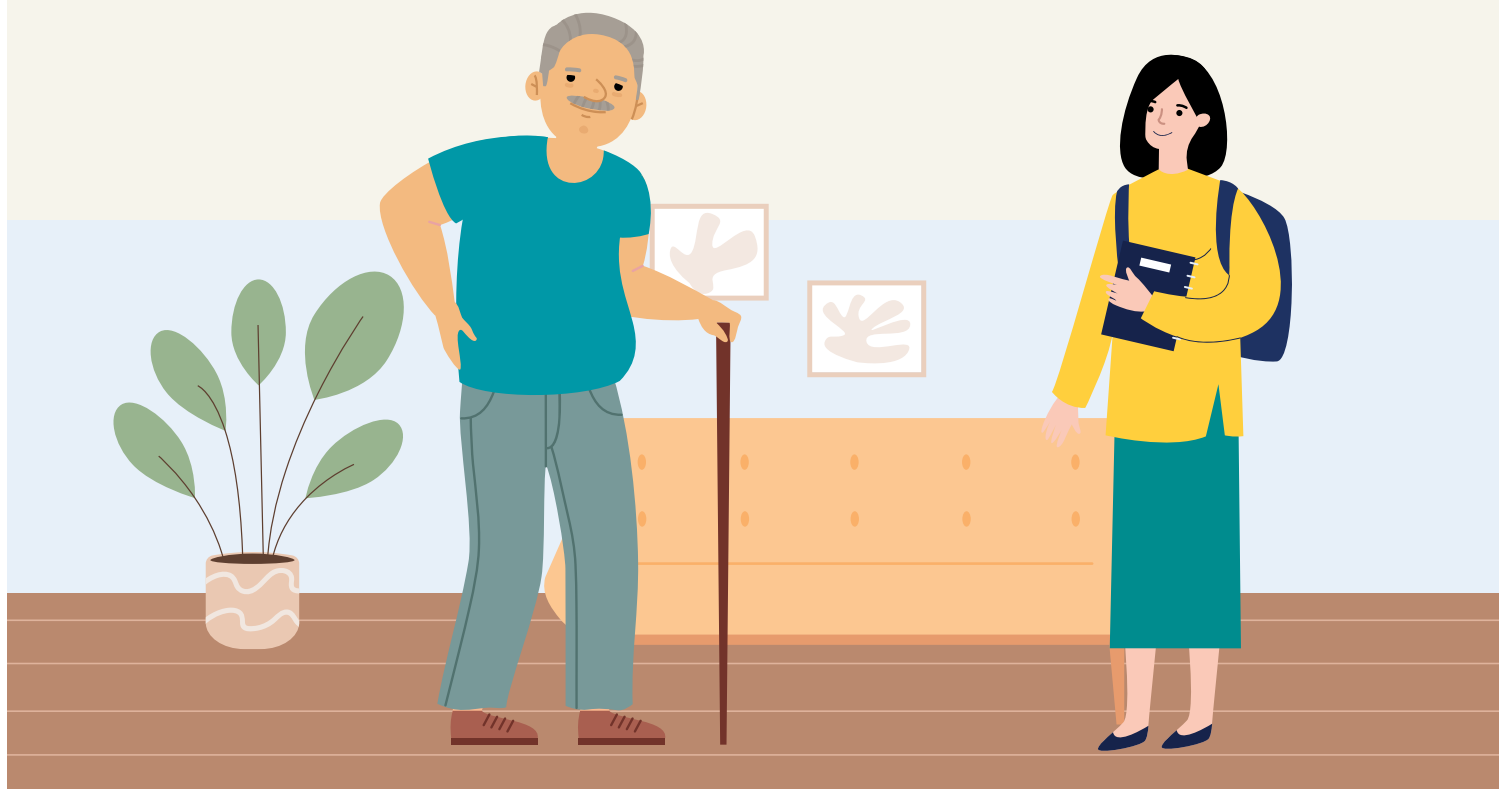


Instructions for observer(s)

Record all your observations on a piece of paper. Do not prompt or intervene while the role-play is going on. Take note of:

1. What actions did the person do right in terms of communication techniques and tips
2. Look out for areas that can be improved

Discuss your observations with your group.





Case 2: Loud but friendly



You are Mr. Ali, an 80-year-old senior in an Active Ageing Centre. You have some trouble hearing and will constantly ask people to speak louder so that you can hear them. You are excited when there are volunteers who visit you. When there are volunteers around, you reply to them politely. When the volunteers talk to you, you tend to reply loudly and will ask the volunteers to repeat themselves. You are open to doing any activities with the volunteers.

Some suggested behaviours

- ♥ Use local slang to suggest that you are unable to hear e.g. "Ah? Huh?"
- ♥ You may sometimes choose to not reply to some questions as you are unable to hear
- ♥ You are cheerful
- ♥ You keep smiling and are friendly to the volunteers



Instructions for youth befriending the senior

You are a volunteer at an Active Ageing Centre and try to approach a senior to get him to do an activity with you.



Instructions for observer(s)

Record all your observations on a piece of paper. Do not prompt or intervene while the role-play is going on. Take note of:

1. What actions did the person do right in terms of communication techniques and tips
 2. Look out for areas that can be improved
- Discuss your observations with your group.



 **Case 3: Grumpy and unfriendly**



You are Mrs. Yeo, a 70-year-old senior reading the newspaper at home. You appear grumpy and unfriendly because you do not like to have visitors. You are not interested in speaking with the volunteers. When some volunteers try to speak with you, you talk to them rudely. You will question them rudely, e.g. “What do you want?”, “Why are you here?”, “You come here for what?”, “Your school send you here for what?”, “You all don’t need to study?”, etc.

After a while, you try to chase them away. If the volunteers are persistent, you will threaten to call the police if they do not leave.

Some suggested behaviours

- ♥ You appear uninterested and try to end the conversation as soon as possible
- ♥ Show your unhappiness and pretend to be disgruntled when talking with the volunteers



Instructions for youth befriending the senior

You visit a house to befriend a senior and try to suggest some activities to do with the senior.



Instructions for observer(s)

Record all your observations on a piece of paper. Do not prompt or intervene while the role-play is going on. Take note of:

1. What actions did the person do right in terms of communication techniques and tips
 2. Look out for areas that can be improved
- Discuss your observations with your group.



Annex C: Tips on befriending seniors and persons living with dementia [applicable to Youth Hope Champions and Leaders]

THREE GOLDEN RULES



DO's

- Maintain **eye contact**
- **Speak clearly** at a slower pace
- Use a **friendly and caring tone**
- Use **positive facial expressions** to convey your message
- **Be patient** with the other party and give them time to respond
- Treat the other party with **dignity and respect**
- Use **short and simple sentences**
- Use a **language/dialect** that the other party is most comfortable conversing in
- **Use your senses** when looking out for **potential unusual situations** during the interaction and **raise anything amiss**
[Tip: Use the "See, Hear and Ask" checklist found from [page 22-23](#) of this toolkit to determine if there are any concerns with the other party]

DON'Ts

- **Accept money** when offered by the other party as a gesture to thank you for befriending them
- **Administer medication**
- **Impose your personal beliefs and opinions** when interacting with the other party
- Give your **personal contact details** to the other party
- **Disseminate information** about the other party without their consent
- **Take photos** of the other party without their consent
- **Take over the activities** entirely instead of allowing the other party to try out the hands-on activities themselves
[Tip: Patiently guide them through the process of each task]

GOLDEN TIPS FOR ENGAGING SENIORS AND PERSONS LIVING WITH DEMENTIA

♥ Be PRESENT

- Be attentive when listening to the other party

♥ Be PLEASANT

- Watch your mood or your own emotions. Try not to let your own emotions get in the way of your befriending. Try to maintain a positive frame of mind

♥ Be GENUINE

- Be a real friend, be sincere in your actions

♥ Be an ACTIVE LISTENER

- Put the focus of attention on the other party
- Exercise the techniques for active listening which are paraphrasing, clarifying and summarising
 - Paraphrasing is restating the other party's thoughts in your own words
 - Clarifying is asking questions to the other party to better understand the context
 - Summarising is accurately summarising the intent of the message

♥ Be EMPATHETIC

- We may not know/understand their problems, but we can validate their feelings — it is okay to feel angry/sad

♥ Be OPEN-MINDED

- Do not judge. We may not understand the pain they have gone through

♥ Be SENSITIVE

- Avoid talking about sensitive topics (family members, children, grandchildren, etc.) unless the senior opens up to you
- If they seem uncomfortable with a topic, do not keep probing





“See, Hear and Ask” checklist

Name of client : Gender : M / F

Address : Age :

Date/time of visit : Contact number :

Language spoken : English / Mandarin / Malay / Tamil / Dialect:

HEAR & ASK

SOCIAL CONNECTIVITY

Do you go out? (on your own, with friends/family) Yes / No

How often a week?

What do you do in your free time?

Are you sleeping well? Yes / No

Are you eating well? Yes / No

PHYSICAL AND EMOTIONAL WELL-BEING

MOOD & BEHAVIOUR

How are you feeling? (in general – self-rated mood emoticons)



Happy



Angry



Anxious



Sad



In pain/teary



Confused



Suicidal thoughts

Based on observation:

Disorganised

Delayed speech

Talk to self

Unable to make decisions

Irrelevant/Incoherent

Old beliefs

MOBILITY AND FALL RISK

Fell down recently? Yes / No

Issues with walking aids? Yes / No

Slippery floor? Yes / No

Unsteady gait? Yes / No

Trembling/shaking noticeably? Yes / No

OTHER OBSERVATIONS

E.g. hoarding, living conditions, smell, etc.

.....

.....

.....

.....

SEE



Understanding the needs of the senior

PHYSICAL NEEDS

E.g. lack of ventilation, difficulty getting up from chair, etc.

SOCIAL-EMOTIONAL NEEDS

E.g. no one to talk to, always angry when reminded of children, etc.



HOW CAN WE MEET THESE NEEDS?

Suggestion:

Suggestion:

Required item(s):

Required item(s):

Timeline: _____

Timeline: _____

Annex D: Life review [applicable to Youth Hope Champions]

Life review is a semi-structured process that incorporates the collection of individual experiences with autobiographical writing. The process covers various themes in the lives of seniors and persons living with dementia. Youth will assist in recording the life stories and memoirs of seniors and persons living with dementia that will allow them to have a deeper understanding of the life journey of a senior/ person living with dementia. This also helps to create a deep bonding between them through the process of journaling.

Benefits

- ♥ **Promote intergeneration bonding** – Create opportunities for bonding and physical interaction with seniors and persons living with dementia that help to improve social and communication skills in youth.
- ♥ **Stimulate cognitive ability** – Reminiscing helps seniors and persons living with dementia to recall past memories through photos, letters, postcards, captions, etc.
- ♥ **Sharing of life story** – Capture key milestones, achievements and significant events in the lives of seniors and persons living with dementia which could be passed down to their future generations.
- ♥ **Preparation for future** – Particularly for seniors who might not have dementia during the time of journaling but somehow develop signs and symptoms of dementia at a later stage, the life review enables caregivers to understand the likes and dislikes of the senior and why certain behaviour is portrayed when he/she has dementia.

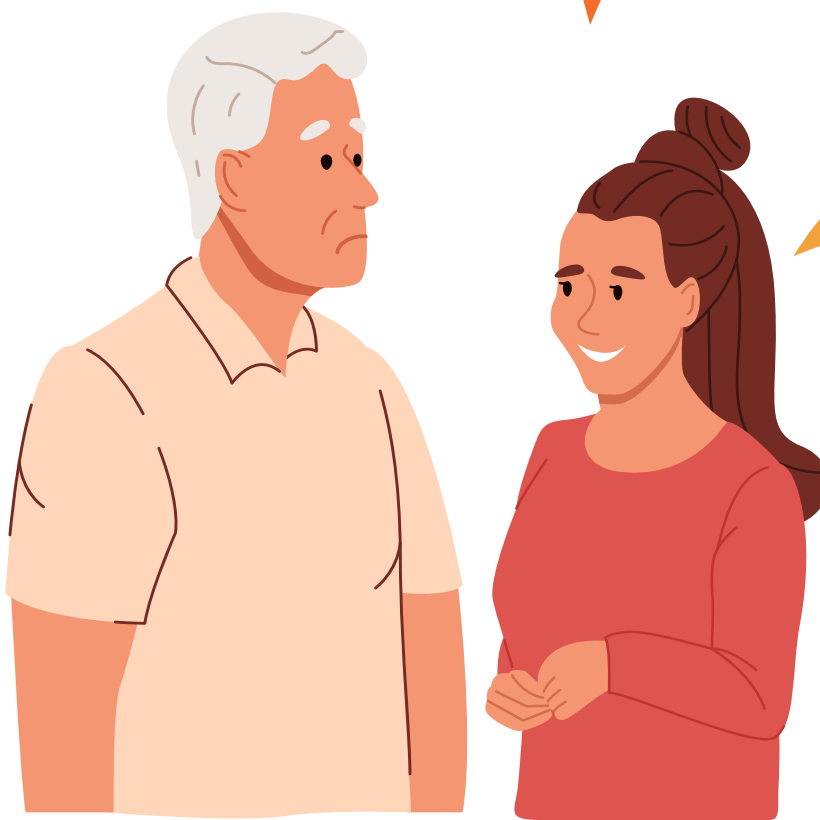


Challenges that youth might face

- ▲ **Language barrier** – Youth may have difficulty communicating with seniors and persons living with dementia who can only speak in a dialect.
- ▲ **Evoke past emotional feelings** – Some seniors and persons living with dementia may not be keen to recall their past due to life events that have traumatised them or caused them grief.

Tips on reframing negative themes

If the senior whom you are interacting with feels emotional when talking about the past, you may use these sample sentences as a guide to reframe their thoughts and make them feel better.



Missing someone close:

“You are someone who treasures relationships. Keep them in your heart, and treasure other relationships that you have now.”

Loss of ability:

“Learn to appreciate the abilities that you have now and find inner peace as you appreciate them.”

Regrets:

“You can learn from your regrets. It shows that you care. Maybe you can try to mend the relationship. Treasure what you have now, and do not repeat the same regrets.”


Loss of dreams:

“You are someone with dreams and aspirations. Maybe now you can set a different goal for yourself.”

Reflection questions

- ❓ Describe your experience from interacting with the senior/person living with dementia. How can you improve the interaction with them?
- ❓ What do you now understand about the situation that the senior/person living with dementia faces?
- ❓ What were some of the challenges that you faced when you were doing the life review with the senior/person living with dementia?
- ❓ After hearing their life stories, what were some of your feelings and thoughts? Were there any life lessons that are applicable to your life?

AIC has developed an activity resource for seniors and their caregivers (family members, community care staff and/or volunteers) to engage purposefully with each other and strengthen relationships through creative art-making and valuable conversations. You may access the resource below to plan the life review sessions with them.

COVER	TITLE	SUMMARY
	<p>Heartful Conversations: An art therapy-infused activity resource for seniors and their caregivers</p>	<p>Aims to enhance person-centered care by providing insights into seniors’ memories and values. Using a past, present and future framing, guided by the evidence-based “5 Ways to Wellbeing” approach from the United Kingdom’s New Economics Foundation, this resource is intended to cultivate purposeful engagement between seniors and their caregivers to strengthen bonds through creative art-making and valuable conversations.</p>



To download the e-book, click on the link: https://aic.buzz/heartfulconversations_p or scan the QR code on the left.



Annex E: Engagement activities with seniors and persons living with dementia

[applicable to Youth Hope Champions]

It is important to engage persons living with dementia with **meaningful activities** to continue stimulating their cognition which may help to slow down the deterioration of their condition. In addition, with Singapore’s ageing population, reducing the risks of dementia is an aspect we should look into. Engaging active seniors with **preventive activities** helps to keep their mind active and also reduces the risk of dementia.

Youth can play a part in engaging seniors and persons living with dementia through a structured programme to keep their mind and body active. Based on the ABCD (Physical **A**ctivity, **B**rain Stimulation, **S**ocial **C**onnectivity and **H**ealthy **D**iet) initiative to lower the risk of dementia and to keep seniors well, youth can make use of the suggested and recommended list of activities to engage seniors and persons living with dementia.

Activities to:

1 Promote active ageing

2 Lower risk of dementia and mental health issues



FRAMEWORK	HOW TO ACHIEVE	EXAMPLES
Physical A ctivity	<ul style="list-style-type: none"> Active ageing activities and programmes 	<ul style="list-style-type: none"> Stretching exercises Taichi, yoga Gardening
B rain Stimulation	<ul style="list-style-type: none"> Wellness activities and recreational activities for emotional well-being of seniors and caregivers 	<ul style="list-style-type: none"> Bingo and board games Art and craft IT and technology classes
Social C onnectivity	<ul style="list-style-type: none"> Regular programmes for seniors to build networks for social support Tap on interests and abilities 	<ul style="list-style-type: none"> Interest groups Music Singing and dancing
Healthy D iet	<ul style="list-style-type: none"> Healthy diet and cooking 	<ul style="list-style-type: none"> Nutritional meals and recipes Health education talks



Benefits

- ♥ **Promote mental well-being, reduce social isolation** — Regular engagement with seniors and persons living with dementia help to promote mental well-being and reduce social isolation in them.
- ♥ **Exchange learning** — A platform to impart knowledge, share experiences and life stories with each other.
- ♥ **Build strong community bonding** — A strong relationship among the school and community stakeholders is formed as the school needs to collaborate with multiple stakeholders to carry out the outreach with seniors and persons living with dementia.
- ♥ **Empowerment** — Youth are empowered to plan activities that they would like to do with seniors and persons living with dementia during the outreach. During the planning process, it enables youth to reflect that more could be done to support seniors and persons living with dementia in the community.




Challenges that schools, IHLs and youth organisations might face

- ▲ **Manpower intensive** — Heavy involvement of staff to coordinate with multiple stakeholders to outreach to seniors and persons living with dementia.
- ▲ **Language barrier** — Youth may have difficulty communicating with seniors and persons living with dementia in dialects.



AIC has developed a list of resources under the **AIC Wellness Programme** to engage seniors and persons living with dementia through the provision of meaningful activities, to enhance their well-being and quality of life. You may access the resources listed below to plan the activities for them.

COVER	TITLE	SUMMARY
	<p>Joyfully Engaged Toolkit for seniors with higher care needs</p>	<p>Features 12 activity ideas with activity considerations and facilitation tips to engage seniors with higher care needs in simple and meaningful activities.</p>
	<p>Arts, Ageing and Well-being Toolkit</p>	<p>Features 8 arts-based activities suitable for a wide range of seniors, including those requiring additional assistance in community care facilities [e.g. nursing homes, centres].</p>

COVER	TITLE	SUMMARY
	<p>Fit & Fun Adaptive Sports Toolkit</p>	<p>Featuring 14 adaptive sports, caters to wheelchair players in community care facilities (e.g. nursing homes, centres). The toolkit also provides facilitation tips, further adaptations and suggestions on alternative equipment to use to make adaptive sports feasible and enjoyable for many.</p>
	<p>Hand In Hand Activity Guide</p>	<p>Features 30 fun activities, plus useful pointers for facilitators on making activities meaningful for clients, running groups effectively and possible activity modifications.</p>
	<p>Planning Effective Group Activities</p>	<p>Features tips to plan and conduct group activities for community care clients. Suggestions on how group activity facilitators can better contextualise activities for different care settings are also included.</p>



To download the resources under the AIC Wellness Programme, click on the link: www.aic.buzz/activity-booklets or scan the QR code on the left.



**Share your
feedback with us!**



For more information and
resources, please email:
ccmh@aic.sg

Information accurate as at October 2022.