

Young Carers Lesson Plan 1

Curriculum Level One – P2 –P4

Health and Wellbeing Experiences and Outcomes:

I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults

HWB 1-45a

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 1-03a

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave

HWB 1-04a

I know that friendship, caring, sharing, fairness, equality and love are all important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others

HWB 1-05a

As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose

LIT 1-04a

To show my understanding across different areas of learning, I can identify and consider the main ideas of a text

LIT 1-16a

Learning Intentions:

1. I am learning to understand that all families are different from each other
2. I am learning to understand what care means and what caring activities are
3. I am learning about the different reasons that people might need cared for, and the people who might need cared for

Success Criteria:

1. I know some ways that families are different from each other

2. I can name some caring activities and caring behaviours
3. I know who might need to be cared for and why

Duration:

45 minutes

Learning Outline

Introduction and Introductory Activity: My Bear (15 minutes)

Explain to the class that we will be thinking about families, caring and looking after each other, and a very special group of children called young carers in these sessions.

To begin – introduce the first “icebreaker” activity – My Bear. Give each child a bear printout and access to colouring pencils. Ask them to listen to your questions and colour in their bears in answer to the questions. For example you might say *Do you have any sisters or brothers? If you have a sister colour the bear’s tummy red, if you have a brother colour it blue, if you have both colour the bear’s tummy purple.* It is best to keep questions down to two or three answers, particularly with younger children.

This game will demonstrate that **children and families are all unique**, and allows them to see these differences and also similarities as well – this is something that will be important to remember throughout the lessons.

Discuss what the word ‘care’ means to the class. Create a mind map on the board with the class with different things people do to care – **encourage the class to think about emotional caring as well as physical caring**

Resources: My Bear template, questions for My Bear game, Whiteboard or flipchart paper

Activity One: A Recipe for Care (20 minutes)

In this activity we will think about the way we care for people – including caring behaviours and caring tasks.

Split the class up into three or four groups and provide each group with about four or five cards showing behaviours, which the group has to split up into *caring or uncaring behaviours*. Allow each group to feedback and write the results up on a whiteboard or piece of flipchart paper, giving each group time to think about how they would feel if people behaved like this towards them.

We are now going to think about the types of things people might do to care for each other – by constructing a *recipe for care*.

Ask the children if they have ever seen a recipe before – show a simple recipe to give an idea of ingredients and instructions required.

Split the class into three or four groups and ask them to create a recipe for caring for someone. Provide cards that the group can choose from to decide on the following for their recipe:

1. **Who are the group caring for?**
2. **What kind of caring behaviours will the group show?**
3. **What kind of activities will the group do to care for the person?**

Allow the groups a chance to mix their recipe together –include mixing bowls and wooden spoons – and then share their recipes with the other groups.

Resources: Caring and uncaring behaviour cards, flipchart paper or whiteboard, pens, example recipe, copies of recipe cards for each group, mixing bowls and wooden spoons (optional)

Activity Two: What is a Young Carer (5 minutes)

Discuss briefly with the group who cares for adults when they are ill or disabled? Talk about how some young people have to do **LOTS** of the things in these recipes in real life because they are young carers.

Explain and discuss the phrase **Young Carer**, explaining that some children and young people have to look after other members of their family, such as parents or brothers/sisters, because they are ill and cannot look after themselves.

End by showing the definition of a young carer and asking if the class has any questions. This will be discussed more next week.

Plenary and Evaluation (5 minutes)

Using a traffic light evaluation system, review the success criteria.

Resources: traffic light evaluation tools

Resource 1 – My Bear Template



Resource 2 – My Bear Example Questions

1. Do you have any sisters or brothers?

If you have a sister, colour the bear's tummy red.

If you have a brother, colour it blue.

If you have both, colour the bear's tummy purple.

If you have no brothers or sisters, colour the bear's tummy orange.

2. Do you have any pets?

If yes, colour the bear's feet green.

If no, colour the bear's feet black.

3. Do you live with any of your grandparents at home?

If yes, colour the bear's arms yellow.

If no, colour the bear's arms brown.

4. Do you help out by doing any housework at home?

If yes, colour the bear's bow tie green

If no, colour the bear's bow tie orange

5. How do you get to school in the morning?

If you walk to school, colour the bear's ears red

If you get to school in a car, colour the bear's ears blue

If you get to school on the bus, colour the bear's ears green

If you cycle to school, colour the bear's ears yellow

6. What time do you go to bed at in the evening?

If you go to bed before 8pm, colour the bears face brown

If you go to bed at 8pm or later, colour the bears face purple

Resource 3 - Example Recipe

Chocolate Cornflake Cakes

Ingredients

50g butter

100g milk or dark chocolate, broken into chunks

3 tablespoons golden syrup

100g cornflakes

Instructions

1. Weigh out the ingredients. Put the butter, chocolate and golden syrup in a saucepan or microwavable bowl. Put the cornflakes in another large bowl.
2. Melt the butter, chocolate and golden syrup in the saucepan over a low heat or briefly in the microwave. Allow to cool a little before pouring over the cornflakes.
3. Stir the ingredients together gently using a wooden spoon. Spoon the mixture into 12 cupcake cases arranged on a muffin tray (or baking sheet, if you don't have one). Put in the fridge to set.

Resource 4 - Recipe Cards

Mum	Dad
Grandma	Brother
Sister	Uncle
Step-Father	Step-Sister

Smiling

Listening

Shouting

Hugging

Comforting

Ignoring

Pushing

Respecting

Saying nice things	Doing someone a favour
Being unhelpful	Asking if someone is ok
Giving someone a surprise	Arguing
Name calling	Helping



