

Young Carers Lesson Plan

Curriculum Level 2/3

Health and Wellbeing Experiences and Outcomes:

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.

HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.

HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a

I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.

HWB 2-44b

I understand the importance of being cared for and caring for others in relationships, and can explain why.

HWB 3-44a / HWB 4-44a

I recognise that we have similarities and differences but are all unique.

HWB 0-47a / HWB 1-47a

I can describe the role of a parent/carer and the skills, commitment and qualities the role requires.

HWB 2-51a

Learning Outcomes:

1. To understand what it means to be a young carer
2. To describe some of the roles and responsibilities of young carers, including emotional and practical responsibilities
3. To know where young carers can access help and support

Success Criteria:

The pupils will be able to answer true and false questions at the end of the lesson about caring in general, and being a young carer.

Duration:

50 – 55minute PSE lesson

Learning Outline

Icebreaker: (5 minutes)

An icebreaker to introduce the differences within families, and that individuals and families are all very unique, and the positive nature that this brings – introducing diversity and helping to reduce stigma around difference

Everyone in the room stands up and a series of statements are read out. If statement is true for a person they sit down and are out of the game, but if the statement is false then they remain standing and wait for the next statement.

Sit down if...

- There are more than 6 people in your household
- You do some ironing at home
- You have an older brother
- A grandparent lives with you in the family home
- You have a younger sister
- Your family has a traditional Sunday lunch
- You have been on holiday with your family in the past year
- Your family has pets
- You are an only child
- You regularly do the washing up at home

One situation in home life that might be different is if someone at home is a **young carer**

Note: if part of a series of lessons, this can be followed up with a discussion around family structure and dynamics and what a family provides to each other – at all times exercising awareness and sensitivity to different family structures.

Activity One: Young Carers, Roles and Responsibilities (15 minutes)

Introduce the phrase **Young Carer** and facilitate a class discussion around what this might mean. If time is available, the class can divide into groups and write their own definition of the term, and then feedback and share with the whole class.

Provide the EYCP definition of young carers as:

“Children and young people, aged under 18 years, who have practical and/or emotional caring responsibilities for another person as a consequence of ill-health, disability, mental health difficulties or drug and alcohol use.”

Pull out any key things the class hadn't discussed, particularly around practical and emotional caring, who they might have to care for, etc... It is also appropriate to discuss at this stage that young carers might not realise they are caring, as it is possible that for them it is almost a normal part of their family life that has been ongoing for some time.

Facilitate a class discussion around what type of **roles and responsibilities** the class think young carers might have to take on. Thought shower these on a piece of flipchart paper with a human silhouette, e.g. around the hands and feet, the physical tasks a young carer might do, around the head and heart, the emotional tasks etc...

It is appropriate at this stage to think about the extra responsibilities a young carer has as well as their normal day to day activities as a child or young person – this is what is the difference between a young carer and a responsibility young person at home.

Note: at this stage if there is time, you can show a short DVD clip about being a young carer to give a real-life perspective on some of the issues around young carers

Activity Two: A Day in the Life of Graham (20-25 minutes)

This activity encourages pupils to focus on the differences between a day in the life of a young carer (Graham), and their own life, and how being a young carer might impact upon their education, social life and their own health.

Introduce Graham as a young carer, including his background story, and split the class into groups of four or five pupils each. Provide the handout of Graham's diary and the question sheets for the groups to discuss and answer together. Feedback to class the answers to the questions and discuss.

Note: it is important to raise the point that being a young carer can also be a really positive experience when the young carer has appropriate support to help them in their role, and that it is only when the caring responsibilities become too much that the young carer may find other areas of their lives are negatively affected.

If there is time, you can discuss further how the class thinks it might feel to be a young carer – positive and negative emotions.

Activity Three: Young Carer Support (10-15 minutes)

Discuss and think about the help that young carers might need in their caring roles, and who might be able to provide this help e.g. friends and family, schools and teachers, youth clubs, social workers, young carer projects, and other people such as doctors or nurses. It is important at this stage to highlight the key contact or **Young Carer Co-ordinator** in your school, and encourage young people to self-identify themselves as young carers in school to a teacher they feel they can trust.

Note: if appropriate, you can show a video at this stage about supporting young carers or about a local young carers project

Provide information about Edinburgh Young Carers Project and the services they provide, and hand out leaflets as appropriate

To conclude the lesson, the pupils should be encouraged to self-identify and know that all the support that is available is young person led. Time should be available to ask questions and explore

further issues at the end of the lesson, and if possible, an area should be provided away from the classroom for pupils to do this in a safe and secure environment.

A Day in the Life of a Young Carer ⁽ⁱ⁾

Times	What I have to do ...
7:30am	Get myself up
7:40am	Get Mum out of bed, help her wash and get dressed. Help her downstairs
8:00am	Get up sister, help her wash and dress
8:10am	Get everyone's breakfast ready. Wash up and clear away.
8:35am	Outside help arrives. Check everything is ok.
8:40am	Leave for school
8:45am	Drop sister off at school
8:50am	Arrive at school. Worried about Mum and sister. Thinking about what needs to be done when I get home. When am I going to get this homework done?
3:15pm	Pick up sister, go home
3:25pm	Arrive home; help leaves. Make cup of tea for Mum
3:45pm	Check helper got the shopping

A Day in the Life of a Young Carer ⁽ⁱ⁾

Times	What I have to do ...
4:00pm	Sort washing into whites and colours, put a load on in the washing machine
5:00pm	Hang out washing
5:15pm	Start to get dinner ready
5:45pm	Dish up and eat tea, wash up with help from sister and mum
7:00pm	Get sister ready for bed
7:15pm	Put her to bed
7:30pm	Sit and chat to Mum. Try to do homework.
9:00pm	Start to get Mum upstairs and ready for bed
9:30pm	Tuck Mum in
9:45pm	Lock up house
10:00pm	Go to bed - exhausted

QUESTIONS FOR...



A Day in the Life of a Young Carer

How long is Graham's day?

How many different jobs does Graham do in one day?

Why do you think he worries while he is at school?

What happens if he is not feeling well?

What do you think he does at weekends?

MORE QUESTIONS FOR...



A Day in the Life of a Young Carer

What happens if he gets invited out after school?

How do you think Graham feels about all of the things he has to do?

How do you think you would feel in Graham's situation – what would you find most difficult?

Can you think of any positive things about Graham's situation?