

# Young Carers Lesson Plan 2

## Curriculum Level Two – P5 – P7



### 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 2-03a**

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 2-04a**

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 2-05a**

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

**HWB 2-44b**

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

**HWB 2-51a**

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purpose

**LIT 2-04a**

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

**LIT 2-16a**

### Learning Intentions:

1. To understand what a young carer is, and how their lives may be different to my own
2. To be aware of what it might feel like to be a young carer, and some of the issues they may face
3. To investigate ways in which young carers can be supported

**Success Criteria:**

1. I can describe what a young carer is and the types of activities they do at home
2. I can give an example of a physical and emotional impact of being a young carer
3. I can name at least three people or organisations where young carers can get support

**Duration:**

40-45 minutes

## Learning Outline

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### Introduction (10 mins)

Recap on last session and the things that we discussed about caring.

*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?

### Activity One: A Day in the Life of a Young Carer (10 minutes)

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

This activity will be undertaken in groups. Provide each group with some flashcards of activities that might happen during a young carers day. Allow the group time to discuss how they might fit all of this on and add the activities to a large timetable at the front of the class.

Discuss with the class how the timetable of Ben might be different from their own timetable, and how Ben might not have time to do many of the things that they are able to do.

**Resources:** Activity flash cards, large timetable, blu-tak

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

To follow on from this activity, we will think about how it feels to be a young carer. 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.**

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

Emotion flash cards can be used to assist discussion of emotions if required.

***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.*

***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*

**Resources:** Large piece of paper, pens or pencils, emotion cards

### Activity Three: Young Carer Support (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.

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

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

### Plenary and Evaluation (5 minutes)

Using a traffic light evaluation system, review the success criteria and 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 and EYCP evaluation form



# Evaluation



**Great? Rubbish? We want to know!**

Please circle:

**Girl**

**Boy**

<b>1. What did you think of the lesson? (please circle)</b>						<b>1=Rubish</b>	<b>6= Great</b>
1	2	3	4	5	6		

<b>2. What did you learn?</b>

<b>3. What was the best bit?</b>	<b>4. What was the worst bit?</b>

<b>5. Do you help to look after someone at home? If 'yes' can you tell us a little more about who you care for and what you do?</b>

<b>6. Would you call yourself a "young carer"?</b>	<b>7. Would you like to talk about being a young carer?</b>		
Yes	No	Yes	No

<b>OPTIONAL QUESTION – you don't have to fill this in, only if you'd like us to send you some more information</b>			
<b>My name is?</b>		<b>My class is?</b>	