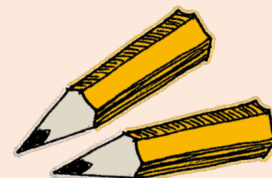


# Toolkit

We hope you will find some useful tools in this section to use in your classroom. We have included a lesson plan that teachers could use during a PSHE session to help raise awareness and understanding about young carers in your school.



Before delivering these activities you may need to consider that there may be young carers in the class who are not known to school.

Be aware that by raising awareness of young carers some pupils may for the first time consider these issues in relation to themselves which could cause them to become upset.

Make pupils aware of what to do if they think they might be a young carer by signposting to the support available in your school or allowing time at the end of the session for young people to raise any issues with an adult away from the wider group.

## Lesson plan: A day in the life of a young carer

You will need:

Paper and pencils for drawing

Felt tip pens and colouring pencils for decorating and colouring



Print outs of hands, heart, head templates



Print out of case study for each table



## 1. Thinking about caring

- Ask students to draw around their own hand.
- This is going to be their 'who cares for me' hand. Ask students to write on the fingers of their hand the people in their life that help look after them.<sup>9</sup>
- In the palm of the hand ask students to write down some of the things these people do to help look after them.

## 2. What is a young carer?

### **Share definition with the class:**

Young carers are children under the age of 18 who are helping to look after someone in their family. This could be because their family member has a disability, is not well either physically or mentally, or has a problem with drugs or alcohol. This could be any member of the family including mum, dad, brother, sister or grandparent. There are lots of different ways a young carer might help to look after someone in their family. We are going to look at an example of the kind of support and help they might provide.

## 3. Case Study Share case study with students (find case study on page 44).

## 4. Hand, heart and head templates

- Give each student a template of a hand, a heart and a head to cut out.
- Using the case study, ask students to think about all the different things Sophie has to do to help look after her mum starting with ...



**The hand** – Start by thinking about the **practical and physical tasks** Sophie has to do and write these on the hand.

Waking herself up in the morning and waking up her brother

Helping mum get out of bed

Getting her mum's clothes prepared, helping mum get dressed

Preparing food including breakfast and dinner

Food shopping

Walking her brother to school



**The heart** – Think about how Sophie is feeling and the **worries** she might have. Alongside her own worries, think about the **emotional support** Sophie might be providing to her mum. Write these on the heart.

Sophie is worried about being late for school

Sophie is worrying about her mum is doing at home when she is at school

Sophie is feeling different from her friends and this can make her lonely

Sophie is worrying about why her mum has been cryin

Sophie is offering her mum emotional support by checking on her to see if she is OK



**The head** – Finally, write down the things Sophie has to think about, remember and plan during her day. Write these on the head.

Sophie has to remember to set her alarm every night so that both her and her brother can get up for school

Sophie has to think about planning meal times and what food they will need from the shop

Sophie has to think about fitting in doing her homework around her caring role

Sophie sometimes has to cancel things and cannot always go to activities she has planned, like swimming

## 5. Ask the students to come together and place the hands, heads and hearts all in one big pile

Use this to visually demonstrate that no one has enough hands to do all these tasks and no one has a big enough heart to carry all these worries and sometimes young carers need support.

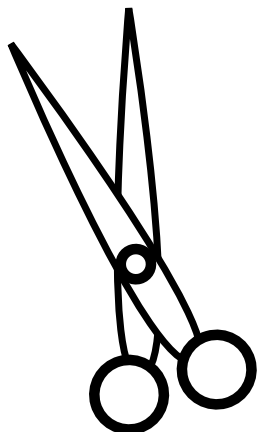
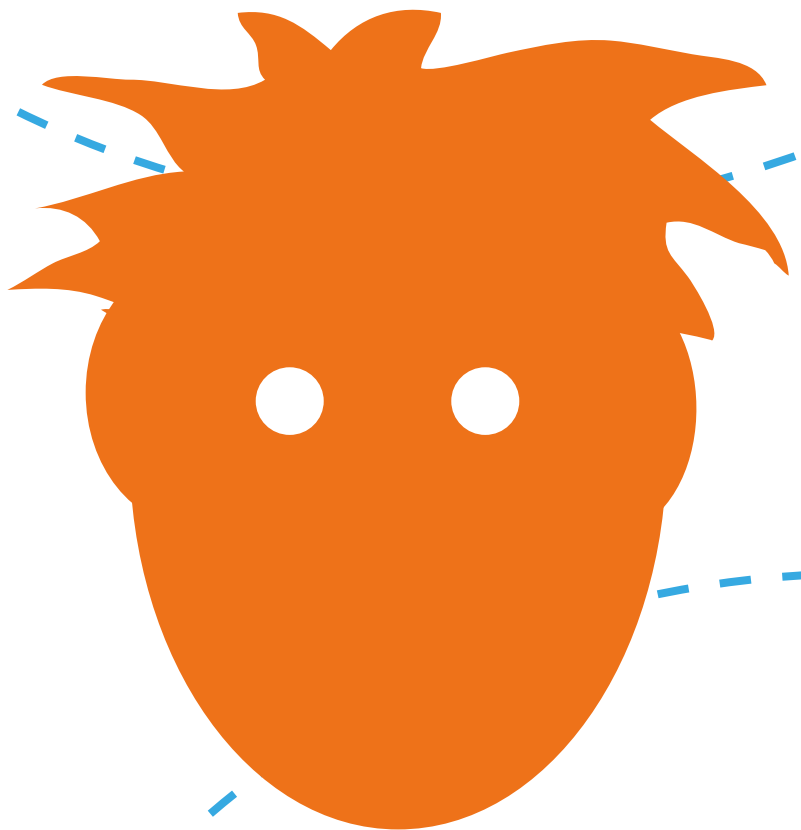
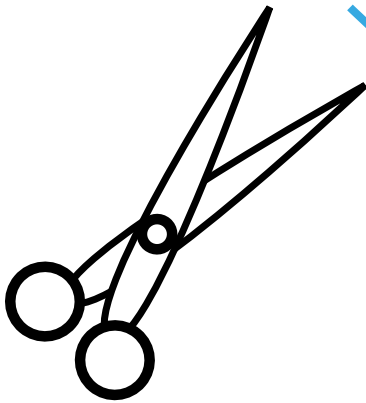
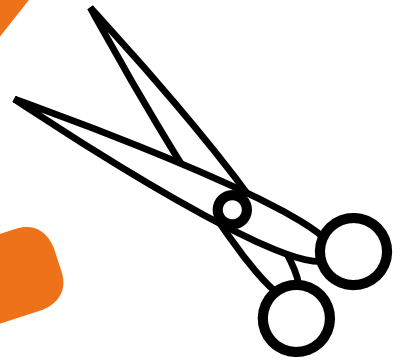
## 6. Ways we can support young carers in our school

Ask students to think about ways they think their school could support young carers. You may wish to ask students to write these ideas down on a hand template, decorate these, and find a place to display them in your classroom to represent students and the school working together to support young carers.

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### Sources

<sup>9</sup> West Sussex County Council (2019) West Sussex Young Carers. Identifying and supporting young carers in primary school: A resource for staff and pupils.



## Case Study



### A day in the life of Sophie

This is the story of Sophie. Sophie is a young carer, she is 9 years old and lives at home with her mum and younger brother Charlie, who is 7 years old. Sophie is a young carer for her mum who has cancer. Every day is different for Sophie's mum but sometimes her cancer treatment can make her feel tired and sick, and this can make leaving the house difficult.

Sophie's mum also has depression, a mental illness. In the same way that we can experience a physical illness, like having a stomach ache or breaking our leg, our brains can also become unwell; a mental illness can affect the way someone is feeling. For Sophie's mum, it means she often feels sad for long periods of time. It also sometimes means she finds it hard to do things that other people might find easy, for example, sometimes Sophie's mum can find it hard to get out of bed in the morning and might want to be alone.

We are going to find out what a day in Sophie's life is like.

Sophie wakes up in the morning to her alarm, gets out of bed and starts to get ready for school. Sophie goes to check on her mum to see how she is feeling this morning. Sophie's mum is having a bad day and is feeling very tired and weak this morning. Sophie helps her mum get out of bed, gets some clothes out of the wardrobe and helps her mum to get dressed. It makes Sophie feel sad to see that her mum is not feeling well today.

Sophie's mum needs to rest today so Sophie goes to wake her brother up for school and then makes them both breakfast. Sophie's brother is tired and is slow getting up today, and so they are late leaving the house. Sophie and her brother walk to school, but they arrive late.

Sophie feels like she can't always concentrate on her work in lessons because she is thinking about her mum at home and hopes she is ok. Sophie doesn't tell her friends she is worried about her mum because she is not sure if they will understand. Sophie meets her brother at the end of the school day and they walk home together. Sophie stops at the shops on the way home to get some food for dinner.

Sophie gets home and checks on her mum who is lying down on the sofa and resting. Sophie can tell her mum has been crying while she has been at school. This makes Sophie feel worried and Sophie asks her mum if she is OK, her mum says she is, but has just been having a down day and feeling a bit sad.

Sophie cooks dinner for herself, her brother and her mum. After dinner, Sophie spends some time doing her homework. Sophie was hoping to go to her swimming lesson tonight but her mum is not feeling well enough to drive her.

Soon it is time for Sophie to go to bed. Sophie goes to bed and sets her alarm for the next day. Sophie wonders what her day will be like tomorrow.