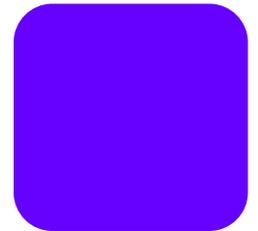
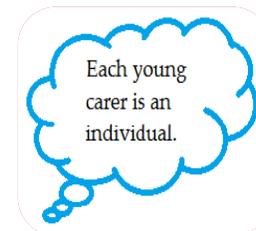
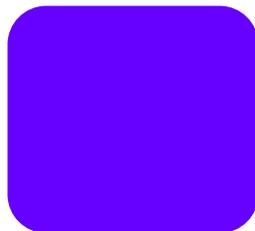
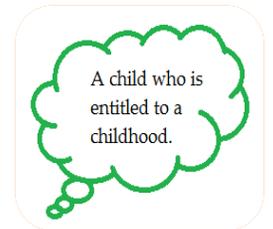
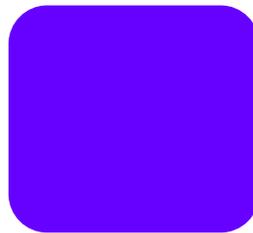
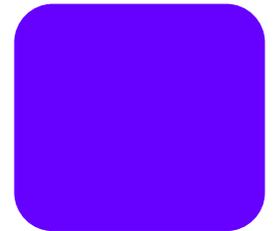
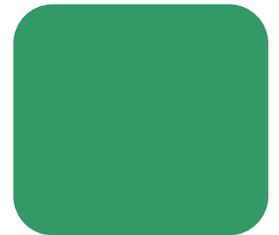


# Curriculum for Excellence

## Level One

## Lesson Plan Pack

# YOUNG CARERS



# How to Use this Pack

## INTRODUCTION

The lesson plans within this toolkit are a combination of ideas which have been adapted from, and inspiration taken from, the Primary School Toolkit created by The Princess Royal Trust for Carers and ideas from Edinburgh Young Carers Project. The classroom materials have been written by teachers, student teachers and EYCP's Schools Project Manager and piloted with children in various schools in Edinburgh.

The materials are primarily designed for use at Curriculum for Excellence Level One in a primary school environment, and are particularly relevant for P2 - P4. However, they can easily be adapted for use within a range of settings.

## THE PACK CONTENTS

This part of the resource pack contains lesson plans and handouts that can be photocopied for use with pupils.

The pack includes six lesson plans which can be used across a term-time, or can be adapted to use as standalone lessons or over two lessons. The lesson plans have deliberately been formed to be fluid and flexible, adaptable to fit within your classroom at a stage which is relevant within your planned timetable.

Within each lesson plan you will find:

- Links to Curriculum for Excellence Experiences and Outcomes
- Overall aims of the lesson and success criteria
- Lesson plans
- Supporting class materials e.g. handouts, worksheets, etc.

Each lesson will consist of a short introductory activity, one or two main activities, followed by a concluding activity. In most cases, there are activity suggestions to develop ideas further, with extra optional or follow-up activities.

The lesson plans are designed with the intention of trying to accommodate as many different learning styles as possible. Most activities are designed to complement active learning and experiential methods of teaching, but we have also included class discussion and opportunities for children to learn through reading/writing, listening and visual cues.

The activities are designed to complement the Health and Wellbeing part of the Curriculum for Excellence. Each activity provides relevant references to Experiences and Outcomes children can be expected to achieve. In some lessons, children can also be expected to achieve certain Literacy and Expressive Arts Experiences and Outcomes.

# Working with Pupils

As with any effective Health and Wellbeing work dealing with sensitive issues, teachers need to consider how to create a safe and non-threatening learning environment. The following tried and tested approaches, adapted for the appropriate Curriculum Level you are working at may help:

## ESTABLISH GROUND RULES

Help pupils negotiate the basic rules for building harmony within the group, e.g. only one person speaks at a time; the right to pass; respect for each person's contribution; 'what is said in the room stays in the room', etc.

## BUILDING TRUST

Encourage the group to take part in activities designed to help members get to know each other, to establish communication or to focus attention on the topic under consideration.

## ACTIVE LISTENING

Individuals should listen without interrupting, and then give feedback designed to establish they have understood what the speaker meant.

## ASSERTIVENESS

Encourage behaviour change through experiential learning such as role play and practising skills in groups or pairs.

## THOUGHT SHOWER

Group members can be asked to contribute ideas for achieving a specific task. A scribe would record what is said. There is no

discussion or comment during this stage. The group should then select a number of ideas for more detailed consideration.

## CARD ROUND OR CIRCLE WORK

Invite each member of the group to respond in turn to a specific agenda, which sometimes involves completing stem statements, i.e. 'Young carers should be given extra help because...'

## 'I' STATEMENTS

Expect participants to state their own feelings and wishes using 'I' rather than 'you' statements.

## DEALING WITH DISCLOSURE

If young carers are present in the classroom, ensure they are not openly identified in front of peers if they prefer not to be. Other young people may not always show understanding of their circumstances. When using case studies, bear in mind some pupils may become distressed if they personally identify with the situations described. It may be necessary to select case studies carefully or to ensure support is available for pupils in these circumstances. If someone discloses they are a young carer during a session, follow this up with them after the class to make sure they can access adequate support if needed (see accompanying Schools Resource Pack for information and advice).

# Part 1 - Lesson Plans

## Curriculum for Excellence: Level One

### OVERALL AIMS

- *To increase the children's understanding of what makes us all unique – ourselves, our families and our home situations – and encourage respect for this diversity*
- *To increase the children's understanding of caring, and what it means to care for another person*
- *To increase the children's understanding of why some people might need more care than others, and who these people might be*
- *To introduce the term 'young carer' and increase the children's understanding of the life of a young carer*
- *To encourage the children to show respect to young carers and others who might have different lives to themselves*
- *To provide awareness of where young carers can get help and support if required*
- *To allow the children time to reflect on the issues around young carers, and provide them with opportunities to self-identify as appropriate.*

The Level One lesson plans provided here aim to help pupils to explore caring and being cared for. This is achieved through exploring family roles and caring responsibilities.

The lessons aim to help pupils to develop empathy with some of the responsibilities experienced by young carers. This can contribute to greater understanding of young people who may have caring roles and reduce the likelihood of isolation and bullying often experienced by young carers, now and in the future.

### NOTE:

Current work and research involving young carers indicates most do not wish to be identified in front of their peers and teachers should be aware of this and exert extra sensitivity.

# LESSON ONE: FAMILIES AND CARING

## CURRICULUM FOR EXCELLENCE: EXPERIENCES AND OUTCOMES

### Health and Wellbeing:

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**

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

**HWB 1-47a**

### Literacy:

When listening and talking with others for different purposes, I can exchange information, experience, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.

**LIT 1-09a**

## LEARNING INTENTIONS

**We are learning about families and what makes us all unique**

**We are learning to understand what care means and what caring activities are**

## SUCCESS CRITERIA

**I can list ways that families might be different from each other**

**I can say who helps care for me and what they do to help care for me**

## DURATION

Approximately 40 minutes

## METHODS

Creation of a *Care Bear*

Class discussion

Teacher observation of class discussion

## LESSON OUTLINE

### Introductory Activity (5mins)

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.

### Main Activity One: My Bear (20mins)

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 visually 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.

The children should be allowed time to reflect on how their bears look, the differences between their partners, and allowed to name their bear if they wish to.

*Optional Extra:* If desired, a *Care Bear* can be sourced for the class to keep and refer back to throughout the lessons. The children can then be encouraged to create their own “care bear” when they are colouring in their bears. Care bear can look at each bear produced afterwards and praise the children on their work!

*Resources:* Resource 1A – My Bear Template, Resource 1B – Questions for My Bear Activity, whiteboard or flipchart and pens

### Main Activity Two: What Does Caring Mean? (10mins)

Begin a class discussion about what caring means and the types of things that people do to show they care. Create a mind map on the board with the class answers, or allow each child the chance to create their own mind map or drawing about caring.

*(Encourage the class to think about emotional caring as well as physical caring)*

*Resources: Whiteboard and whiteboard pens*

### **Concluding Activity (5mins)**

Gather the children together in circle time and review the success criteria with them to see if they think they have met the success criteria. Utilise your usual method of reviewing success – traffic lights, thumps up/thumbs down etc...

# LESSON TWO: WHO CARES FOR ME?

## CURRICULUM FOR EXCELLENCE: EXPERIENCES AND OUTCOMES

### Health and Wellbeing:

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**

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**

### Literacy:

When listening and talking with others for different purposes, I can exchange information, experience, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.

**LIT 1-09a**

### Expressive Arts:

I enjoy creating, choosing and accepting roles, using movement, expression and voice.

**EXA 1-12a**

## LEARNING INTENTIONS

We are learning to understand what care means and what caring activities are  
We are learning who can help to care for us

## SUCCESS CRITERIA

I can say who helps care for me  
I can say what they do to help care for me

## DURATION

Approximately 50 minutes

## METHODS

Thought shower  
Drama and miming  
Timetable creation

## LESSON OUTLINE

### Introductory Activity (10mins)

Recap on the last session – in particular draw out what the children learnt from creating their care bears, and review some of the discussion from the mind map created about caring. *A photograph (if taken last lesson) of the mind map can be shown to review some of the discussion.*

The next activity is about thinking who in the children's life cares for them. To prepare for this, encourage the children to think about who might care for them – people within their family and also others. *(This will encourage the children to think about different people who care for them and what they do to care for them)*

### Main Activity One: Who Cares for Me? (20mins)

Thought shower with the children what types of things they do in their day. If the children enjoy drama, they can be encouraged to mime these activities from getting up in the morning, getting dressed and having breakfast to coming home, doing homework and having dinner.

Show the children the cards that have all of these activities on them and draw a grid that looks like a timetable on the whiteboard. Ask children to stick the activities to the timetable, based on when they do them during the day.

Have a discussion about these activities and who helps the children with these activities e.g. mum, dad, granny, granddad, brother, sister etc.

Ask the children to go back to their tables and give out the individual timetable templates so that they can then draw their own pictorial timetables and list down the side who helps to complete these activities for them.

**Suggested alternative activity** - As an alternative activity the children could act out or role play the caring activities throughout their day as well as making a timetable. The children can also be given some opportunity for free play that might relate to their daily lives.

**Resources:** *Whiteboard and whiteboard pens, Resource 2A – Timetable Cards, Resource 2B – My Daily Timetable, pens and pencils*

## Main Activity Two: The Smartest Giant in Town (20mins)

Read the children "The Smartest Giant in Town" by Julia Donaldson.

Discuss what happens in the story and how the giant has to help lots of different animals throughout the story – just like the way lots of different people help us everyday. How does this make the giant feel? How does this make the animals feel?

Next lesson we are going to be thinking of about the type of things that we can do to care for other people and how this makes us feel.

*Resources: "The Smartest Giant in Town" by Julia Donaldson*

(Activity adapted from Hampshire County Council with kind permission.)

## Concluding Activity (5mins)

Gather the children together in circle time and review the success criteria with them to see if they think they have met the success criteria. Utilise your usual method of reviewing success – traffic lights, thumps up/thumbs down etc...

## SUGGESTED FOLLOW-UP ACTIVITY

The children could create a *we care tree* in the classroom and stick leaves to it with what they have done to care for others during the day.

Further activities could be around *The Smartest Giant in Town* -

[http://www.youngcarer.com/sites/default/files/imce\\_user\\_files/Resources/young\\_carers\\_and\\_dr\\_ama\\_pack\\_sarah\\_reid\\_hias\\_autumn\\_09\\_gc.pdf](http://www.youngcarer.com/sites/default/files/imce_user_files/Resources/young_carers_and_dr_ama_pack_sarah_reid_hias_autumn_09_gc.pdf)

# LESSON THREE: WHAT IS CARING?

## CURRICULUM FOR EXCELLENCE: EXPERIENCES AND OUTCOMES

### Health and Wellbeing:

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 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**

### Literacy:

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**

When listening and talking with others for different purposes, I can exchange information, experience, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.

**LIT 1-09a**

## LEARNING INTENTIONS

The children will further develop their understanding of what care is and what people do to care

## SUCCESS CRITERIA

I can say what behaviour is caring and uncaring and how behaving like this can make people feel

I know different people who care

I can make a list of ways to care for people

## DURATION

Approximately 50 minutes

## METHODS

Class discussion

Teacher observation of class discussion

Teacher assessment of recipes for caring

## LESSON OUTLINE

### **Introductory Activity (10mins)**

Recap on the previous lesson about different things people do to care for others, and lead this into a discussion about the word 'care'. Ask the children to then work in pairs and draw on the mini whiteboards what 'care' means to them. Ask the different pairs why they have drawn what they have and then collate all of the ideas as a big mind map on the board.

*Draw out the different ideas the children have come up with – particularly emphasising caring for different people and emotional caring as well as practical caring.*

**Resources:** *Whiteboard and whiteboard pens, mini-whiteboards or paper and pens/pencils*

### **Activity One: Caring and Uncaring Behaviours (15mins)**

The children will work in groups for this activity – allow them the opportunity to form into groups through an activity or simply work in tables.

Provide each group with a set of caring and uncaring behaviour cards face down on the table, and heading cards face up. Discuss with the children what a behaviour is to ensure their understanding.

Explain that the children are going to turn over and look at the cards with different behaviours on them and decide whether this card should be placed under either the 'caring behaviour' or 'uncaring behaviour' heading. Allow each child the chance to turn over a card, and let them discuss which heading it should go under as a group.

Each child in the group could then choose two of the behaviours and think about how they would feel if people behaved like this towards them. The children should then use the two emotions that they have chosen to draw how they would feel if people behaved like this towards them on the blank faces template.

**Resources:** *Resource 3A – Behaviour Cards, Resource 3B – Caring and Uncaring Behaviour Headings, Resource 3C – Blank Faces Templates*

## Activity Two: A Recipe for Care (20mins)

In the same groups as above, 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 – perhaps show a simple recipe to give an idea of ingredients and instructions required.

Ask the groups to create a recipe for caring for someone. Provide cards that the group can choose from to decide on what will go into their recipe:

1. People - **Who are the group caring for?**
2. Behaviours - **What kind of caring behaviours will the group show?**
3. Caring Roles/Responsibilities – **What kind of activities will the group do to care for the person?**

Allow the groups a chance to mix their recipe together – perhaps include mixing bowls and wooden spoons. Encourage the children to think about what they are putting into their mixing bowl, and perhaps what they are leaving out e.g. *uncaring behaviours*.

The children may also want to name their recipe – so that they have created a **caring chocolate cake** or something similar – and then ask the children to share their recipes with the other groups.

*Resources:* Resource 3A – Behaviour Cards, Resource 3D – Caring Tasks/Responsibility Cards (option to use either words or pictures), Resource 3E – People Cards Resource 3F – Example Recipe, mixing bowls and wooden spoons for each group (optional)

## Concluding Activity (5mins)

Gather the children together in circle time and review the success criteria with them to see if they think they have met the success criteria. Utilise your usual method of reviewing success – traffic lights, thumps up/thumbs down etc...

## SUGGESTED FOLLOW-UP ACTIVITY

Using the recipe for caring as an example, a whole class writing lesson could then be done about recipe writing.

# LESSON FOUR: WHO NEEDS CARED FOR?

## CURRICULUM FOR EXCELLENCE: EXPERIENCES AND OUTCOMES

### Health and Wellbeing:

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

**HWB 1-05A**

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**

### Literacy:

When listening and talking with others for different purposes, I can exchange information, experience, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.

**LIT 1-09a**

### Expressive Arts:

I enjoy creating, choosing and accepting roles, using movement, expression and voice.

**EXA 1-12a**

## LEARNING INTENTIONS

**We are learning to look at the different reasons that people might need cared for**

## SUCCESS CRITERIA

**I can list ways to help someone who is in a situation where they need cared for  
I can think of the emotions that someone who is being cared for might be feeling**

## DURATION

Approximately 40 minutes

## METHODS

Class discussion  
Teacher observation

## LESSON OUTLINE

### Introductory Activity (10 mins)

Gather the class into a circle and recap on the previous lesson and ask the children what they remember about caring for people – *draw out ideas about caring and uncaring behaviours and what the children put into their recipes for care.*

Ask the class what types of people they think need cared for, and why, and make a list on the board or flipchart.

*Resources: Whiteboard and whiteboard pens*

### Main Activity (25 mins)

Explain to the class that we are now going to think more about people who may need cared for – as discussed above.

With a large piece of paper, ask for a volunteer to lie down on the paper and have two or three other children draw around them on the piece of paper.

From the scenarios of people who need cared for, choose one to read out to the children and discuss this with the class. Ask the class to imagine that the person they have just heard about is the person that they have drawn on their sheet, and to think about how that person might be feeling.

*(If you haven't worked on feelings or emotions yet, a class discussion around this would be helpful before beginning this activity).*

Depending upon the ability of children in class, they can write in the middle of the drawn person all of the things that this person might be feeling, or can stick in the middle emotion cards to assist with this activity. Draw out from the class why they have chosen these emotions, and discuss positive/negative emotions as well.

Now ask the children they types of things they can do to care for this person, and write the suggestions around the outside of the piece of paper.

*Resources:* Large piece of paper and pens/pencils, Resource 4A – Scenario Stories, Resource 4B – Emotion Cards, Blu-Tak

### **Concluding Activity (5mins)**

Gather the children together in circle time and review the success criteria with them to see if they think they have met the success criteria. Utilise your usual method of reviewing success – traffic lights, thumbs up/thumbs down etc...

### **SUGGESTED FOLLOW-UP ACTIVITY**

This activity works well in pairs, with plenty of space for each pair in the classroom. Give the children different scenarios where they can help care for someone e.g. “a baby is crying, what can we do to help them?”. The children should then act out or copy the teacher acting out what they would do to help the baby.

Repeat this with other scenarios to allow the children a chance to express caring activities and behaviours through drama, movement and expression.

*Resources:* Resource 4C – Scenarios for Drama Work

# LESSON FIVE:

## WHAT IS A YOUNG CARER

### CURRICULUM FOR EXCELLENCE: EXPERIENCES AND OUTCOMES

#### Health and Wellbeing:

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**

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 1-08a**

#### Literacy:

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**

### LEARNING INTENTIONS

**We are learning about what a young carer is and what young carers might have to do at home**

### SUCCESS CRITERIA

**I can say what the difference is between myself and a young carer**

**I can list the types of things that a young carer might have to do**

### DURATION

Approximately 45 minutes

### METHODS

Storytelling  
Questioning  
Teacher observation

## LESSON OUTLINE

### Introductory Activity (10 mins)

Review with the children what has been previously discussed about care and who needs cared for.

Recreate the class timetable that was made in lesson one and go through it with the children thinking about what they do around the house to help themselves and what others do to help them. Explain to children that some people have to look after people in their families and because of this they have to do everything by themselves as well as looking after someone else.

*Resources:* Whiteboard and whiteboard pens, Resource 2A – Timetable Cards, Resource 2B – My Daily Timetable, pens and pencils

### Main Activity: What is a Young Carer (30mins)

*Begin by showing the definition of a young carer.*

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.

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. Read the story. Ask if anyone has any questions about this story?

**What's in Your School Bag?** Explain to the class that you are going to look at a young carers school bag now to get an idea of the types of things that a young carer has on their mind. 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:** *Definition of a young carer, Resource 5A – Young Carer Story, School bag and contents, Resource 5B – Instructions for the School Bag Activity*

### **Concluding Activity (5mins)**

Gather the children together in circle time and review the success criteria with them to see if they think they have met the success criteria. Utilise your usual method of reviewing success – traffic lights, thumbs up/thumbs down etc...

### **SUGGESTED FOLLOW-UP ACTIVITY**

Read or watch the videos for 'Peace at Last' and 'Five Minutes Peace' by Jill Murphy with the class and discuss the similarities in emotion between the characters in the book and a young carer (<https://www.youtube.com/watch?v=9U9y35kWBvM> and <https://www.youtube.com/watch?v=CIMRAPi2k4A>).

# LESSON SIX: HELPING YOUNG CARERS

## CURRICULUM FOR EXCELLENCE: EXPERIENCES AND OUTCOMES

### **Health and Wellbeing:**

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**

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 1-08a**

### **Literacy:**

Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose

**LIT 1-14a**

### **Expressive Arts:**

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

**EXA 1-05a**

## LEARNING INTENTIONS

We are learning about how young carers might feel

We are learning about Edinburgh Young Carers Project and how they can support young carers

## DURATION

Approximately 50 minutes

## SUCCESS CRITERIA

I can list the emotions that a young carer might feel

I can list ways that young carers can be supported

## METHODS

Class discussion

Poster creation

Peer assessment of posters

## LESSON OUTLINE

### **Introductory Activity (5mins)**

Recap on the work over the past few lessons – particularly about what a young carer was from the last lesson. Ask the class what they remember about Ben, the young carer from the story that they heard about last time. Draw out in particular any discussion around the responsibilities Ben has at home and how it might be different from what the children in the class have to do at home.

*If necessary, you can show again the definition of a young carer.*

*Resources: Definition of a young carer*

### **Main Activity One: How Might it Feel to Be a Young Carer? (15 minutes)**

This activity involves thinking about emotions again and in particular, the emotions represented in resource 4B. Lead a discussion with the children to allow them a chance to find out about each emotion.

Using the young carers school bag again, follow on the discussion about some relevant items, and about how it might feel for a young carer to have to do the roles and responsibilities represented by the items in the school bag. Using the emotion cards in resource 4B, allow the children to group the items into the appropriate emotion heading based on how doing these responsibilities might make young carers feel.

Explain how there may be more items under the emotions that make us sad or angry, than there are under happy and excited – and that is why it is important that we help young carers – so that they can feel happier and have more time to do fun things like other children their own age.

*Resources: Definition of a young carer, Resource 4B – Emotion Cards, School bag and contents*

## Main Activity Two: How Can we Help Young Carers? (20 minutes)

Two activities have been suggested here to allow teachers to choose between which they feel is most appropriate for the age and stage their class is at – we would suggest the first activity for P2 and the second activity for P3 and P4, but this can be altered to suit.

### Activity Option One

Show the children pictures or a slide of some of the people who can help young carers – schools and teachers, friends and family, Edinburgh Young Carers Project, doctors and nurses – and discuss in what ways they might be able to help if you were a young carer.

Explain to the class how they are now each going to draw a picture or poster of what they would do to help a friend who might be a young carer. Ask for some examples from the children what they think they are going to draw to generate initial ideas, and encourage the children that their suggestions are great ways to be a **good friend** and be kind and helpful to a young carer.

### Activity Option Two

Show the children pictures or a slide of some of the people who can help young carers – schools and teachers, friends and family, Edinburgh Young Carers Project, doctors and nurses – and discuss in what ways they might be able to help if you were a young carer.

Show the class the Edinburgh Young carers Project leaflet and posters (available from EYCP). Have a discussion with the class about Edinburgh Young Carers Project and what the project does to support young carers and how this benefits them. The children can then create their own posters about Edinburgh Young Carers Project to show the different things that they do and how they help young carers.

If time allows, the children can form pairs and swap their posters. They could be assisted to evaluate the other poster and leave some feedback for this – if you have used ‘two stars and a wish’ evaluation before then this could be a good technique to utilise.

***Resources:** Pictures or slides of who can help young carers, paper, pens and pencils, EYCP posters and leaflets, post-it notes for peer assessment/evaluation*

### Concluding Activity (10 minutes)

Give out the lesson evaluation forms to each young person to fill in. These may need to be completed as a whole class for P2, and have questions and answers read out for P3/P4 – the amount of assistance may vary depending on age and stage.

*Please return completed forms to Edinburgh Young Carers Project after any lessons so that we can keep a track for our own records.* Previous experience has shown that many young people self-identify as young carers after receiving lessons in school, and we would like to follow up anyone who is in this situation. Any feedback is also useful to us in terms of evaluating the effectiveness of the pack.

It should be noted that a higher percentage of young people might identify themselves as a young carer, than are actually taking on caring roles and responsibilities. If this is suspected, EYCP can work alongside school staff to further investigate and help to correctly identify caring roles.

*Completed forms can be sent to:*

*Schools Project Manager, Edinburgh Young Carers Project, Norton Park, 57 Albion Road, Edinburgh , EH7 5QY*

*Resources: Resource 6A – Evaluation Forms*

### SUGGESTED FOLLOW-UP ACTIVITY

The posters produced can be displayed within school on a dedicated *Young Carers Noticeboard* to help to raise awareness around young carers to other pupils, teachers and parents. Alternatively, at EYCP we are always delighted to receive and showcase work that has been undertaken in classes!

# Part 2 – Resource Sheets

## LESSON ONE: FAMILIES AND CARING

RESOURCE SHEET 1A	My Bear Template
RESOURCE SHEET 1B	My Bear Questions

## LESSON TWO: WHO CARES FOR ME?

RESOURCE SHEET 2A	Daily Timetable Cards
RESOURCE SHEET 2B	My Daily Timetable

## LESSON THREE: WHAT IS CARING?

RESOURCE SHEET 3A	Behaviour Cards
RESOURCE SHEET 3B	Caring and Uncaring Behaviour Headings
RESOURCE SHEET 3C	Blank Face Template
RESOURCE SHEET 3D	Caring Tasks / Responsibilities
RESOURCE SHEET 3E	People Cards
RESOURCE 3F	Example Recipe

## LESSON FOUR: WHO NEEDS CARED FOR?

RESOURCE SHEET 4A	Scenario Stories
RESOURCE SHEET 4B	Emotion Cards
RESOURCE SHEET 4C	Scenarios for Drama Work

## LESSON FIVE: WHAT IS A YOUNG CARER?

RESOURCE SHEET 5A      Young Carer Story

RESOURCE SHEET 5B      Instructions for School Bag Activity

## LESSON SIX: HELPING YOUNG CARERS

RESOURCE SHEET 6A      Evaluation Forms



**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

# Get ready for bed



# Read a story



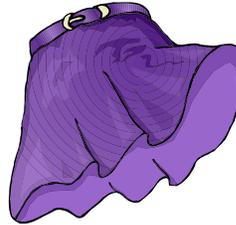
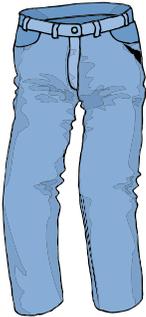
# Go to bed



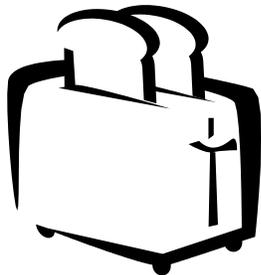
# Getting up in the morning



# Getting dressed



# Have breakfast



# Watch TV



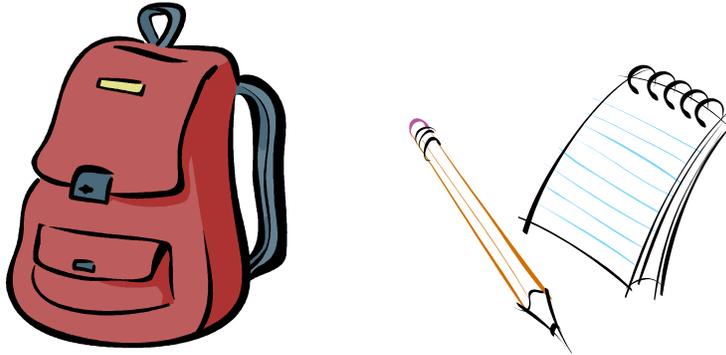
# Have dinner



# Have a bath



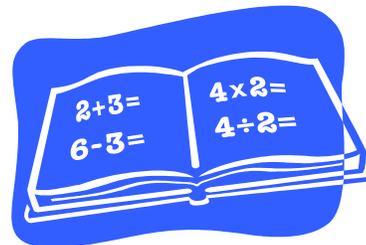
# Go to school



# Work hard at school all day



# Go home and do homework



In the boxes below, draw pictures of what you do during your day

**Box 1 = Getting up in the morning**

**Box 10- Going to bed at night**

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

<b>Smiling</b>	<b>Listening</b>
<b>Shouting</b>	<b>Hugging</b>
<b>Comforting</b>	<b>Ignoring</b>
<b>Pushing</b>	<b>Respecting</b>

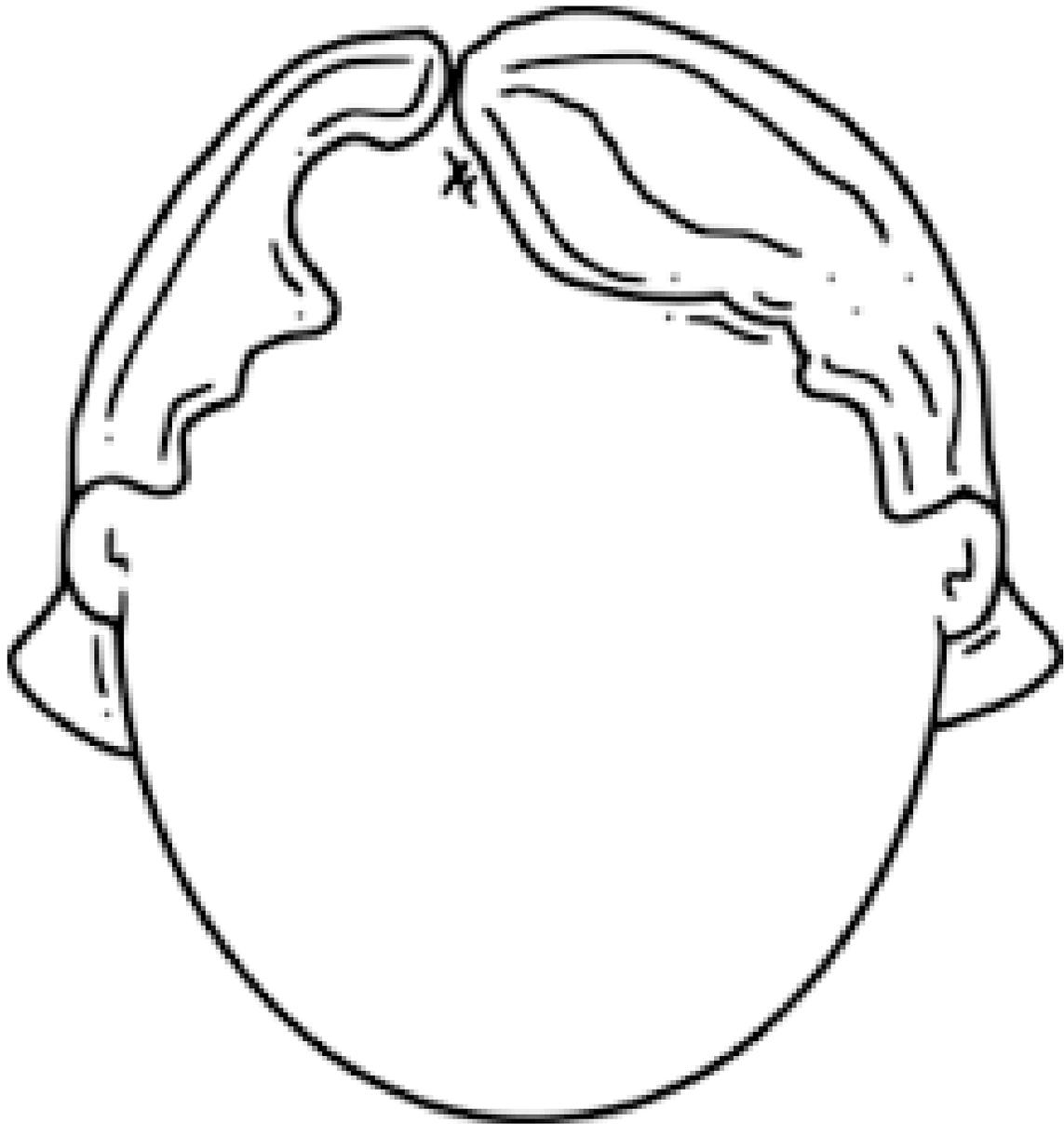
<b>Saying nice things</b>	<b>Doing someone a favour</b>
<b>Being unhelpful</b>	<b>Asking if someone is ok</b>
<b>Giving someone a surprise</b>	<b>Arguing</b>
<b>Name calling</b>	<b>Helping</b>

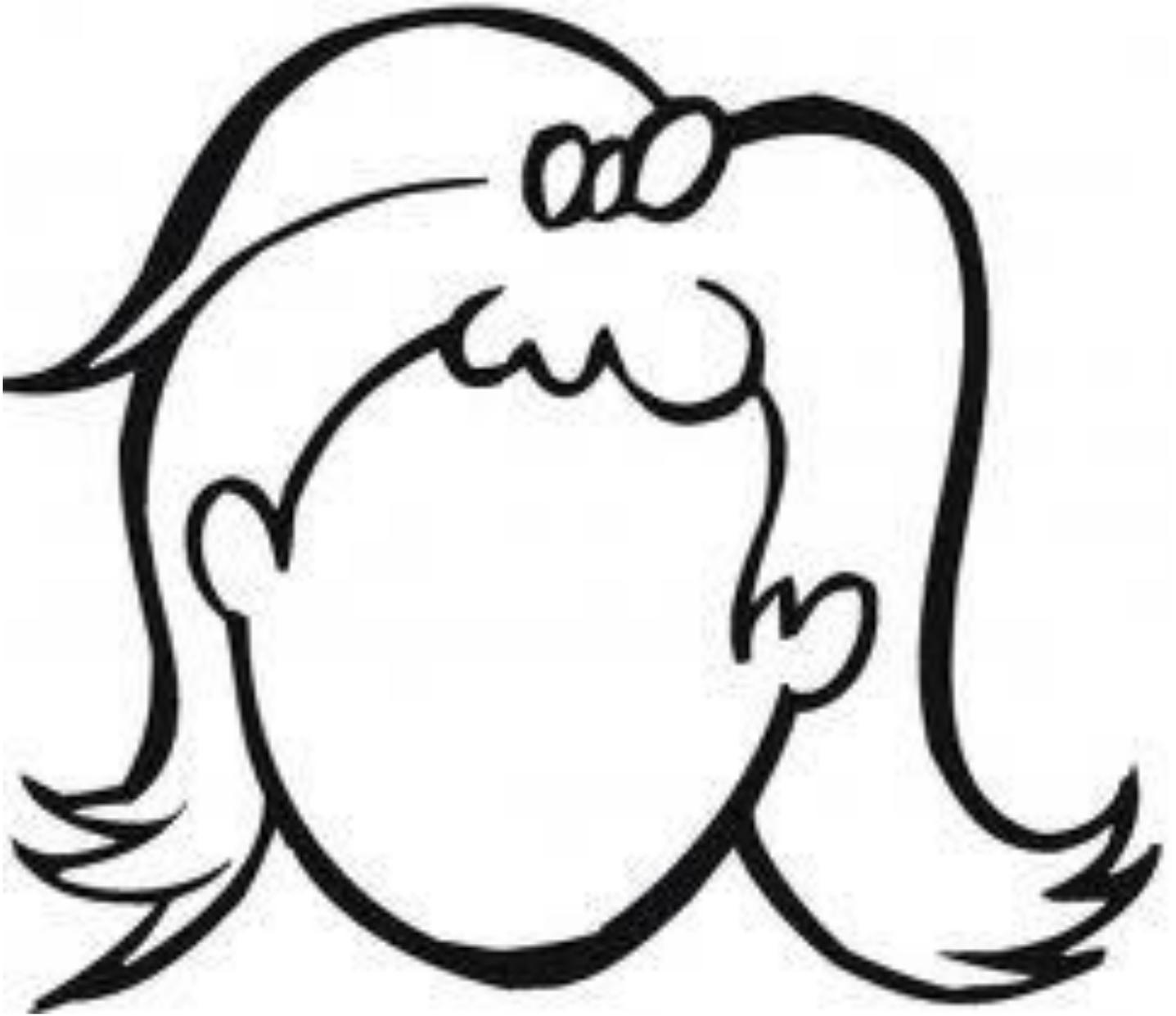
# Caring behaviour



# Uncaring behaviour

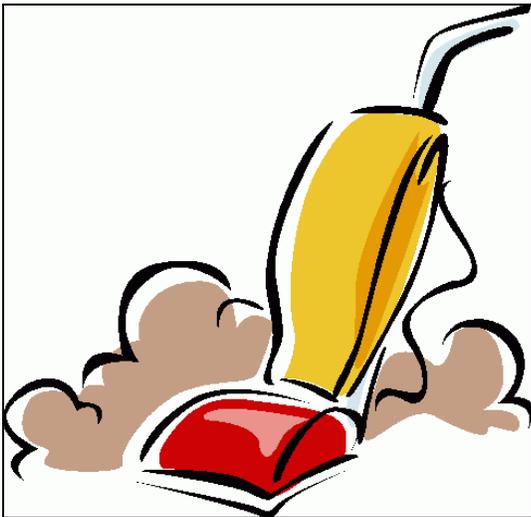






<b>Shopping</b>	<b>Ironing</b>
<b>Cooking</b>	<b>Mopping the Kitchen Floor</b>
<b>Sweeping the Garden</b>	<b>Cleaning the Bathroom</b>
<b>Doing the Dishes</b>	<b>Washing the Clothes</b>

<p><b>Looking after brothers and sisters</b></p>	<p><b>Keeping someone company</b></p>
<p><b>Helping someone get washed and dressed</b></p>	<p><b>Lifting heavy things</b></p>
<p><b>Making someone feel better</b></p>	<p><b>Helping give medicines</b></p>
<p><b>Paying bills</b></p>	<p><b>Going to doctors with someone</b></p>





<b>Mum</b>	<b>Dad</b>
<b>Grandma</b>	<b>Brother</b>
<b>Sister</b>	<b>Uncle</b>
<b>Step-Father</b>	<b>Step-Sister</b>

## 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.

A lady has broken her leg and lives in a house that has stairs. The bedroom and the bathroom are both up the stairs and she will now find it very difficult to get to both of these rooms. The lady has two children, one is only two years old and one is twelve. She is also not allowed to get her cast on her leg wet so getting washed might be difficult for her. How might this person be feeling? What could somebody do to help them?

A little boy has chicken pox that have spread all over his body. He is very sore and itchy everywhere. He is also feeling very sad and alone because he is not allowed to go to school and cannot go out and play with his friends. His mum won't even let him play with his brother because she doesn't want him getting ill too. How might he be feeling? What could somebody do to help them?

An 80 year old lady has to now use a walking stick, so is finding it very difficult to get around. She has stairs in her house and her bathroom is upstairs. She also finds it very difficult to get to the shops because the bus stop is quite far away and even if she got there, she is not strong enough to carry the shopping home. How might this person be feeling? What could somebody do to help them?

**Happy**



**Sad**



**Upset**



**Excited**



**Angry**



**Lonely**



**Annoyed**



**Tired**



**Surprised**



**A selection of scenarios that can be used for children to mime what they would do to help this person:**

1. A baby is crying
2. Your friend falls over in the playground
3. An elderly person needs help with getting up the stairs
4. Someone is sitting by themselves in the playground
5. Someone at home has been sick
6. Your family pet is ill

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 have to 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. We have stairs in our house that she finds difficult to climb as well. I have to help her to get around the house and help her to 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 get up in the mornings and then get Steven up. I 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 fall behind in my schoolwork. 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!

**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/game with friends
- A ball
- Picture of a family
- Toy bed
- Picture of a tired person
- School books
- Homework book
- Empty cleaning products
- Clothes pegs
- Alarm clock
- Picture of a happy face

## DID YOU ENJOY THE LESSON?

<b>My name is?</b>		<b>My class is?</b>	
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**What did you think of the lesson?** (please circle one face)



<b>I learnt....</b> (please circle yes or no)		
a. What caring means?	Yes	No
b. How people care for each other?	Yes	No
c. What being a young carer means?	Yes	No
d. How it might feel to be a young carer?	Yes	No
e. Where young carers might get help?	Yes	No
f. Who to talk to if I think I am a young carer?	Yes	No

<b>What was the <span style="color: red;">best</span> bit?</b>	<b>What was the <span style="color: red;">worst</span> bit?</b>

<b>Do you think you are a <span style="color: red;">young carer</span>?</b>	<b>Yes</b>	<b>No</b>
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