



my
I Can Do
Pathway
Guide and Workbook

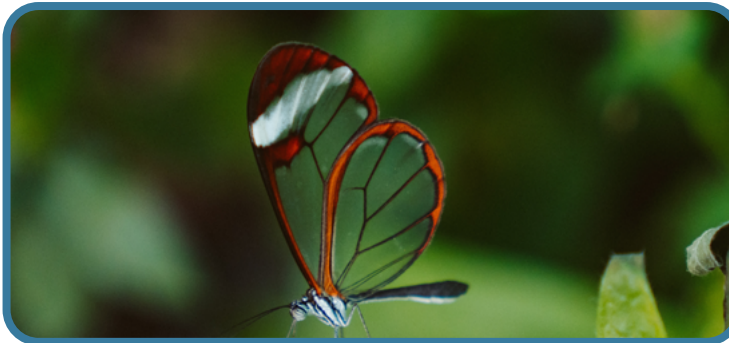
This booklet belongs to:



**Manchester
Metropolitan
University**



I Do
SERVICE



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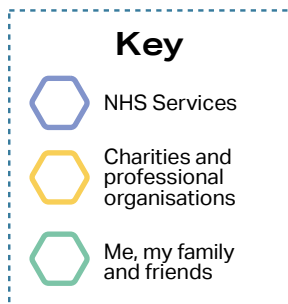
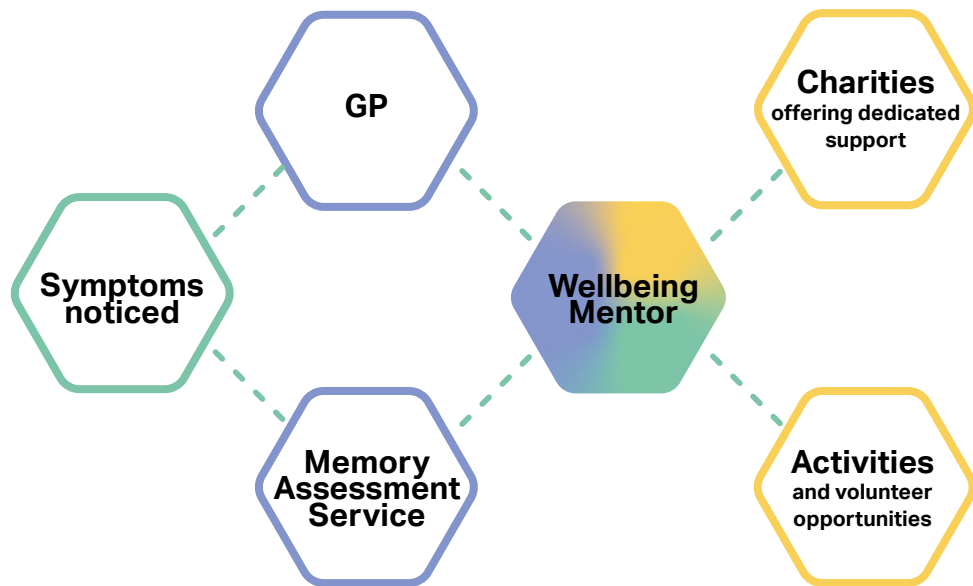
About the I Can Do Pathway

Your wellbeing is important for maintaining your health and quality of life. Wellbeing includes how you are feeling, and how you are connected and relate to others. It is also about feeling able to make decisions for yourself and about your own life.

The ICanDo Pathway aims to help you promote your wellbeing by supporting you in doing what you love to do, in staying socially connected and recognising that everybody has something of value to contribute.

It offers you to explore your strengths and interests, how you can use them to help others, and any support you need to do so.

The ICanDo Pathway includes individual and group sessions, guided by a wellbeing mentor. It is an important part of your health and care provision and is tailored to you.



What is a Wellbeing Mentor?

A wellbeing mentor is the person who guides the ICanDo Pathway sessions. The wellbeing mentor can be a care professional, or social prescriber, or someone from a relevant charity who has been trained to deliver the service.

Research has shown that taking responsibility even for small tasks can improve your health and wellbeing greatly.¹

The role of the wellbeing mentor is to guide you through thinking about your experiences, interests and skills to identify activities you might like to do and wish to take responsibility for.

You are offered to attend three initial sessions to get you started, following the format set out in this booklet. You are able to attend further sessions later if you wish.

¹ Ellen Langer, (1990), *Mindfulness*, DaCapo Publishing

I Can Do Pathway Overview

The ICanDo Pathway offers you to participate in three sessions, including one-to-one and group sessions, guided by your wellbeing mentor. They allow you to explore your strengths and interests and any support you need to realise them.

One-to-one sessions enable exploring your experiences, feelings, interests and skills in confidence. They can be tailored to you and enable detailed planning of activities and support.

The group session allows you to get together with other people and think about your ideas in a friendly setting. Through word of mouth, this can help prompt ideas that you may not have had on your own.



This guide provides you with information and acts as a workbook where you can write down and keep your notes, thoughts and decisions so you can find them whenever you want.

The book is structured in three sections, to support your three wellbeing mentor sessions.

The ICanDo Pathway has been developed by researchers from Manchester Metropolitan University together with people with dementia, carers, care professionals and representatives from volunteer organisations.

We hope you find the ICanDo Pathway helpful and enjoy what it offers you.

Isabelle, Kristina and Laura



Task:

Please bring an object with you on your first one-to-one session. This object can be anything that represents something you enjoy.

I Can Do Session One

This first session is for you to think about your interests and strength in a relaxed and confidential setting.

Session one invites you to...

1. Relax and arrive in the present moment
2. Get to know each other
3. Explore your strengths and interests
4. Reflect on the session

Read more on the next pages about each of these four activities.

🕒 5 minutes



A relaxing start

The first time you and your wellbeing mentor meet can be a nervous time, as the location, room, person and process might be new to you.

Mindfulness exercises can help with being in the moment, orientation to experience, mindful awareness and reflective choices. So they are a great way to start an initial meeting.

Dedicate some minutes to this exercise which can help with relaxation, focusing and wellbeing.

If I close my eyes for a moment and focus on my hearing, is that a bird, a car, a child's voice... – what can I 'see' with my ears? What pictures form in my mind from these sounds?

Being mindful simply involves acknowledging your thoughts and feelings without reacting to them. Explore them, accept them and allow them to flow during the activity. If your mind wanders elsewhere it is also ok. Your experience will be different each time you do the exercise.



🕒 10 minutes

Getting to know each other

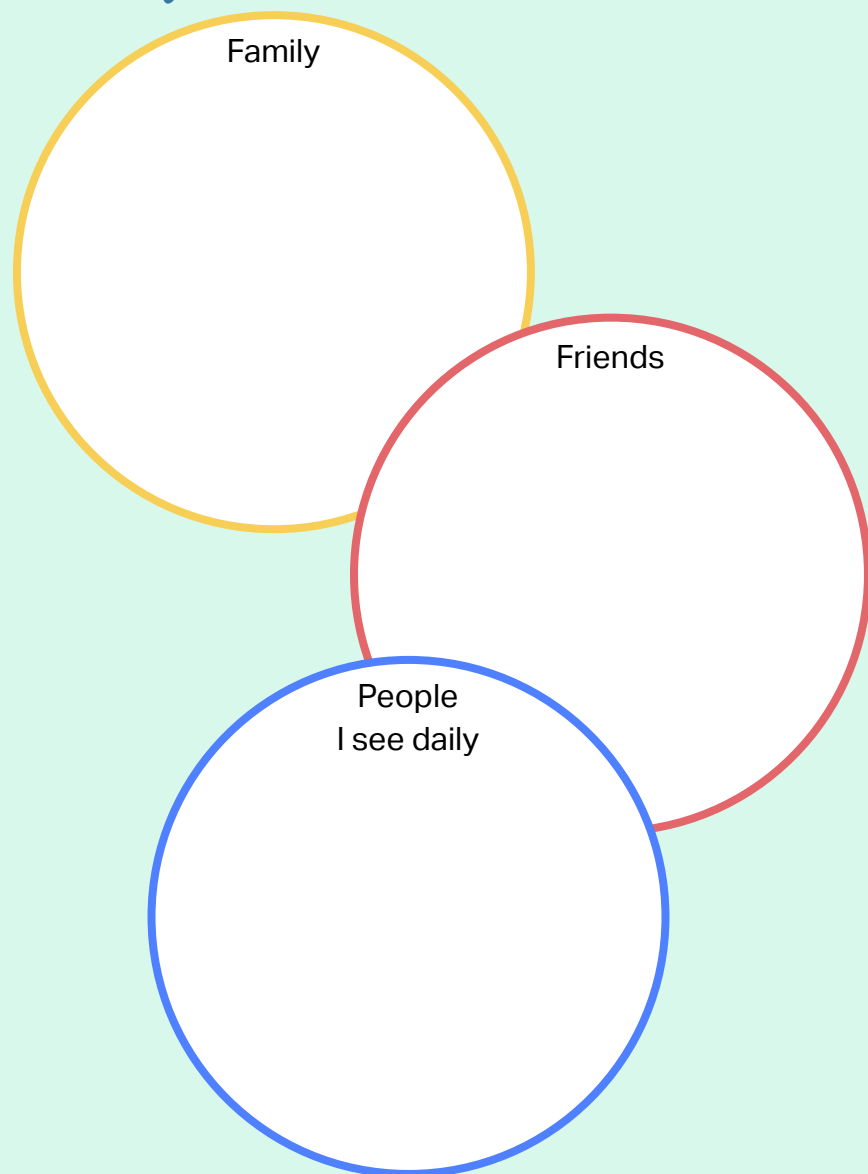
This storytelling activity is designed to help you and your wellbeing mentor to get to know each other and to develop your relationship.

You are both asked to bring along an object of your choice to the first one-to-one meeting. This object can be anything that represents something you enjoy. For example, this could be a photograph of loved ones, a piece of equipment used in your hobby or a memento from your favourite place.

Both of you should take it in turns to tell each other who you are and why you have selected 'your' object. Focus on what the object represents and why this is important to you.

To develop this exercise further, you can work together to create a joint fictional storyline in which both objects are embedded. This will get you used to working together creatively.

People I am close to:



Exploring my strengths and interests

Doing activities that are based on our strengths and interests are meaningful to us. They can provide emotional, creative or physical stimulation which can benefit our health and wellbeing.

Meaningful activities can encompass a large range of things, such as cooking, reading, singing, gardening or helping a friend. Volunteering to help others might include looking after someone else's plant or pet, sitting with someone not feeling well, or perhaps telling your stories for others to know.

The following exercise is for you to freely think about your strengths and interests, about what things you might want to do or what help you might be able to offer to others. For example, if you are a good cook and you like to help others, why not bake cakes for charity?

We will think in a later session about what support you might need to do this, but first let's find out what you really want to do. Shall we get started?

Thinking about my interests with Ikigai

Ikigai is a Japanese concept that broadly means “a reason for being”², the reason why we get up in the morning. Our reasons are highly personal to us. They include various activities that make our life meaningful, because we enjoy doing them, can help others with or get recognition.

Adapted from Ikigai, we suggest asking yourself these four questions:

1. What do I love?
2. What am I good at?
3. What can I do or help with?
4. What does my community or those close to me need?

Exploring these questions can help you to find or redefine activities that are meaningful to you. On the next pages, we offer you two examples, further ideas and a space to think about your own.

² Hector Garcia and Francesc Miralles (2017), *The Japanese secret to a long and happy life*, Cornerstone, London.



More ideas...

What do I love?



playing the trumpet or piano for a special occasion

litter picking



singing in a choir

storytelling



dementia champion to tell about their experience



What can I do or help with?

What am I good at?

raising money for emergency relief



caring for others



going hiking or fishing



Yoga

What do others need?



music at a wedding banquet

looking after a friend's garden or mowing the lawn



raising money

Example One

What do I love?

- Eating well

What am I good at?

- Cooking, baking
- Waiter service
- Laying a table
- Folding napkins
- Flower arranging
- Other?

What does my community or those close to me need?

- Catering for a charity event
- Waiter service at a social event
- Laying tables for a wedding

What can I do or help with?

- Baking a cake, making a soup or salad?
- Volunteer as a waiter
- Volunteer laying tables

Example Two

What do I love?

- Dancing

What am I good at?

- Ballroom dancing
- Talking to people
- Teaching
- Making people relaxed
- Explaining things simply

What does my community or those close to me need?

- Something to stay fit
- Classes to learn new skills
- A fun activity
- A dance teacher

What can I do or help with?

- Volunteer as a trainer
- Help at a local dance school
- Offer individual tuition

Thinking about myself...

What do I love?

What am I good at?

What does my community or those close to me need?

What can I do or help with?

🕒 5 minutes

My reflections

Reflecting on session **One**

It is for you to decide what you want to reflect on, but here are some ideas:

- How do I feel? How do I feel about the session?
- What did we discuss?
- Did we agree anything?
- Is there anything for me to do now?



My notes

A large, empty white rectangular box with a blue border, intended for participants to take notes during the session.

I Can Do Session Two

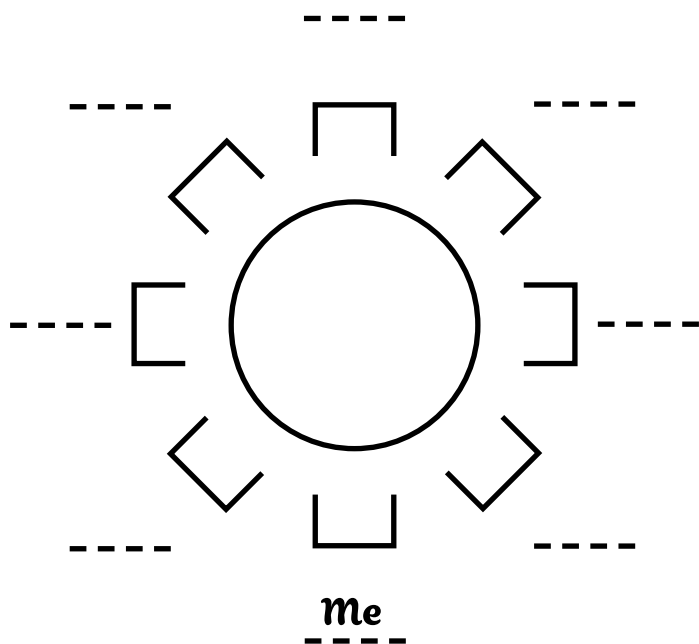
Session two is for you to think about familiar and new activities that might interest you in a relaxed and social setting.

Session two will invite you to...

1. Get to know each other
2. Find out what is on offer
3. Explore what I want to do (with others)?
4. Reflect on the session

Read more on the next pages about each of these four activities.

Who is in my group?



Why do we have a group session?

In the previous session, you have explored activities you might like to do based on your interests and skills. This second session aims to give you an opportunity to learn more about more activities and exchange tips and ideas with others. Therefore, this session is organised in a group setting.

Listening to other people sharing why they enjoy their favourite activities might be a trigger to try something new, or perhaps join others to do things together? Your neighbourhood is likely to be full of community-run activities but also of opportunities to volunteer.

Talking to others can also make you more aware of your strengths and interests and how you could share them with people. One part of this session will be dedicated to introducing you to activities and volunteering opportunities near you.

Getting to know each other

When meeting others for the first time, it is helpful to get to know them. Here are three different activities for you to choose from to get to know each other.

Option One: Object Stories

You are all asked to bring an object of your choice with you to the group meeting. This object can be anything that represents an activity that you enjoyed during your childhood. Take it in turns to tell each other about the activity and why it was so enjoyable. Focus on what the object represents and why it is important to you.

Was it singing with friends? Playing football with teammates? Reading an adventure book in a quiet place? Walking in nature with animals around you? What did you learn about the others?




Option Two: All about Us

All About Us³ is a life-storytelling boardgame that uses conversation as a way of exploring your life from childhood through the present and into the future. It invites you to think and talk about who you are, your experiences, feelings and values and what you have done and want to do, supporting those all-important feelings of identity, independence and sense of purpose, while building closer relationships.

It is a cooperative game, where all players share their stories and explore their life with each other.

³. All About Us (2022) <https://relish-life.com/dementia-games/group-games/all-about-us>

 30 minutes

Things I have learned about
the people in my group

Option Three: 'Never have I ever ...'

Never have I ever is a fun group game to play to get to know other people. The premise is simple. People take it in turns to say "Never have I ever..." and then add an activity or action. Those people who have done the activity in their life, put their hand up! It's a fast way of learning fun information about others and reveals character types. People can be asked to expand on their answer to particularly unusual questions or funny responses.

Example questions

Never have I ever...	Met a celebrity
	Broken the law
	Bet on something
Hitchhiked	Read War And Peace
Gone surfing	Been out of the
Gotten stitches	country
Gone vegan	Flown in a helicopter
Bungee jumped	Been on stage in
Cheated on a test	front of a crowd
Ate food which was	Sung karaoke
out of date	Walked five miles
Owned a dog	Saved someone's life

🕒 20-30 minutes

What's on offer

This part of the session will be delivered together with someone from a Volunteer Centre near you. The session introduces you to lots of activities, how to access them or volunteer yourself.


What is Volunteering?¹

Whatever form it takes, volunteering is an active, deliberate pursuit. Each volunteer chooses an activity they want to do, motivated by the difference they want to make, and how this shapes the world they want to live in.

A volunteer might not consider themselves to be a volunteer. Perhaps they think of themselves as 'helping out', 'being neighbourly', 'taking part in my community or faith group', 'supporting a cause', or undertaking 'social action' – or they use another term altogether.



¹ Text provided by Jack Puller, MACC


 20-30 minutes

Volunteering might be structured and organised through a group, club or charity. It may be more self-directed or spontaneous, like the plethora of mutual aid witnessed during the height of the Covid-19 pandemic. It may be a regular activity, a one-off, or anything in-between.

Volunteering can involve anything from doing shopping for a neighbour, being a trustee or coaching a sports team, to acting with others to help tackle issues from climate change and racism to food and fuel poverty.

All forms of volunteering are valid. All are valuable. And all are relevant to this vision.

What is a volunteer centre?

Volunteer Centres are local organisations that provide support and expertise to potential volunteers, existing volunteers and organisations that involve volunteers.

Volunteer Centres are often a good place to start looking for volunteering opportunities in the local area. They can try to match your interests with a suitable volunteering role with a local charity or other organisation.

Why volunteer?

People choose to volunteer for a variety of reasons. For some it offers the chance to give something back to the community or make a difference to the people around them. For others it provides an opportunity to develop new skills or build on existing experience and knowledge. Regardless of the motivation, what unites them all is that they find it both challenging and rewarding.

Below are some of the reasons people choose to volunteer. For some it provides an opportunity to:

- give something back to an organisation that has impacted on a person's life, either directly or indirectly
- make a difference to the lives of others
- help the environment
- help others less fortunate or without a voice
- feel valued and part of a team
- spend quality time away from work or a busy lifestyle
- gain confidence and self-esteem.

There is lots of anecdotal evidence that volunteering has a positive impact on health.



What do I love - new ideas?

What do I want to try (with others)?

This part of the session is for your to reflect on what you have heard about possible activites and volunteering, and to explore your ideas with others around you.

Think back to the four questions from the first session:

1. What do I love?
2. What am I good at?
3. What does my community or those close to me need?
4. What can I do or help with?

Take some time to note down any new activities or ideas you have had during the talk about volunteering.

Then, take it in turns to talk about your ideas and interests, what you might like to try and with whom.

Thinking about activities...

What do I love?

What am I good at?

...and volunteering

What does my community or those close to me need?

What can I do or help with?

What do I want to try (with others)?

When you have finished with the discussion write down any new thoughts and ideas from the discussion.

My new ideas

Recognition

When we do something for others, it is important for our contributions to be recognised. Recognition can come in different forms. Some examples are a thank you card, financial reward, a gift, a verbal thank you and a certificate.

What type of recognition would you like?

What recognition would I like?

My reflections



Reflecting on session **Two**

It is for you to decide what you want to reflect on, but here are some ideas:

- How do I feel? How do I feel about the session?
- What did we discuss?
- Did we agree anything?
- Is there anything for me to do now?



Notes

I Can Do Session Three

The third session is for you to think about your ideas and how to realise them. In this session you are invited to:

1. Relax and arrive in the present moment
2. Decide what to do and with whom
3. Find out what support you need to take part
4. Reflect on the session

Read more on the next pages about each of these four activities.



A relaxing start

This is your third session. You are now familiar with the people and format of the session, but it is always a good idea to take some time to arrive. Mindfulness exercises can help with being in the moment, orientation to experience, mindful awareness and reflective choices.

Dedicate some minutes to this exercise which can help with relaxation, focusing and wellbeing.

It's time to give myself a hug or hold my own hand. As I notice how I feel, I say to myself 'I deserve this hug'

Being mindful simply involves acknowledging your thoughts and feelings without reacting to them. Explore them, accept them and allow them to flow during the activity. If your mind wanders elsewhere it is also ok. Your experience will be different each time you do the exercise.

My ideas



Thinking about what I've decided to do

This part is for you to think about your previous ideas and to start planning for them:

Think about which ideas or activities you liked best in the last two sessions? Which one(s) do you want to realise?

Perhaps consider two or three ideas: Some ideas you might like to do with people, some on your own. Some ideas may be familiar and you are immediately comfortable with them. Other ideas may be more of a challenge - but then you never know until you have tried. Some you might want to try right away, other later, perhaps when it's the right weather or time of year.

So what are the ideas you want to realise?

Things I might need support with

Planning your activity

You probably now have a clearer idea of the activities you would like to try. The next step is to make a concrete plan to get you started.

Planning an activity in this way helps to approach it more relaxed but also allows you to set yourself new challenges!

To help with the planning for each activity, on the next pages, there are some text boxes with headings. They point you to the kind of information you need to plan an activity. The first page spread gives you an overview and some ideas. The following ones are blank. Try to put the relevant information for each activity in the boxes.

Planning your activity...

What activity do I want to try?

Choosing an activity you enjoy or want to try will benefit your wellbeing and commitment to it

Where is it ?

Participating in activities close to home can help keep you motivated.

When is it ?

Note down when the activity takes place. Try to choose a time that suits you.

How will I get there?

Easy access is important to stay committed. Is it easily accessible on foot? Or by public transport? Or maybe someone could give you a lift?

What do I need to take with me?

Do you need to bring some equipment? Or maybe lunch or some money to buy a drink or to pay for the entrance?

...an overview

Do I know other people there?

Knowing other people there can be great to overcome shyness and take the plunge. Or maybe you could motivate someone you know to participate with you?


Do I have a specific goal for this activity?


Keeping in mind your specific goals is also good for commitment: do you want to meet new people? To stay fit? To try something new? To help others? Promote something?


What support do I need?


Do you think you might need some specific support? Maybe for travelling at the activity place? Or someone to come with you while you get your bearings


Planning activity one


 What activity do I want to try?


 Where is it ?


 When is it ?

 How will I get there?


 What do I need to take with me?


 Do I know other people there?

 Do I have a specific goal for this activity?

 What support do I need?


Planning activity two


 What activity do I want to try?

 Where is it ?


 When is it ?

 How will I get there?


 What do I need to take with me?


 Do I know other people there?


 Do I have a specific goal for this activity?


 What support do I need?


Planning activity three


 What activity do I want to try?


 Where is it ?


 When is it ?

 How will I get there?

 What do I need to take with me?

 Do I know other people there?

 Do I have a specific goal for this activity?

 What support do I need?

My notes

Reflecting on session **Three**

It is for you to decide what you want to reflect on, but here are some ideas:

- What did we discuss?
- How do I feel now?
- What is the next step?

Guidance notes for the Wellbeing Mentor

Here are a few suggestions and insights of what to consider when preparing to deliver the I Can Do pathway sessions:

One. **Number of wellbeing mentor sessions**

The format is three wellbeing mentor sessions, starting and ending with an individual session which frame a group session. It is important to regard this recommendation with some flexibility though. Individuals and circumstances vary, and some people will need more time or support than others. The proposed three sessions are the suggested minimum. Individual sessions, or even the whole process, can be repeated as required to accommodate the specific situation.

Two. **Format of wellbeing mentor sessions**

Experience of delivering the sessions has shown that...

... it is advisable to hold sessions no more than one week apart if possible.

... it is helpful to have light refreshments (tea, coffee, cakes...) to aid the convivial atmosphere and help maintain participants concentration.

... social activities are essential as ice breakers – each session should start with a social activity to create a convivial atmosphere and build participants confidence.

... it is advisable for group sessions to have a least four participants, preferably more to allow for peer discussion and support.

... the third session works well in pairs of people living in similar areas and with similar interests to maintain peer support and encouragement in trying new things.

Three. **Creating a sense of equality**

Mindful and social activities should be a two-way conversation: To create a feeling of equality for the persons with dementia, ensure to do mindfulness

and social tasks together with equal engagement, input and feedback by all, including the wellbeing mentor.

Four. **Social activities and time keeping**

Social activities are essential for the success of the programme, but they also take time: If time is short, when playing the All about Us game, one option is to use the question cards only, without the gameboard, to allow for a shorter, tailored duration of the activity without having to break off midway.

Five. **Veering off topic and time keeping**

The wellbeing mentor should be prepared for sessions, especially the first one, to move off topic into personal experiences. This may mean there is a need for the wellbeing mentor to bring the session gently back on track without the participants feeling silenced and to be able to work through the planned programme.

Six. **Raising personal issues**

The wellbeing mentor needs to be aware that the sessions may go beyond issues of dementia, personal interests and strengths of the participant. Personal issues are also likely to surface, and the wellbeing mentor should when and where to refer a person to relevant support services, for example to counselling, should any serious issues arise.

Seven. **The role of care partners (spouse, family, friends...)**

The success of the programme also depends on the support of the person living with dementia by care partners. Getting somewhere to attend a new activity will need the care partner's involvement and support to support the arrangements. Therefore, including the person in the process directly, perhaps in the third session, or through contact and discussion of the wellbeing mentor with the care partner outside of the sessions is essential. The aim is – once a person has started a new activity and get to know people – that they may find support of getting there through the group to allow a sense of independence and possibly give some relief to the care partner.

Acknowledgements

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Isabelle Tournier, Manchester Metropolitan University, UK;

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The content of this booklet is based on the findings of the IDo Service, which you can find here: www.idoservice.org

We wish to thank all project researchers, research participants, co-designers, external partners and expert participants involved in the research and development process for their time and contribution in making it happen. We especially thank the Age UK Salford Dementia Cafe participants for their input, and Emma Gerrard for acting as our Wellbeing Mentor during the trials.

This project has received funding from the European Union's Horizon 2020 research and innovation programme under the Marie Skłodowska-Curie grant agreement No 895620. This document reflects only the author's view and the Research Executive Agency is not responsible for any use that may be made of the information it contains.



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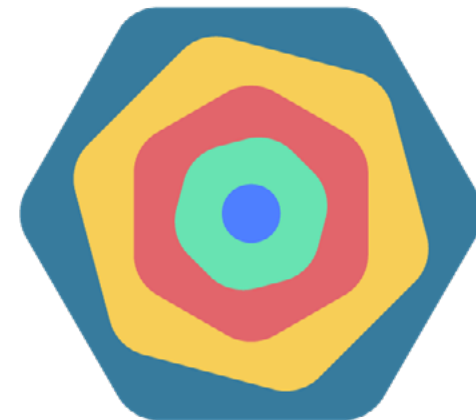
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ISBN 978-1-910029-80-0

About the IDo Service

The IDoService project aims to develop a special service to allow people living with mild to moderate dementia to plan, connect with and participate in tailored opportunities to realise themselves, to support others and to continue to be fully part of society.



Name, picture and contact information for my wellbeing mentor:

Time and date of initial one-to-one:

Time and date of group session:

Time and date of second one-to-one: