



English and Personal Development / Health

The Dancing with Memories resources are developed for 5 – 8 year old students (K-Year 2) in the English and Personal Development / Health curriculum areas.

Guided reading discussion

❖ Prediction – before reading

Invite students to play the memory game. Spread 10 - 15 objects out on a tray and cover them with cloth. Set the timer for 30 seconds - one minute.

When the students are ready, remove the cloth and give them one minute to look at the tray and memorise the items. When the time is up, cover the items with a cloth.

Ask students to name the items or write them down if they can. Uncover the items again and let the students see which ones they remembered and which ones they forgot.

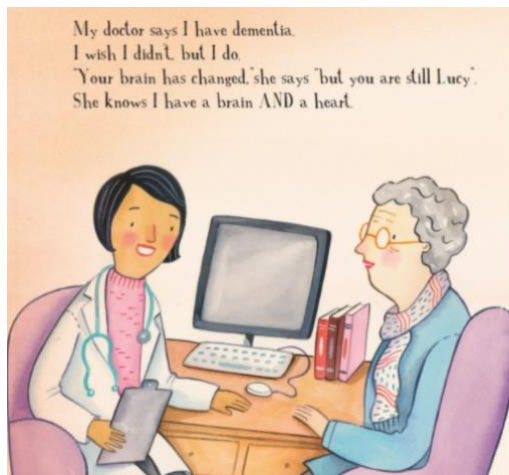
- Why do you think you remembered some things and not others?

Look at the cover of the book and the title, '*Dancing with Memories*' and ask:

- What are memories?
- What do you think this book might be about?
- What do you think might happen in this story?
- How can a person 'dance with memories'?

❖ During reading

Read the story to *'She knows I have a brain and a heart'* and ask:



- Who is telling the story? Who is the narrator?
- What do we learn about Lucy?
- Do you know anyone like Lucy who has dementia?

(See the Q and A with Professor Ralph. 'Dementia is a group of medical conditions. Dementia affects a person's thinking and their memories. It also changes the way they behave, and whether they can do everyday tasks . . .' Dementia can progress from mild impacts on memory to more significant impacts on memory and behaviour).

Continue reading the story to *'I must get to my granddaughter's wedding'* and ask:



- How do you think Lucy is feeling?
- What sorts of things might happen to Lucy now that she is lost?
- What would you do if you met a lady who was lost and asking for help?
- How do you think this story could end?

❖ After the reading

- What do you think is the purpose of this book? What does the author want you to think or feel?
- Does anyone know someone with dementia? What does dementia look like for that person?
- 'Sometimes I remember. Sometimes I forget.' This is true for all of us. What sorts of things help you to remember? What are some things that you forget?
- What is a memory of a happy or special time for you?

❖ Class or small group discussions on dementia

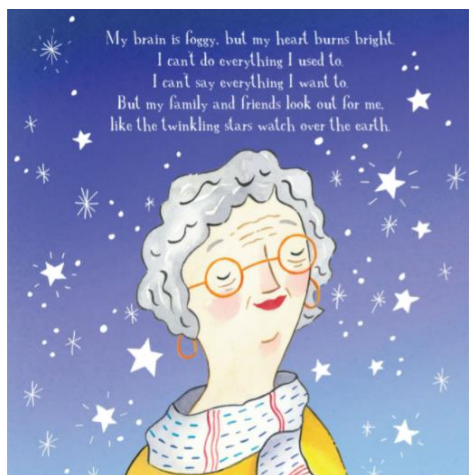


'My home is full of memories.'

How can a home be 'full of memories'? Look at the page together and ask, How is Lucy's home 'full of memories'?

What are some things that help people remember or that help bring back memories?

What sorts of things do you have in your home that bring back memories?



'But my family and friends look out for me, like the twinkling stars watch out over the earth.'

How can family and friends do this for Lucy?

How did Reuben do this for Lucy?

If you knew someone with dementia, what are some things that you could do to help them? (See Q and A with Professor Ralph)

Why is this important for Lucy – and others with dementia?



'When I remember, I eat blueberries and vegetables, every colour of the rainbow.'

What are some of the healthy and colourful foods that Lucy eats?

(Strawberries, watermelon, blueberries, cherries, orange, carrot, capsicum, broccoli, zucchini, eggplant / aubergine).

Prepare one of Maggie's Healthy Lunchbox recipes.

- Invite a parent or grandparent (or person with mild dementia) to read the story with the class and share their experience of seeking to care for a person with dementia – the joys and the challenges.