


# Dementia Awareness Schools Pack

Curriculum for Excellence  
Second Level



Dementia

**A resource pack for use with upper primary school  
and lower secondary children to increase their  
understanding of dementia**



sustainable thriving achieving

**East Dunbartonshire Council**

[www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk)

**Dementia Network**

Working Together for People with Dementia in East Dunbartonshire

Supported by

**East Dunbartonshire**  
Community Health Partnership

**Alzheimer Scotland**  
Action on Dementia



**Ceartas**  
ADVOCACY





## Background Notes for Teachers

# What is dementia?



Dementia is an illness that affects the brain. It is an “umbrella” term as it covers a lot of different kinds of illnesses which all act in a similar way and Alzheimer’s disease is the most common type of dementia.

What all types of dementia have in common is that changes happen in the brain so that, little by little, the person’s brain does not work in the way that it used to. These changes are small at first and may go unnoticed, but as the changes continue to happen it can affect everything that the person does. It can change the way the person sees their world and how they behave. Once these changes have begun we can’t stop them, as they damage the brain and these areas cannot grow back, but there are treatments that may help slow down the changes and ways of working with the person which can help make things better. For some people medicines provided by doctors can slow the illness down for a period of time but this depends on the type of dementia and the results can vary from individual to individual.

The brain controls everything we do at every moment of the day. We do not know what parts of the brain will be affected by the changes, but as time goes by most people are not able to do all the things they used to do. They may need help to do things and most people find that their memory is not working properly, meaning that they become very forgetful. As we are all very different how we may be affected by dementia is not the same for everyone.

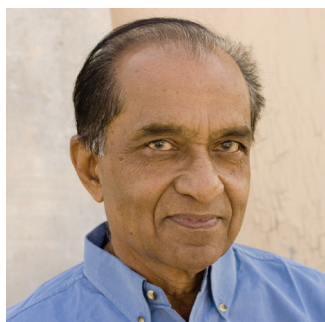
Forgetting is normal. We all forget things from time to time and some people have better memories than others. A person who has dementia may remember something very well that happened a long time ago, but not remember what they did a few hours ago. This is due to the changes we mentioned earlier and it may not be possible for the person to remember.

Some people know that there is something wrong as the changes are happening and this can make them experience very strong emotions. It can be very hard for someone to know that they have an illness that they cannot stop from changing how they see their world. This can make them feel angry or sad as they find it hard to remember important things that happened in their lives. Those that love and support someone with dementia can also experience the same emotions. Some people feel that they are no longer of any use and they find that difficult to accept.

help to do the things they always did. Dementia may leave some people feeling confused. It is important to know that when someone feels like this there may be other reasons and it does not mean that they may have dementia. People should always seek the opinion of their GP in the first instance.

Don't assume that because someone has dementia that they cannot do anything for themselves. Early in the illness people can do the things they have always done eg. get dressed or washed, but it may take longer to do these things. As things change they may need a little help, but most people like to do things for themselves and not have things done for them all the time.

Many people with dementia live at home, often by themselves. Others live with family or may be in a care home. They are part of the community that they live in. They may find it harder to do things in the community, but it is important that they, and those that love and support them, are still able to be as involved in their community as much they would like to be.



# Dementia and the future

Scientists and doctors are doing a lot of research to try and understand dementia and to find ways to help people and find a cure. Until there is a cure and a way to prevent people ever getting dementia, we all need to try to understand dementia and to make sure that people get the best help possible and the understanding that they need from everybody in the community, not just carers, but family, friends, doctors and nurses.

Most of all though, it's important to remember that, even though someone with dementia might act in ways that we may find upsets or confuses us sometimes, they are still the same person they have always been inside." Is a bit confusing could it read "Most of all though, it's important to remember that, even though someone with dementia might sometimes act in ways that we may find upsetting or confusing, they are still the same person they have always been inside. Their families and friends may feel sad that the person behaves differently but it doesn't mean they love or care about them less. They can remember how the person used to be before they got dementia – what they liked and disliked, their hobbies, the work they used to do, the holidays they enjoyed. People who support a person with dementia can be any age. Some are even as young as your pupils.

## Why raise awareness of dementia in primary school?

Dementia normally, only affects people who are older. In East Dunbartonshire 2013 over 1,900 (1957) people have dementia, but only about 66 of those are under 65 years old. But it is really important to remember that the majority of older people do not get dementia.

As our population ages, more young people will come into contact with someone with dementia, either through family, friends, neighbours, people in their community and through the media.

Teaching young people about dementia will hopefully remove any fear of the illness or stigma in relation to a person who has dementia.

Learning about dementia provides an opportunity to explore inter-generational relationships, build respect and equality for the elderly and help the children to explore their capacity for compassion and resilience.

## Format Rationale

This resource has been divided into the following six themes:

- **What is dementia?**
- **How can dementia affect a person?**
- **How dementia can affect family, friends and community**
- **Healthy Lifestyle – Good for You, Good for your Brain**
- **Respect & Dignity – Raising Awareness, Reducing Stigma**
- **Signposting – People who can help**

In the following pages, a 'menu' of activities has been suggested for teachers to use as they wish with their classes, which address each particular theme. It is advised that the themes are visited in order, as the activities within each theme build on the knowledge and understanding of previous activities.

Many of the suggested activities have been designed/chosen to attempt to enable the children to experience some of the difficulties/frustrations that people with dementia may experience, increase understanding of the possible symptoms of the illness and build the children's compassion and empathy with people who have dementia.

Direct teaching will be necessary within each theme – some of the information/activities may be upsetting for children so teachers should apply their professional judgement when deciding appropriate activities for their own class.



# Theme 1

## What is Dementia?

### Curriculum for Excellence Experiences and Outcomes

- I am aware of and able to express my feelings and am developing the ability to talk about them HWB 2-01a
- I am learning skills and strategies which will support me in challenging times particularly in relation to change and loss HWB 2-07a
- I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others HWB 2-11a
- I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 2-15a

### Learning Outcomes

The children will be able to:

- Discuss and evaluate personal views and opinions whilst showing respect for the opinions of others
- Cope with new challenges and difficulties with confidence
- Assist others to achieve goals and enlist the help of others to achieve their own goals
- Identify and explain how the body works, e.g. the brain

### Suggested Activities

#### Body Part Cards

- Q:** Which part of the body does dementia affect?  
**A:** All parts (because it affects the brain which affects all the other functions of our body).

Children are given pictures of various parts of the body. In groups, children discuss and decide what part/parts of the body they think dementia might affect and why? Depending on children's responses, discuss the fact that dementia is an illness that can affect every part of the body.

## How does dementia affect the brain?

Show children the picture of the brain. Inside the brain there are millions of brain cells (called neurons). Their job is to send messages around your brain. When someone has dementia it is because some of their brain cells have become damaged and have started to die, so the brain doesn't work as well as it should. Once brain cells are dead, they cannot grow again.

Discuss how the various parts of the brain are responsible for different processes. Our brain helps us to think, move, speak, write, play sport and computer games. Explore how this damage could affect the daily lives of people with dementia, for example:

## Memory/Learning

Imagine not being able to remember what you've just been told.  
You might ask questions over and over again.  
You might repeat a story because you don't remember telling it before.  
How would you cope if you couldn't remember how to work your MP3 player/ Xbox?  
How would you feel if you had to be told each time how to use something you have always used in the past? What things could this affect in your life?

## Concentration

Imagine not being able to concentrate on any one thing for long. Could you enjoy watching your favourite TV programmes? How would children feel if they could only concentrate on a programme for about 15/20 minutes. What do you think might happen when the adverts came on?

## Communication

Imagine you couldn't finish your sentences or find the right words.  
What if you found it difficult to follow what was said/who says what?  
How would this make you feel?  
How would you let others know what you meant/feel?

## Recognition

Imagine that someone comes up to you and talks to you (using your name) and says they know you, but this person is a stranger to you (don't talk to strangers!). What if this person was your Mum, best friend, teacher, but you couldn't recognise them?

What if you felt that everyone around you was a stranger, even though they all say they know you? Would you trust them?

## Emotions/Behaviour

Imagine not being able to control your emotions.  
Ask the children to think of a time when they had lost their temper, or were sad. How did that make you feel? How do you think other people would react?

## Thinking

Imagine not being able to arrange to meet friends at a certain place.  
Would you find it easy to admit that you couldn't do these things?  
Would you ask for help? Do you think others would work out that you are not coping?

## Everyday activities

Imagine having to be reminded or helped to wash, eat, get dressed, go out, etc.  
How would you feel if someone had to do these things for you/with you? Do you think this would be easy to accept?

## How good is your memory?

Pick a place in the school (playground, reception area, etc.) and ask the children, without looking, to name as many things they can remember about the area as possible, using colour, size, etc. This can be done as a group or individually. Then once they can remember nothing else show them the area (maybe go there or show a picture) and identify the items that they missed. Children may be surprised at the amount of things they have forgotten although they pass them every day.

About My Grandfather...About My Grandmother ([www.youtube.com](http://www.youtube.com))  
Show children film produced by Alzheimer Society – young people talk about their experience of having a grandparent with dementia.



## DVD – Changed Days – A Shopping Trip

Children watch video of a person shopping in their local store. Discuss the film and children's views and opinions, e.g. How would you shop if you had problems remembering what to buy? What if you couldn't remember what amount the coins were for? What if you couldn't get to the shops – how would you get the items to your home? How would you remember when you needed to shop? What help could you ask for? How could you make it easier?

## Resources

Body Part Cards (teacher prepared – widely available on internet)

Picture of familiar scene in school – playground/reception area

Brain Chart (Alzheimer Scotland)

[www.youtube.com](http://www.youtube.com) – About My Grandfather...About My Grandmother...

DVD – Changed Days

Links to internet short films

Children in school are asked to discuss their understanding of dementia:

[www.nhslocal.nhs.uk/story/features/dementia-schools-teaching-aid-part-3](http://www.nhslocal.nhs.uk/story/features/dementia-schools-teaching-aid-part-3)





## Theme 2

# How can dementia affect a person?



### Curriculum for Excellence Experiences and Outcomes

- I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my behaviour and the way others behave *HWB 2-04a*
- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support *HWB 2-08a*

### Learning Outcomes

The children will be able to:

- Display more confidence with regard to personal feelings.
- Express an awareness of other people's feelings.
- Comprehend that in relationships with others, attitudes such as love, co-operation, sharing and forgiveness are important.

### Suggested Activities

#### Community Network

Take a ball of string and hand one end to one of the group. Ask the children to say one thing they have done in the community that week (something not at home). Pass the string to someone else across the room in the group and ask the same.

Keep doing this creating a web-like pattern with the group, but leave a few of those in the circle out.

Once this is done comment on this 'community network' they have created, how strong that makes the community/individual and that people with dementia have the same needs/rights to be part of the community. Ask those who are not connected up how they feel? Do they feel left out? How much do they want a part of the string?



## Jigsaw activity

In pairs/groups give children blank jigsaw pieces and ask them to complete jigsaw. With no picture on the jigsaw pieces and no instructions to follow, the children should find this a little confusing, perhaps frustrating. Discuss how children felt. Make a list of all their responses: Frustrated? Upset? Incompetent? Embarrassed? Discuss the fact that people with dementia experience these feelings daily – how would children feel if that happened to them?

## Emotions cards (circle time activity)

Using emotions cards, ask children to reflect and share on a time when they have experienced some of these feelings: lonely/angry/helpless/confused/frightened/embarrassed/irritable. Discuss with children that these are emotions people with dementia feel on a daily basis when trying to carry out basic day-to-day activities.

## Without Thinking

This activity is designed to get children thinking about all the little things they do each day without too much thought. Ask the children to write down step by step every action they need to carry out in order to complete certain simple tasks they do by habit, e.g.

- Getting dressed
- Making their breakfast
- Making a cup of tea

Explore/discuss children's thoughts/feelings. Were the children surprised at how many small steps they needed to remember to carry out the tasks? Explain that someone with dementia could find this both complicated and confusing. Basic tasks can become very difficult for someone with dementia as their memory starts to let them down and they start to forget the order in which to carry out basic actions.

Ask children what they understand by "memory". Our memory helps us remember things like:

- How to dress ourselves
- The names of our friends and families
- The letters in the alphabet

- Where we live
- What the date is

Our memory helps us store everything we learn and need to know in our lives. How do you think you would feel if your memory started to break down and not work properly?

## How to live with dementia

Watch short film on [www.youtube.com](http://www.youtube.com) – How to live with dementia – People with dementia speak out.

## DVD – Talking about Dementia – Listening to the Experts

Show 1st clip from DVD (Presentation and Early Signs) in which experts explain what dementia is and how it affects the lives of people who have the illness.

## Role Play Opportunities

Scenario: Imagine you are spending time with a person who has dementia.

How would you talk to them?

Would you treat them any differently than someone who doesn't have dementia?

Would you assume what they will do or how they will behave?

Would you like to be treated the way you would treat them?

# Resources

Ball of string

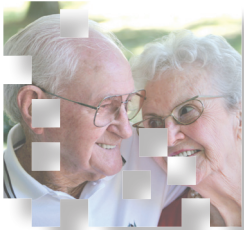
Blank jigsaw template

Book - The Milk's in the Oven – Page 14 (Emotions)

Emotions Cards (teacher sourced) - include emotions listed in P14 of book The Milk's in the Oven

DVD – Talking about Dementia

[www.youtube.com](http://www.youtube.com)



## Theme 3

# How dementia can affect family, friends and community



### Curriculum for Excellence Experiences and Outcomes

- I am aware of and able to express my feelings and am developing the ability to talk about them *HWB 2-01a*
- I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them *HWB 2-02a*
- I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my behaviour and the way others behave *HWB 2-04a*
- I am learning skills and strategies which will support me in challenging times particularly in relation to change and loss *HWB 2-07a*

### Learning Outcomes

The children will be able to:

- Display more confidence with regard to personal feelings
- Evaluate actions and how they affect others and behave accordingly
- Express an awareness of other people's feelings
- Discuss and evaluate more than one strategy for coping with or tackling problems

## Suggested Activities

### DVD – Changed Days – Bowling Club

Discuss film. How did it affect person with dementia? Did it affect any other people? Discuss and explore how family and friends might be affected by living with or knowing someone with dementia.

### The Repeating Game

Using discussion cards, give children 5-10 minutes to discuss how they would respond to scenario on card. Choose one child from each group to continually ask the same question repeatedly within group scenario task. The questions can vary but could be for example: What time is it? Have I had my dinner? When are we leaving? What day is it? Alternatively this could be done as a whole class exercise with the teacher as the person who repeatedly asks the same question over and over.

Discuss how the children felt towards the child/teacher asking the same question repeatedly. Annoyed/Irritable/Impatient? How do they think this could affect relationships with family and friends over time? Explore the fact that many of the emotions the children felt are similar to those felt by people with dementia themselves.

### Community Mapping

Ask the children to sit in a circle and get them to throw a light object to each other and as they catch the item they have to say a place in the community that they would go before passing it on. Do the children think people with dementia/those that support them would visit the same places? Note down children's responses. Is the children's local community supportive for people with dementia? Discuss what changes could be made to improve the lives of people with dementia. Additionally, the children could be asked to stick stickers on a large local map marking places of interest, making their own local community map.

## Links to internet short films

Video depicting the effects of dementia not only on patient, but also their family:  
[www.nhslocal.nhs.uk/story/features/dementia-schools-teaching-aid-part-2](http://www.nhslocal.nhs.uk/story/features/dementia-schools-teaching-aid-part-2)

Tommy on tour: a mission to raise awareness of dementia:

Tommy Whitelaw used to work in the music industry: running global merchandising operations for the Spice Girls, McFly, Kylie and U2

This film can be found at <http://www.youtube.com/watch?v=Bx0d7falMLE>

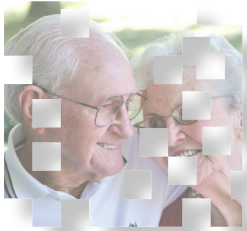
## Resources

DVD – Changed Days

Discussion Cards (teacher-prepared)

Local community map





## Theme 4

# A Healthy Lifestyle - Good for You, Good for your Brain



### Curriculum for Excellence Experiences and Outcomes

- I am learning skills and strategies, which will support me in challenging times, particularly in relation to change and loss *HWB 2-07a*
- I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health *HWB 2-15a*
- I am learning to assess and manage risk, to protect others, and myself and to reduce the potential harm when possible *HWB 2-16a*
- By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan *HWB 2-30a*

### Learning Outcomes

The children will be able to:

- Cope with new challenges and difficulties with confidence
- Identify several ways of keeping healthy, e.g. diet, exercise, sleep etc.
- Express knowledge and understanding of the way their bodies grow and change
- Identify and explain why the body needs various nutrients to stay healthy
- Identify when situations are unsafe for self and others

## Suggested Activities

### Healthy Lifestyles

#### Exercise

Either go for a walk/do a healthy activity with the children or talk about how good they feel/don't feel about exercise. Explain that health lifestyle choices, especially regular exercise helps prevent our brain shrinking and makes us less likely to develop dementia. Discuss how much time they spend sitting watching TV, playing their games' console and how could they reduce that time and do something healthier instead.

#### Food and Nutrition

As part of teacher's own healthy eating lessons, children can be made aware of the importance of a healthy diet to long term health. This can be linked to Alzheimer Scotland Action on Dementia leaflet - "Good for you Good for your Brain".

#### Young Carers

Ask children to list all the things they already do to help members of their family and friends e.g. younger brothers/sisters; mum and dad; their grandparents. Discuss children's responses or record in some way – perhaps in jotters, or a poster illustrating the ways in which they "care" for their families/friends?

Introduce the term "Young Carer". What do children understand by this? Inform children that some young people, due to the circumstances with their families, have had to take on the role of carer very early due to their parents/grandparents developing dementia as well as other illnesses. This is much more than helping out around the house etc it means a lot of time before and after school is taken up with looking after their families, instead of doing a lot of the fun things the children in the class might get to do.

How would they feel about this? How could they support someone else who was in this situation?

### Agony Aunt/Uncle

Children to take on role of Agony Aunt/Uncle and reply to letter from a magazine's "Problem Page", offering advice/support. Children to use what they have learned about dementia and suggest ways in which the person writing the letter can also look after their own Health and Wellbeing (diet, exercise, sleep, emotions).

## Resources

Teacher's own Health & Wellbeing resources to support healthy lifestyles  
Alzheimer Scotland Action on Dementia – Good for you,  
good for your brain leaflet  
Problem Page Template (*included in pack*)  
Website: [www.youngcarersnetwork.org.uk/](http://www.youngcarersnetwork.org.uk/)



## Theme 5

# Respect and Dignity - Raising Awareness, Reducing Stigma



### Curriculum for Excellence Experiences and Outcomes

- I know that friendship, caring, sharing, fairness and equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others *HWB 2-06a*
- As I explore the rights to which others and I are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others *HWB 2-09a*
- I recognise that each individual has a unique blend of ability and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all *HWB 2-10a*
- Through contributing my views, time and talents, I play a part in bringing about positive change to my school and wider community *HWB 2-13a*

### Learning Outcomes

The children will be able to:

- Identify and discuss all the rights of the child
- Express awareness of caring and sharing for others
- Assist others to achieve goals and enlist the help of others to achieve their own goals
- Analyse the diversity in society
- Identify those values which are important to the home, school and community



## Suggested Activities

### Rights of The Child

Why is it important to have rights? Look at UN Convention of the Rights of the Child – explore with the children (schools may already cover this through their Social Studies or Global Citizenship curriculum plans).

### Dementia Charter

Why would someone with dementia find it hard to use their rights without help? Do they need help to protect their rights? Do people with dementia need help to plan for the future (may forget what they decided, not understand what is happening, etc)? Should someone with dementia be treated any differently? In groups, children are asked to write a charter of rights for people with dementia, share with rest of class etc until there is a class dementia charter the children have all agreed on.

Compare charter created by children with “Charter of Rights for people with Dementia and their Carers in Scotland” (see resources). One way people with dementia can have their rights upheld is by having an Independent Advocacy Worker. Independent Advocacy is about working alongside the person with dementia to make sure that their views are heard and their rights are respected. Independent Advocacy is separate from Social Work and Health Services and, as well as dementia, covers issues other people can face eg Learning Disability and Mental Health.

### Hello, my name is ..... and I have an illness called dementia.

Imagine you are spending time with a person who has dementia. How would you talk to them? Would you treat them any differently than someone who doesn't have dementia? Would you assume what they will do or how they will behave?

Would you like to be treated the way you would treat them?

This could be used this as an opportunity for role play, with a pupil acting as the person with dementia and the rest of the class asking how they feel – then discussing how others in the class would have felt. Distribute Dementia Network 12 helpful hints leaflet and discuss.

### Changed Days Take 2 – Action!

Revisit the shop scene/bowling club scenes from DVD “Changed Days”. Now that children have created a charter for people with dementia, ask children to edit the scene and prepare a short drama of the scene rewritten to take into account how the scene would look if the person with dementia was being treated with respect and compassion.

### Link to internet short films

Children from a Birmingham school have an opportunity to put questions about dementia to Jenifer La Fontaine from the association of dementia studies at the University of Worcester:  
[www.nhslocal.nhs.uk/story/features/dementia-schools-teaching-aid-part-4](http://www.nhslocal.nhs.uk/story/features/dementia-schools-teaching-aid-part-4)

## Resources

Right of the Child activities ([www.tess.co.uk](http://www.tess.co.uk) [www.teachingtree.co.uk](http://www.teachingtree.co.uk) and many other websites)

Standards of Care for Dementia in Scotland – Alzheimer Scotland April 2012

Charter of Rights for people with Dementia and their Carers in Scotland – Alzheimer Scotland May-July 2009

Communicating with someone who has dementia: 12 helpful hints – Dementia Network 12

DVD – Changed Days



## Theme 6

# Signposting - People who can help



### Curriculum for Excellence Experiences and Outcomes

- I understand there are people I can talk to and that there are a number of ways in which I can gain access to practical help and emotional support to help me and others in a range of circumstances *HWB 2-03a*
- I understand the importance of mental wellbeing and this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available *HWB 2-06a*

### Learning Outcomes

The children will be able to:

- Make choices with growing confidence, understanding the outcomes
- Ask for advice and independently act on it
- Evaluate actions and how they affect others and behave accordingly

## Suggested Activities

### Help in the Community

Similar to Community Mapping in Theme 3, ask the children to think about people and places in their local community where someone who thought they might have dementia could go for help and advice. Children could use post-its to map out places on a map of the area or they could directly add this to the virtual online map as described under resources. They should suggest some of the following: doctor's surgery, family, close friends, the library, someone at their church, internet and / or charity help lines. Discuss the advantages / disadvantages of each suggestion.

**Q:** The best option?

**A:** Their doctor.

### Getting help yourself

Where would children go for help if they had any worries about someone they know? Discuss the fact that they would go to the same kind of people they would go for any worry, e.g. bullying, health etc.

Assure children their teacher, other adults in the school, a family member or other trusted adult is who they should talk to.

## Resources

Local map

Post-its

Assets Map: [www.eastdunassets.iriss.org.uk](http://www.eastdunassets.iriss.org.uk)

Welcome to East Dunbartonshire's virtual online Assets community website!

In this site you will find a range of community assets (resources, places, activities and businesses) that have been identified by members of your community as useful for their well-being.

We've collated these assets here so that the wider community can benefit from all of this knowledge. You can use the website to search for assets, add any assets that we might have missed, or comment on your favourite assets.

For more information on how to navigate the site, please follow the simple instructions online.



# Possible Contexts

## Within Social Studies topics:

- People who could help us
- World War II
- Our Local Community
- Helping Others (local nursing home)
- Scottish Parliament (looking at government priority)

## Citizenship:

- Intergenerational work – within and out with school community
- Anti-Discrimination activities – Respect for All
- Rights of the Child/Human Rights

## Additional Cross Curricular Curriculum for Excellence Experiences and Outcomes

- I can explain how the needs of a group in my local community are supported.  
*SOC 2-16a*
- I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives *SOC 2-16b*
- I can discuss issues of the diversity of cultures, values and customs in our society.  
*SOC 2-16c*



# Dementia Awareness Schools Pack

## Other formats

This document can be provided in large print, Braille or on CD and can be translated into other community languages. Please contact the Council's Corporate Communications Team at:

East Dunbartonshire Council, 12 Strathkelvin Place, Southbank,  
Kirkintilloch, G66 1TJ Tel: 0300 123 4510

本文件可按要求翻譯成中文，如有此需要，請電 0300 123 4510。

اس دستاویز کا اردو تراجم بھی فراہم کیا جاسکتا ہے۔ براہ مہربانی فون نمبر 0300 123 4510 پر رابطہ کریں۔

ਇਸ ਦਸਤਾਵੇਜ਼ ਦਾ ਮੰਗ ਕਰਨ ਤੇ ਪੰਜਾਬੀ ਵਿੱਚ ਅਨੁਵਾਦ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ। ਕਿਰਪਾ ਕਰਕੇ 0300 123 4510 ਫੋਨ ਕਰੋ।

Gabhaidh an sgriobhainn seo cur gu Gàidhlig ma tha sin a dhìth oirbh. Cuiribh fòn gu 0300 123 4510

अनुरोध करने पर यह दस्तावेज हिन्दी में भाषांतरित किया जा सकता है। कृपया 0300 123 4510 पर फोन कीजिए।

## Curriculum for Excellence Second Level