

S2 Lesson Pack

S2 Lesson 1

Aim:	Recap on S1 knowledge of what a young carer is.
Duration:	45 minutes
Resources:	<ul style="list-style-type: none"> • Definition of a young carer (see lesson outline) • Flipchart paper and appropriate pens • Video on fixers website • Statements for agree/disagree line
Planning:	<ul style="list-style-type: none"> • Allocate one piece of flipchart paper to each group along with pens. • Have video set up on fixers website ready to play. • Prepare appropriate space for agree/disagree line activity.

Lesson outline:

	Activity	Time
(A)	<ul style="list-style-type: none"> Ask the class the question “what is a young carer?” and allow time for discussion around what being a young carer involves, skills gained, challenges faced and what support is available. Put up definition- “A young carer is someone aged 18 or under who helps look after a relative who has a condition, such as a disability, illness, mental health condition, or a drug or alcohol problem.” – NHS 	15 mins
(B)	<ul style="list-style-type: none"> Show class video from Fixers website- “Understanding Young Carers” Link to video- http://www.fixers.org.uk/index.php?module_instance_id=11208&core_alternate_io_handler=view_news&data_ref_id=10238 After the video, allow time for discussion about issues raised within video. 	15 mins
(C)	<ul style="list-style-type: none"> Refer to questions on agree/disagree line sheet. Read out the statements one at a time and ask the class to stand in order based on how far they agree or disagree with the statement, e.g. those furthest to the right within the classroom agree the most and those standing furthest to the left disagree the most. There is no right or wrong answer to these questions it is a matter of opinion. Ask several members of the class to explain why they placed themselves where they did. 	15 mins

Agree Disagree line

- Most young people don't want other people to know about their problems at home
- People who have a disability are just as good parents as people who don't have a disability
- Children should always be taken away if they are living with a parent who takes drugs
- It is okay for older children to look after their younger brothers and sisters when the parents are ill
- A young person should be able to lift his/her mum if she is a wheelchair user
- Young carers want to stop caring
- Children should help their parent take vital medication
- Young carers get bullied more than other young people
- It's more important to get an education than to help someone in your family who has a serious illness
- It's okay for someone to miss school to look after a disabled parent
- Workers in schools (School Nurses, Teachers, Youth Workers, etc.) should always keep things that pupils tell them private and confidential
- Only someone who is feeling suicidal can call the Samaritans
- Alcoholics are terrible parents

S2 Lesson 2

Aim:	A recap and progression on the skills and challenges young carers face.
Duration:	45 mins
Resources:	Flip chart or whiteboard to write up pupil suggestions Example sheet of skills and challenges for teacher Skills and application table (one per group) Challenging situation cards (6 different) Case study sheets – one for an unidentified young carer and one for an identified young carer who is gaining support per group.
Planning:	Have flip chart paper or white board prepared for discussion. Children to work in groups.

Lesson outline:

	Activity	Time
(A)	<ul style="list-style-type: none"> • Have a discussion about the previous skills a young carer may possess. • Write these up on the board or flipchart (Examples may be: responsible, prepared, understand budgeting, cooking skills, understand medication etc.) 	10 mins
(B)	<ul style="list-style-type: none"> • From those skills which were identified by the pupils, have each group pick 5 and write these into the skills and application table. Then have them think about where these skills can be applied to other areas (for example, being prepared may benefit them in school with getting school work done). 	10 mins
(C)	<ul style="list-style-type: none"> • Move on to talk about the challenges young carers may face. • There are 6 challenging situation cards (missing school, can't spend time with friends, experience bullying, cannot keep up with school work, very tired during the day, worry and anxiety for the cared for person when not with them). All cards are face down on the table and one person from each group must go up and pick a card to take back to their table. • The group must then discuss the implications of these challenges on other aspects of life (for example constant anxiety and worrying may result in the carer's mental health suffering). To record their ideas on paper or flip chart paper. 	15 mins
(D)	<ul style="list-style-type: none"> • Hand out the case study sheets of the unidentified young carer (one per group). Have the pupils read the scenario and answer the questions on the sheet. • Then hand out the case study sheets of the identified young carer who is receiving support. Again have the pupils read the scenario and answer the questions. • Have a discussion about the differences 	10 mins

Skills	What can these skills be applied to?



The Benefits and Challenges of being a Young Carer

<u>Benefits/Skills</u>	<u>Challenges</u>
Responsible/Mature	Lack of time for friends
Financial experience	May be bullied
Cooking skills	Missing school
Cleaning skills	Behind on school work
Independence	Tired
Spend a lot of time with person being cared for	Lack of time for yourself
Strong bond	Worried about cared for person while out of the house
	Scared to do something wrong e.g. medication
	Cooking could be dangerous
	Role may not be appreciated by the person being cared for
	Mental health may suffer

Cannot keep up with school work



Cannot spend time with friends



Exhausted during the day



Experiencing bullying



Feelings of worry and anxiety when away from the cared for person



Missing School



Case Study 2 – Identified Young Carer

Ruby went to her guidance teacher to speak about her situation caring for her mum. From this meeting Ruby was put in touch with Dundee Carers Centre who have since put a support system in place to help Ruby care for her mum. This gives Ruby more free time for socialising and completing her school work but does not mean that she needs to give up her caring role.

1. How may Ruby now be feeling?

2. How has this support impacted Ruby's life?

S2 Lesson 3

<p>Aim:</p>	<p>Recap on the different types of conditions that young carers have to deal with. Also, to make pupils aware of what support is available to them.</p>
<p>Duration:</p>	<p>45 minutes</p>
<p>Resources:</p>	<ul style="list-style-type: none"> • Definitions of different types of conditions (available further on in lesson plan) • Sheet of five different types of conditions. • Table of which conditions belong to which type (for teacher reference) • Blank paper for writing down list of people they can go to for support.
<p>Planning:</p>	<ul style="list-style-type: none"> • Photocopy the two sheets of condition cards so that each pupil can have one type each • Hand out one per pupil. • Make sure blank paper is available for list making activity.

Lesson outline:

	Activity	Time
(A)	<ul style="list-style-type: none"> • Firstly recap on the different types of conditions. • Make class aware of four main types that they will be focusing on: <p>Physical condition – is something which affects the person physically and can often be seen such as a physical disability.</p> <p>Mental condition – is a condition which affects someone’s mental health. Often can’t be physically seen.</p> <p>Sensory condition – is a condition which affects someone’s senses.</p> <p>Learning condition – is a condition which can affect someone’s learning or capability to learn.</p> <p>Addiction- when someone has gotten into the habit of using/doing something and becomes dependant on it.</p>	15 mins
(B)	<ul style="list-style-type: none"> • Ensure every pupil has a piece of paper with a condition type on it. • If the teacher states a condition that fits in to the category that a pupil has they must hold it up. • Use list of conditions 	15 mins
(C)	<ul style="list-style-type: none"> • Make sure each pupil has a piece of paper • Ask the question “who can young carers go to for support?” • Ask class to write down as many ideas as they can think of in the time limit. • Gain feedback of numbers of answers “who got more than 15? Who got more than 10? Who got more than 5?” as pupils state their number ask for some of their ideas and generate discussion. • Refer to the list “People who help to support a Young Carer?” • Show some of the webpages of the organisations mentioned. 	15 mins

Learning

Mental

Physical

Sensory

Addiction

Example conditions

Physical	Mental	Learning	Sensory	Addiction
Amputation	Schizophrenia	Dyslexia	Deaf	Drugs
Arthritis	Bipolar Disorder	Dyspraxia	Blind	Alcohol
Multiple-sclerosis	Anxiety		Deaf-Blind	Gambling
Cerebral Palsy	Depression		Mute	
Muscular Dystrophy			Deaf-Mute	
Brain Injury				
Spinal Cord Injury				
Epilepsy				

Both Autism and Attention Deficit Hyperactivity Disorder (ADHD) could fit into more than one column as severity of cases may vary and the condition can differ depending on the person.

Who can help a Young Carer in Dundee?

- Wider family
- Friends
- School- teacher you trust or guidance/pupil support
- Health professionals e.g. GP, nurse
- Dundee Carers Centre
- The Corner
- Samaritans
- Cool 2 talk
- Social Workers

And many more.