

Young Carers Lesson Plan 2

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 about what a young carer is
2. I understand how it might feel to be a young carer
3. We are learning about Edinburgh Young Carers Project and how they support young carers

Success Criteria:

1. I know what a young carer is, and can identify differences or similarities between myself and a young carer

2. I can list the emotions or feelings that a young carer might have
3. I can give ideas of how a young carer might be supported

Duration:

45-50 minutes

Learning Outline

Introduction (5 minutes)

Recap on the last session and the things we discussed about caring. Allow the class a chance to think again about caring behaviours and activities – perhaps by showing them their *recipes for caring* which they created.

Activity One: What is a Young Carer (15 minutes)

Begin by showing the definition of a young carer again.

Explain to the class that you are going to read a young carers story – which is written by a young carer about how it feels to be a young carer. Ask if anyone has any questions about this story?

What's in Your School Bag? Pass around the school bag and allow the children to pick something out of the bag as it is passed around. Discuss each item with the children as they pull it out of the bag and ask them why they think that object is in the bag and how it relates to young carers.

Resources: young carers story, bag with various young carer items inside

Activity Two: How Does it Feel to be a Young Carer? P4 only (10 minutes)

Ask one child to lie down on a large piece of paper, and have one or two other children draw around them. The class should imagine that this person is the young carer they have just heard about – how do they think this young carer might feel? **Encourage the class to think about how being a young carer might affect them – at school, with friends, with their health and wellbeing etc. Also encourage discussion about how their day to day life may differ from the children in the class.**

Inside the figure, write some of the things that the young carer may be feeling.

Resources: large piece of paper, pens or pencils

Activity Three: How Can We Help Young Carers (10 minutes)

Discuss and think about the help that young carers might need in their caring roles, and around the young carer figure that was drawn above, write some of the people who might be able to help young carers. **Help the class to think about people such as 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.

Show some leaflets and posters about Edinburgh Young Carers Project and tell the children about the things the project does to help young carers.

Resources: young carer figure from activity two above, EYCP leaflets and posters

Activity Four: Young Carer Superhero P2/P3 only (15 minutes)

Explain to the children that some young carers often feel like superheroes because they have so many caring responsibilities that they feel like they require superpowers to achieve all the things they have to. Ask the class to think about creating a superhero which would be able to help young carers.

Design and draw a superhero to help young carers, give them a name and a superpower.

Resources: paper, pens or pencils

Plenary and Evaluation (5 minutes)

Using a traffic light evaluation system, review the success criteria. Hand out evaluation forms to complete.

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.

Resources: traffic light evaluation tools, EYCP evaluation forms

Resource 1 – Young Carers Story

Hi, my name is Ben and I am in Primary three at school. I love school because even though the work is a bit difficult sometimes I love to spend time with my friends. I get in trouble a wee bit at school though because I get very tired and sometimes a bit grumpy! It's not my fault though I get up very early in the mornings so I am half asleep by lunch time! I have to get up early because my mum isn't very well, she has arthritis, which means she has sore bones and so she uses a walking stick and finds it difficult to get around and we have stairs in our house that she finds difficult to climb. I have to help her to get around the house and to help her climb the stairs to get to the bathroom and to go to bed. I also have a little brother, Steven, who is in primary one so I need to keep an extra special eye on him too! Because mum finds it difficult to get out of bed, I have to help her in the mornings and then get Steven up and make them both breakfast and take Steven to school. I also have to help with things like cleaning, cooking and doing the washing. Because I help around the house a lot I don't really have much free time. My friends always ask me to go out and play football or to play the Xbox with them but most of the time I have to stay at home to keep an eye on mum or my little brother. This is why I love spending time with my friends at school! When I do have spare time I have to make sure I do my homework because I don't want to get in trouble with my teacher. I don't mind helping with my little brother and helping mum out but sometimes it would be nice to spend more time with my friends!

Resource 2 – What's in Your School Bag?

The contents of the school bag should relate to the young carer story and to young carers in general. Some items to include are:

- Picture of a sad face
- Teddy bear
- Plaster or bandage
- Picture of an x-box
- A ball
- Picture of a family
- Toy bed
- Picture of a tired person
- School books
- Homework book
- Empty cleaning products
- Clothes pegs
- Alarm clock