



# **YOUNG CARERS LESSON RESOURCES FOR PRIMARY SCHOOLS**



# INTRODUCTION TO LESSON RESOURCES

**Carers Trust Wales provides support, services and recognition for unpaid carers in Wales. We deliver training and information to carers and those who work with them, including people working in schools, social care and health care.**

We have produced a range of engaging, easy-to-use, printable resources for primary and secondary school teachers in Wales. These are designed to help:

- teachers understand how caring roles can affect a young person's learning;
- schools meet the recommendations emerging from Estyn's thematic review of young carers (May 2019);
- support pupils with a caring role remain happy and motivated learners; and
- ensure young carers are receiving support and recognition in school.

To assist teachers with planning, we have outlined all the links to the 'What Matters' statements for the 'Health and Well-being' strand in the Curriculum for Wales. The resources link with numeracy, literacy and digital learning. They will also help support home-school links and outdoor learning. They have been designed to be flexible so that teachers can adapt instructions based on each learner's ability but have been designed with learners in Year 3 and Year 9 in mind. They can be worked through independently, with peers, as a class, or at home with an adult.

## **We have also produced three factsheets for teachers:**

- Young carers and emotional well-being
- Young carers' rights
- Guide to working with local carer's services.

Our resources have been developed in consultation with carer's services, teaching professionals and Estyn HMI. Download them from [carers.org/wales](https://carers.org/wales)



## **IMPORTANT NOTE:**

# **BEFORE YOU BEGIN**

Young carers are a vulnerable group, especially those who have a caring role at home but haven't recognised themselves as a carer. They may not realise that their life is different from other children, and families may not be aware of local support available for them.

Familiarise yourself with your school's policy on young carers (and your wider safeguarding policy) before commencing this lesson so that you are able to act appropriately if any information is disclosed to you. It is also worth mentioning at the beginning of the lesson that learners can approach you, or a trusted adult, if the content of the lesson upsets them.

Some schools have a young carer lead that you can speak to; sometimes this is the same individual as the well-being lead. If in doubt, speak to your headteacher before commencing the lesson. You can also contact your local authority for information on local support for young carers.

Don't forget you can read our factsheets about young carers, written especially for teachers, to support your learning.

You can e-mail us at [wales@carers.org](mailto:wales@carers.org) for more information.

# LEARNING OBJECTIVES AND AIMS

This resource, and the accompanying PowerPoint Presentation, give you the flexibility to prepare and shape lessons suitable for your class.

Below is a list of outcomes that you can meet using our resources but it is not an exhaustive list.

## LEARNING OBJECTIVES

To help learners understand that some young people are carers for family members.

To explore the range of tasks a young carer may undertake.

To explore how being a young carer can impact a child's physical well-being.

To explore how being a young carer can impact a child's emotional well-being.

To explore how being a young carer can make school life difficult.

To learn the impact of caring on the whole family, including lifestyle and finances.

To understand how to be a good friend for a young carer.

To equip pupils with the confidence to talk to a trusted adult about their caring role.

## LEARNING AIMS

Learners can define and articulate what a young carer is.

Learners know what tasks a young carer undertakes.

Learners know that the experiences of young carers are diverse.

Learners recognise if they, or someone they know, is a young carer.

Learners with caring responsibilities know who to turn to for help.

Learners can describe the challenges young carers face at school.

Learners can describe the positive and negative impacts of caring.

Learners know what behaviour makes a good friend to a young carer.

Learners can empathise with young carers.

# LINKS TO CURRICULUM FOR WALES 2022

Our resources have been developed to align with the Curriculum for Wales 2022. The **Area of Learning and Experience** most suited to teaching children and young people about young carers is the **Health and Well-being** strand.

Our resources can help you to give pupils the chance to be ambitious, capable learners and support them to become ethical and informed citizens. Learning about caring responsibilities is one way to help young people feel confident and ready to lead fulfilling lives for themselves.

Below is a list of outcomes that you can meet using the resources. This resource was prepared using the Draft Curriculum for Wales, so you will need to ensure you're aware of updates since then.

1

## WHAT MATTERS STATEMENT 1:

Developing physical health and well-being has lifelong benefits.

I can prepare food that I know is part of a balanced diet.

I can describe the physical and emotional changes that I experience when I'm active.

I can recognise and respond to behaviours and situations that are harmful to my physical health and others,

I have developed an understanding that I need sleep, rest and a balanced diet to live and thrive.

2

## WHAT MATTERS STATEMENT 2:

How we process and respond to our experiences affects our mental health and emotional well-being.

I can notice how I am feeling.

I can communicate how I'm feeling.

I can notice when I need help to manage my feelings in order to avoid acting impulsively.

I can understand how and why my thoughts, feelings and actions change in response to different experiences.

I can pay attention to the feelings of others and am learning to think about why they may feel that way.

I can understand that we have a choice to act kindly.

3

**WHAT MATTERS STATEMENT 3:**

Our decision-making impacts on the quality of our lives and the lives of others.

I can identify different choices available to me, and make decisions based on what I know.

I have developed an awareness that my decisions can be affected by the way I feel.

I can recognise that my decisions can impact on me and others, both now and in the future.

I can identify my skills and abilities and talk about the jobs that I may choose to do.

I can recognise the importance of using money responsibly and I can differentiate between wants and needs.

I can identify different choices available to me, and make decisions based on what I know.

4

**WHAT MATTERS STATEMENT 4:**

How we engage with different social influences shapes who we are and our health and well-being.

I can recognise that there are similarities and differences between people.

5

**WHAT MATTERS STATEMENT 5:**

Healthy relationships are fundamental to our sense of belonging and well-being.

I have developed the ability to make friends and can resolve disagreements, seeking support when needed.

I can recognise how other people are feeling.

I can understand the importance of respect and feeling safe in my relationships.

I can communicate when I do not feel safe or respected.

I can use what I know about what makes me and others comfortable to inform my behaviour.

I can listen to others communicate their needs and feelings in my relationships.

I can show respect towards the rights of others, with support.

# ACTIVITIES AND TASKS

## TASK 1 LEARN ABOUT ME

This activity is based on two short stories of young carers. You can use the stories in any way you like. You can adapt the language for your class too. Here are some ideas for how you could use this resource:

- Ask learners to underline verbs in the first paragraph and adjectives in the second.
- Ask learners to underline words they don't know.
- Make up and read out their own story to develop oracy skills.
- Read out the stories to the class and ask learners to write a diary excerpt.
- Read out the stories to the class and discuss the emotions and challenges the young carers might face.

## TASK 2 MONDAY MORNING WITH EVA

This activity is designed to help learners understand the tasks young carers undertake using a series of phrases and matching pictures. Learners can use this resource in different ways.

- Carry out an ordering activity.
- Match the pictures to the phrases.
- Talk about the similarities and differences between their morning routine and the morning routine of a young carer like Eva.

## TASK 3 SEARCH AND FIND

This activity is designed to help learners understand how young carers may help a person that they care for. In this activity learners can:

- find the objects in the room;
- talk about the types of responsibilities young carers have; or
- talk about what it would be like for a young carer to accompany or help a person to attend a clinic or hospital appointment. They can consider practical matters and emotions too.

# ACTIVITIES AND TASKS

## TASK 4 MY YOUNG CARER'S CARD

This activity is designed to help learners demonstrate their understanding of the role a young carer can play. It provides an opportunity for you to do the following.

- Remind learners that young carers have aspirations and hopes - like all young people do.
- Teach learners what a young carers club is and encourage them to consider the benefits they provide for members.

**NB** - Welsh Government have committed to launch a young carer's ID card in Wales. The roll-out is being supported by Carers Trust Wales. The scheme is designed to support the identification and support for young carers in Wales.

## TASK 5 ASK YOUR FRIENDS

This task is designed to help familiarise learners with the activities a young carer does and give them the chance to work with numbers at the same time.

Young carers may carry out day-to-day tasks (like tidying) or they may offer specialist care for their family members. The task can be adapted to suit learners' numeracy skills.

The activity asks learners to count how many of their peers carry out the same tasks as young carers. To extend the activity you could ask learners to:

- use tally scores to write their answers in the table;
- draw a graph to present their findings—this could be done on paper or using their ICT skills;
- talk about what makes a young carer's home life different to a young person without caring responsibilities; and
- describe and talk about what they found in their survey. This will help develop their numerical vocabulary. For example, a young carer may do *many* tasks or *few* tasks.

# ACTIVITIES AND TASKS

## TASK 6 MY HOBBIES

This task explores the impact of caring.

Young carers can miss out on being carefree and some report feeling like an adult trapped in a child's body.

This activity is a chance to talk about and explore activities and hobbies learners enjoy and empathise with young carers who may have to give up their own hobbies when caring takes a priority. To emphasise this, you can ask learners to physically cross out two of their hobbies to make space in their schedule for a caring task.

But it's also important to note many young carers enjoy their caring tasks too and are happy to support their family member.

## TASK 7 STAYING HEALTHY

This task explores what young carers need to be able to look after themselves and stay healthy. Some young carers can find it difficult to find time for this. You can extend the activity by:

- talking about what else learners consider important to stay healthy;
- come up with top tips to stay healthy for young carers; or
- share healthy recipes that they imagine a young carer might prepare. Of course, safety will be a priority for this discussion. Considering safety in the kitchen will be important in this discussion.

# ACTIVITIES AND TASKS

## **TASK 8 ASK YOUR FRIENDS**

This task is a fun and engaging activity to teach learners how to be a good friend. It encourages them to seek help from a trusted adult. Here are ideas for extension tasks.

- Prepare a letter to an agony aunt writing as if they are a young carer. Children can then swap letters with peers and answer each other's dilemmas. Make sure learners know who are the right people and agencies to turn to for support.
- Ask some groups to act out scenes where someone is being a good friend to a young carer and other groups to act out a scene where someone is not acting responsibly. This may lead to interesting discussions amongst learners.

## **TASK 9 JUGGLING TASKS**

This is a fun, outdoor task explained in more details on the page itself.

## **TASK 10 BEING A GOOD FRIEND**

This activity is an opportunity for learners to demonstrate their knowledge about caring and being a good friend, as well as a chance to practice their oracy skills. We have presented one sample scenario for you that you can use to encourage learners to (a) seek support from an adult and (b) be a good friend. You can make up your own scenarios too.



## TASK 1 LEARN ABOUT ME

### Jonny

Jonny is eight and he likes playing rugby. He enjoys running around and getting muddy. He does not play rugby as much as he would like because he is a young carer and has many chores to do.

His mum has problems with her mobility (moving around) and she can get very tired. This means Jonny helps his mum with jobs she struggles with some, such as gardening. If his mum is having a bad morning, Jonny carries breakfast upstairs for her.

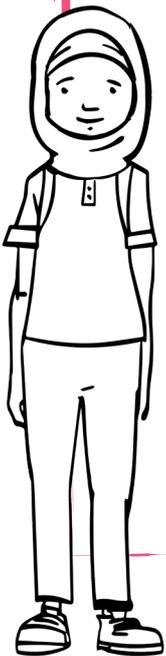


### Ameena

Ameena is seven-years-old. She has long, black hair and lots of energy. Her favourite activity is gymnastics and she loves to wear her shiny, purple leotard.

Ameena has been a young carer since her older brother, Mo, became extremely ill. She has to take care of her little brother, Abdi, because her mum and dad have to go to the hospital frequently with Mo.

The hospital is far away so Ameena is happy to stay at home with her grandfather and Abdi. Abdi is two and likes to play in the small garden and run around fast. Ameena is careful to make sure Abdi doesn't fall off the tall, slippery slide.





## TASK 2 MONDAY MORNING WITH EVA

Eva is a young carer and has a busy Monday ahead as she gets ready for school. She is a young carer for her mum.



**Eva brushes her teeth.**

**Eva enjoys a day at school.**



**Eva makes breakfast for her mum.**

**Eva makes packed lunch for herself.**



**Eva rushes to finish her maths homework.**

**Eva listens to a bedtime story.**



**Eva washes up the dishes from dinner.**



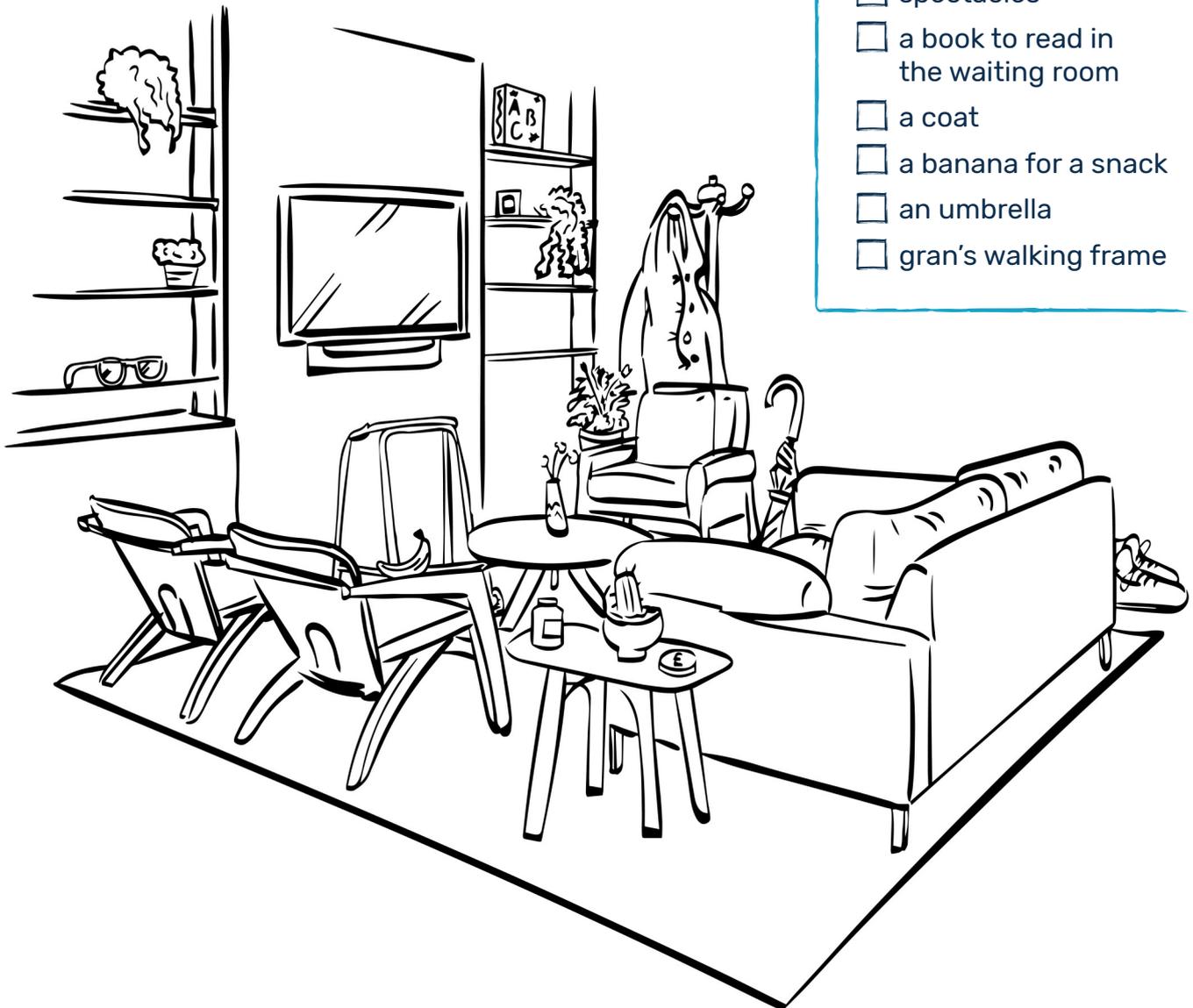
## TASK 3 SEARCH AND FIND

Bonnie is going to a hospital appointment with her gran.  
She is running out of time but can't find all her belongings.

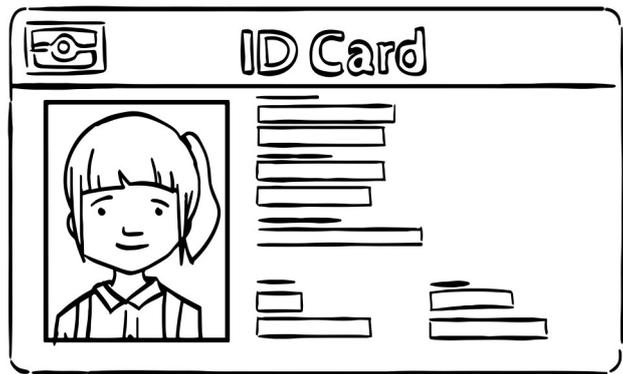
### Can you help her?

Here is what she needs.

- shoes
- money
- spectacles
- a book to read in the waiting room
- a coat
- a banana for a snack
- an umbrella
- gran's walking frame



**TASK 4 MY YOUNG CARERS CARD**



**Name:** ..... **Age:** .....

**Who I live with:** .....

**Who I care for:** .....

**What jobs I do:** .....

.....

**My hobbies:** .....

.....

**Favourite food:** .....

**What I want to be when I'm older:** .....

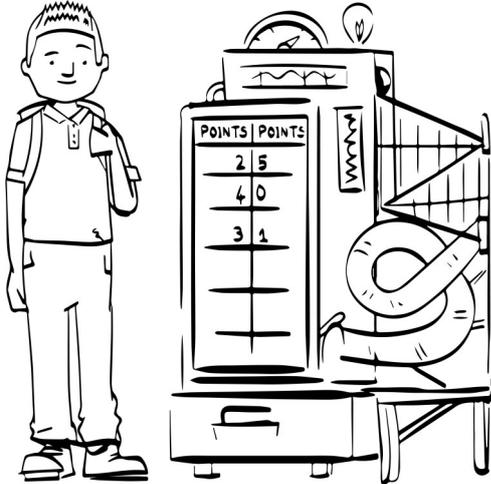
.....

.....

**TASK 5 ASK YOUR FRIENDS**

Young carers carry out lots of jobs in their house. Some of them may be familiar to you and some of them may be unfamiliar.

Do children in your class do any of the same tasks as young carers? Fill out the table below to find out.

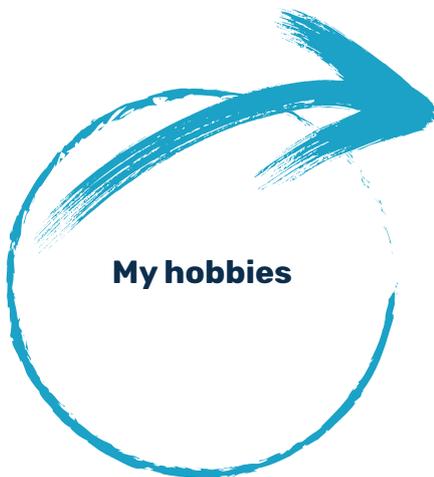


Jobs which a young carers may do <u>often</u> or <u>every</u> day	How many children in your class do this task sometimes?
Vacuuming the living room.	
Doing the washing up.	
Helping to make dinner.	
Cheering up an adult who is very sad.	
Helping to carry shopping bags.	
Pushing someone in a wheelchair.	
Helping someone get dressed.	
Helping an adult go up or down the stairs.	
Asking an adult if they have remembered to take their medicine.	
Looking after a young brother or sister.	

## TASK 6 MY HOBBIES

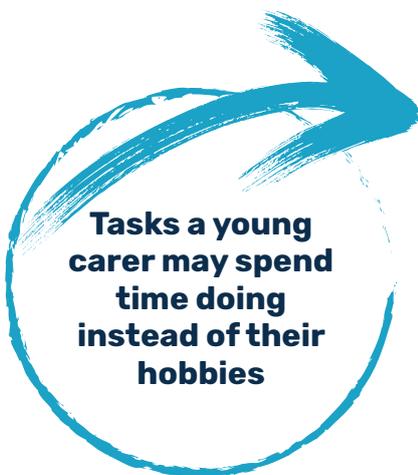
**Hobbies are a way to enjoy yourself, stay healthy and make friends. Young carers carry out lots of jobs in their house. Young carers say this means they miss out on some activities because they are busy caring.**

How would a young carer feel if they had to give up some of their favourite hobbies because they did not have time for it?



**My hobbies**

Three empty rectangular boxes for writing hobbies, outlined in orange, pink, and blue respectively.



**Tasks a young carer may spend time doing instead of their hobbies**

Three empty rectangular boxes for writing tasks, outlined in green, black, and blue respectively.

**TASK 7 STAYING HEALTHY**

**What do we need to stay healthy?**  
Fill in the gaps below.

I need time to pl\_\_\_\_\_.

I need to c\_\_\_\_\_my teeth.

I need to get to school on t\_\_\_\_\_.

I need time to r\_\_\_\_\_.

I need a healthy b\_\_\_\_\_.

I need a good night's s\_\_\_\_\_.



**What else do we need to stay healthy?**  
Write or draw your ideas here.

## TASK 8 QUIZ

**Take this quiz to find out how to be a good friend to a young carer**

**Your friend has fallen over in the playground. What will you do?**

- A. Ignore them
- B. Ask if they are OK
- C. Ask if they are hurt and whether they would like you to call a teacher to help

**Your friend is upset as they have forgotten their P.E kit because they were busy caring for their mum this morning. What will you do?**

- A. Build a wall so that no-one can enter the hall and the P.E lesson is cancelled
- B. Let them borrow your spare trainers
- C. Encourage them to tell a teacher

**Your friend has come into class late and hasn't done their homework. What will you do?**

- A. Tell them how much trouble they'll be in
- B. Let them copy all your answers
- C. Offer to help them complete their homework if they're finding it difficult but also encourage them to tell a teacher why they haven't been able to complete it

**Your friend is crying as Mean Mindy from Class 3A has been saying hurtful things. She has been making fun of your friend's dad as he is in a wheelchair. What will you do?**

- A. Join in with Mean Mindy
- B. Tell a joke to cheer them up
- C. Tell your friend not to pay them any attention and encourage them to tell a teacher

**Your friend who is a young carer doesn't want to play with you at playtime. How do you react?**

- A. Tell them you are not their best friend anymore and tell them they are boring
- B. Get down on your knees and beg them to play with you
- C. Think about how they may have had a bad day and let them have some quiet time. You can play with them another time

**Mostly As:** Whoops – you've made some choices that might hurt people's feelings. It's not easy being a good friend. Try and step into someone else's shoes and see things from their point of view.

**Mostly Bs:** You are a really good friend and show kindness to your friends. Remember you don't need to help your friend all on your own, it's important to ask a teacher for help too.

**Mostly Cs:** You are a fantastic friend! Well done! You always understand your friends and show them you care. You also know that it's important to tell an adult when someone needs help.

*How did you do?*

## TASK 9 JUGGLING TASKS

**It's difficult to do two jobs at once. Here is a class activity that will help demonstrate how young carers can feel. You can adapt it as you wish.**

### THE GAME

Divide the class into two teams and set them a challenge to complete. You can choose any activity your class enjoys that lasts about 10 minutes.

Tell the class you will be giving some children additional instructions to compete *at the same time* as they're trying to complete the challenge.

You don't need to tell the class but you will only give *one team* additional tasks.

Of course, the team without additional tasks will complete the challenge first. This will generate some excitement and upset amongst the children and you can talk about this afterwards.

Once the task is over, you can set the same challenge again but only give the other team additional tasks. This means all children experience the challenges.

### THE DISCUSSION

Afterwards, talk about how the difficult it is to juggle different jobs. You can talk about:

- how easy/difficult tasks were;
- how easy/difficult it is to concentrate ; and
- emotions – how did learners feel as they completed the tasks? Overwhelmed? Frustrated?

Tell learners it can be difficult for adults and children to manage jobs when we are juggling different activities. This is how young carers can feel sometimes.

### IDEAS FOR CHALLENGES

Catching and throwing, running and jumping, turning a set of marker cones over, skipping, counting how many pennies are in a pot, peeling a satsuma, balancing beanbags.



## TASK 10 BEING A GOOD FRIEND

Your task is to work with a friend or friends and plan a role play together. You can use your imagination and show how much you know about what it is like to be a young carer.

*Zaki is in Year 3. Today, he fell asleep in the reading corner and also didn't want to play football at playtime. Tom's worried about Zaki so asks if everything is OK. Zaki says he is tired because he has to stay awake each night to make sure his dad is not having difficulty breathing. Tom realises that means Zaki is a young carer. He tells Zaki to tell the teacher (or another adult) but Zaki is unsure.*



Use the information above to prepare a role play. You can add more details or characters if you like.

One of you can play the role of Zaki and one of you can be Tom. Tom should try to persuade Zaki to tell the teacher, and Zaki should explain why he is hesitant.



### Think about the following questions.

What reasons would Zaki have to not tell the teacher or another adult?

How can a good friend like Tom persuade Zaki?

Will your role play be funny?

Will Tom manage to persuade Zaki by the end?

Does Zaki thank Tom for being a good friend?

Does Zaki feel embarrassed?

# THANK YOU



We would like to thank Education Achievement Service (EAS), Central South Consortium (CSC), School Effectiveness and Improvement Service for North Wales (GwE) and Education through Regional Working (ERW) for the guidance and support in developing resources to support the education of young people with caring responsibilities. Regional education consortia have been invaluable partners in developing and piloting resources and our sincere thanks go to Kath Bevan, Siriol Burford, Dylan Williams and Sharon Williams.