



I'm a Young Carer but who cares for me?

Young Carers S1/S2/S3 Lesson Plans

Secondary Edition



I am aware of and able to express my feelings and am developing the ability to talk about them.

HWB 3-01a/HWB 4-01a

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.

HWB 3-02a/HWB 4-02a

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 3-03a/HWB 4-03a

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 3-04a/HWB 4-04a

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 3-05a/HWB 4-05a

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.

HWB 3-06a/HWB 4-06a

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 3-08a/HWB 4-08a

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 3-10a/HWB 4-10a

Period	Lesson	Record of Work and Resources	Experiences and Outcomes
1	<p>S1/S2: Lesson 1: Family Diversity</p> <p>Learning Intentions:</p> <ol style="list-style-type: none"> 1 Investigate the purpose of the family and the roles within it. 2 Identify ways in which roles in a family can change. <p>To achieve outcome:</p> <ol style="list-style-type: none"> 1 Lesson Starter: Pupils list as many famous families as you can. (PowerPoint Slide 2) 2 Discuss the learning objectives of the lesson with the pupils. (PowerPoint Slide 3) 3 Discuss the success criteria with the pupils emphasising how they will be learning. (PowerPoint Slide 4) 4 Task 1: Pupils answer the following questions in a sentence: What is a family? What do we understand by the word 'family'? Is it a word that means different things to different people? What do people get from their family? (emotional support, friendship...) (PowerPoint Slide 5) 5 Task 2: Group Task: working together pupils write down as many chores as they can that need to be done on a day-to-day basis. For example...wash the dishes, make the bed, and so on. Who would usually be responsible for doing these tasks, an adult or a child? In what situations might this change? (PowerPoint Slide 6) 6 Task 3: Read text on 'Changing roles within a family' and answer the following question: What tasks do you think a young carer might have to do in these circumstances? (PowerPoint Slide 7 and 8) 7 Task 4: Discuss statistics about Young Carers from the board with the pupils. (PowerPoint Slide 9) 8 Task 5: 'How can you get help?' class discussion about the support available for Young Carers. (PowerPoint Slide 10) 	PowerPoint Slides	<p>I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 3-01a/HWB 4-01a</p> <p>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 3-03a/HWB 4-03a</p> <p>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 3-10a/HWB 4-10a</p>

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2	<p>S1/S2: Lesson 2: What is a Young Carer?</p> <p>Learning Intentions:</p> <ol style="list-style-type: none"> 1 Understand some of the meanings of a 'young carer'. 2 Discuss the impact illness or disease can have on a family 3 Identify certain responsibilities of young carers. <p>To achieve outcome:</p> <ol style="list-style-type: none"> 1 Lesson Starter: Video Clip: watch the video clip from the NHS and write down notes on the following, what tasks young carers do and how this affects their friendships... (PowerPoint Slide 2) 2 Discuss the learning objectives of the lesson with the pupils. (PowerPoint Slide 3) 3 Discuss the success criteria with the pupils emphasising how they will be learning. (PowerPoint Slide 4) 4 Task 1: (PowerPoint Slide 5) Paired Task: Using the notes from the video in the starter task, working in pairs come up with your own definition of a 'young carer'. 5 Class discussion around the definition of a Young Carer. (PowerPoint Slide 6) 6 Class discussion on 'Who are young carers?' (PowerPoint Slide 7) 7 Task 2: Pupils answer the following questions: What do young carers do? Working together pupils come up with a list of tasks that they think a young carer might do on a day-to-day basis. (PowerPoint Slide 8) 8 Class discussion: 'A day in the life...' (PowerPoint Slide 9) 9 Class discussion: 'What do young carers do?' (PowerPoint Slide 10) 10 Class discussion: 'How can caring affect you?' (PowerPoint Slide 11) 11 Class discussion: 'Good things about being a young carer.' (PowerPoint Slide 12) 	PowerPoint Slides	<p>I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 3-01a/HWB 4-01a</p> <p>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 3-02a/HWB 4-02a</p> <p>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 3-03a/HWB 4-03a</p> <p>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 3-08a/HWB 4-08a</p>

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<p>3</p>	<p>S1/S2: Lesson 3: Illness and Disability</p> <p>Learning Intentions:</p> <ol style="list-style-type: none"> 1 Develop understanding of illness and disability 2 Recognise the difference between long and short term illness 3 Describe different medical conditions <p>To achieve outcome:</p> <ol style="list-style-type: none"> 1 Lesson Starter: Pupils write down as many different illnesses/diseases as they can. (PowerPoint Slide 2) 2 Discuss the learning objectives of the lesson with the pupils. (PowerPoint Slide 3) 3 Discuss the success criteria with the pupils emphasising how they will be learning. (PowerPoint Slide 4) 4 Task 1: Think/Pair Share ‘How do you know when someone is ill?’ (PowerPoint Slide 5) 5 Task 2: As a class, pupils come up with a list of symptoms. Pupils then put the symptoms under the following heading: Symptoms you can see, Symptoms you cannot see. (PowerPoint Slide 6) 6 Task 3: ‘Being Ill’ Pupils work in pairs, discuss a time when they have needed extra care. This might have been when you were younger, when you were ill, if you had broken an arm or a leg... In your pairs, make a list of the type of care you needed. For example, <i>Help up the stairs, warm drinks...</i> Was it long-term or short-term care? (PowerPoint Slide 7) 	<p>PowerPoint Slides</p>	<p>I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 3-01a/HWB 4-01a</p> <p>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 3-03a/HWB 4-03a</p>

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4	<p>S1/S2: Lesson 4: Medical Condition</p> <p>Learning intentions:</p> <ol style="list-style-type: none"> 1 Develop understanding of long term illnesses and disability 2 Research the effects that certain long term illnesses and disabilities can have on people 3 Create a PowerPoint presentation to teach other people about your chosen illness <p>To achieve outcome:</p> <ol style="list-style-type: none"> 1 Lesson Starter: Last period we discussed how we can see some symptoms of illness, but we cannot always see all of them. (PowerPoint Slide 11) Come up with a list of illnesses which you think have ‘hidden symptoms’. For example, you can’t see if someone has a headache. 2 Discuss the learning objectives of the lesson with the pupils. (PowerPoint Slide 12) 3 Discuss the success criteria with the pupils emphasising how they will be learning. (PowerPoint Slide 13) 4 Task 1: Class Discussion on long term illnesses that have ‘hidden symptoms’ Alzheimer’s, Multiple Sclerosis, Epilepsy, Diabetes, Stroke, Arthritis and Dementia. Teacher asks the class if anyone knows anything about these illnesses. (PowerPoint Slide 14) 5 Task 2: Teacher instructs pupils: Over the next couple of periods, you are going to create a PowerPoint presentation about one of the illness on the previous slide. Presentation success criteria: Information about your chosen condition Effects of the condition on a person, for example: symptoms of the condition; possible treatments for chosen condition; information in your own words (not copy and paste); images and pictures; in groups pupils research one of the illnesses from the NHS Choices website. (PowerPoint 15 and 16) 6 Task 3: Presentation: Pupils present on the illness they chose to help develop the K&U of the illness within their peers. (PowerPoint Slide 17) 	<p>Computers for research</p> <p>PowerPoint Slides</p>	<p>I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 3-01a/HWB 4-01a</p> <p>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 3-03a/HWB 4-03a</p> <p>I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 3-06a/HWB 4-06a</p>

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<p>1</p>	<p>S3/S4: Lesson 1: Young Carers</p> <p>Learning Intentions:</p> <ol style="list-style-type: none"> Evaluate the impact being a young carer can have on young people. <p>To achieve outcome:</p> <ol style="list-style-type: none"> Lesson Starter: Video Clip: Whilst watching the clip, think about what tasks young carers do, how it affects their friendships, what positives there are to being a young carer... (PowerPoint Slide 1) Discuss the learning objectives of the lesson with the pupils. (PowerPoint Slide 2) Discuss the success criteria with the pupils emphasising how they will be learning. (PowerPoint Slide 3) Task 1: Group Task: Pupils will produce an information poster about a 'virtual young carer'. These will be displayed around the school to raise awareness of young carers in our school, so they should be bright, colourful and eye catching. Each group will have a case study which you will use to create your virtual young carer. You can chose to present this any way you like, but it could be a person with speech bubbles/thought bubbles, a storyboard, a diagram... (PowerPoint Slide 4) Instructions: Must include: Name/Gender/Age. What help does the young person provide to their family member? How do you think your young carer feels about the help he/she provides? How might this affect their school life, their health and their social life/ friendships? How is the young carer developing skills which might be useful to them when they are older? (PowerPoint Slide 5) Pupils present poster to the class. (PowerPoint Slide 6) 	<p>PowerPoint Slides</p>	<p>I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 3-01a/HWB 4-01a</p> <p>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 3-02a/HWB 4-02a</p> <p>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 3-03a/HWB 4-03a</p>