

S3 Lesson Pack

S3 Lesson 1

Aim:	To recap and consolidate on previous learning about what a young carer is as well as their responsibilities and challenges they may face.
Duration:	45 minutes
Resources:	<ul style="list-style-type: none">• Work booklet• Teacher answer sheets for booklet
Planning:	Ensure there are enough booklets for each member of the class.

Lesson outline:

	Activity	Time
(A)	<p>Have an initial class discussion to recap on the knowledge the class learned about young carers in previous years.</p> <p>Ask the questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is a young carer? <input type="checkbox"/> Who and what conditions may be cared for? <input type="checkbox"/> What responsibilities may a young carer have? <p>Example answers:</p> <p>Definition of a young carer - “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</p> <p>Who and what conditions may be cared for – anyone who they help to care for, could be family member, close friend or sibling etc. Could care for physical illness or disability, mental health condition, addiction or substance misuse.</p> <p>What responsibilities may a young carer have (list is not exclusive)</p> <ul style="list-style-type: none"> • Tidy bedroom • Clean kitchen • Go to shops • Carry heavy things • Look after siblings • Take siblings to school • Wash dishes • Give a family member medication • Help someone get washed • Help someone get dressed • Keep an eye on someone • Help with communication • Take care of money issues 	15 mins

(B)	<p>Have the class work through the activity booklet; this has various activities to complete on the topic of young carers (each pupil to have their own booklet).</p> <ul style="list-style-type: none">• Questions• Exploring disabilities worksheet• True/false quiz• Reducing stress worksheet• Put yourself in my shoes activity• Case study questions• Word search <p>Answer sheets are provided for each activity to ensure that the class are on the right track and understand the tasks.</p>	30 mins
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Young Carers Activity Booklet

Name: _____ Class: _____

What is a Young Carer?

Who do you think is a young carer?

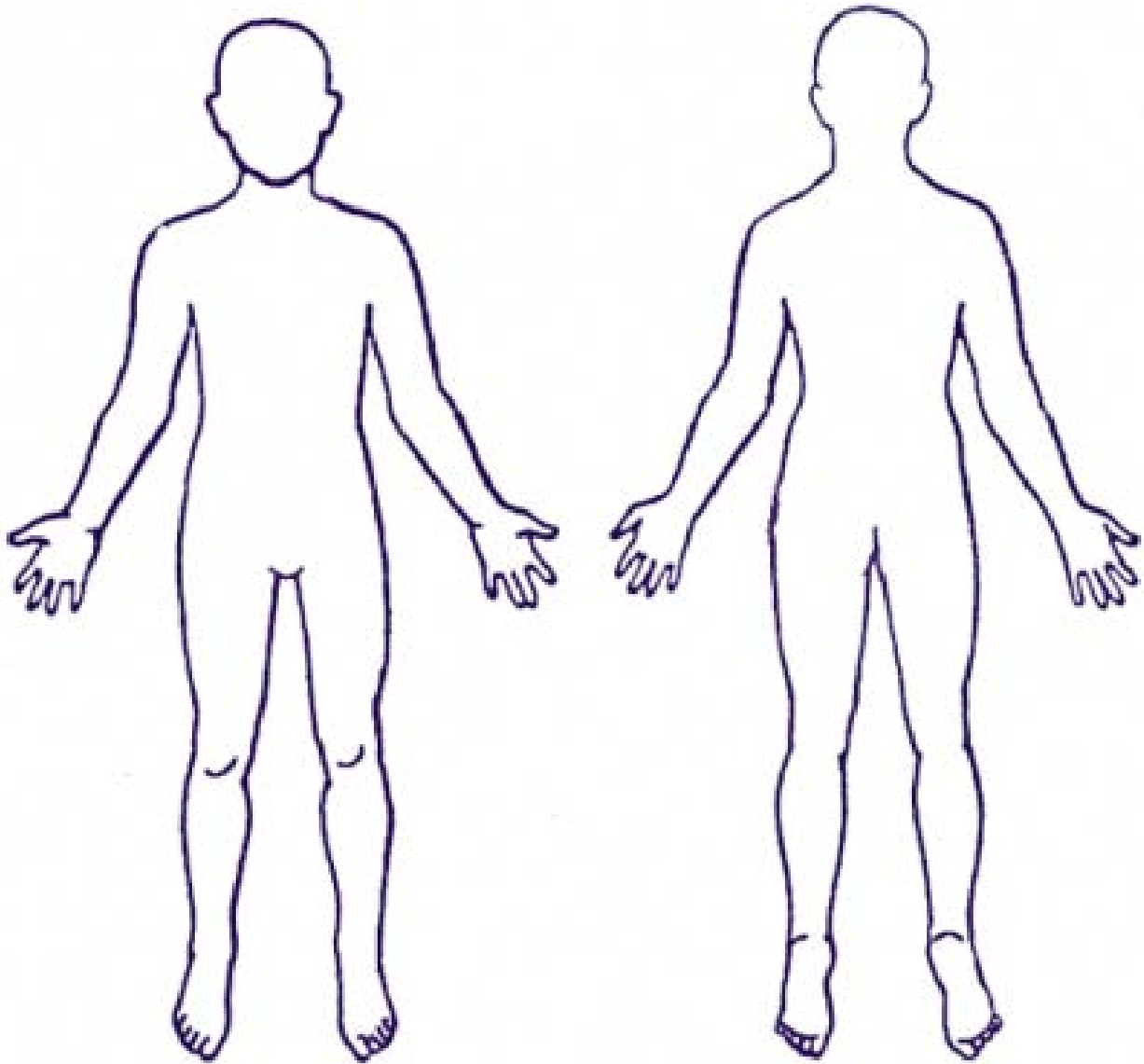
- A) An adult who looks after a young person with homework
- B) An adult who looks after a child with an illness or disability
- C) A young person who adult to do housework
- D) A young person who helps to look after or is effected by the illness or disability of someone in their family

Answer _____

Here are some things a young carer might do to help the person they care for are, please tick which of these things you also do at home...

- Tidy bedroom
- Clean kitchen
- Go to shops
- Carry heavy things
- Look after siblings
- Take siblings to school
- Wash dishes
- Give a family member medication
- Help someone get washed
- Help someone get dressed
- Keep an eye on someone
- Help with communication
- Take care of money issues

Exploring Disabilities



Using the images above, mark which part of the body you think the following disabilities or illnesses effect...

1. Heart disease
2. Depression
3. Lung Cancer
4. Blindness
5. Dyslexia
6. Arthritis

True/false quiz

Write true or false to answer each of the questions.

1. It is impossible to cry in space
2. 5 months of the year end in the letter 'y'
3. Most of the world's population have brown eyes
4. 64% of young carers have been caring for 3 or more years
5. Slugs don't have noses
6. 1 in 10 young carers miss some school because of their caring responsibilities
7. Taphephobia is a fear of losing teeth
8. 16% of young carers carry out caring tasks for over 20 hours per week
9. The letter 't' is the second most commonly used in the English language
10. One in 5 of us will become carers at some point in our life

Reducing Stress

Sometimes young people who have a caring role can experience stress or feelings of worry. Take a look at the statements below and circle the ones which you think could help to reduce stress levels for young people.

Listen to music	Have fun and a laugh
Eating the right foods	Not exercising
Taking risks	Regular meals
Cutting out junk food	Smoking
Having a good night sleep	Bully other young people
Getting active	Stop eating
Harming yourself or others	Being alone all the time
Find time to relax	Try to stay positive
Taking drugs	Keep it to your self
Reading a good book	Talk to someone you trust

What would you do if you were experiencing feelings of stress or worry?

Do you have any ideas of how you/ young people could reduce stress?

Case Study

Case study: *Dave's mum is addicted to drugs and finds it very difficult to cope. Dave is 8 and sees his Dad on a regular basis. Dave's mum spends a lot of time in bed and rarely goes out of the house, therefore Dave has to look after her himself.*

- What extra responsibilities may Dave have to carry out in caring for his mum?
- How might Dave feel about these roles and responsibilities?
- What skills and qualities might Dave have?
- What difficulties, concerns and worries might Dave face at home?
- What difficulties, concerns and worries might Dave face at school?
- What difficulties, concerns and worries might Dave face with his friends?
- Who could Dave go to for help?

Put yourself in my shoes

These pictures show some of the things that a young carer might have to do or help out with at home. Write in the box what you think the picture represents and how a young person would feel about doing this job.



Young Carers Word Search

y t s c a r i n g g c a i r
b o p l v s w e p o j d c e
f a u h w k h s o h k b o s
e i u n a d d i c t i o n p
m p k j g r i p d o z a d o
o t r c j c s r t x t s i n
t r a l d a a f h e a v t s
i o d k z r b r h w h d i i
o p c b v g i a e c a f o b
n p u a a y l b l r e e n i
s u h t r o i e p o l g s l
r s u w s u t r h d w b l i
t z y x l h y d d l j i w t
h e a l t h b a d v i c e y

Young carer
Caring
Responsibility
Advice
Help
Support

Disability
Addiction
Health
Conditions
Emotions

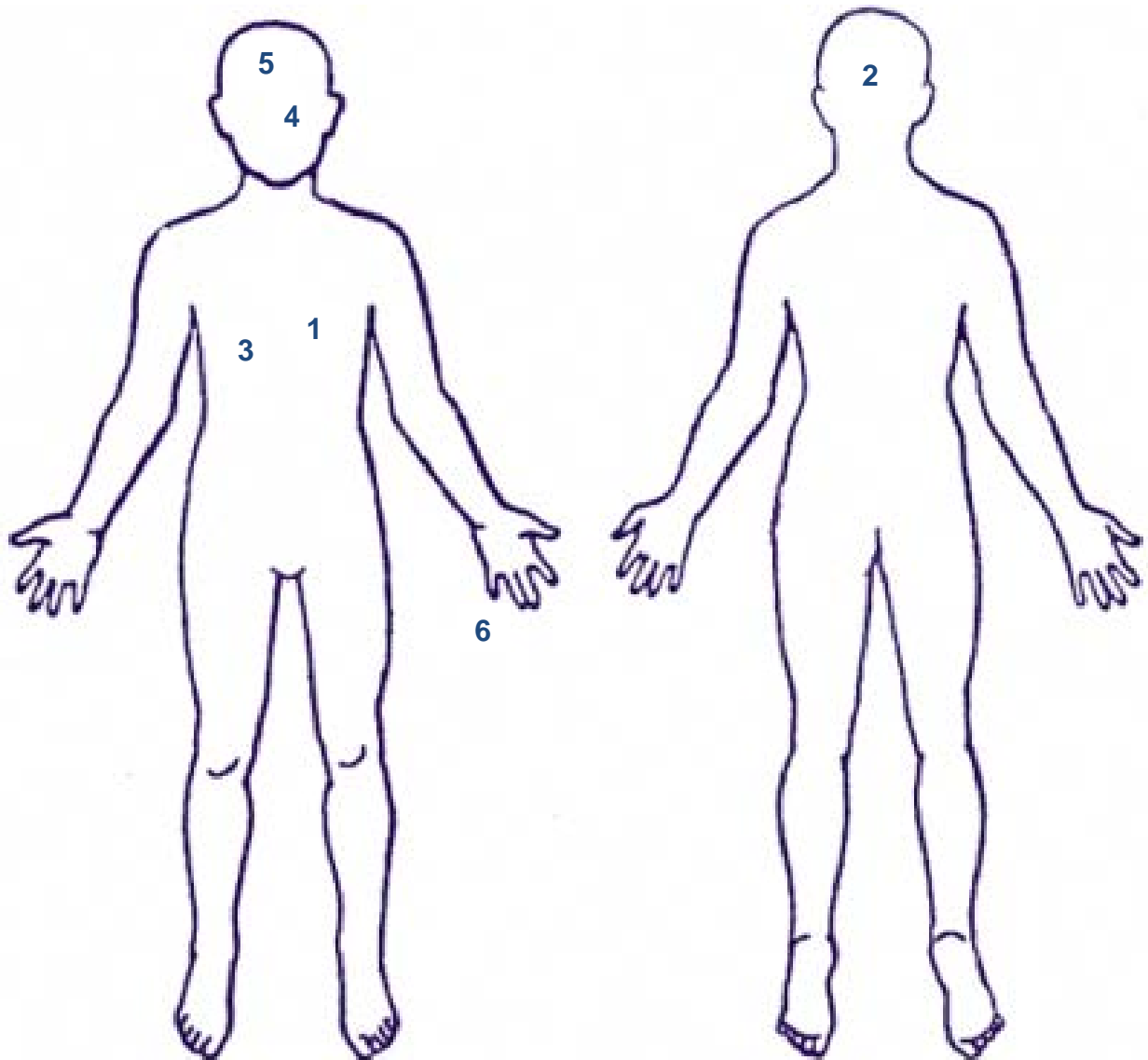
What is a Young Carer?

Who do you think is a young carer?

- A. An adult who looks after a young person with homework
- B. An adult who looks after a child with an illness or disability
- C. A young person who adult to do housework
- D. A young person who helps to look after or is affected by the illness or disability of someone in their family

Answer: D

Exploring Disabilities



Using the images above, mark which part of the body you think the following disabilities or illnesses effect...

1. Heart disease (Heart)
2. Depression (Brain)
3. Lung Cancer (Lungs)
4. Blindness (Eyes)
5. Dyslexia (Brain)
6. Arthritis (hands, joints etc)

True false quiz

1. It is impossible to cry in space (True, tears don't flow due to lack of gravity)
2. 5 months of the year end in the letter 'y' (False, four: January, February, May and July)
3. Most of the world's population have brown eyes (True)
4. 64% of young carers have been caring for 3 or more years (True)
5. Slugs don't have noses (False, they have four)
6. 1 in 10 young carers miss some school because of their caring responsibilities (False, 2 in 10, 20%)
7. Taphephobia is a fear of losing teeth (False, it is a fear of being buried alive)
8. 16% of young carers carry out caring tasks for over 20 hours per week (True)
9. The letter 't' is the second most commonly used in the English language (True)
10. 1 in 5 of us will become carers at some point in our life (False, 3 in 5)

Reducing Stress

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Put yourself in my shoes

Not necessarily any right or wrong answers for how they may be feeling.

These pictures show some of the things that a young carer might have to do or help out with at home. Write in the box what you think the picture represents and how a young person would feel about doing this job.



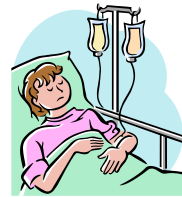
Tidying up, hoovering, doing the cleaning etc.

Doing the shopping



Administering medication

Worrying about someone who is ill or in hospital, staying with someone while they are in hospital, looking after themselves while someone is in hospital etc.



Cooking meals

Doing the washing up



Word Search Answers

y			c	a	r	i	n	g				r	
	o										c	e	
		u									o	s	
e			n	a	d	d	i	c	t	i	o	n	p
m				g		i						d	o
o	t				c	s						i	n
t	r					a						t	s
i	o					b	r	h				i	i
o	p					i		e				o	b
n	p					l		l	r			n	i
s	u					i		p				s	l
	s					t							i
						y							t
h	e	a	l	t	h		a	d	v	i	c	e	y

Young carer
 Caring
 Responsibility
 Advice
 Help
 Support
 Disability
 Addiction
 Health
 Conditions
 Emotions

S3 Lesson 2

Aim:	To raise awareness of the impact being a young carer
Duration:	45 minutes
Resources:	<ul style="list-style-type: none"> • Blank table sheet for areas of impact and reasons • Paper for listing activity • Case study • Sticky notes • Video link
Planning:	<ul style="list-style-type: none"> • Ensure areas of impact sheets are photocopied enough for one between two. • Ensure resources are available, blank paper and sticky notes. • Ensure video link is accessible.

Lesson outline:

	Activity	Time
(A)	<ul style="list-style-type: none"> • Hand out blank table sheets one between two and ask class to think about which areas of a young carer's life could be affected by their caring role (e.g. school, social, health and finances) and think about some of the reasons why it impacts this area of their life (e.g. school is impacted: lateness caused by morning responsibilities, homework is not handed in due to lack of time, distracted in class due to lack of sleep and worrying about cared for person). • Allow time for a class discussion to share some ideas. • Collect in completed sheets. 	15 mins
(B)	<ul style="list-style-type: none"> • Hand out blank paper, one per pupil. • Ask the class to write down the areas of life that are affected by being a young carer, as many as they can in one minute. • Once time is up ask class who got the most (who got more than 3? Who got more than 5? Who got more than 10?) Ask the pupil with the most to share their ideas and other pupils can add any that have not been mentioned. 	10 mins
(C)	<ul style="list-style-type: none"> • Hand out sticky notes to each group (more than number of pupils in each group as they may contribute more than one idea). • Read out the case study and ask the class to think about and discuss the questions (at the bottom of the case study) • Ask class to write their ideas on the sticky notes and stick them up at the front of the class. • Teacher should read out the ideas and discuss with the class more about where a young carer can go for support. 	15 mins
(D)	<ul style="list-style-type: none"> • Show video about impacts on education (Youtube Video- Caring For Young Carers on ITV News Central This Month!: https://www.youtube.com/watch?v=NqFGuQIQa0E) • Ask if the class have any questions. 	5 mins

IMPACTS	REASONS WHY

Class Case Study

James is a student in his 4th year of high school. His mum suffers from a physical illness which makes it difficult for her to do many of the chores around the house. In order to help out, James has a list of chores and jobs he carries out. These include, cooking, cleaning, washing and administering his mum's medication as well as looking after his younger sister. Due to his caring responsibilities he is often late to classes, does not have time to complete homework and can't find time at home to study for his upcoming exams. As a result of this, James is really struggling with his school work and is worried he will fail his upcoming exams.

Where can James go for support? Who can he talk to? What things can he do to help him keep on top of both his school work and his caring role?

S3 Lesson 3

Aim:	To build upon previous knowledge of the emotions a young carer might experience
Duration:	45 minutes
Resources:	<ul style="list-style-type: none">• Positive and negative emotions mind map• Emotions answer sheet
Planning:	<ul style="list-style-type: none">• Ensure required number of mind maps have been photocopied

Lesson outline:

	Activity	Time
(A)	<ul style="list-style-type: none"> • Show video: https://www.youtube.com/watch?v=bGyytZkwK88 allow time for discussion about how the boy in the video might be feeling and the reasons why. 	5 mins
	<ul style="list-style-type: none"> • Hand out one mind map to each group and ask the class to think about and note down some of the positive and negative emotions that a young carer might experience due to their caring role. • Once completed, allow time for a class discussion to share answers. 	15 mins
(B)	<ul style="list-style-type: none"> • Nominate one person from each group (e.g. The person with the longest hair) • Ask that person to choose an emotion from their group's mind map to act out. • Allow time for the rest of the group to guess the emotion. • Ask each group to discuss why a young carer might be experiencing this emotion and to note down their answers on the mind map. 	10 mins
(C)	<ul style="list-style-type: none"> • Ask the groups to choose another emotion and discuss why a young carer might be experiencing it, again ask them to note down their answers on the mind map. • Allow time for a class discussion about each group's chosen emotions and the reasons behind their ideas. • Take part in a further discussion about some of the other emotions on the answer sheet and why a young carer would be experiencing them. • Discuss how they could prevent some of the negative emotions and who they could go to for help, mention Dundee Carers Centre among others as a form of support. 	15 mins

Positive/Negative Emotions of a Young Carer



Emotions Answer Sheet

Positive	Negative
Happiness	Anger
Pride	Sadness
Strength	Fear
Productive	Guilt
Motivated	Worry
Interest/Enthusiasm	Loneliness
Hopeful	Frustration
	Jealousy
	Shame
	Hate
	Anxious
	Depressed
	Distracted
	Tired
	Vulnerable
	Powerless
	Confused