

# Schools Resource Pack

# S1 Lesson Pack

S1 Lesson 1

|                   |   |
|-------------------|---|
| <b>Aim:</b>       | To generate understanding of what a young carer is.   |
| <b>Duration:</b>  | 45 minutes  |
| <b>Resources:</b> | <p>Quiz question and answer sheet</p> <p>Plain paper for groups to write quiz answers on</p> <p>Day in the life sheets (one personal and one for young carer each)</p> <p>Internet access to follow link</p>  |
| <b>Planning:</b>  | <ul style="list-style-type: none"> <li>• Set up video</li> <li>• Have paper ready for the quiz</li> <li>• Have activity sheets organised – day in MY life sheets (1 per student), day in the life of a young carer sheets (1 per student).</li> </ul> |

Lesson outline:

|            | <b>Activity</b>  | <b>Time</b> |
|------------|--|-------------|
| <b>(A)</b> | <ul style="list-style-type: none"> <li>• Ask the question “What is a young carer?”</li> <li>• Have a class discussion to determine any existing knowledge on young carers and if anyone can form a definition of what a young carer is.</li> <li>• After discussion define the definition:<br/>“A young carer is someone aged 18 or under who helps look after a relative who has a condition, such as a disability, illness, mental health condition, or a drug or alcohol dependency.” – NHS</li> </ul>  | 10 mins     |
| <b>(B)</b> | <ul style="list-style-type: none"> <li>• True/false quiz</li> </ul> <p>Get the class into groups/teams. Each group has a sheet of paper for them to write their answers to the 10 questions.</p> <p>Read out the quiz questions and give the class time to write down their answers to each question.</p> <p>At the end of the quiz go over the answers to each question to allow groups to mark and tally up their scores.</p>  | 20 mins     |
| <b>(C)</b> | <ul style="list-style-type: none"> <li>• Hand out the ‘day in my life’ sheets (one per person) and have the class write in what they do in their typical school day.</li> </ul> <p>Once completed, hand out the ‘day in the life of a young carer’ sheets (one per person) and have the class think of the types of tasks and activities that may be involved in a young carers day.</p> <ul style="list-style-type: none"> <li>• Show ‘Young Carers Film Complete’ (fixers website link at bottom of the page) which explains some of the tasks a young carer may carry out.</li> </ul> | 15 mins     |

Young Carers Film

[http://www.fixers.org.uk/index.php?module\\_instance\\_id=11208&core\\_alternate\\_io\\_handler=view\\_news&data\\_ref\\_id=7230](http://www.fixers.org.uk/index.php?module_instance_id=11208&core_alternate_io_handler=view_news&data_ref_id=7230)

## True false quiz

1. An ostrich's eye is bigger than its brain
2. The average age of a young carer is 15 years old
3. Lightning never strikes in the same place twice
4. 64% of young carers have been caring for 3 or more years
5. Most lipstick contains fish scales
6. 1 in 10 young carers miss some school because of their caring responsibilities
7. In a pack of cards, the King of Clubs is the only King without a moustache
8. 16% of young carers carry out caring tasks for over 20 hours per week
9. China has the most Post Offices in the world
10. 1 in 5 of us will become carers at some point in our life

## True false quiz

1. An ostrich's eye is bigger than its brain (True)
2. The average age of a young carer is 15 years old (False, 12)
3. Lightning never strikes in the same place twice (False, it actually happens quite often. For example, the Empire State Building gets struck over 100 times a year)
4. 64% of young carers have been caring for 3 or more years (True)
5. Most lipstick contains fish scales (True)
6. 1 in 10 young carers miss some school because of their caring responsibilities (False, 2 in 10, 20%)
7. In a pack of cards, the King of Clubs is the only King without a moustache (False, King of Hearts)
8. 16% of young carers carry out caring tasks for over 20 hours per week (True)
9. China has the most Post Offices in the world (False, India)
10. 1 in 5 of us will become carers at some point in our life (False, 3 in 5)

## Day in my life

| Time of day   |  |
|---------------|--|
| Before school |  |
| Lunch time    |  |
| After school  |  |

## Day in the life of a young carer

| Time of day   |  |
|---------------|--|
| Before school |  |
| Lunch time    |  |
| After school  |  |



S1 Lesson 2

|                          |   |
|--------------------------|---|
| <p><b>Aim:</b></p>       | <p>Raise awareness of the skills/pros as well as the challenges/cons of being a young carer.</p>  |
| <p><b>Duration:</b></p>  | <p>50 minutes</p>   |
| <p><b>Resources:</b></p> | <ul style="list-style-type: none"> <li>• Flipchart paper and appropriate pens (enough for one per group)</li> <li>• Comic relief video (YouTube)</li> <li>• Pros/skills mind map (enough for one per group)</li> <li>• Cons/challenges mind map (enough for one per group)</li> </ul> |
| <p><b>Planning:</b></p>  | <ul style="list-style-type: none"> <li>• Flipchart paper and pens to each group</li> <li>• Video search on YouTube</li> <li>• Mind maps one of each per group</li> </ul>  |

Lesson outline:

|     | Activity   | Time    |
|-----|--|---------|
| (A) | <ul style="list-style-type: none"> <li>• Split the class into groups if not already in them.</li> <li>• Each group should have a piece of flipchart paper and a pen.</li> <li>• Ask the class to split paper into 2 sections (school and home)</li> <li>• Under each heading they should list the skills needed/skills they use within this area of life.</li> <li>• Following this allow time for discussion (possible discussion question: what sort of skills do you use at school?)</li> </ul>   | 15 mins |
| (B) | <ul style="list-style-type: none"> <li>• Show comic relief video - <a href="https://www.youtube.com/watch?v=Yk_R736629s">https://www.youtube.com/watch?v=Yk_R736629s</a> <ul style="list-style-type: none"> <li>• Allow time for discussion about what skills were referred to throughout, identify similarities to own flipchart paper.</li> <li>• Make sure to discuss how the skills will benefit both home and school.</li> <li>• Discuss challenges and briefly talk about how these may affect home and school.</li> </ul> </li> </ul> | 10 mins |
| (C) | <ul style="list-style-type: none"> <li>• Hand out first mind map (positives/skills developed)</li> <li>• Allow time to complete (skills within video as well as any others they can think of)</li> <li>• Feedback about answers and reasons for answers.</li> <li>• During feedback encourage discussion about reasons for answers.</li> </ul>   | 10 mins |
|     | <ul style="list-style-type: none"> <li>• Hand out second mind map (cons and challenges)</li> <li>• Allow time to complete and feedback. (challenges within video and any others they can think of)</li> <li>• Encourage discussion about reasons behind answers.</li> </ul>  | 10 mins |

**Positives and skills  
developed as a result of  
being a young carer**

**Cons and challenges  
of being a young carer**

## The Pros and Cons of being a Young Carer

| <u>Pros</u>                                     | <u>Cons</u>   |
|---|---|
| Responsible/Mature                              | Lack of time for friends                                  |
| Financial experience                            | May be bullied  |
| Cooking skills                                  | Missing school  |
| Cleaning skills                                 | Behind on schoolwork                                      |
| Independence                                    | Tired   |
| Spend a lot of time with person being cared for | Lack of time for yourself                                 |
| Strong bond                                     | Worried about cared for person while out of the house     |
|   | Scared to do something wrong e.g. medication              |
|   | Cooking could be dangerous                                |
|   | Role may not be appreciated by the person being cared for |
|   | Mental health may suffer                                  |

S1 Lesson 3

|                   |  |
|-------------------|--|
| <b>Aim:</b>       | To raise awareness of the types of conditions young carers can care for.   |
| <b>Duration:</b>  | 45 minutes   |
| <b>Resources:</b> | <p>Access to internet to watch children in need 'meet Samuel video'</p> <p>Conditions mind map sheet (one per group)</p> <p>Conditions table (one per group)</p> <p>Conditions answer sheet to check students' answers</p> <p>Case study sheets – physical, mental, learning, sensory and addiction. Each group has a different case study.</p> <p>Flip chart paper and pens</p> |
| <b>Planning:</b>  | <ul style="list-style-type: none"> <li>• Have video set up</li> <li>• Split class into 5 groups</li> <li>• Have activity sheets prepared – conditions mind map (one per group), conditions table (one per group), case study sheets (one case study at each group).</li> </ul>   |

Lesson outline:

|            | <b>Activity</b>   | <b>Time</b> |
|------------|---|-------------|
| <b>(A)</b> | <ul style="list-style-type: none"> <li>• Show children in need video – Meet Samuel_ <a href="https://www.youtube.com/watch?v=6IHQqqrCs1s">https://www.youtube.com/watch?v=6IHQqqrCs1s</a></li> <li>• Allow time for discussion</li> <li>• What responsibilities does Samuel have?</li> <li>• What might he miss out on?</li> <li>• What challenges may he face?</li> <li>• What skills may he have developed as a result of his caring role?</li> </ul>   | 10 mins     |
| <b>(B)</b> | <ul style="list-style-type: none"> <li>• At each group have a conditions mind map sheet. On this mind map have students write all the possible conditions they can think of that may need to be cared for.</li> </ul>   | 10 mins     |
| <b>(C)</b> | <ul style="list-style-type: none"> <li>• Give each group a condition table sheet. Have the students organise the conditions they came up with in the previous activity into the appropriate strands (mental, physical, learning, sensory and dependency).</li> <li>• Examples can be found on the conditions answer sheet.</li> </ul> <p>Definitions:</p> <p><b>Physical condition</b> – is something which affects the person physically and can often be seen such as a physical disability.</p> <p><b>Mental condition</b> – is a condition which affects someone’s mental health. Often can’t be physically seen.</p> <p><b>Sensory condition</b> – is a condition which affects someone’s senses.</p> <p><b>Learning condition</b> – is a condition which can affect someone’s learning or capability to learn.</p> <p><b>Dependency-</b> being dependent and using drugs and alcohol regularly.</p> | 10 mins     |
| <b>(D)</b> | <ul style="list-style-type: none"> <li>• Case studies – Each group has a different case study. Each group answers the questions. This information should then be feedback to the other groups in the class.</li> </ul>  | 15 mins     |



**What types of  
conditions may need  
to be cared for?**



| Physical | Mental | Learning | Sensory | Dependency |
|----------|--------|----------|---------|------------|
|          |        |          |         |            |



## Example conditions

| Physical           | Mental           | Learning  | Sensory    | Dependency    |
|--------------------|------------------|-----------|------------|---------------|
| Amputation         | Schizophrenia    | Dyslexia  | Deaf       | Drugs Alcohol |
| Arthritis          | Bipolar Disorder | Dyspraxia | Blind      | Gambling      |
| Multiple-sclerosis | Anxiety          |           | Deaf-Blind |               |
| Cerebral Palsy     | Depression       |           | Mute       |               |
| Muscular Dystrophy |                  |           | Deaf-Mute  |               |
| Brain Injury       |                  |           |            |               |
| Spinal Cord Injury |                  |           |            |               |
| Epilepsy           |                  |           |            |               |

**Both Autism and Attention Deficit Hyperactivity Disorder (ADHD) could fit into more than one column as severity of cases may vary and the condition can differ depending on the person.**

Harry is 16 years old and lives with his stepdad who has an alcohol dependency.

- What kind of condition is Harry caring for? (physical, mental, sensory, learning or dependency)
- What kind of tasks and responsibilities may Harry need to help his mum with?
- What skills may he develop as a result of his caring role?
- What challenges may he face?

Sophie is 14 years old and cares for her younger brother who has Autism.

- What type of condition is Sophie caring for? (physical, mental, sensory, learning or dependency)
- What kind of tasks and responsibilities may Sophie need to help her brother with?
- What skills may she develop as a result of her caring role?
- What challenges may she face?

Sarah is 13 years old and cares for her uncle who suffers from depression.

- What kind of condition is Sarah caring for? (physical, mental, sensory, learning or dependency)
- What kind of tasks and responsibilities may Sarah need to help her uncle with?
- What skills may she develop as a result of her caring role?
- What challenges may she face?

Paul is 10 years old and cares for his grandad who suffers from Arthritis.

- What kind of condition is Paul caring for? (physical, mental, sensory, learning or dependency)
- What kind of tasks and responsibilities may Paul need to help his grandad with?
- What skills may he develop as a result of his caring role?
- What challenges may he face?

David is 11 years old and lives with his mum who is registered blind.

- What kind of condition is David caring for? (physical, mental, sensory, learning or dependency)
- What kind of tasks and responsibilities may David need to help his mum with?
- What skills may he develop as a result of his caring role?
- What challenges may he face?



# S2 Lesson Pack



S2 Lesson 1

|                   |   |
|-------------------|---|
| <b>Aim:</b>       | Recap on S1 knowledge of what a young carer is.   |
| <b>Duration:</b>  | 45 minutes  |
| <b>Resources:</b> | <ul style="list-style-type: none"> <li>• Definition of a young carer (see lesson outline)</li> <li>• Flipchart paper and appropriate pens</li> <li>• Video on fixers website</li> <li>• Statements for agree/disagree line</li> </ul>                         |
| <b>Planning:</b>  | <ul style="list-style-type: none"> <li>• Allocate one piece of flipchart paper to each group along with pens.</li> <li>• Have video set up on fixers website ready to play.</li> <li>• Prepare appropriate space for agree/disagree line activity.</li> </ul> |

Lesson outline:

|            | <b>Activity</b>   | <b>Time</b> |
|------------|---|-------------|
| <b>(A)</b> | <ul style="list-style-type: none"> <li>Ask the class the question “what is a young carer?” and allow time for discussion around what being a young carer involves, skills gained, challenges faced and what support is available.</li> <li>Put up definition- “A young carer is someone aged 18 or under who helps look after a relative who has a condition, such as a disability, illness, mental health condition, or a drug or alcohol dependency.” –NHS</li> </ul>   | 15 mins     |
| <b>(B)</b> | <ul style="list-style-type: none"> <li>Show class video from Fixers website- “Understanding Young Carers”</li> <li>Link to video- <a href="http://www.fixers.org.uk/index.php?module_instance_id=11208&amp;core_alternate_io_handler=view_news&amp;data_ref_id=10238">http://www.fixers.org.uk/index.php?module_instance_id=11208&amp;core_alternate_io_handler=view_news&amp;data_ref_id=10238</a></li> <li>After the video, allow time for discussion about issues raised within video.</li> </ul>  | 15 mins     |
| <b>(C)</b> | <ul style="list-style-type: none"> <li>Refer to questions on agree/disagree line sheet.</li> <li>Read out the statements one at a time and ask the class to stand in order based on how far they agree or disagree with the statement, e.g. those furthest to the right within the classroom agree the most and those standing furthest to the left disagree the most.</li> <li>There is no right or wrong answer to these questions it is a matter of opinion. Ask several members of the class to explain why they placed themselves where they did.</li> </ul> | 15 mins     |

## Agree Disagree line

- Most young people don't want other people to know about their problems at home
- People who have a disability are just as good parents as people who don't have a disability
- Children should always be taken away if they are living with a parent who takes drugs
- It is okay for older children to look after their younger brothers and sisters when the parents are ill
- A young person should be able to lift his/her mum if she is a wheelchair user
- Young carers want to stop caring
- Children should help their parent take vital medication
- Young carers get bullied more than other young people
- It's more important to get an education than to help someone in your family who has a serious illness
- It's okay for someone to miss school to look after a disabled parent
- Workers in schools (School Nurses, Teachers, Youth Workers, etc.) should always keep things that pupils tell them private and confidential
- Only someone who is feeling suicidal can call the Samaritans
- Alcoholics are terrible parents

## S2 Lesson 2

|                   |   |
|-------------------|---|
| <b>Aim:</b>       | A recap and progression on the skills and challenges young carers face.   |
| <b>Duration:</b>  | 45 mins   |
| <b>Resources:</b> | <p>Flip chart or whiteboard to write up pupil suggestions</p> <p>Example sheet of skills and challenges for teacher</p> <p>Skills and application table (one per group)</p> <p>Challenging situation cards (6 different)</p> <p>Case study sheets – one for an unidentified young carer and one for an identified young carer who is gaining support per group.</p> |
| <b>Planning:</b>  | <p>Have flip chart paper or white board prepared for discussion.</p> <p>Children to work in groups.</p>   |

Lesson outline:

|            | <b>Activity</b>  | <b>Time</b> |
|------------|--|-------------|
| <b>(A)</b> | <ul style="list-style-type: none"> <li>• Have a discussion about the previous skills a young carer may possess.</li> <li>• Write these up on the board or flipchart (Examples may be: responsible, prepared, understand budgeting, cooking skills, understand medication etc.)</li> </ul>  | 10 mins     |
| <b>(B)</b> | <ul style="list-style-type: none"> <li>• From those skills which were identified by the pupils, have each group pick 5 and write these into the skills and application table. Then have them think about where these skills can be applied to other areas (for example, being prepared may benefit them in school with getting schoolwork done).</li> </ul>  | 10 mins     |
| <b>(C)</b> | <ul style="list-style-type: none"> <li>• Move on to talk about the challenges young carers may face.</li> <li>• There are 6 challenging situation cards (missing school, can't spend time with friends, experience bullying, cannot keep up with schoolwork, very tired during the day, worry and anxiety for the cared for person when not with them). All cards are face down on the table and one person from each group must go up and pick a card to take back to their table.</li> <li>• The group must then discuss the implications of these challenges on other aspects of life (for example constant anxiety and worrying may result in the carer's mental health suffering). To record their ideas on paper or flip chart paper.</li> </ul> | 15 mins     |
| <b>(D)</b> | <ul style="list-style-type: none"> <li>• Hand out the case study sheets of the unidentified young carer (one per group). Have the pupils read the scenario and answer the questions on the sheet.</li> <li>• Then hand out the case study sheets of the identified young carer who is receiving support. Again, have the pupils read the scenario and answer the questions.</li> <li>• Have a discussion about the differences</li> </ul>  | 10 mins     |

| Skills | What can these skills be applied to? |
|--------|--------------------------------------|
|        |                                      |
|        |                                      |
|        |                                      |
|        |                                      |
|        |                                      |



## The Benefits and Challenges of being a Young Carer

| <u>Benefits/Skills</u>                          | <u>Challenges</u>   |
|---|---|
| Responsible/Mature                              | Lack of time for friends                                  |
| Financial experience                            | May be bullied  |
| Cooking skills                                  | Missing school  |
| Cleaning skills                                 | Behind on schoolwork                                      |
| Independence                                    | Tired   |
| Spend a lot of time with person being cared for | Lack of time for yourself                                 |
| Strong bond                                     | Worried about cared for person while out of the house     |
|   | Scared to do something wrong e.g. medication              |
|   | Cooking could be dangerous                                |
|   | Role may not be appreciated by the person being cared for |
|   | Mental health may suffer                                  |

# Cannot keep up with schoolwork





# Cannot spend time with friends



# Exhausted during the day



# Experiencing bullying



# Feelings of worry and anxiety when away from the cared for person



# Missing School



## Case Study 2 – Identified Young Carer

Ruby went to her guidance teacher to speak about her situation caring for her mum. From this meeting Ruby was put in touch with Dundee Carers Centre who have since put a support system in place to help Ruby care for her mum. This gives Ruby more free time for socialising and completing her schoolwork but does not mean that she needs to give up her caring role.

1. How may Ruby now be feeling?

2. How has this support impacted Ruby's life?



## S2 Lesson 3

|                   |   |
|-------------------|---|
| <b>Aim:</b>       | Recap on the different types of conditions that young carers have to deal with. Also, to make pupils aware of what support is available to them.  |
| <b>Duration:</b>  | 45 minutes  |
| <b>Resources:</b> | <ul style="list-style-type: none"> <li>• Definitions of different types of conditions (available further on in lesson plan)</li> <li>• Sheet of five different types of conditions.</li> <li>• Table of which conditions belong to which type (for teacher reference)</li> <li>• Blank paper for writing down list of people they can go to for support.</li> </ul> |
| <b>Planning:</b>  | <ul style="list-style-type: none"> <li>• Photocopy the two sheets of condition cards so that each pupil can have one type each</li> <li>• Hand out one per pupil.</li> <li>• Make sure blank paper is available for list making activity.</li> </ul>  |



Lesson outline:

|            | <b>Activity</b>  | <b>Time</b> |
|------------|--|-------------|
| <b>(A)</b> | <ul style="list-style-type: none"> <li>• Firstly, recap on the different types of conditions.</li> <li>• Make class aware of four main types that they will be focusing on:</li> </ul> <p><b>Physical condition</b> – is something which affects the person physically and can often be seen such as a physical disability.</p> <p><b>Mental condition</b> – is a condition which affects someone’s mental health. Often can’t be physically seen.</p> <p><b>Sensory condition</b> – is a condition which affects someone’s senses.</p> <p><b>Learning condition</b> – is a condition which can affect someone’s learning or capability to learn.</p> <p><b>Dependency</b>- when someone has gotten into the habit of using/doing something and becomes dependent on it.</p> | 15 mins     |
| <b>(B)</b> | <ul style="list-style-type: none"> <li>• Ensure every pupil has a piece of paper with a condition type on it.</li> <li>• If the teacher states a condition that fits in to the category that a pupil has, they must hold it up.</li> <li>• Use list of conditions</li> </ul>   | 15 mins     |
| <b>(C)</b> | <ul style="list-style-type: none"> <li>• Make sure each pupil has a piece of paper</li> <li>• Ask the question “who can young carers go to for support?”</li> <li>• Ask class to write down as many ideas as they can think of in the time limit.</li> <li>• Gain feedback of numbers of answers “who got more than 15? Who got more than 10? Who got more than 5?” as pupils state their number ask for some of their ideas and generate discussion.</li> <li>• Refer to the list “People who help to support a Young Carer?”</li> <li>• Show some of the webpages of the organisations mentioned.</li> </ul>   | 15 mins     |

Learning

Mental

Physical

Sensory

# Dependency

## Example conditions

| Physical           | Mental           | Learning  | Sensory    | Dependency    |
|--------------------|------------------|-----------|------------|---------------|
| Amputation         | Schizophrenia    | Dyslexia  | Deaf       | Drugs Alcohol |
| Arthritis          | Bipolar Disorder | Dyspraxia | Blind      | Gambling      |
| Multiple-sclerosis | Anxiety          |           | Deaf-Blind |               |
| Cerebral Palsy     | Depression       |           | Mute       |               |
| Muscular Dystrophy |                  |           | Deaf-Mute  |               |
| Brain Injury       |                  |           |            |               |
| Spinal Cord Injury |                  |           |            |               |
| Epilepsy           |                  |           |            |               |

**Both Autism and Attention Deficit Hyperactivity Disorder (ADHD) could fit into more than one column as severity of cases may vary and the condition can differ depending on the person.**

## Who can help a Young Carer in Dundee?

- Wider family
- Friends
- School- a teacher you trust, guidance/pupil support or young carer ambassador (if you have one in your school)
- Health professionals e.g. GP, nurse
- Dundee Carers Centre
- The Corner
- Samaritans
- Cool 2 talk
- Social Workers

**...and many more.**

# S3 Lesson Pack

### S3 Lesson 1

|                   |   |
|-------------------|---|
| <b>Aim:</b>       | To recap and consolidate on previous learning about what a young carer is as well as their responsibilities and challenges they may face. |
| <b>Duration:</b>  | 45 minutes  |
| <b>Resources:</b> | <ul style="list-style-type: none"><li>• Work booklet</li><li>• Teacher answer sheets for booklet</li></ul>                                |
| <b>Planning:</b>  | Ensure there are enough booklets for each member of the class.  |

Lesson outline:

|            | <b>Activity</b>  | <b>Time</b> |
|------------|--|-------------|
| <b>(A)</b> | <p>Have an initial class discussion to recap on the knowledge the class learned about young carers in previous years.</p> <p>Ask the questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is a young carer?</li> <li><input type="checkbox"/> Who and what conditions may be cared for?</li> <li><input type="checkbox"/> What responsibilities may a young carer have?</li> </ul> <p>Example answers:</p> <p>Definition of a young carer - "A young carer is someone aged 18 or under who helps look after a relative who has a condition, such as a disability, illness, mental health condition, or a drug or alcohol dependency." – NHS</p> <p>Who and what conditions may be cared for – anyone who they help to care for, could be family member, close friend or sibling etc. Could care for physical illness or disability, mental health condition, dependency or substance use.</p> <p>What responsibilities may a young carer have (list is not exclusive)</p> <ul style="list-style-type: none"> <li>• Tidy bedroom</li> <li>• Clean kitchen</li> <li>• Go to shops</li> <li>• Carry heavy things</li> <li>• Look after siblings</li> <li>• Take siblings to school</li> <li>• Wash dishes</li> <li>• Give a family member medication</li> <li>• Help someone get washed</li> <li>• Help someone get dressed</li> <li>• Keep an eye on someone</li> <li>• Help with communication</li> <li>• Take care of money issues</li> </ul> | 15 mins     |



|            |   |         |
|------------|---|---------|
| <b>(B)</b> | <p>Have the class work through the activity booklet; this has various activities to complete on the topic of young carers (each pupil to have their own booklet).</p> <ul style="list-style-type: none"><li>• Questions</li><li>• Exploring disabilities worksheet</li><li>• True/false quiz</li><li>• Reducing stress worksheet</li><li>• Put yourself in my shoes activity</li><li>• Case study questions</li><li>• Word search</li></ul> <p>Answer sheets are provided for each activity to ensure that the class are on the right track and understand the tasks.</p> | 30 mins |
|------------|---|---------|



# Young Carers Activity Booklet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## What is a Young Carer?

Who do you think is a young carer?

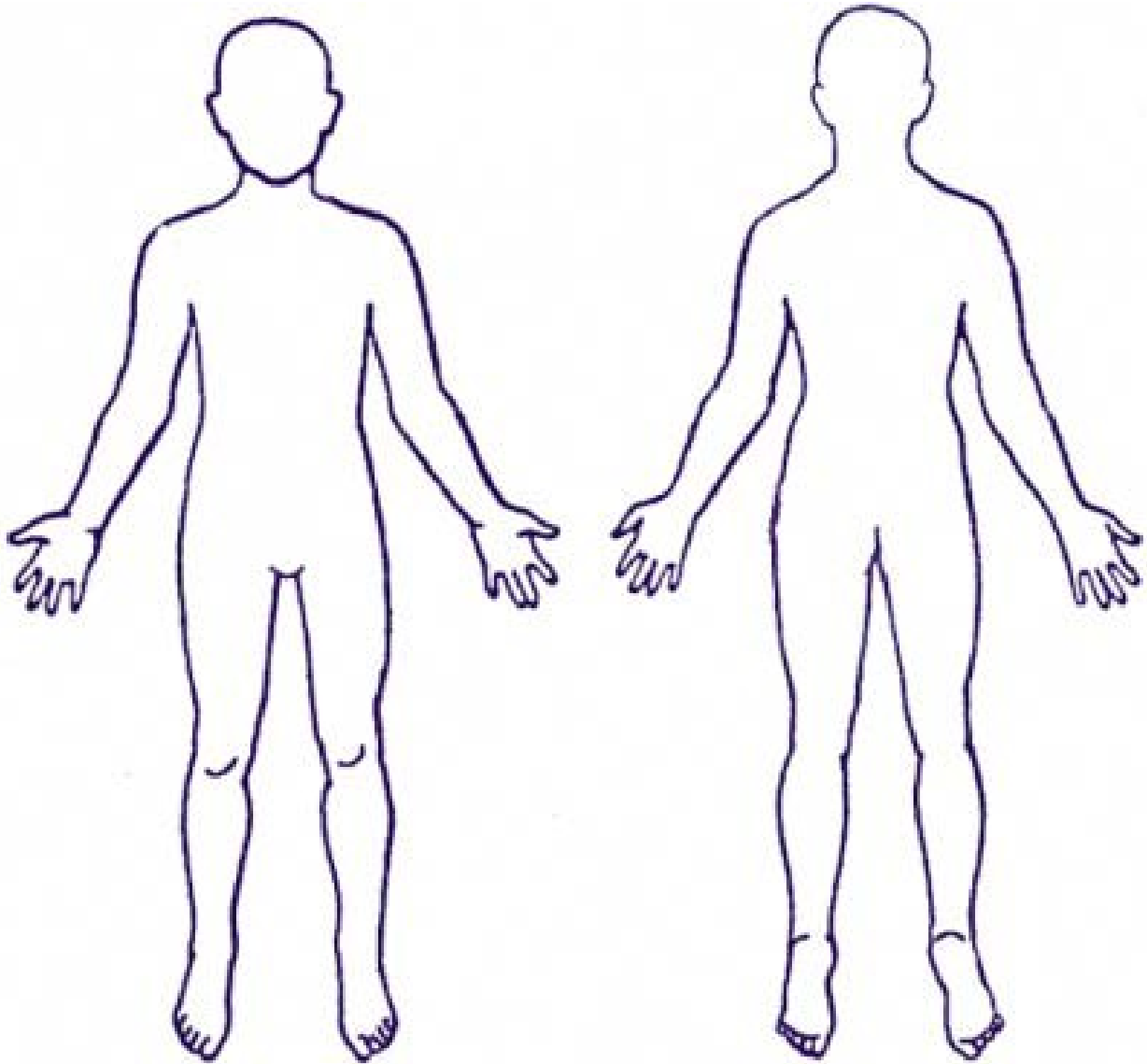
- A) An adult who looks after a young person with homework
- B) An adult who looks after a child with an illness or disability
- C) A young person who adult to do housework
- D) A young person who helps to look after or is affected by the illness or disability of someone in their family

Answer \_\_\_\_\_

Here are some things a young carer might do to help the person they care for are, please tick which of these things you also do at home...

- Tidy bedroom
- Clean kitchen
- Go to shops
- Carry heavy things
- Look after siblings
- Take siblings to school
- Wash dishes
- Give a family member medication
- Help someone get washed
- Help someone get dressed
- Keep an eye on someone
- Help with communication
- Take care of money issues

## Exploring Disabilities



Using the images above, mark which part of the body you think the following disabilities or illnesses effect...

1. Heart disease
2. Depression
3. Lung Cancer
4. Blindness
5. Dyslexia
6. Arthritis

## True/false quiz

Write true or false to answer each of the questions.

1. It is impossible to cry in space
2. 5 months of the year end in the letter 'y'
3. Most of the world's population have brown eyes
4. 64% of young carers have been caring for 3 or more years
5. Slugs don't have noses
6. 1 in 10 young carers miss some school because of their caring responsibilities
7. Taphephobia is a fear of losing teeth
8. 16% of young carers carry out caring tasks for over 20 hours per week
9. The letter 't' is the second most commonly used in the English language
10. One in 5 of us will become carers at some point in our life

## Reducing Stress

Sometimes young people who have a caring role can experience stress or feelings of worry. Take a look at the statements below and circle the ones which you think could help to reduce stress levels for young people.

|                            |                           |
|----------------------------|---------------------------|
| Listen to music            | Have fun and a laugh      |
| Eating the right foods     | Not exercising            |
| Taking risks               | Regular meals             |
| Cutting out junk food      | Smoking                   |
| Having a good night sleep  | Bully other young people  |
| Getting active             | Stop eating               |
| Harming yourself or others | Being alone all the time  |
| Find time to relax         | Try to stay positive      |
| Taking drugs               | Keep it to your self      |
| Reading a good book        | Talk to someone you trust |

What would you do if you were experiencing feelings of stress or worry?

Do you have any ideas of how you/ young people could reduce stress?

## Case Study

Case study: *Dave's mum is dependent on drugs and finds it very difficult to cope. Dave is 8 and sees his Dad on a regular basis. Dave's mum spends a lot of time in bed and rarely goes out of the house, therefore Dave has to look after her himself.*

- What extra responsibilities may Dave have to carry out in caring for his mum?
- How might Dave feel about these roles and responsibilities?
- What skills and qualities might Dave have?
- What difficulties, concerns and worries might Dave face at home?
- What difficulties, concerns and worries might Dave face at school?
- What difficulties, concerns and worries might Dave face with his friends?
- Who could Dave go to for help?

## Put yourself in my shoes

These pictures show some of the things that a young carer might have to do or help out with at home. Write in the box what you think the picture represents and how a young person would feel about doing this job.





## Young Carers Word Search

y t s c a r i n g g c a i r  
b o d e p e n d e n c y c e  
f a u h w k h s o h k b o s  
e i u n m d d s c o i o n p  
m p k j g r i p d o z a d o  
o t r c j c s r t x t s i n  
t r a l d a a f h e a v t s  
i o d k z r b r h w h d i i  
o p c b v g i a e c a f o b  
n p u a a y l b l r e e n i  
s u h t r o i e p o l g s l  
r s u w s u t r h d w b l i  
t z y x l h y d d l j i w t  
h e a l t h b a d v i c e y

Young carer  
Caring  
Responsibility  
Advice  
Help  
Support

Disability  
Dependency  
Health  
Conditions  
Emotions

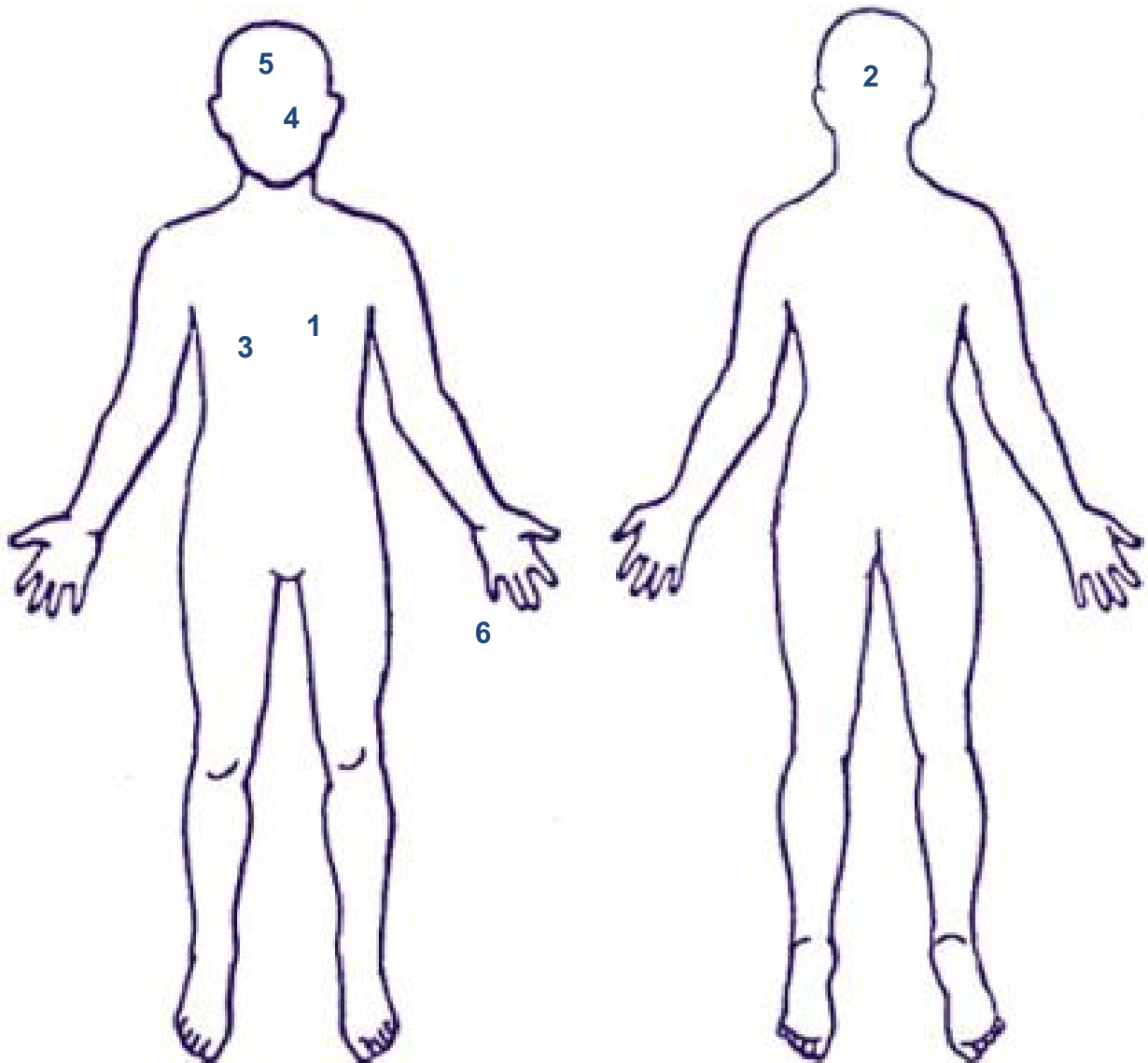
## What is a Young Carer?

Who do you think is a young carer?

- A. An adult who looks after a young person with homework
- B. An adult who looks after a child with an illness or disability
- C. A young person who adult to do housework
- D. A young person who helps to look after or is affected by the illness or disability of someone in their family

Answer: D

## Exploring Disabilities



Using the images above, mark which part of the body you think the following disabilities or illnesses effect...

1. Heart disease (Heart)
2. Depression (Brain)
3. Lung Cancer (Lungs)
4. Blindness (Eyes)
5. Dyslexia (Brain)
6. Arthritis (hands, joints etc.)

## True false quiz

1. It is impossible to cry in space (True, tears don't flow due to lack of gravity)
2. 5 months of the year end in the letter 'y' (False, four: January, February, May and July)
3. Most of the world's population have brown eyes (True)
4. 64% of young carers have been caring for 3 or more years (True)
5. Slugs don't have noses (False, they have four)
6. 1 in 10 young carers miss some school because of their caring responsibilities (False, 2 in 10, 20%)
7. Taphephobia is a fear of losing teeth (False, it is a fear of being buried alive)
8. 16% of young carers carry out caring tasks for over 20 hours per week (True)
9. The letter 't' is the second most commonly used in the English language (True)
10. 1 in 5 of us will become carers at some point in our life (False, 3 in 5)

## Reducing Stress

Sometimes young people who have a caring role can experience stress or feelings of worry. Take a look at the statements below and circle the ones which you think could help to reduce stress levels for young people.

|                            |                           |
|----------------------------|---------------------------|
| Listen to music            | Have fun and a laugh      |
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| Cutting out junk food      | Smoking                   |
| Having a good night sleep  | Bully other young people  |
| Getting active             | Stop eating               |
| Harming yourself or others | Being alone all the time  |
| Find time to relax         | Try to stay positive      |
| Taking drugs               | Keep it to your self      |
| Reading a good book        | Talk to someone you trust |

## Put yourself in my shoes

Not necessarily any right or wrong answers for how they may be feeling.

These pictures show some of the things that a young carer might have to do or help out with at home. Write in the box what you think the picture represents and how a young person would feel about doing this job.



Tidying up, hoovering, doing the cleaning etc.

Doing the shopping



Administering medication

Worrying about someone who is ill or in hospital, staying with someone while they are in hospital, looking after themselves while someone is in hospital etc.



Cooking meals

Doing the washing up



## Word Search Answers

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| y |   |   | c | a | r | i | n | g |   |   |   | r |   |
|   | o | d | e | p | e | n | d | e | n | c | y | c | e |
|   |   | u |   |   |   |   |   |   |   |   |   | o | s |
| e |   |   | n |   |   | d |   |   |   |   |   | n | p |
| m |   |   |   | g |   | i |   |   |   |   |   | d | o |
| o | t |   |   |   | c | s |   |   |   |   |   | i | n |
| t | r |   |   |   |   | a |   |   |   |   |   | t | s |
| i | o |   |   |   |   | b | r | h |   |   |   | i | i |
| o | p |   |   |   |   | i |   | e |   |   |   | o | b |
| n | p |   |   |   |   | l |   | l | r |   |   | n | i |
| s | u |   |   |   |   | i |   | p |   |   |   | s | l |
|   | s |   |   |   |   | t |   |   |   |   |   |   | i |
|   |   |   |   |   |   | y |   |   |   |   |   |   | t |
| h | e | a | l | t | h |   | a | d | v | i | c | e | y |

Young carer  
 Caring  
 Responsibility  
 Dependency  
 Advice  
 Help  
 Support  
 Disability  
 Health  
 Conditions  
 Emotions



### S3 Lesson 2

|                   |  |
|-------------------|--|
| <b>Aim:</b>       | To raise awareness of the impact being a young carer   |
| <b>Duration:</b>  | 45 minutes   |
| <b>Resources:</b> | <ul style="list-style-type: none"> <li>• Blank table sheet for areas of impact and reasons</li> <li>• Paper for listing activity</li> <li>• Case study</li> <li>• Sticky notes</li> <li>• Video link</li> </ul>                                    |
| <b>Planning:</b>  | <ul style="list-style-type: none"> <li>• Ensure areas of impact sheets are photocopied enough for one between two.</li> <li>• Ensure resources are available, blank paper and sticky notes.</li> <li>• Ensure video link is accessible.</li> </ul> |

Lesson outline:

|            | <b>Activity</b>  | <b>Time</b>    |
|------------|--|----------------|
| <b>(A)</b> | <ul style="list-style-type: none"> <li>• Hand out blank table sheets one between two and ask class to think about which areas of a young carer's life could be affected by their caring role (e.g. school, social, health and finances) and think about some of the reasons why it impacts this area of their life (e.g. school is impacted: lateness caused by morning responsibilities, homework is not handed in due to lack of time, distracted in class due to lack of sleep and worrying about cared for person).</li> <li>• Allow time for a class discussion to share some ideas.</li> <li>• Collect in completed sheets.</li> </ul> | <b>15 mins</b> |
| <b>(B)</b> | <ul style="list-style-type: none"> <li>• Hand out blank paper, one per pupil.</li> <li>• Ask the class to write down the areas of life that are affected by being a young carer, as many as they can in one minute.</li> <li>• Once time is up ask class who got the most (who got more than 3? Who got more than 5? Who got more than 10?) Ask the pupil with the most to share their ideas and other pupils can add any that have not been mentioned.</li> </ul>   | <b>10 mins</b> |
| <b>(C)</b> | <ul style="list-style-type: none"> <li>• Hand out sticky notes to each group (more than number of pupils in each group as they may contribute more than one idea).</li> <li>• Read out the case study and ask the class to think about and discuss the questions (at the bottom of the case study)</li> <li>• Ask class to write their ideas on the sticky notes and stick them up at the front of the class.</li> <li>• Teacher should read out the ideas and discuss with the class more about where a young carer can go for support.</li> </ul>  | <b>15 mins</b> |
| <b>(D)</b> | <ul style="list-style-type: none"> <li>• Show video about impacts on education (YouTube Video- Caring For Young Carers on ITV News Central This Month!:_<br/><a href="https://www.youtube.com/watch?v=NqFGuQIQa0E">https://www.youtube.com/watch?v=NqFGuQIQa0E</a>)</li> <li>• Ask if the class have any questions.</li> </ul>   | <b>5 mins</b>  |

| <b>IMPACTS</b> | <b>REASONS WHY</b> |
|----------------|--------------------|
|                |                    |

## Class Case Study

James is a student in his 4<sup>th</sup> year of high school. His mum suffers from a physical illness which makes it difficult for her to do many of the chores around the house. In order to help out, James has a list of chores and jobs he carries out. These include, cooking, cleaning, washing and administering his mum's medication as well as looking after his younger sister. Due to his caring responsibilities he is often late to classes, does not have time to complete homework and can't find time at home to study for his upcoming exams. As a result of this, James is really struggling with his school work and is worried he will fail his upcoming exams.

Where can James go for support? Who can he talk to? What things can he do to help him keep on top of both his school work and his caring role?

### S3 Lesson 3

|                   |   |
|-------------------|---|
| <b>Aim:</b>       | To build upon previous knowledge of the emotions a young carer might experience   |
| <b>Duration:</b>  | 45 minutes  |
| <b>Resources:</b> | <ul style="list-style-type: none"><li>• Positive and negative emotions mind map</li><li>• Emotions answer sheet</li></ul> |
| <b>Planning:</b>  | <ul style="list-style-type: none"><li>• Ensure required number of mind maps have been photocopied</li></ul>               |

Lesson outline:

|            | <b>Activity</b>  | <b>Time</b>    |
|------------|--|----------------|
| <b>(A)</b> | <ul style="list-style-type: none"> <li>• Show video: <a href="https://www.youtube.com/watch?v=bGyytZkwK88">https://www.youtube.com/watch?v=bGyytZkwK88</a> allow time for discussion about how the boy in the video might be feeling and the reasons why.</li> </ul>   | <b>5 mins</b>  |
|            | <ul style="list-style-type: none"> <li>• Hand out one mind map to each group and ask the class to think about and note down some of the positive and negative emotions that a young carer might experience due to their caring role.</li> </ul>  | <b>15 mins</b> |
|            | <ul style="list-style-type: none"> <li>• Once completed, allow time for a class discussion to share answers.</li> </ul>  |                |
| <b>(B)</b> | <ul style="list-style-type: none"> <li>• Nominate one person from each group (e.g. The person with the longest hair)</li> <li>• Ask that person to choose an emotion from their group's mind map to act out.</li> <li>• Allow time for the rest of the group to guess the emotion.</li> <li>• Ask each group to discuss why a young carer might be experiencing this emotion and to note down their answers on the mind map.</li> </ul>  | <b>10 mins</b> |
| <b>(C)</b> | <ul style="list-style-type: none"> <li>• Ask the groups to choose another emotion and discuss why a young carer might be experiencing it, again ask them to note down their answers on the mind map.</li> <li>• Allow time for a class discussion about each group's chosen emotions and the reasons behind their ideas.</li> <li>• Take part in a further discussion about some of the other emotions on the answer sheet and why a young carer would be experiencing them.</li> <li>• Discuss how they could prevent some of the negative emotions and who they could go to for help, mention Dundee Carers Centre among others as a form of support.</li> </ul> | <b>15 mins</b> |

Positive/Negative Emotions of a Young Carer



## Emotions Answer Sheet

| <b>Positive</b>     | <b>Negative</b> |
|---------------------|-----------------|
| Happiness           | Anger           |
| Pride               | Sadness         |
| Strength            | Fear            |
| Productive          | Guilt           |
| Motivated           | Worry           |
| Interest/Enthusiasm | Loneliness      |
| Hopeful             | Frustration     |
|                     | Jealousy        |
|                     | Shame           |
|                     | Hate            |
|                     | Anxious         |
|                     | Depressed       |
|                     | Distracted      |
|                     | Tired           |
|                     | Vulnerable      |
|                     | Powerless       |
|                     | Confused        |



# S4 Lesson Pack

S4 Lesson 1

|                   |  |
|-------------------|--|
| <b>Aim:</b>       | To recap on young carers and see how much the students can remember.   |
| <b>Duration:</b>  | 45 minutes   |
| <b>Resources:</b> | Flip chart paper<br><br>Post it notes (optional)<br><br>Quiz questions and answers   |
| <b>Planning:</b>  | Ensure there are four pieces of flip chart set out with the appropriate titles – How would you describe a young carer?<br>What are some of the pros and cons of being a young carer?<br>What are some of the duties and responsibilities a young carer may have?<br>What conditions may a young carer care for?<br><br>Have enough quiz sheets for each class member and have a teacher copy with answers. |

Lesson outline:

|            | <b>Activity</b>  | <b>Time</b> |
|------------|--|-------------|
| <b>(A)</b> | Put out the question “what is a young carer?” and get some answers and suggestions from the class to ensure they remember some of the information they have learned about young carers in past years.  | 5 minutes   |
| <b>(B)</b> | <p>Stations activity – Students to be split into 4 groups. Have four sheets of flip chart paper set out (one in each table) each with one title –</p> <ul style="list-style-type: none"> <li>• How would you describe a young carer?</li> <li>• What are some of the pros and cons of being a young carer?</li> <li>• What are some of the duties and responsibilities a young carer may have?</li> <li>• What conditions may a young carer care for?</li> </ul> <p>Have one group of children at each table and have them discuss within their group the question at the top of their page and also ask them to either write on a post it and stick it on the flip chart paper or directly write their answers/suggestions straight onto the paper.</p> <p>After 5 minutes have them the groups move clockwise around the sheets of paper and carry out the same activity for another five minutes. Continue this process until every group has answered on each piece of flip chart paper.</p> <p>Begin to have a discussion about the answers the class has come up with on the sheets of flip chart paper.</p> | 25 minutes  |
| <b>(C)</b> | <p>Before the quiz ensure each student has a quiz sheet.</p> <p>Read out the questions one by one allowing the student’s time to circle their answers on their sheet.</p> <p>At the end of the quiz, go over the answers on the answer sheet.</p>  |             |

## Carers Quiz!

1) Every day how many people in the U.K take on a caring responsibility?

- A. 250
- B. 800
- C. 3,500
- D. 6,000

2) TRUE or FALSE - Unpaid Carers Save the economy £119 Billion per Year

3) What Colour Would Coca-Cola be if there was no colouring in it

- A. Yellow
- B. Green
- C. Orange
- D. Clear

4) If someone is caring for a person 35 hours per week, how much carers allowance would they get paid per hour?

- A. £6.19
- B. £3.95
- C. £7.25
- D. £1.67

5) TRUE or FALSE - Kangaroos can jump backwards

6) TRUE or FALSE - Dundee Carers Centre can support carers from the age of 8 years and upwards.

7) TRUE or FALSE - Young adult carers aged between 15 and 18 years are twice as likely to be not in education, employment, or training

8) What percentage of young carers drop out of school because of their caring role?

- A. 1%
- B. 5%
- C. 10%
- D. 20%

9) TRUE OR FALSE - It is impossible to lick your own elbow

10) TRUE OR FALSE - 1 in 5 of us will become carers at some point in our life

## Carers Quiz with answers

1) Every day how many people in the U.K take on a caring responsibility?

- A. 250
- B. 800
- C. 3,500
- D. 6,000**

2) **TRUE** or FALSE - Unpaid Carers Save the economy £119 Billion per Year

3) What Colour Would Coca-Cola be if there was no colouring in it

- A. Yellow
- B. Green**
- C. Orange
- D. Clear

4) If someone is caring for a person 35 hours per week, how much carers allowance would they get paid per hour?

- A. £6.19
- B. £3.95
- C. £7.25
- D. £1.67**

5) TRUE or **FALSE** - Kangaroos can jump backwards

6) **TRUE** or FALSE - Dundee Carers Centre can support carers from the age of 8 years and upwards.

7) **TRUE** or FALSE - Young adult carers aged between 15 and 18 years are twice as likely to be not in education, employment, or training

8) What percentage of young carers drop out of school because of their caring role?

- A. 1%
- B. 5%
- C. 10%**
- D. 20%

9) TRUE OR **FALSE** - It is impossible to lick your own elbow – some people can!

10) TRUE OR **FALSE** - 1 in 5 of us will become carers at some point in our life – 3 in 5 people will become a carer at some point!

S4 Lesson 2

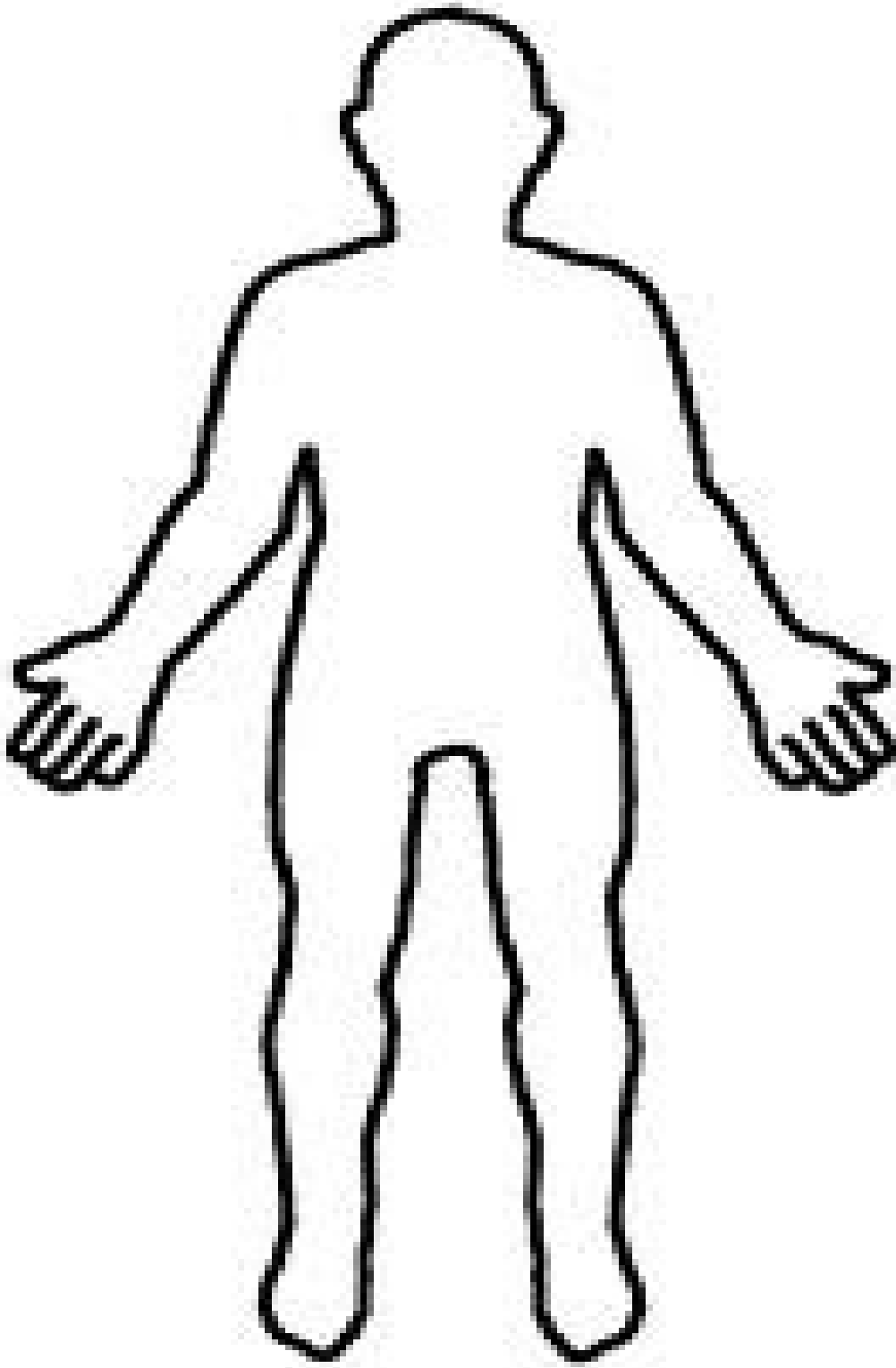
|                   |   |
|-------------------|---|
| <b>Aim:</b>       | To raise awareness of the impacts/challenges of being a young carer   |
| <b>Duration:</b>  | 45 minutes  |
| <b>Resources:</b> | <ul style="list-style-type: none"> <li>• YouTube video “We Care, Do You? Young Carers Edinburgh”</li> <li>• Body outlines, carer and non-carer (enough for one of each per pair)</li> <li>• Young carer blank timetable and word bank of daily tasks (enough for one of each per pair)</li> </ul> |
| <b>Planning:</b>  | <ul style="list-style-type: none"> <li>• Check video link accessibility</li> <li>• Photocopy above resources enough for one per pair</li> </ul>   |



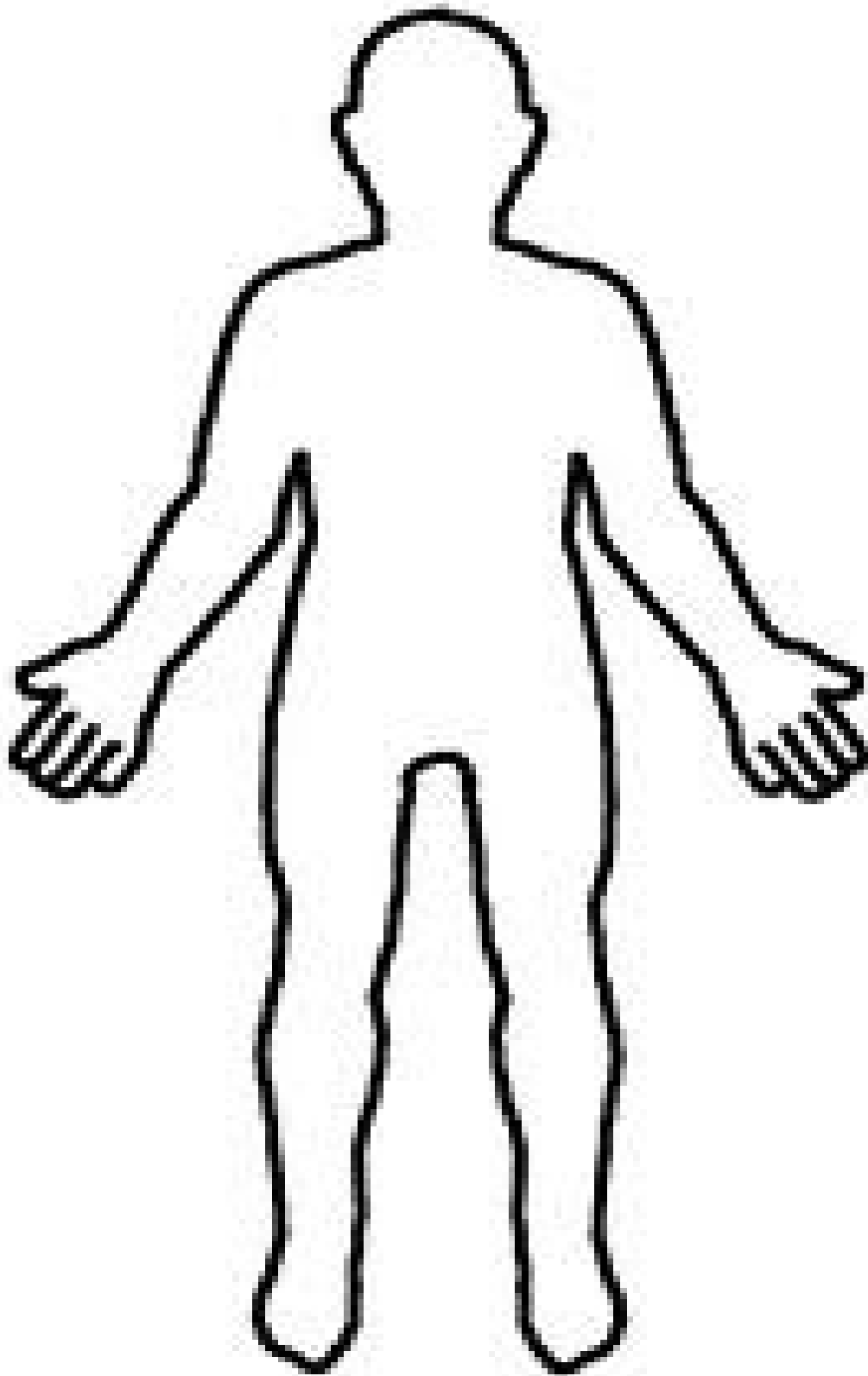
Lesson outline:

|            | <b>Activity</b>  | <b>Time</b> |
|------------|--|-------------|
| <b>(A)</b> | <ul style="list-style-type: none"> <li>• Show YouTube video “We Care, Do You? Young Carers Edinburgh:”<br/><a href="https://www.youtube.com/watch?v=wUDpvR7IrlY">https://www.youtube.com/watch?v=wUDpvR7IrlY</a></li> <li>• Allow time for discussion of key points in video</li> </ul>  | 10 mins     |
| <b>(B)</b> | <ul style="list-style-type: none"> <li>• Ask class to split into pairs</li> <li>• Hand out carer and non-carer body outlines, one of each per pair</li> <li>• Allow time to fill in “non-carer” body outline, ask class to think about responsibilities, benefits, skills, challenges and feelings along with anything else that they may come across as a non-carer and record answers around the body outline.</li> <li>• Allow time to feedback answers</li> <li>• Ask class to fill out the “carer” body outline in the same way</li> <li>• Allow time to feedback answers and have a discussion about similarities and differences between the two sheets.</li> </ul> | 15 mins     |
| <b>(C)</b> | <ul style="list-style-type: none"> <li>• With the class still in pairs, hand out a blank timetable and a word bank of tasks to each pair.</li> <li>• Explain that every week David carries out all of these tasks as well as attending college every day.</li> <li>• Ask class to try and fit all of David’s tasks into the timetable.</li> <li>• Have a discussion and gain feedback about how the class found trying to fit everything in to one week and about where David can seek support.</li> </ul>   | 20 mins     |

## Non-Carerer



## Carer



| Day            | Before college (5:30-9:00) | College (9:00-16:30) | After college (16:30-00:00) |
|----------------|----------------------------|----------------------|-----------------------------|
| <b>Monday</b>  |                            |                      |                             |
| <b>Tuesday</b> |                            |                      |                             |



**Wednesday**

**Thursday**

**Friday**



## Tasks Word Bank

- Get 8 hours of sleep (every night)
- See friends
- Get mum dressed (every morning and night)
- Make breakfast (every morning)
- Make tea (every evening)
- Give mum medication (morning and evening)
- Get bus to college (1 hour)
- Get home from college (1 hour)
- Complete college coursework
- Get weekly shop (once a week)
- Help brother get dressed (every morning and night)
- Take brother to school (every morning)
- Pick brother up from school (every afternoon)
- Prepare lunch for brother (every morning)
- Washing
- Ironing
- Pay the bills (once a month)
- Take mum to weekly doctor's appointment (once a week)
- Phone mum to check up on her (twice every day)
- Dress myself (every morning)
- Make own lunch (every morning)
- Relaxation time

## S4 Lesson 3

|                   |   |
|-------------------|---|
| <b>Aim:</b>       | To consolidate knowledge learned about young carers   |
| <b>Duration:</b>  | 45 minutes  |
| <b>Resources:</b> | Case study template sheets<br><br>Questions sheets  |
| <b>Planning:</b>  | Ensure there are enough case study template sheets for one between 2.<br>Ensure there are enough question sheets for one between 2. |

Lesson outline:

|            | <b>Activity</b>   | <b>Time</b>     |
|------------|---|-----------------|
| <b>(A)</b> | <p>Have the students work in pairs.</p> <p>Firstly, have the students work through the carer case study template sheet in their pairs to create their own case study.</p>   | 15 – 20 minutes |
| <b>(B)</b> | <p>Once the students have completed the template case study sheet, they should have a case study which they have created themselves including:</p> <ul style="list-style-type: none"> <li>• A name</li> <li>• An age</li> <li>• An occupation (school, college, part time job, apprentice etc.)</li> <li>• Who the person cares for</li> <li>• Why they care for this person? (what condition do they suffer from?)</li> <li>• The responsibilities they have as a result of their caring role</li> </ul> <p>After this have each pair swap case studies with another pair.</p> |                 |
| <b>(C)</b> | <p>After the students have read through another pair's case study hand out the question sheets one for each pair.</p> <p>Then have the students answer the questions in relation to the case study they have in front of them.</p>  | 15- 20 minutes  |
| <b>(D)</b> | <p>After all pairs have finished answering the questions have a class discussion about the answers.</p>   | 10 minutes      |



## Case Study Template

|  |  |
|--|--|
| Name of carer  |  |
| Age of carer   |  |
| Occupation of carer                                    |  |
| Who do they care for?                                  |  |
| Why do they care for that person? (e.g. condition)     |  |
| What sort of responsibilities do they have as a carer? |  |

## Case Study Questions

1. What sort of skills may they gain as a result of their caring role?
2. What sort of emotions may they experience?
3. What challenges may they face?
4. Where can they go for support?