



# Flipping Stigma training: Sample Lesson Plan

## Session Overview

### I. Sharing individual stories from Flipping Stigma toolkit: (8min)

#### 1. Excluded by others - Granville (0:55 min.)

The first clip comes from Granville. In this clip, Granville helps us to unpack the nuances of inclusion. He describes how someone with dementia might feel disconnected and excluded during everyday conversations. Let's hear from Granville.

#### 2. Treated as incapable - Lester (0:45 min.)

Next, is Lester's story entitled Treated as incapable demonstrates how what we know about symptoms of dementia combined with our good intentions can lead us to act in a way that is experienced as patronizing. Let's listen to Lester's experience.

#### 3. Judged by others - Myrna (0:39 min.)

Judged by others is Myrna describes experiencing the stigma of dementia when the word dementia is used as an insult and as a way to humiliate someone.

#### 4. Diminished as a person - Marcia and Donna (1:11 min.)

The next clip comes from Marcia and Donna. Both women talk about how sometimes our effort to relate to the unique challenges that people with dementia face, can result in people feeling invalidated and silenced.

#### 5. Value your own wisdom - Granville (1:04 min.)

In the next clip, Granville, talks about the importance of trusting that you are an expert in your own lived experience.

#### 6. Know that everyone has something to offer - Craig (0:36 min.)

The final clip that comes we will share with you today comes from Craig, who discusses how his work as a dementia advocate allowed him to challenge his own stigma of dementia.

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Transition: Thank you, now we would like you to take the knowledge that dementia advocates shared with you and incorporate it into guided small group discussions at your tables. Each group has questions to guide their discussion.

## **II. Small group activity (15 - 20 min) - Main Facilitator**

- **Before you begin we would like to establish a few ground rules:**
  - Introduce yourself to other group members – share what is your personal and professional experience with dementia and people living with dementia
  - Commit to learning from each other, rather than debating
  - Listen attentively and participate actively in discussion, share specific ideas and experiences as you are answering the questions
  - Focus on strengths
  - Allow everyone a chance to speak
  - Demonstrate acceptance and empathy when responding to other people’s comments
- **Each group assigns roles:**
  - Facilitator (ensures that everyone at the table has a chance to contribute to the conversation; ensures that discussion is focused)
  - notetaker (documents the thoughts, ideas, and questions shared by the group); it’s up to the group how you would like to document your conversation, you can do it in a point form, draw visuals, use words and drawings etc.)
  - timekeeper

### **Are there any questions? – you have 20 min for your discussion**

#### **Questions for group discussion:**

1. People living with dementia often feel they must keep their diagnosis secret to preserve their relationships and dignity. How can you, in your role at (name of organization) and as a member of a larger community establish a safe and inclusive space for people living with dementia? How can you contribute to addressing the stigma of dementia?
  2. It can be difficult to talk about dementia because of the fear and a sense of dread associated with the illness. Based on what you’ve heard from people living with dementia today, why do you think it’s important to have conversations about dementia? In what way, if any, could dementia become part of the conversations that you are having in your role at (name of organization)?
  3. One of the first things people with dementia often hear when sharing their diagnosis is “you don’t look like you have dementia”. What attitudes could be behind this response? Why do you think people might find this comment offensive? Suggest other ways of responding when someone (a friend, a loved one or a stranger) shares their dementia diagnosis with you. What kind of message would you like to communicate to them? What language/ phrases would you use and why?
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4. In one of the clips shared today, Craig talks about the importance of recognizing that everyone has something to offer. Based on what you have learnt today, why do you think this idea might be of particular importance when discussing dementia?

- As a community-based organization, (name of organization) prides itself on having community engagement as one of its core strengths and priorities. How can you, in your role at (name of organization) and as a member of a larger community, engage with the topic of dementia and with people living with dementia?

III. **Large group sharing - highlights only (15 min - 18 min; 2min/ group)** - for example: what are the 3 most important points/ ideas/ AHA moments for your group? What might be some of the implications for how (name of organization) could make its spaces, resources, and programming more inclusive of people with dementia?

IV. **Q/A, closing, evaluation - (15 min.)**

- (Organizational leader) to talk about (name of organization's) goals and ways to get involved. We hope this training is an opportunity to involve all staff members in their campaign to engage the community in conversations (e.g.: focus group, volunteer training, etc.)
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