

# “Putting the human into Human Rights”

Learning and Innovating from Everyday  
Excellence

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“Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighbourhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”

(Eleanor Roosevelt, United Nations Universal Declaration of Human Rights, November 1949)

## Contents

|   |    |
|---|----|
| <b>1. Overview</b> .....  | 3  |
| Short outline of a LIFE session .....   | 3  |
| Making human rights an everyday reality .....   | 5  |
| Noticing and celebrating what we already do well .....  | 6  |
| Valuing staff .....   | 7  |
| Spreading curiosity.....  | 7  |
| Trying things out together .....  | 8  |
| Sustaining it.....  | 8  |
| Making a difference to quality of care and life for all .....   | 8  |
| <b>2. Tools and resources</b> .....   | 10 |
| <b>3. Practice Pointers for LIFE sessions</b> .....   | 12 |
| <b>Annex 1: Active promotion of the rights of care home residents living with dementia through better realisation of the following Health and Social Care Standards</b> ..... | 13 |

## 1. Overview

The project is one of seven projects funded in 2019 by Life Changes Trust and supported by Scottish Care to explore Rights Made Real in Care homes. The projects were designed to show how the Scottish Government's Health and Social Care Standards will work in practice, demonstrating how to treat residents in care homes with real respect and dignity and uphold their human rights.<sup>1</sup> We have worked as a partnership to develop a practical understanding of the practices that enable human rights to be realised for people living with dementia whose home is a care home.<sup>2</sup>

*Rights Made Real* has tested and refined the use of the *Learning and Innovating from Everyday Excellence* (LIFE) approach. This has helped to enhance the quality of life for people living with dementia in care homes and supported care home staff to close the gap between their existing knowledge, behaviours and feelings in relation to human rights and the expectations of the new Health and Social Care Standards in Scotland.<sup>3</sup>

The LIFE approach uses appreciative inquiry and caring conversations to work with people living with dementia, relatives, managers and staff of care homes and the wider community of which the care home is a part. Caring conversations help us to celebrate what is working well, consider the perspectives of all those involved, connect emotionally, be curious and suspend judgement, be courageous and take positive risks, collaborate to make things happen, and compromise to focus on what is real and possible.

In a nutshell, LIFE shows how to make best use of the everyday stories and conversations to explore more deeply what matters and what is valued. It uses the experience of residents, their relatives, the managers and staff of care homes and the wider community, to help us all talk about the ideals and practical ideas that can be taken forward to benefit everyone who lives, works in or visits the home. This project has involved about 60 staff across three care homes<sup>4</sup>: Links View (Burntisland, Fife), Auchtermairnie (Leven, Fife) and Balquhidder (Alexandria, West Dunbartonshire) using an approach to culture change that originates in the work of My Home Life Scotland.<sup>5</sup>

### Short outline of a LIFE session

A LIFE session is held within the care home and is attended by 3-6 people, who might be a mix of staff, managers, residents, relatives and others. There's no agenda, but there is a basic format to keep the group on track and help everyone to contribute in the way that they wish to. After some introductory activity and discussion of what will help everyone take part, the group hear and read a short story or 'snippet' from the home before reflecting on four questions, each discussed in turn for 5 minutes:

1. What is there to celebrate in this story?
2. What surprises or puzzles you?
3. What would we like to happen more of the time?
4. What can each of us do that feels real and possible?

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<sup>1</sup> For more information: <https://www.lifechangestrust.org.uk/rights-made-real-care-homes-evidence-and-learning> and <https://www.lifechangestrust.org.uk/project/fairfield-care>

<sup>2</sup> Fairfield Care Scotland, the University of the West of Scotland and *Research for Real*, funded by the Life Changes Trust.

<sup>3</sup> See Annex 1 and <https://www.gov.scot/publications/health-social-care-standards-support-life/pages/1/>

<sup>4</sup> A smaller number have been directly involved in LIFE sessions.

<sup>5</sup> <http://myhomelife.uws.ac.uk/scotland/>

Finally, there is a short round to share how we felt about the session and what we learnt. The whole session usually takes 60-90 minutes. We also make a note of themes we didn't have time to discuss to be taken up in other meetings.

This selection from a LIFE session shows how we explored real dilemmas and choices and noticed assumptions we make about loneliness and happiness.

| Story/ snippet   | Example of dialogue in a LIFE session   | Reflections and actions - comments at end of session   |
|--|---|--|
| <p><i>The rock in my life has been my family, my son, daughter, daughter in law, husband. We keep in touch daily using my iPad. They Skype or email me. I can check the weather too. I can watch the seasons change here. I have two windows in my room and when I arrived it was the end of winter, but soon the birds were singing, and the leaves came out. I like my room.</i></p> <p>(snippet obtained in response to a key jar question)</p> | <p>"M. stays in her room quite a lot and for me, I feel kind of a bit, not bad, but I think 'is she alright?' 'Is she OK in her room?' Hearing that she likes to sit her room, she's Skyping, she's happy.....It makes me feel a bit happier that she's actually OK, she is OK." (Carer)</p> <p>"To be quite honest with you, I've said this before, I sometimes don't like to go into the big room – and this is not a criticism, because very often a lot of people are lying about sleeping. And I'm not wanting to do that.." (Resident)</p> <p>"Sometimes I feel a bit guilty, that you're sitting in your room....I still feel I could do something..." (Carer)</p> <p>"When I see you sitting in the lounge with [other resident] it makes me feel a bit better that you've come though. That you're not sitting all lonely in your room." (Carer)</p> <p>"...Can we hold our assumptions lightly – about what people like or dislike or what matters? ...." (Facilitator)</p> <p>"Sometimes I think we think we know our residents really well, and then something will happen, we find out and we think 'we never knew that!' and it was something that was so important to that person and the resident might have been with us a long time. And we'd be thinking 'why did we not know this?'"(Carer)</p> <p>"Can we flip feeling sad or guilty that we didn't know? We're never going to know everything - and how can we just keep on making it the best it can possibly be?" (Facilitator)</p> | <p>I'm seeing the value of the pausing and asking everybody, rather than deciding.</p> <p>That opened my eyes. It's definitely given me food for thought and there's a few things that I'm going to do and involve residents and have a wee look at a few things that we do and see if they're actually for the best or if it's something that we just do.</p> <p>I'm very comfortable, I don't feel I'm in any way neglected or anything like that.</p> <p>It's been quite positive – I'm going away feeling quite positive.</p> <p>I want to know more – this is ... really lovely. I want to encourage staff to have these kinds of conversations with everybody.</p> <p>It's always good to discuss. At least now we know about the things we can improve....we can be saying 'OK we did that yesterday, but is it still valued? Is it something we should still be doing?</p> |



A resident told us that she stays in her room quite a lot because she enjoys it. A staff member said 'I feel a bit anxious that she might be lonely. Sometimes I feel a bit guilty and I wonder if I could do something. I wonder if she's lonely?'

**We make our own choices, wherever we can. Sometimes a different path can still be rewarding.**

*How do you feel when you hear this story?*

*What do you notice about the assumptions you or others might make about loneliness and happiness?*

*What would we like to happen more of the time?*

Part of the process is also to capture learning and prompt further discussion in a creative way, for example, by creating a Chatterbox Card (left and Section 3). These can be used in different ways around the care home, including at staff, relatives or residents' meetings, at staff inductions or supervision and in informal ways amongst residents.

### Key learning and outcomes

We have found that LIFE sessions are often surprising and always a great source of learning.<sup>6</sup> The *Rights Made Real* project has co-created a viable LIFE approach and accompanying tools and



resources that can be adopted and adapted by others who want to support the realisation of human rights in similar contexts. This report includes some of what we learned, but also how we learned, so that others can feel inspired by our experience and confident about trying the LIFE approach for themselves.

The testimony of those most closely engaged in this process gives us confidence that the work is making an impact on life in the care homes with direct practical outcomes for all of those involved which are explored below. We all acknowledge that there is still more to do to sustain and spread the approach and to consider how best to embed new ways of working.

### Making human rights an everyday reality

Aspiring to meet the human rights of everyone can be exciting, puzzling and scary for care home managers and staff. We have learned that it is possible to make this a positive shared purpose and everyday reality. This purpose has been embraced with enthusiasm as a way of respecting and recognising the human rights and contributions of staff and as an expression of the commitment to make a difference to quality of life and care for all.

Meeting human rights can seem to be a laudable, if sometimes abstract idea. The LIFE approach has helped to 'humanise' and bring the ideals to life, recognising the good work that is already happening and viewing it with 'fresh eyes'. These short responses from staff show how they view their part in the practical, everyday realities of making rights real.

<sup>6</sup> A self-evaluation framework was co-created by the LIFE facilitators working with Fairfield Care managers and staff and other LIFE session participants, including a Care Inspector and the LCT Learning Partner. A validation event was held in August 2019.

### Let's stop

*"Assuming, start being curious."*  
*"Imagining we know what people want."*  
*"Being scared of human rights."*  
*"Saying it's not possible to meet everyone's human rights."*  
*"Rushing around and really listen to people."*  
*"Assuming what other people want."*  
*"Being closed to ideas."*  
*"Putting up barriers."*

### Let's start

*"Asking questions and listening to responses better."*  
*"Calming down and take time to listen and change."*  
*"Checking things out more."*  
*"Treating each other (as well as residents) as well as we can."*  
*"Sharing more, celebrating more, being more blooming positive."*  
*"Thinking more about possibilities than reasons 'why not'."*

*"We're trying out different approaches....I felt they actually told me more and I was surprised. I was writing up all the feedback and I felt, 'I feel like I've done justice for this person!' It's opened up my eyes. It's made me realise we assume so much."*

Staff now see and understand how they are key to the realisation of human rights – that everyday matters of life are about human rights and that human rights are not complicated but can be a lens to help frame everyday happenings differently, that may go beyond upholding fundamental human rights, to enabling older people to be and do the things that they value.

"Donald had said earlier that he'd love to go out and take pictures...So I got an updated Polaroid camera and asked the activities person Sue for support. She had the idea to invite another resident Megan along too. We all went to Balloch Park in the minibus. It was a fantastic morning – we were out for about an hour and it was lovely weather. He was taking pictures - he loved having the camera. He was working hard – he would step back, position himself and so on, not just snapping away. Megan took a picture too – it's a bit more blurred! Donald took pictures of the castle - people kept standing in front of the camera - and he shouted at them. He took a few wobbles – so Sue took his arm to steady him. It was a brilliant day. They're both still talking about it. It was only about an hour, but it made a huge impact.

When we got back, I did a check-in with Donald using the emotional words. He picked 'happy', 'safe', 'cheerful' and 'calm'. He looked at the list on the other side and said it wasn't a 'distressing' day at all. Megan picked the words 'satisfied', 'welcome', 'happy' and 'moved'. She said there was nothing 'sad' about it. She said, 'it's the best day I've had since I arrived here'. She said it triggered memories for her – of her husband, dogs, walks in the park. It triggered her to talk about this in more depth. Other people have noticed changes – one of the staff commented that Donald has changed, he's content, he's not so desperate to get out. And Sue has been a rock".



### Noticing and celebrating what we already do well

There is more noticing and acknowledgement of everyday excellence, of what is valued, what matters to people and what works well. Daily good practice is brought to light and staff more readily recognise the value of what they do and how they are already making a positive impact on quality of care, a difference in residents' lives and the lives of staff and relatives.

*“Doing the walkabout to notice aspects of the environment that we liked with a resident was really helpful as we noticed different things. It only took 10 minutes.”*

The process has helped us to notice and become curious about habitual thinking and behaviour and the assumptions that we all make about each other, in ways that are not defensive, but which help staff to feel engaged and energised by the opportunities to ‘make rights real’.

*“I got really excited when one of the relatives said that she felt so homely here she brought in her own slippers - we wondered what helped other relatives to feel at home? The relative in the group said that she would go ahead and ask other relatives so we could learn more. I loved the fact that the relative was going to take forward some action from the meeting - not just the staff.”*

### Valuing staff

An important element has been the recognition of the significance and contribution of staff, acknowledging their explicit and sometimes intangible expertise, their deep knowledge of human relationships, of people and life in the home. Staff recognition has been less in the time-honoured ways or with great fanfare, but in more day-to-day ways that include explicitly recognising what they are already doing well. In this way, the expertise of staff and residents has been mobilised with benefits for individual staff, wider teams, managers and ultimately, for the quality of life for residents.

*“Staff are feeling valued from this process because they are able to identify things they can do.”*



Staff feel more valued, they share their opinions, they’re involved and feel their opinions matter and their views can change things. Staff say that they feel uplifted, proud and motivated.

*“It gives us more vigour.” “We can get lost in the woods.”*

*“I want to go out and tell other staff about this. This is what is important. Can we do it now!”*

Being invited rather than directed to take part has helped staff to feel encouraged and confident to try out new ways of engaging with residents, relatives and others. There was also value in bringing staff from the three homes together.

The tools we have introduced have brought a sense of fun and have been good conversation starters. Staff have been able to see the value of and connection between a story or snippet of conversation in which they have a part, to the practical implications and learning that can arise when that same story is used in a LIFE session.

### Spreading curiosity

Engagement of this kind helps to spread curiosity, as those involved want to know more, have a renewed appetite for asking open questions, deeper listening and emotional connection, going beneath the surface responses and being creative in finding ways to engage with those who find it harder to verbally express their



views and feelings. Such curiosity wonders about and seeks out ideas for even the smallest things that might change.

*“Because we’re going that bit deeper ...the thing we’re finding a wee bit difficult – is that people are explaining their emotions a wee bit more. So we’re having to deal more with people who are getting upset....but sometimes it’s positive, but it can be a bit of a challenge because you don’t expect it to happen, and you think ‘oh!’”*

### Trying things out together

This willingness and confidence to try things out and experiment creates a buzz and frees staff to feel that they can make suggestions and offer their ideas for change, creating wider ownership and permission to take practical ideas forward without having to seek management authorisation.

*“[This] process is changing the conversations amongst the staff. It’s brought connections between our jobs, for example, the laundry, kitchen and care team...”*

*Rights Made Real* was itself an experiment which involved different combinations of staff, managers, residents, relatives and external partners including social work and the Care Inspectorate. So, there’s also learning about learning; that it’s OK to acknowledge that some things don’t work well and that there are opportunities for learning by reflecting both on what works well as well as mistakes.

### Sustaining it

Local ownership is key to how the process will be sustained and spread. Continuing to experiment and adapt was and will remain key to sustaining this process, as well as developing the resources to help those that were not at sessions so that they could still be part of the process. Not everyone who might be involved in each care home has yet been engaged or experienced a LIFE session for themselves. Those that have are enthusiastic. There’s a sense that the process is infectious – that experiencing the benefits will help people to sustain and spread the approach. We would like more staff to become confident to facilitate LIFE sessions without external or management involvement.

### Making a difference to quality of care and life for all

The LIFE process is rooted in the ethical and practical dilemmas that are negotiated daily in a care home, illustrated by the stories below.

*“The impact of this has actually been quite immense. You start chipping away at the surface and you discover what’s underneath, and that leads onto different things. It’s given staff the confidence. Something that’s quite important is being part of a family, not just for the residents, but their family members and staff too...this has helped to draw that in a lot closer, to get families more involved and the staff with more confidence.”*

This approach helps to generate new practice-based knowledge of how to enhance human rights for people living with dementia in care homes. The focus on inquiring appreciatively and caring conversations supports and stretches staff to value existing good practices and make them more conscious in order to maintain identity, enhance shared decision-making and enact meaningful choices for each person living with dementia in care homes; ultimately supporting better realisation of the Health and Social Care Standards.

The examples below give a flavour of some of the stories we used and show how “stories have legs” as questions lead them in new directions.

| Story or snippet  | Learning and new directions  |
|---|--|
| <p>Staff say that they can feel disheartened and disappointed if they've arranged something and people say 'yes, I'll go', then right at the last minute, they change their minds. It is OK to not fancy doing something that you did fancy yesterday.</p>  | <p>Sometimes things we plan don't go to plan.</p> <p>What are the considerations when we change our minds?</p> <p>How do we each feel about this?</p>  |
| <p>One resident told us that she felt that if there was something she wanted to ask, that she would be listened to. She said "I could tell people if I wanted something to be different. They might not be able to change things, but they would listen to me".</p>   | <p>It's good to listen and be heard. We know that some things may be difficult to change.</p> <p>How can we keep expressing our hopes even if some don't feel possible?</p> <p>What helps us to share our thoughts about when we would like something to be different?</p> |
| <p>As staff, we share something of ourselves with residents and relatives. We can be friendly and professional in ways that are respectful, safe, appropriate and fun. A resident told us she likes to share her stories with the staff. She said, 'we have a carry-on – it cheers me up to have a laugh and not always be so serious.'</p>                                   | <p>Sharing a bit of ourselves helps us to know each other.</p> <p>Are there things about you that you don't want everyone to know?</p> <p>What feels OK to share?</p>  |
| <p>A relative told us that she loves coming to the home. 'It's the smiling faces! There's a cheery welcome as soon as you come through the front door. I'm always asked, 'how are you feeling today?' I feel so relaxed here I have got a pair of slippers in my Mum's wardrobe. Putting them on makes me feel at home and at ease.'</p>                                      | <p>Care homes are a different environment to your own home. It's normal for it to feel a little strange at first.</p> <p>What helps you feel welcome and at home?</p> <p>What do you like to do to make someone feel welcome?</p>  |
| <p>A resident told us she would like to get out more. She used to like going to the club, but she said 'I'm past all that now. It's been too long. I don't know what I enjoy anymore.'</p>  | <p>We can all feel a bit lost and not sure what we'd like to do.</p> <p>How might we have conversations and learn about what people could enjoy?</p> <p>What opportunities are there to give new things a go?</p>  |
| <p>Residents had been asked to seek help to leave their rooms during a period of maintenance in the home. One resident told us that she felt 'powerless' in this situation. We didn't know she had felt that way. We wonder who else felt that way, whether we were able to listen and if there were other strategies to help people be safe without losing independence?</p> | <p>We ask and we notice when people say how they feel, we try to listen even when were busy.</p> <p>How could we hear more of what people feel in the moment?</p>  |

|   |  |
|---|--|
| <p>A resident told staff that she liked the nice linen tablecloths as it made it feel people had gone to a lot of effort to make mealtimes feel special. Staff were pleased to hear what was important to her. Knowing what is valued helps staff to carry on doing things that might seem ordinary.</p>  | <p>Saying out loud what you value and what matters helps people know it is important and encourages us all to do more of it.</p> <p>How do you share the little things that you value?</p> <p>How can we help each other see the value in the little things?</p> |
| <p>A relative told us that she'd learned something about her Mum that she didn't know before – that her Mum liked to turn the cakes out of the tin. Her Mum had never enjoyed baking. We might be surprised about who takes to something or not. It's trial and error.</p>  | <p>Every day is a school day, there's always scope for new learning.</p> <p>How do we stay open to being surprised when we know someone well?</p> <p>What helps us to spot the opportunities for people to give something a go?</p>                              |
| <p>A resident told us that she'd spoken to a relative about her end of life wishes. We were pleased she had someone she trusted to talk to about this. It can be a difficult conversation for people to have, but it is important.</p>  | <p>We want to talk about what's important. We want to do the right things in life, right to the end of life.</p> <p>How can we find out more about what matters to people towards the end of their life?</p>   |
| <p>When people talk about loved ones who have died, a staff member told us that she often felt anxious and try to distract them. 'I had a conversation with a resident today about her Mum and Dad who had died some time ago. The resident said she felt stupid about talking about them, but we enjoyed a conversation about what she liked about her Mum and Dad.'</p> | <p>It can be good to talk about love and loss.</p> <p>How do you feel when talking to people about love and loss?</p> <p>What helps it to feel comfortable to talk or not talk?</p>  |

## 2. Tools and resources

We have used a series of tools to prompts stories and deeper or new conversations including:

- Key Jar questions
- Visual Inquiry Tool (Images)
- Emotional words
- The 7Cs of caring conversations
- Every Brilliant Thing
- The Human Rights Map
- The Iceberg Tool
- Positive Inquiry Tool

These (and others) are available on the *My Home Life* website.<sup>7</sup>

*“One person used ‘Every Brilliant Thing’ to prompt conversation with a man she was accompanying to hospital; another prompted a conversation about baking scones; another used it with a man in palliative care to have a discussion about music - this led to some changes in his usual music and he started sitting up and eating.”*

<sup>7</sup> <http://myhomelife.uws.ac.uk/scotland/resources/>

We have created a series of tools and resources including an outline of the LIFE process and short videos to supporting others wishing to adopt a LIFE approach. This includes “Chatter Boxes” a series of stories, images and questions that arose from the LIFE sessions.



A resident told us that she likes it when the school children come in and that can be quite funny. Once one of the staff saw a resident interact with the children by (pretending) to drink a cup of tea. She was managing to lift the cup and drink it whereas she needs assistance to have her meals. We wondered “what do other resident’s think of the children being here?”

**We know that we’re all different. We need feedback about what each of us value and enjoy about life in this home.**

- *How do you feel when you hear this story?*
- *What have we each witnessed?*
- *Who have we asked for their views?*
- *Have we listened?*

The stories on the cards can be used in your own LIFE session or in other situations where you want to prompt a conversation. Our resources can be downloaded here.<sup>8</sup>

**Blowing seeds of conversations across the home**

There is confidence that Fairfield LIFE sessions will continue without external facilitation and support. The company have made important changes to their approach, including direct changes to reviews with family members, staff supervision and appraisal, holding meetings, having ‘more meaningful discussions’ and using tools such as Emotional Touchpoints, all ‘bringing caring conversations to life’. These bring many direct benefits and are helping to shift the culture and ethos of the care home to be more collaborative. *Rights Made Real* has made a palpable impact on the managers and staff most centrally involved and there is an appetite and expectation that learning, and innovation will continue. One of the issues of embedding the approach is how best to share, capture and record many of the ‘magic moments’, the small things that are valued.



*“I used to want people to think what I thought – I am more interested in hearing others now – that won’t change tomorrow- so it will be sustainable.”*

*“It’s a chain....it’s infectious. How can we keep this infectiousness going?”*

*“We are finding out so much about ourselves.”*

The video material is likely to be useful to share more widely and encourage people to talk about their experience, especially those who were uncertain at the start, but who benefited from their involvement. There is scope to extend the reach of the work, for example, night staff and to more deliberately seek out those who are keen and good at ‘getting people on board’. There is also scope to involve more relatives, Care Inspectors and other health and social care professionals. The

<sup>8</sup> <http://myhomelife.uws.ac.uk/scotland/making-rights-real/http://myhomelife.uws.ac.uk/scotland/wp-content/uploads/2020/04/Chatterbox-Cards-LIFE-Sessions.pdf>

recognition of staff contributions could also be enhanced through the use of Open Badges, SSSC endorsed digital certificates that recognise learning and achievement.

### 3. Practice Pointers for LIFE sessions



The LIFE process is a very powerful approach to co-creating insight and practical learning directly relevant to life in a care home. It offers a way to enhance resident and family engagement and provides opportunities to extend involvement to other professionals and people with an interest in the life of the home. Here we offer brief pointers for practice based on some of our learning and the areas of our own practice we wish to continue to explore.

*“It can be short, simple, you can make it fit your care home and you can change it.”*

#### **Seek out stories of all kinds**

- Try out the different tools to gather stories from a range of people. These help to go deeper, explore emotions and talk about what is meaningful to people.
- Ask for and notice the stories that people naturally tell. Encourage this and make a note of the ones that resonate with you.
- Keep stories simple. Tell us just enough of what happened and the basic sequence so that people can get the gist and understand what’s going on. Stories are not like case notes: tell us what was actually said, rather than telling us about what was said. If you’re in the story, include your own experience and say how you felt.
- Don’t be tempted to airbrush a story to make it positive or glowing. Keep anything that might be a bit tricky in the story. Use the words that people used.
- It’s possible to work with just a snippet of a story – a few lines – preferably of conversation, or maybe use a few lines of feedback or comments from different people.
- Listen first. In the LIFE session, read out the story, then hand out printed copies and give people a few moments to read it for themselves and highlight anything that feels important or interesting.

#### **Involve residents and others in a LIFE session**

- We have successfully involved both residents and relatives in LIFE sessions. This is our ideal, but we acknowledge that it may be best to involve a mix of staff only to start with until you feel more confident.
- In time, look to involve others in the process, including social workers and Care Inspectors.
- Create your own simple written explanation of what’s going to be involved to give to people in advance.

#### **Keep learning and adapting**

- Build in your own evaluation - always spend some time at the end reflecting on how people felt during the session and what they learnt about the LIFE process itself. Notice what has worked well and what would enhance future sessions.

## Annex 1: Active promotion of the rights of care home residents living with dementia through better realisation of the following Health and Social Care Standards

1.7 - I am supported to discuss significant changes in my life, including death or dying, and this is handled sensitively

1.9 - I am recognised as an expert in my own experiences, needs and wishes

1.15 - My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices

2.8 - I am supported to communicate in a way that is right for me, at my own pace, by people who are sensitive to me and my needs

2.22 - I can maintain and develop my interests, activities and what matters to me in the way that I like

3.1 - I experience people speaking and listening to me in a way that is courteous and respectful, with my care and support being the main focus of people's attention

3.7 - I experience a warm atmosphere because people have good working relationships

3.9 - I experience warmth, kindness and compassion in how I am supported and cared for, including physical comfort when appropriate for me and the person supporting and caring for me

4.3 - I experience care and support where all people are respected and valued

4.25 - I am confident that people are encouraged to be innovative in the way they support and care for me