Schools Resource Pack

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# S1 Lesson Pack

## S1 Lesson 1

|  |  |
| --- | --- |
| **Aim:** | Students can explain what a young carer is |
| **Duration:** | 45 minutes |
| **Resources:** | * 1 Quiz question and answer sheet * Plain paper for groups to write quiz answers on * Day in the life sheets * Internet access to follow link |
| **Planning:** | * Set up video: 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) * Have paper ready for the quiz * Have activity sheets organised – day in MY life sheets (1 per student), day in the life of a young carer sheets (1 per student). |

### Lesson outline

|  |  |  |
| --- | --- | --- |
|  | **Activity** | ***Time*** |
| **(A)** | **What is a young carer?**   * Ask the class this question and 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. * After discussion, share the following definition:   *A carer is someone who provides unpaid care and support to another person who could not manage without their help. This could be due to age, disability, physical or mental illness or addiction.*  *A* ***young carer*** *is someone who does this, and is either under* ***18 years old, or has reached the age of 18 years and remains a student at school.*** | 10 mins |
| **(B)** | **True/false quiz**  Get the class into groups of three or four. Each group has a sheet of paper for them to write their answers to the 10 questions.  Read out the quiz questions and give the class time to write down their answers to each question.  At the end of the quiz, go over the answers to each question to allow groups to mark and tally up their scores. | 20 mins |
| **(C)** | **A Day in my Life**  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.  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.  Show ‘Young Carers Film Complete’ which explains some of the tasks a young carer may carry out.  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) | 15 mins |



### 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



|  |  |
| --- | --- |
| **Aim:** | Students can explain the skills and benefits of being a young carer as well as the challenges and down sides |
| **Duration:** | 50 minutes |
| **Resources:** | * Flipchart paper and pens * Comic relief video * Pros/skills mind map (enough for one per group) * Cons/challenges mind map (enough for one per group) |
| **Planning:** | * Have flipchart and pens for each small group * Bring up video: <https://www.youtube.com/watch?v=Yk_R736629s> * Print and distribute mind maps, one of each per group |

### Lesson Outline

|  |  |  |
| --- | --- | --- |
|  | **Activity** | **Time** |
| **(A)** | **My Skills**  Split the class into small groups and give each group a piece of flipchart and a pen.  Ask the groups to split their paper into 2 sections, labelling one section ‘School’ and the other ‘Home’.  Groups then discuss and then list the skills they use in that area of life. | 15 mins |
| **(B)** | Show comic relief video -<https://www.youtube.com/watch?v=Yk_R736629s>  Ask the whole class the following questions:   * What skills did the young carers show in the video? * Were these similar to the ones you wrote down in your groups? * Any different ones? * How might the young carers’ skills benefit them in other areas of life eg. School? * What challenges did the young carers have? * How might these challenges affect them at home or school? | 10 mins |
| **(C)** | Hand out the ‘Positives’ mind map  Groups complete the mind map, including skills within the video as well as any others they can think of.  Groups feed back to the whole class  Hand out the ‘Down Sides’ mind map and discuss/ feed back as above. | 20 mins |

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



**Down sides and challenges of being a young carer**

### The Pros and Cons of being a Young Carer

|  |  |
| --- | --- |
| **Pros** | **Cons** |
| Responsible/Mature Financial experience Cooking skills Cleaning skills Independence  Spend a lot of time  with person being cared for Strong bond | Lack of time for friends May be bullied  Missing school  Behind on schoolwork Tired  Lack of time for yourself  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 |

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## S1 Lesson 3

|  |  |
| --- | --- |
| **Aim:** | Students can identify the types of conditions *cared for* people might face. |
| **Duration:** | 45 minutes |
| **Resources:** | * Children in need ‘Meet Samuel video’ * Conditions mind map sheet * Conditions table * Conditions answer sheet to check students’ answers * Case study sheets – physical, mental, learning, sensory and addiction. * Flip chart paper and pens |
| **Planning:** | * Set up video: [https://www.youtube.com/watch?v=6IHQqqrCs 1s](https://www.youtube.com/watch?v=6IHQqqrCs1s) * Split class into 5 groups * Have activity sheets prepared: conditions mind map (one per group), conditions table (one per group), case study sheets (one case study for each group, so each group has a different one). |

### Lesson Outline

|  |  |  |
| --- | --- | --- |
|  | **Activity** | ***Time*** |
| **(A)** | Show children in need video – Meet Samuel [https://www.youtube.com/watch?v=6IHQqqrCs 1s](https://www.youtube.com/watch?v=6IHQqqrCs1s)  Discuss with the class:   * What responsibilities does Samuel have? * What might he miss out on? * What challenges may he face? * What skills may he have developed as a result of his caring role? | 10 mins |
| **(B)** | Give out the ‘Conditions’ mind map, one per small group. Have students write all the possible conditions they can think of that may need to be cared for. | 10 mins |
| **(C)** | Give each group a condition table sheet. Have the students organise the conditions they came up with in the previous activity into the appropriate category (mental, physical, learning, sensory and dependency).  Examples can be found on the conditions answer sheet.  Definitions:  **Physical condition** – is something which affects the person physically and can often be seen such as a physical disability.  **Mental condition** – is a condition which affects someone’s mental health. Often can’t be physically seen.  **Sensory condition** – is a condition which affects someone’s senses.  **Learning condition** – is a condition which can affect someone’s learning or capability to learn.  **Dependency**- being dependent and using drugs and alcohol regularly. | 10 mins |
| **(D)** | **Case studies**  Each group is given a different case study. Each group answers the questions. This information should then be fed back to the other groups in the class. | 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 Arthritis  Multiple- sclerosis  Cerebral Palsy  Muscular Dystrophy  Brain Injury  Spinal Cord Injury  Epilepsy | Schizophrenia Bipolar Disorder Anxiety Depression | Dyslexia Dyspraxia | Deaf Blind  Deaf-Blind Mute  Deaf-Mute | Drugs Alcohol Gambling |

**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.**

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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

|  |  |
| --- | --- |
| **Aim:** | Students review their knowledge of what a young carer is. |
| **Duration:** | 45 minutes |
| **Resources:** | * Definition of a young carer (see lesson outline) * Flipchart paper and appropriate pens * Video on fixers website * Statements for agree/disagree line |
| **Planning:** | * Allocate one piece of flipchart paper to each group along with pens. * Have video set up on fixers website ready to play. * Prepare appropriate space for agree/disagree line activity. |

### Lesson outline

|  |  |  |
| --- | --- | --- |
|  | **Activity** | ***Time*** |
| **(A)** | **What is a young carer?**   * Ask the class this question and 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. * After discussion, share the following definition:   *A carer is someone who provides unpaid care and support to another person who could not manage without their help. This could be due to age, disability, physical or mental illness or addiction.*  *A* ***young carer*** *is someone who does this, and is either under* ***18 years old, or has reached the age of 18 years and remains a student at school.*** | 15 mins |
| **(B)** | Show class video from Fixers website- “Understanding Young Carers”  <https://www.youtube.com/watch?v=q69L3I5RVuw>  After the video, allow time for discussion about issues raised within video. | 15 mins |
| **(C)** | Read out the statements on the agree/disagree sheet 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.  Ask several members of the class to explain why they placed themselves where they did.  NOTE: although there are no set right or wrong answers, it is important to challenge assumptions students might have, and be mindful that there may be unidentified carers who don’t want to identify themselves but could be affected by comments made. If you have identified carers in your class who you know could be vulnerable, consider if statements need changing or revising. | 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
* 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 shouldn’t have to 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 students tell them private and confidential
* Only someone who is feeling suicidal can call the Samaritans



## S2 Lesson 2

|  |  |
| --- | --- |
| **Aim:** | Students review and expand their knowledge of the skills and challenges young carers face. |
| **Duration:** | 45 mins |
| **Resources:** | * Example sheet of skills and challenges for teacher * Skills and application table (one per group) * Challenging situation cards (6 different) * Case study sheets – identified and unidentified carer |
| **Planning:** | * Have flip chart paper or white board prepared for discussion. * Children will work in groups. |

### Lesson Outline

|  |  |  |
| --- | --- | --- |
|  | **Activity** | ***Time*** |
| **(A)** | Ask students if they remember the session last year about the skills young carers might gain.  Write any skills they come up with on the board or flipchart (Examples may be: responsible, prepared, understand budgeting, cooking skills, understand medication etc.) | 10 mins |
| **(B)** | From those skills, have each group pick 5 and write these into the skills and application table.  Ask them to think about where these skills can be applied to other areas (for example, being prepared may benefit them in school with getting schoolwork done). | 10 mins |
| **(C)** | Move on to talk about the challenges young carers may face.  Place the 6 ‘Challenging Situations’ cards face down on the table and one person from each group must go up and pick a card to take back to their table.  The group must then discuss what effect these challenges might have on other aspects of life (for example constant anxiety and worrying may result in the carer’s mental health suffering).  Groups should record their ideas on paper or flip chart paper. | 15 mins |
| **(D)** | Hand out the case study sheets of the unidentified young carer (one per group). Have the students read the scenario and answer the questions on the sheet.  Then hand out the case study sheets of the identified young carer who is receiving support. Again, have the students read the scenario and answer the questions.  Discuss what differences there are between the two with the whole class. | 10 mins |

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



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### The Benefits and Challenges of being a Young Carer

|  |  |
| --- | --- |
| **Benefits/Skills** | **Challenges** |
| Responsible/Mature Financial experience Cooking skills Cleaning skills Independence  Spend a lot of time  with person being cared for Strong bond | Lack of time for friends May be bullied  Missing school  Behind on schoolwork Tired  Lack of time for yourself  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 |

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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 1 – 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?



### Case Study 2 – Unidentified Young Carer

Ruby is 15 years old and lives with her mum who suffers from muscular dystrophy (a condition that gradually causes the muscles to weaken, leading to an increasing level of disability). Therefore, she relies on a wheelchair to get about. As a result of her condition Ruby’s mum requires frequent medication and help around the house with many of the chores such as cooking and cleaning. Due to her extra responsibilities, Ruby often struggles to complete her schoolwork on time and rarely has time to socialise with her friends. Ruby is a young carer, however, she does not realise this herself and therefore, is not receiving any help or support.

1. How may Ruby be feeling as a result of her caring role?
2. How may her caring role impact other areas of her life e.g. Education, social life, family life.
3. Where or who could Ruby go to for support?

## þÿþÿS2 Lesson 3

|  |  |
| --- | --- |
| **Aim:** | Students review and enhance their knowledge of conditions which might result in care needs.  Students can explain what support is available to young carers. |
| **Duration:** | 45 minutes |
| **Resources:** | * Condition category cards * Table of which conditions belong to which type (for teacher reference) * Computer and internet access to look at websites for support |
| **Planning:** | * Print the two sheets of condition category cards so that each student can have one card each * Make sure blank paper is available for list making activity. |

### Lesson Outline

|  |  |  |
| --- | --- | --- |
|  | **Activity** | ***Time*** |
| **(A)** | Firstly, recap on the different types of conditions that might result in someone needing a carer.  Explain the four main types that they will be focusing on:  **Physical condition** – is something which affects the person physically and can often be seen such as a physical disability.  **Mental condition** – is a condition which affects someone’s mental health. Often can’t be physically seen.  **Sensory condition** – is a condition which affects someone’s senses.  **Learning condition** – is a condition which can affect someone’s learning or capability to learn.  **Dependency**- when someone has gotten into the habit of using/doing something and becomes dependent on it. | 15 mins |
| **(B)** | Hand each student a condition category ‘card’  Read out the different conditions on the sheet ‘Example Conditions’. Ask the students to put their hand up if that condition fits within the category type they have. | 15 mins |
| **(C)** | Make sure each student has a piece of blank paper  Ask the question “who can young carers go to for support?”  Ask the class to write down as many ideas as they can think of in the time limit.  Gain feedback of numbers of answers “who got more than 15? Who got more than 10? Who got more than 5?” as students state their number ask for some of their ideas and generate discussion.  Refer to the list “People who help to support a Young Carer?”  Show some of the webpages of the organisations mentioned**. Eg carersofdundee.org dundeecarerscentre.org.uk** | 15 mins |

Learning

Mentaltal

Sensory

Physicaltal

Dependency

### Example conditions

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

**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/student 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

|  |  |
| --- | --- |
| **Aim:** | Students can identify who might be a young carer.  Students can explain some of the responsibilities and challenges young carers might have. |
| **Duration:** | 45 minutes |
| **Resources:** | * Work booklet * Teacher answer sheets for booklet |
| **Planning:** | * Ensure there are enough booklets for each member of the class. |

### Lesson outline

|  |  |  |
| --- | --- | --- |
|  | **Activity** | ***Time*** |
| **(A)** | Have an initial class discussion to recap on the knowledge the class learned about young carers in previous years.  Ask the questions:   * What is a young carer? * Who and what conditions may be cared for? * What responsibilities may a young carer have?   Refer back to main definition of a young carer  *A carer is someone who provides unpaid care and support to another person who could not manage without their help. This could be due to age, disability, physical or mental illness or addiction.*  *A* ***young carer*** *is someone who does this, and is either under* ***18 years old, or has reached the age of 18 years and remains a student at school.***  What responsibilities may a young carer have (list is not exclusive)   * 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 | 15 mins |

|  |  |  |
| --- | --- | --- |
| **(B)** | Have the class work through the activity booklet; this has various activities to complete on the topic of young carers (each student to have their own booklet).   * Questions * Exploring disabilities worksheet * True/false quiz * Reducing stress worksheet * Put yourself in my shoes activity * Case study questions * Word search   Answer sheets are provided for each activity to ensure that the class are on the right track and understand the tasks. | 30 mins |



### Young Carers Activity Booklet

Name: Class:

What is a Young Carer?

Who do you think is a young carer?

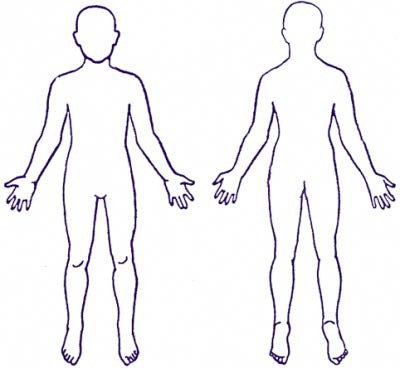
* 1. An adult who helps a young person with homework
  2. An adult who looks after a child with an illness or disability
  3. A young person who helps an adult to do housework
  4. A young person who helps to look after someone with an illness or disability

Answer

Here are some things a young carer might do to help the person they care for. 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  Eating the right foods Taking risks  Cutting out junk food Having a good night sleep Getting active  Harming yourself or others Find time to relax  Taking drugs  Reading a good book | Have fun and a laugh Not exercising  Regular meals  Smoking  Bully other young people Stop eating  Being alone all the time Try to stay positive  Keep it to your self  Talk to someone you trust |

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

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 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?

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?

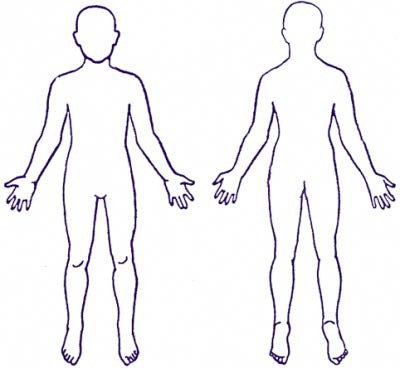
Who do you think is a young carer?

1. An adult who looks after a young person with homework
2. An adult who looks after a child with an illness or disability
3. A young person who adult to do housework
4. 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



[**2**](http://www.coolweirdo.com/amazing-facts-about-the-human-body.html)

[**3 1**](http://www.coolweirdo.com/amazing-facts-about-the-human-body.html)

[**6**](http://www.coolweirdo.com/amazing-facts-about-the-human-body.html)

[**4**](http://www.coolweirdo.com/amazing-facts-about-the-human-body.html)

[**5**](http://www.coolweirdo.com/amazing-facts-about-the-human-body.html)

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

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

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.



Tidying up, hoovering, doing the cleaning etc.

.

Doing the shopping

Administering medication

Visiting someone who is in hospital

Doing the washing up



Cooking meals

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

## S 3 Lesson 2

|  |  |
| --- | --- |
| **Aim:** | Students can identify the possible impacts of being a young carer |
| **Duration:** | 45 minutes |
| **Resources:** | * Blank table sheet for areas of impact and reasons * Paper for listing activity * Case study * Sticky notes * Video link |
| **Planning:** | * Print ‘Impacts of Caring’ enough for one between two. * Have blank paper and sticky notes ready * Ensure video link is accessible:  [https://www.youtube.com/watch?v=NqFGuQlQa](%20https://www.youtube.com/watch?v=NqFGuQlQa) [0E](https://www.youtube.com/watch?v=NqFGuQlQa0E) |

### Lesson Outline

|  |  |  |
| --- | --- | --- |
|  | **Activity** | ***Time*** |
| **(A)** | Hand out ‘Impacts of caring’ 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).  Ask them to 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).  Allow time for a class discussion to share some ideas.  Collect in completed sheets. | **15 mins** |
| **(B)** | Hand out blank paper, one per student.  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.  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 student with the most to share their ideas and other student can add any that have not been mentioned. | **10 mins** |
| **(C)** | Hand out sticky notes to each group (more than number of students in each group as they may contribute more than one idea).  Read out the case study and ask the class to think about and discuss the questions at the bottom of the case study.  Ask class to write their ideas on the sticky notes and stick them up at the front of the class.  Teacher should read out the ideas and discuss with the class more about where a young carer can go for support. | **15 mins** |
| **(D)** | Show video about impacts on education YouTube Video- Caring For Young Carers on ITV News Central This Month!: [https://www.youtube.com/watch?v=NqFGuQlQa]( https://www.youtube.com/watch?v=NqFGuQlQa) [0E](https://www.youtube.com/watch?v=NqFGuQlQa0E)  Ask if the class have any questions. | **5 mins** |

### Impacts of caring

|  |  |
| --- | --- |
| **What areas of a young carers life might be affected?** | **Why?** |
|  |  |

### Class Case Study

James is a student in his 4th 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

|  |  |
| --- | --- |
| **Aim:** | Students can explain the emotions a young carer might experience |
| **Duration:** | 45 minutes |
| **Resources:** | * Positive and negative emotions mind map * Emotions answer sheet |
| **Planning:** | * Ensure required number of mind maps have been printed * Prepare video: [https://www.youtube.com/watch?v=bGyytZkw K88](https://www.youtube.com/watch?v=bGyytZkwK88) |

### Lesson Outline

|  |  |  |
| --- | --- | --- |
|  | **Activity** | ***Time*** |
| **(A)** | Show video: [https://www.youtube.com/watch?v=bGyytZkw K88](https://www.youtube.com/watch?v=bGyytZkwK88) Discuss with the whole class how the boy in the video might be feeling and the reasons why.  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.  Once completed, allow time for a class discussion to share answers. | **5 mins**  **15 mins** |
| **(B)** | Nominate one person from each group (e.g. The person with the longest hair)  Ask that person to choose an emotion from their group’s mind map to act out.  Allow time for the rest of the group to guess the emotion.  Ask each group to discuss why a young carer might be experiencing this emotion and to note down their answers on the mind map. | **10 mins** |
| **(C)** | 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.  Allow time for a class discussion about each group’s chosen emotions and the reasons behind their ideas.  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.  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. | **15 mins** |

### Positive/Negative Emotions of a Young Carer





### Emotions Answer Sheet

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

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# S4 Lesson Pack

## S4 Lesson 1

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

### Lesson outline

|  |  |  |
| --- | --- | --- |
|  | **Activity** | ***Time*** |
| **(A)** | 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)** | 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 –   * How would you describe a young carer? * What are some of the pros and cons of being a young carer? * What are some of the duties and responsibilities a young carer may have? * What conditions may a young carer care for? 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.   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.  Begin to have a discussion about the answers the class has come up with on the sheets of flip chart paper. | 25 minutes |
| **(C)** | Before the quiz ensure each student has a quiz sheet.  Read out the questions one by one allowing the student’s time to circle their answers on their sheet.  At the end of the quiz, go over the answers on the answer sheet. |  |

### 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

1. TRUE or FALSE - Unpaid Carers Save the economy £119 Billion per Year
2. What Colour Would Coca-Cola be if there was no colouring in it
   1. Yellow
   2. Green
   3. Orange
   4. Clear
3. 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

1. TRUE or FALSE - Kangaroos can jump backwards
2. TRUE or FALSE - Dundee Carers Centre can support carers from the age of 8 years and upwards.
3. TRUE or FALSE - Young adult carers aged between 15 and 18 years are twice as likely to be not in education, employment, or training
4. What percentage of young carers drop out of school because of their caring role?
   1. 1%
   2. 5%

C. 10%

D. 20%

1. TRUE OR FALSE - It is impossible to lick your own elbow
2. 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

1. TRUE or FALSE - Unpaid Carers Save the economy £119 Billion per Year
2. What Colour Would Coca-Cola be if there was no colouring in it
   1. Yellow B. Green

C. Orange

D. Clear

1. 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

1. TRUE or FALSE - Kangaroos can jump backwards
2. TRUE or FALSE - Dundee Carers Centre can support carers from the age of 8 years and upwards.
3. TRUE or FALSE - Young adult carers aged between 15 and 18 years are twice as likely to be not in education, employment, or training
4. What percentage of young carers drop out of school because of their caring role?
   1. 1%
   2. 5% C. 10% D. 20%
5. TRUE OR FALSE - It is impossible to lick your own elbow – some people can!
6. 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



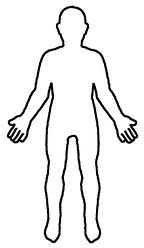
|  |  |
| --- | --- |
| **Aim:** | To raise awareness of the impacts/challenges of being a young carer |
| **Duration:** | 45 minutes |
| **Resources:** | * YouTube video “We Care, Do You? Young Carers Edinburgh” * Body outlines, carer and non-carer * Young carer blank timetable and word bank of daily tasks |
| **Planning:** | * Prepare the video: [https://www.youtube.com/watch?v=wUDpvR7IrlY](https://www.youtube.com/watch?v=upw8ryrqWvc) * Photocopy above resources enough for one per pair |

### Lesson Outline

|  |  |  |
| --- | --- | --- |
|  | **Activity** | ***Time*** |
| **(A)** | Show YouTube video “We Care, Do You? Young Carers Edinburgh: [https://www.youtube.com/watch?v=wUDpvR7IrlY](https://www.youtube.com/watch?v=upw8ryrqWvc)  Allow time for discussion of key points in video | 10 mins |
| **(B)** | Ask class to split into pairs  Hand out carer and non-carer body outlines, one of each per pair.  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.  Allow time to feedback answers.  Ask class to fill out the “carer” body outline in the same way.  Allow time to feedback answers and have a discussion about similarities and differences between the two sheets. | 15 mins |
| **(C)** | With the class still in pairs, hand out a blank timetable and a word bank of tasks to each pair.  Explain that every week David carries out all of these tasks as well as attending college every day.  Ask class to try and fit all of David’s tasks into the timetable.  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. | 20 mins |

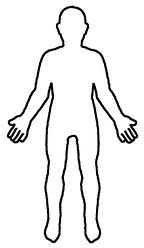


### Characteristics of a non-carer





### Characteristics of a carer



### A Day in the Life

|  |  |  |  |
| --- | --- | --- | --- |
| **Day** | **Before college (5:30-9:00)** | **College (9:00-16:30)** | **After college (16:30-00:00)** |
| **Monday** |  |  |  |
| **Tuesday** |  |  |  |



|  |
| --- |
| **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

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

### Lesson Outline

|  |  |  |
| --- | --- | --- |
|  | **Activity** | ***Time*** |
| **(A)** | Have the students work in pairs.  Firstly, have the students work through the carer case study template sheet in their pairs to create their own case study. | 15 – 20  minutes |
| **(B)** | Once the students have completed the template case study sheet, they should have a case study which they have created themselves including:   * A name * An age * An occupation (school, college, part time job, apprentice etc.) * Who the person cares for * Why they care for this person? (what condition do they suffer from?) * The responsibilities they have as a result of their caring role   After this have each pair swap case studies with another pair. |  |
| **(C)** | After the students have read through another pair’s case study hand out the question sheets one for each pair.  Then have the students answer the questions in relation to the case study they have in front of them. | 15- 20  minutes |
| **(D)** | After all pairs have finished answering the questions have a class discussion about the answers. | 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?