

S4 Lesson Pack

S4 Lesson 1

<p>Aim:</p>	<p>To recap on young carers and see how much the students can remember.</p>
<p>Duration:</p>	<p>45 minutes</p>
<p>Resources:</p>	<p>Flip chart paper</p> <p>Post it notes (optional)</p> <p>Quiz questions and answers</p>
<p>Planning:</p>	<p>Ensure there are four pieces of flip chart set out with the appropriate titles – How would you describe a young carer? What are some of the pros and cons of being a young carer? What are some of the duties and responsibilities a young carer may have? What conditions may a young carer care for?</p> <p>Have enough quiz sheets for each class member and have a teacher copy with answers.</p>

Lesson outline:

	Activity	Time
(A)	Put out the question “what is a young carer?” and get some answers and suggestions from the class to ensure they remember some of the information they have learned about young carers in past years.	5 minutes
(B)	<p>Stations activity – Students to be split into 4 groups. Have four sheets of flip chart paper set out (one in each table) each with one title –</p> <ul style="list-style-type: none"> • How would you describe a young carer? • What are some of the pros and cons of being a young carer? • What are some of the duties and responsibilities a young carer may have? • What conditions may a young carer care for? <p>Have one group of children at each table and have them discuss within their group the question at the top of their page and also ask them to either write on a post it and stick it on the flip chart paper or directly write their answers/suggestions straight onto the paper.</p> <p>After 5 minutes have them the groups move clockwise around the sheets of paper and carry out the same activity for another five minutes. Continue this process until every group has answered on each piece of flip chart paper.</p> <p>Begin to have a discussion about the answers the class has come up with on the sheets of flip chart paper.</p>	25 minutes
(C)	<p>Before the quiz ensure each student has a quiz sheet.</p> <p>Read out the questions one by one allowing the student’s time to circle their answers on their sheet.</p> <p>At the end of the quiz, go over the answers on the answer sheet.</p>	

Carers Quiz!

1) Every day how many people in the U.K take on a caring responsibility?

- A. 250
- B. 800
- C. 3,500
- D. 6,000

2) TRUE or FALSE - Unpaid Carers Save the economy £119 Billion per Year

3) What Colour Would Coca-Cola be if there was no colouring in it

- A. Yellow
- B. Green
- C. Orange
- D. Clear

4) If someone is caring for a person 35 hours per week, how much carers allowance would they get paid per hour?

- A. £6.19
- B. £3.95
- C. £7.25
- D. £1.67

5) TRUE or FALSE - Kangaroos can jump backwards

6) TRUE or FALSE - Dundee Carers Centre can support carers from the age of 8 years and upwards.

7) TRUE or FALSE - Young adult carers aged between 15 and 18 years are twice as likely to be not in education, employment, or training

8) What percentage of young carers drop out of school because of their caring role?

- A. 1%
- B. 5%
- C. 10%
- D. 20%

9) TRUE OR FALSE - It is impossible to lick your own elbow

10) TRUE OR FALSE - 1 in 5 of us will become carers at some point in our life

Carers Quiz with answers

1) Every day how many people in the U.K take on a caring responsibility?

- A. 250
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2) **TRUE** or FALSE - Unpaid Carers Save the economy £119 Billion per Year

3) What Colour Would Coca-Cola be if there was no colouring in it

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- A. £6.19
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5) TRUE or **FALSE** - Kangaroos can jump backwards

6) **TRUE** or FALSE - Dundee Carers Centre can support carers from the age of 8 years and upwards.

7) **TRUE** or FALSE - Young adult carers aged between 15 and 18 years are twice as likely to be not in education, employment, or training

8) What percentage of young carers drop out of school because of their caring role?

- A. 1%
- B. 5%
- C. 10%**
- D. 20%

9) TRUE OR **FALSE** - It is impossible to lick your own elbow – some people can!

10) TRUE OR **FALSE** - 1 in 5 of us will become carers at some point in our life – 3 in 5 people will become a carer at some point!

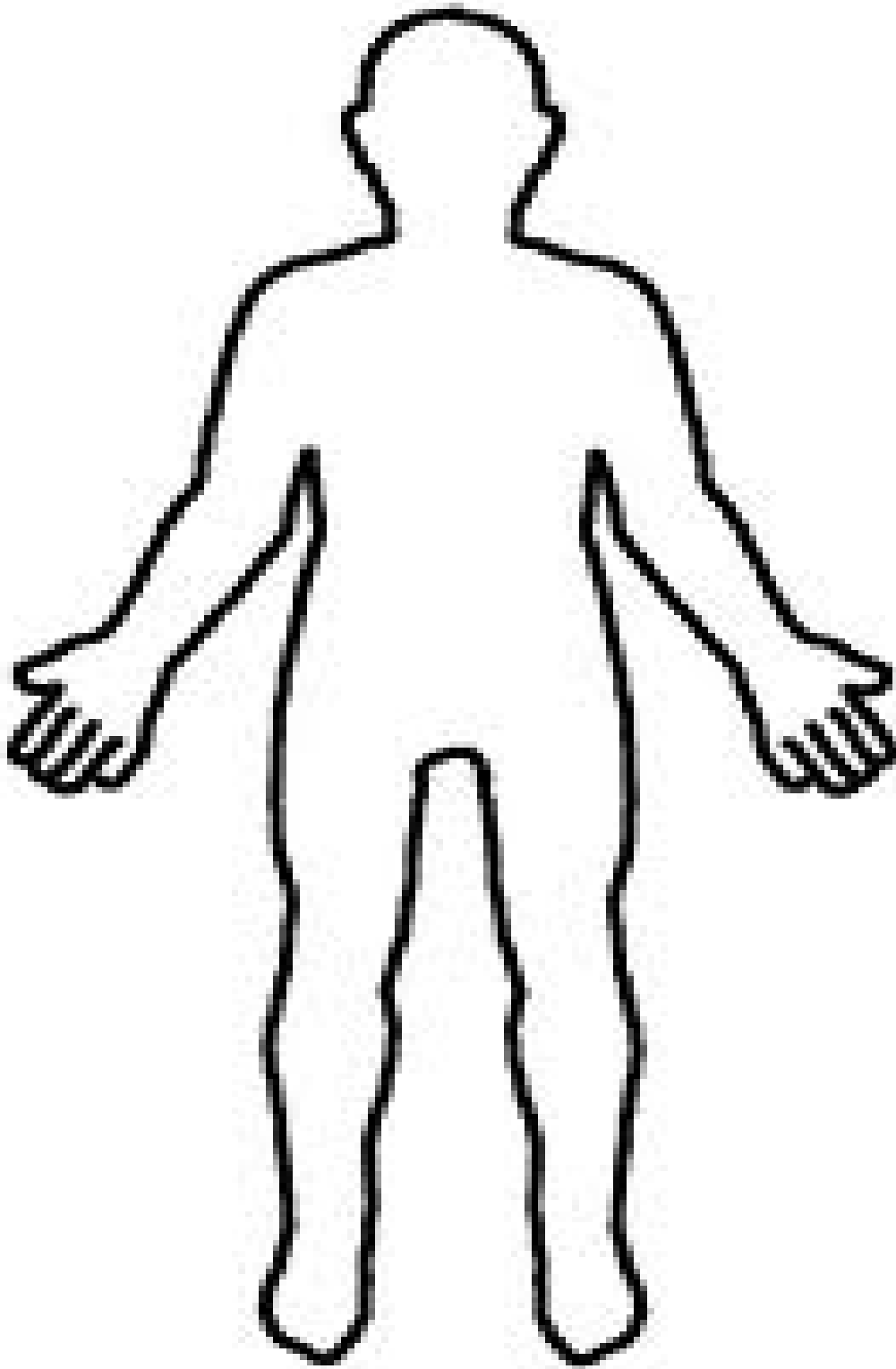
S4 Lesson 2

Aim:	To raise awareness of the impacts/challenges of being a young carer
Duration:	45 minutes
Resources:	<ul style="list-style-type: none"> • YouTube video “Young Carers- Carers Week 2014” • Body outlines, carer and non-carer (enough for one of each per pair) • Young carer blank timetable and word bank of daily tasks (enough for one of each per pair)
Planning:	<ul style="list-style-type: none"> • Check video link accessibility • Photocopy above resources enough for one per pair

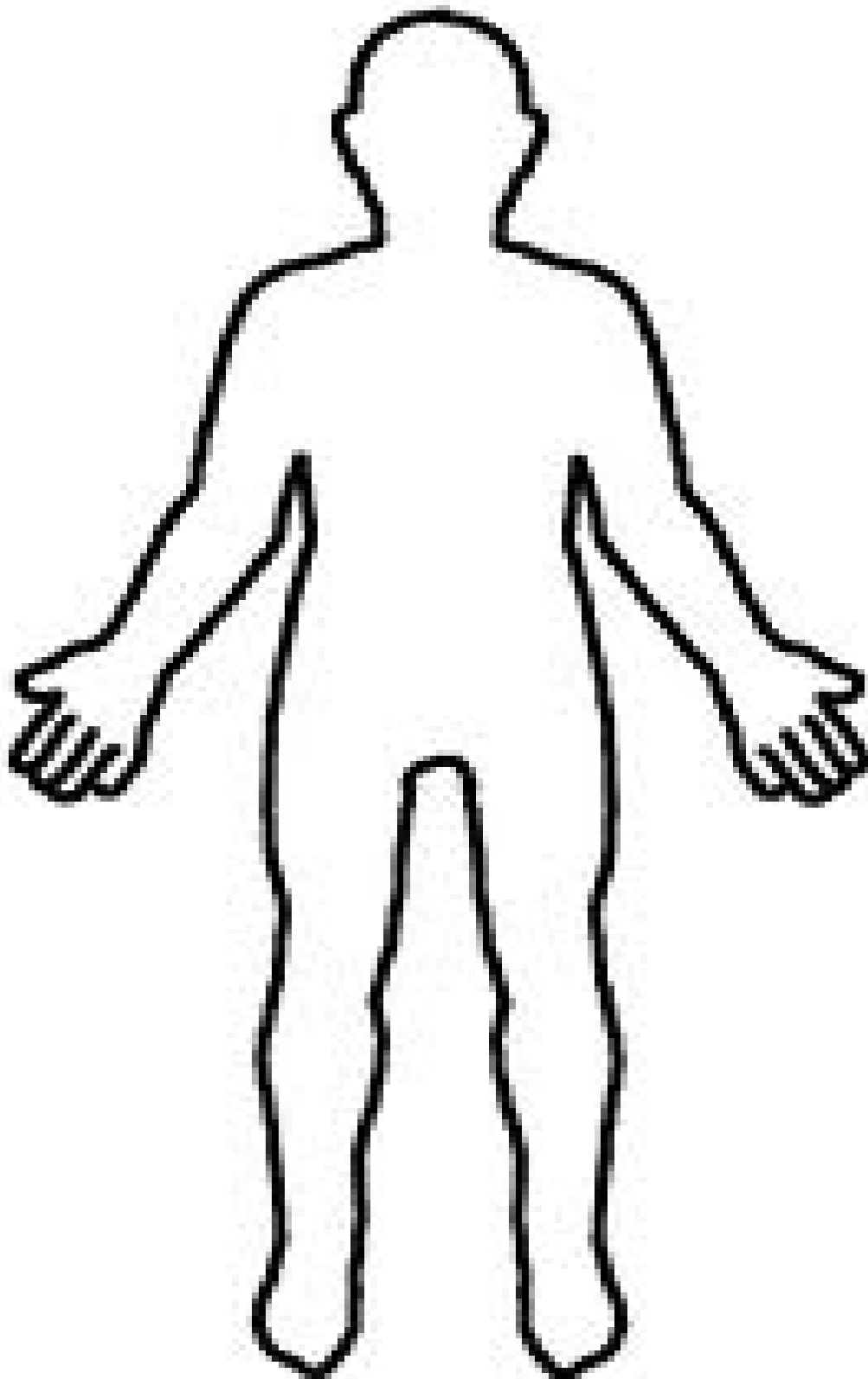
Lesson outline:

	Activity	Time
(A)	<ul style="list-style-type: none"> • Show YouTube video “Young Carers- Carers Week 2014: https://www.youtube.com/watch?v=upw8ryrqWvc • Allow time for discussion of key points in video 	5 mins
(B)	<ul style="list-style-type: none"> • Ask class to split into pairs • Hand out carer and non-carer body outlines, one of each per pair • Allow time to fill in “non-carer” body outline, ask class to think about responsibilities, benefits, skills, challenges and feelings along with anything else that they may come across as a non-carer and record answers around the body outline. • Allow time to feedback answers • Ask class to fill out the “carer” body outline in the same way • Allow time to feedback answers and have a discussion about similarities and differences between the two sheets. 	20 mins
(C)	<ul style="list-style-type: none"> • With the class still in pairs, hand out a blank timetable and a word bank of tasks to each pair. • Explain that every week David carries out all of these tasks as well as attending college every day. • Ask class to try and fit all of David’s tasks into the timetable. • Have a discussion and gain feedback about how the class found trying to fit everything in to one week and about where David can seek support. 	20 mins

Non-Carer



Carer



Day	Before college (5:30-9:00)	College (9:00-16:30)	After college (16:30-00:00)
Monday			
Tuesday			



Wednesday

Thursday

Friday



Tasks Word Bank

- Get 8 hours of sleep (every night)
- See friends
- Get mum dressed (every morning and night)
- Make breakfast (every morning)
- Make tea (every evening)
- Give mum medication (morning and evening)
- Get bus to college (1 hour)
- Get home from college (1 hour)
- Complete college coursework
- Get weekly shop (once a week)
- Help brother get dressed (every morning and night)
- Take brother to school (every morning)
- Pick brother up from school (every afternoon)
- Prepare lunch for brother (every morning)
- Washing
- Ironing
- Pay the bills (once a month)
- Take mum to weekly doctor's appointment (once a week)
- Phone mum to check up on her (twice every day)
- Dress myself (every morning)
- Make own lunch (every morning)
- Relaxation time

S4 Lesson 3

Aim:	To consolidate knowledge learned about young carers
Duration:	45 minutes
Resources:	Case study template sheets Questions sheets
Planning:	Ensure there are enough case study template sheets for one between 2. Ensure there are enough question sheets for one between 2.

Lesson outline:

	Activity	Time
(A)	<p>Have the students work in pairs.</p> <p>Firstly have the students work through the carer case study template sheet in their pairs to create their own case study.</p>	15 – 20 minutes
(B)	<p>Once the students have completed the template case study sheet they should have a case study which they have created themselves including:</p> <ul style="list-style-type: none"> • A name • An age • An occupation (school, college, part time job, apprentice etc.) • Who the person cares for • Why they care for this person? (what condition do they suffer from?) • The responsibilities they have as a result of their caring role <p>After this have each pair swap case studies with another pair.</p>	
(C)	<p>After the students have read through another pair's case study hand out the question sheets one for each pair.</p> <p>Then have the students answer the questions in relation to the case study they have in front of them.</p>	15- 20 minutes
(D)	<p>After all pairs have finished answering the questions have a class discussion about the answers.</p>	10 minutes

Case Study Template

Name of carer	
Age of carer	
Occupation of carer	
Who do they care for?	
Why do they care for that person? (e.g. condition)	
What sort of responsibilities do they have as a carer?	

Case Study Questions

1. What sort of skills may they gain as a result of their caring role?
2. What sort of emotions may they experience?
3. What challenges may they face?
4. Where can they go for support?