

# S1 Lesson Pack

S1 Lesson 1

<b>Aim:</b>	To generate understanding of what a young carer is.
<b>Duration:</b>	45 minutes
<b>Resources:</b>	<p>Quiz question and answer sheet</p> <p>Plain paper for groups to write quiz answers on</p> <p>Day in the life sheets (one personal and one for young carer each)</p> <p>Internet access to follow link</p>
<b>Planning:</b>	<ul style="list-style-type: none"> <li>• Set up video</li> <li>• Have paper ready for the quiz</li> <li>• Have activity sheets organised – day in MY life sheets (1 per student), day in the life of a young carer sheets (1 per student).</li> </ul>

Lesson outline:

	<b>Activity</b>	<b>Time</b>
<b>(A)</b>	<ul style="list-style-type: none"> <li>• Ask the question “What is a young carer?”</li> <li>• Have a class discussion to determine any existing knowledge on young carers and if anyone can form a definition of what a young carer is.</li> <li>• After discussion define the 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</li> </ul>	10 mins
<b>(B)</b>	<ul style="list-style-type: none"> <li>• True/false quiz</li> </ul> <p>Get the class into groups/teams. Each group has a sheet of paper for them to write their answers to the 10 questions.</p> <p>Read out the quiz questions and give the class time to write down their answers to each question.</p> <p>At the end of the quiz go over the answers to each question to allow groups to mark and tally up their scores.</p>	20 mins
<b>(C)</b>	<ul style="list-style-type: none"> <li>• Hand out the ‘day in my life’ sheets (one per person) and have the class write in what they do in their typical school day.</li> </ul> <p>Once completed, hand out the ‘day in the life of a young carer’ sheets (one per person) and have the class think of the types of tasks and activities that may be involved in a young carer’s day.</p> <ul style="list-style-type: none"> <li>• Show ‘Young Carers Film Complete’ (fixers website link at bottom of the page) which explains some of the tasks a young carer may carry out.</li> </ul>	15 mins

Young Carers Film

[http://www.fixers.org.uk/index.php?module\\_instance\\_id=11208&core\\_alternate\\_io\\_handler=view\\_news&data\\_ref\\_id=7230](http://www.fixers.org.uk/index.php?module_instance_id=11208&core_alternate_io_handler=view_news&data_ref_id=7230)

## True false quiz

1. An ostrich's eye is bigger than its brain
2. The average age of a young carer is 15 years old
3. Lightning never strikes in the same place twice
4. 64% of young carers have been caring for 3 or more years
5. Most lipstick contains fish scales
6. 1 in 10 young carers miss some school because of their caring responsibilities
7. In a pack of cards, the King of Clubs is the only King without a moustache
8. 16% of young carers carry out caring tasks for over 20 hours per week
9. China has the most Post Offices in the world
10. 1 in 5 of us will become carers at some point in our life

## True false quiz

1. An ostrich's eye is bigger than its brain (True)
2. The average age of a young carer is 15 years old (False, 12)
3. Lightning never strikes in the same place twice (False, it actually happens quite often. For example, the Empire State Building gets struck over 100 times a year)
4. 64% of young carers have been caring for 3 or more years (True)
5. Most lipstick contains fish scales (True)
6. 1 in 10 young carers miss some school because of their caring responsibilities (False, 2 in 10, 20%)
7. In a pack of cards, the King of Clubs is the only King without a moustache (False, King of Hearts)
8. 16% of young carers carry out caring tasks for over 20 hours per week (True)
9. China has the most Post Offices in the world (False, India)
10. 1 in 5 of us will become carers at some point in our life (False, 3 in 5)

## Day in my life

Time of day	
Before school	
Lunch time	
After school	

## Day in the life of a young carer

Time of day	
Before school	
Lunch time	
After school	

S1 Lesson 2

<b>Aim:</b>	Raise awareness of the skills/pros as well as the challenges/cons of being a young carer.
<b>Duration:</b>	50 minutes
<b>Resources:</b>	<ul style="list-style-type: none"> <li>• Flipchart paper and appropriate pens (enough for one per group)</li> <li>• Comic relief video (YouTube)</li> <li>• Pros/skills mind map (enough for one per group)</li> <li>• Cons/challenges mind map (enough for one per group)</li> </ul>
<b>Planning:</b>	<ul style="list-style-type: none"> <li>• Flipchart paper and pens to each group</li> <li>• Video search on YouTube</li> <li>• Mind maps one of each per group</li> </ul>



Lesson outline:

	Activity	Time
(A)	<ul style="list-style-type: none"> <li>• Split the class into groups if not already in them.</li> <li>• Each group should have a piece of flipchart paper and a pen.</li> <li>• Ask the class to split paper into 2 sections (school and home)</li> <li>• Under each heading they should list the skills needed/skills they use within this area of life.</li> <li>• Following this allow time for discussion (possible discussion question: what sort of skills do you use at school?)</li> </ul>	15 mins
(B)	<ul style="list-style-type: none"> <li>• Show comic relief video - <a href="https://www.youtube.com/watch?v=Yk_R736629s">https://www.youtube.com/watch?v=Yk_R736629s</a> <ul style="list-style-type: none"> <li>• Allow time for discussion about what skills were referred to throughout, identify similarities to own flipchart paper.</li> <li>• Make sure to discuss how the skills will benefit both home and school.</li> <li>• Discuss challenges and briefly talk about how these may affect home and school.</li> </ul> </li> </ul>	10 mins
(C)	<ul style="list-style-type: none"> <li>• Hand out first mind map (positives/skills developed)</li> <li>• Allow time to complete (skills within video as well as any others they can think of)</li> <li>• Feedback about answers and reasons for answers.</li> <li>• During feedback encourage discussion about reasons for answers.</li> </ul>	10 mins
	<ul style="list-style-type: none"> <li>• Hand out second mind map (cons and challenges)</li> <li>• Allow time to complete and feedback. (challenges within video and any others they can think of)</li> <li>• Encourage discussion about reasons behind answers.</li> </ul>	10 mins

**Positives and skills  
developed as a result of  
being a young carer**



**Cons and challenges  
of being a young carer**

## The Pros and Cons of being a Young Carer

<u>Pros</u>	<u>Cons</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

## S1 Lesson 3

<b>Aim:</b>	To raise awareness of the types of conditions young carers can care for.
<b>Duration:</b>	45 minutes
<b>Resources:</b>	<p>Access to internet to watch children in need 'meet Samuel video'</p> <p>Conditions mind map sheet (one per group)</p> <p>Conditions table (one per group)</p> <p>Conditions answer sheet to check students answers</p> <p>Case study sheets – physical, mental, learning, sensory and addiction. Each group has a different case study.</p> <p>Flip chart paper and pens</p>
<b>Planning:</b>	<ul style="list-style-type: none"> <li>• Have video set up</li> <li>• Split class into 5 groups</li> <li>• Have activity sheets prepared – conditions mind map (one per group), conditions table (one per group), case study sheets (one case study at each group).</li> </ul>

Lesson outline:

	<b>Activity</b>	<b>Time</b>
<b>(A)</b>	<ul style="list-style-type: none"> <li>• Show children in need video – Meet Samuel <a href="https://www.youtube.com/watch?v=6IHQqqrCs1s">https://www.youtube.com/watch?v=6IHQqqrCs1s</a></li> <li>• Allow time for discussion</li> <li>• What responsibilities does Samuel have?</li> <li>• What might he miss out on?</li> <li>• What challenges may he face?</li> <li>• What skills may he have developed as a result of his caring role?</li> </ul>	10 mins
<b>(B)</b>	<ul style="list-style-type: none"> <li>• At each group have a conditions mind map sheet. On this mind map have students write all the possible conditions they can think of that may need to be cared for.</li> </ul>	10 mins
<b>(C)</b>	<ul style="list-style-type: none"> <li>• Give each group a condition table sheet. Have the students organise the conditions they came up with in the previous activity into the appropriate strands (mental, physical, learning, sensory and addiction).</li> <li>• Examples can be found on the conditions answer sheet.</li> </ul> <p>Definitions:</p> <p><b>Physical condition</b> – is something which affects the person physically and can often be seen such as a physical disability.</p> <p><b>Mental condition</b> – is a condition which affects someone’s mental health. Often can’t be physically seen.</p> <p><b>Sensory condition</b> – is a condition which affects someone’s senses.</p> <p><b>Learning condition</b> – is a condition which can affect someone’s learning or capability to learn.</p> <p><b>Addiction-</b> being dependent and using drugs and alcohol regularly.</p>	10 mins
<b>(D)</b>	<ul style="list-style-type: none"> <li>• Case studies – Each group has a different case study. Each group answers the questions. This information should then be feedback to the other groups in the class.</li> </ul>	15 mins

**What types of  
conditions may need  
to be cared for?**



Physical	Mental	Learning	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.**

Harry is 16 years old and lives with his step-dad who has an alcohol addiction.

- What kind of condition is Harry caring for? (physical, mental, sensory, learning or addiction)
- What kind of tasks and responsibilities may Harry need to help his mum with?
- What skills may he develop as a result of his caring role?
- What challenges may he face?

Sophie is 14 years old and cares for her younger brother who has Autism.

- What type of condition is Sophie caring for? (physical, mental, sensory, learning or addiction)
- What kind of tasks and responsibilities may Sophie need to help her brother with?
- What skills may she develop as a result of her caring role?
- What challenges may she face?

Sarah is 13 years old and cares for her uncle who suffers from depression.

- What kind of condition is Sarah caring for? (physical, mental, sensory, learning or addiction)
- What kind of tasks and responsibilities may Sarah need to help her uncle with?
- What skills may she develop as a result of her caring role?
- What challenges may she face?

Paul is 10 years old and cares for his grandad who suffers from Arthritis.

- What kind of condition is Paul caring for? (physical, mental, sensory, learning or addiction)
- What kind of tasks and responsibilities may Paul need to help his grandad with?
- What skills may he develop as a result of his caring role?
- What challenges may he face?

David is 11 years old and lives with his mum who is registered blind.

- What kind of condition is David caring for? (physical, mental, sensory, learning or addiction)
- What kind of tasks and responsibilities may David need to help his mum with?
- What skills may he develop as a result of his caring role?
- What challenges may he face?

