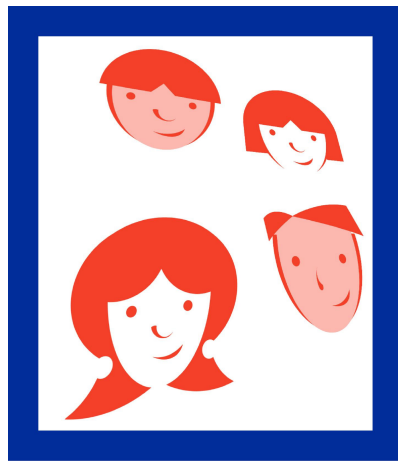


YOUNG CARERS RESOURCE PACK FOR SCHOOLS



YCP

PRODUCED BY DUNDEE YOUNG CARERS PROJECT

YOUNG CARERS RESOURCE PACK

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INTRODUCTION

WHAT IS A YOUNG CARER?

A young carer is a young person (up to the age of 18) whose life is affected by a caring role in some capacity. The Scottish Executive defines the term simply as “children and young people who provide care to a family member” (www.scotland.gov.uk, April 2006). The person being cared for may be a parent, sibling, other family member or friend and may not necessarily be living in the same house as the young carer themselves. More precise definitions are explored in the following chapter.

WHY IS THIS PACK IMPORTANT?

There were 174,997 young carers identified in the 2001 UK Census. At the same time, the Scottish Executive estimated that there were around 6000 young carers under the age of 16 in Scotland alone, although this figure is widely disputed. Current estimates range from anything up to 115,000 young people with caring responsibilities across Scotland.

Here in Dundee, the Young Carers Project (YCP) has identified over 850 young carers across the city since it was first established in 1999 (correct as of May 07). Statistics relating to schools attended have only been collated since April 2005. During the period since then, the YCP have received referrals for young carers attending each of the 10 secondary schools in Dundee, and 19 out of the 40 primary schools.

According to various research studies, one in five young carers miss school because of their caring responsibilities (*Young Carers in the United Kingdom: A Profile* – Chris Dearden and Saul Becker, Carers National Association 1998).

Many will be late to school and unable to complete their homework on time. When at school, young carers may have difficulty concentrating due to anxieties about the person they care for. In addition to academic problems, many young carers have difficulty integrating socially within the school environment, with some being teased or bullied by their peers.

In spite of these problems, the majority of young carers will not be identified as such by staff in schools. This is partly because young carers and their families often remain silent about their caring responsibilities due to fears around Social Services involvement and the reaction of peers, or because they are unaware that help may be available. Section 4 gives information about possible ways to identify and also to support young people who may be young carers.

WHAT IS THE PACK FOR?

‘Young carer’ is still a relatively new term (although the profile of young carers has been heightened considerably over recent years), so one of the aims of this project is to raise teachers’ and other professionals’ awareness of young carers and their needs. In addition, the pack aims to provide some suggestions as to how young carers can best be supported within schools. Young carers themselves have identified that the negative or ill-informed attitudes of their peers often compound the difficulties that they experience.

The aim of the lessons included in the pack is to increase pupils' understanding of disability, illness and caring responsibilities. It is hoped that this improved understanding will result in a more supportive social environment for young carers and a reduction in the level of isolation and loneliness that so often affects them.

Many young carers do not realise that there are other young people in similar situations or that they and their families may be entitled to support. Participation in the lessons will hopefully encourage young carers to consider their own situation and to seek help from appropriate sources.

WHAT IS IN THE PACK AND HOW CAN SCHOOLS AND OTHER GROUPS USE IT?

This pack contains materials for exploring the issues relating to young carers with both Primary and Secondary aged children.

The sessions have been piloted by the Young Carers Project (YCP) in local schools (Sep 06-Mar 07) and have been adapted as a result. Special thanks must go to the following schools for their help in supporting and developing the resources: Claypotts Castle and Craigiebarns Primary Schools (P5 classes) and Craigie High School (S2). Thanks must also be expressed to the Support for Learning Department of the Dundee City Council Education Directorate, for their assistance in arranging the pilot lessons and distributing the packs.

Should you wish to see a copy of the evaluation results from the trial lessons, please contact the YCP on 01382 224324.

The materials are designed as a stand-alone unit lasting around half a term, and will readily fit into schools' Guidance curriculum. In addition to the lesson materials the pack contains background information for teachers and other professionals, and suggestions for supporting known young carers within school and through other agencies – a list of contacts is included for this purpose (Appendix vi).

Should schools wish to extend the work beyond the lesson plans given in the pack, the appendices contain some brief suggestions for work with younger children and older young people (Appendix ii).

The pack is intended for use not just within schools but also by other agencies in a range of settings. The activities can easily be adapted as necessary and used within informal youthwork and groupwork settings outside of the school environment.

WHERE DID THIS PACK COME FROM?

The pack is an update of the original educational resources produced by the Dundee Young Carers Partnership in August 2000.

The lessons and much of the format are based strongly upon the Resource Pack for Schools produced by the Surrey Young Carers Project. This was a collaborative effort involving the Project, Soroptimist International of Reigate and District, Surrey Education Service and Surrey schools. The classroom materials were written by both Primary and Secondary teachers working in Surrey schools and have been adapted for use in the

Dundee area. The pack can be downloaded for free at the following address:
www.carersnet.org.uk/pdf/ycresourcepack.pdf.

Some of the activities and worksheets have also been adapted from the Young Carers Resource Pack produced by the Princess Royal Trust for Carers – www.carers.org. This pack can be downloaded for free from www.tacade.com, and contains a wealth of resources and information.

Thanks must be expressed to both the Surrey Young Carers Project and to the Princess Royal Trust for Carers for giving permission to make use of their excellent materials.

The enclosed DVD follows up on the original video produced by the then Dundee Young Carers Partnership in 1999. The primary aim was to raise awareness of the needs of young carers, while this new DVD serves a range of different needs. It contains information on the work of the YCP, footage of the Tell It How It Is consultation events run by the Project and the original video. The DVD has been produced by Steve Johnston of SJ Productions in Dundee.

Any quotations used throughout this pack are those of young carers either in Surrey or here in Dundee.

BACKGROUND INFORMATION

This section has been designed to give professionals and other people using the pack an overview of young carers' issues that will supplement their existing skills and expertise. It does not attempt to cover this very complex and sensitive subject comprehensively. There have been several publications in recent years that consider the issues of young carers in greater depth and give more extensive guidance – many of these are listed in Appendix iv, Further Reading.

DEFINITION

There are many varying definitions of what a young carer actually is or does. According to the *Blackwell Encyclopaedia of Social Work*, young carers are:

“children and young persons under 18 who provide or intend to provide care, assistance or support to another family member. They carry out, often on a regular basis, significant or substantial caring tasks and assume a level of responsibility which would usually be associated with an adult. The person receiving care is often a parent but can be a sibling, grandparent or other relative who is disabled, has some chronic illness, mental health problem or other condition connected with a need for care, support or supervision” (Becker, 2000).

The above definition places a strong emphasis on the young person undertaking *significant* tasks in relation to their caring role. However, other definitions focus on the way in which a young person's life is affected by the situation, regardless of the actual tasks they perform:

“A young carer is anyone under the age of 18 whose life is in some way restricted because of the need to take responsibility for the care of a person who is ill, has a disability, is experiencing mental distress, is affected by substance use” (Carers National Association, 1998).

Dundee Young Carers Project has adopted a simple definition that combines both of the above approaches: *“the project supports young people up to the age of 18 who help to care for a family member with a physical or learning disability, mental health issues, HIV/AIDS, drugs or alcohol misuse or a long term illness”*.

The following young people are excluded from the definition:

- *those caring for someone with a short term illness, i.e. flu*
- *those caring for non-disabled siblings whilst non-disabled parents are absent, i.e.. because of work commitments*
- *those caring for their partner or their own child*

In addition, young carers themselves may have a disability or illness, and in such cases may experience even greater disadvantage.

SOME STATISTICS

The following statistics have been compiled from *Young Carers in the UK: the 2004 Report* (Chris Dearden & Saul Becker, Sep 2004 – available to download from

www.carersuk.org). The report gathered survey results from 87 young carers' projects across the UK working with a total of 6178 young carers.

- 56% of young carers are female and 44% are male
- 56% of young carers are living in lone parent families
- 82% of young carers provide emotional support and supervision
- 10% of young carers are caring for more than 1 person
- Half of young carers are caring for 10 hours or less per week; one third for 11-20 hours per week; and 16% for over 20 hours per week
- The average age of young carers is 12 (although this is slowly decreasing)
- 63% of siblings with care needs have learning difficulties
- 64% of young carers have been caring for 3 or more years

THE EFFECTS OF CARING

When discussing the effects that caring has on young carers, the focus has shifted away from quantifying the caring tasks undertaken, to considering the social and emotional impact on the individual and the family. Growing up coping with the disability or illness of a loved one will, inevitably, have some kind of an effect on a young person. The nature and extent of such effects will be dependent on a number of factors, i.e. the services and support offered to the family by friends and agencies; the structure and dynamic of the family itself; the nature of the disability and the personality of the child.

EDUCATION PROBLEMS

86% of young carers are of compulsory school age, and a large proportion of these children miss school because of their caring responsibilities. Although the overall incidence of non-attendance has decreased over the past 10 years, 27% of young carers of secondary school age have experienced some problems with their school life. This may mean missing school; experiencing bullying as a result of their caring role; receiving education welfare services or additional support; or they may have been referred to the Project by an education professional. The equivalent proportion of young carers of primary school age is 13% (*Young Carers in the UK: the 2004 Report*, Dearden & Becker).

Young carers are often late to school. Those who do manage to get there may have difficulty concentrating because of tiredness and concern about the person they are caring for, and may experience social problems within the school. Academic under-achievement, combined with continuing caring responsibilities, limits young carers' career and further education options.

"You find it hard to concentrate at school and teachers say your behaviour is poor and you never make an effort in class"

"I will be happy to leave school"

"I get bullied at school"

"I felt like punching the teacher"

"I can't concentrate at school – I worry about her when I'm not there"

Quotes from 'Tell It How It Is' consultation events run by Dundee YCP, March 05 and 06

It is also important to point out that the picture regarding young carers and education is not all negative. School can be a vital means of relief for a young person from the pressures at home, and many young carers report that their school and their teacher in particular is very supportive of their caring role. The consistency and reliability of school life can be a valuable pillar of support when things at home are often chaotic and unpredictable.

SOCIAL PROBLEMS

Young carers can experience a range of social problems as a result of their caring role. Such difficulties may occur for practical reasons – for example many young carers cannot go out to play regularly or take part in social activities because of their caring responsibilities, low income and/or transport problems. Difficulties may also arise because young carers and their families are seen as 'different' by other children – the behaviour of the cared for person may be seen as embarrassing or threatening, or their condition stigmatised. This is especially true in situations involving mental health problems, drug/alcohol abuse or HIV/AIDs.

Where young carers are able to access leisure opportunities, they often find it difficult to relax and enjoy themselves because they are worried about the cared for person left at home. Such factors may lead to isolation from peers, bullying, behavioural difficulties, loss of childhood, disaffection and problems with social and personal development.

Caring responsibilities may also lead to false maturity, i.e. the young carer appears to be very mature for his/her age, but will behave immaturely in a 'safe' environment.

The onset of illness or disability will also lead inevitably to changes within family relationships and may cause aspects of family breakdown.

Relationships in adult life may also be affected long term by the social problems which young carers encounter during their childhood.

"I couldn't have said I was a young carer before – I was unsociable and felt different"

"Sometimes I cannot go out, because I feel I have to stay with him. I don't want Mum or my sister looking after him on their own"

"I don't get to go around with my friends a lot, but most of them understand"

"My friends don't understand why I can't go out. They say 'your mum's all right now'. They don't understand how much emotional support she needs"

"Worry that she takes a panic attack when I'm at school"

"When my Mum goes into hospital with my sister, I have to be like the mum"

"The screaming wakes me up and I have no time to myself – it's frustrating"

Quotes from young people supported by Surrey and Dundee Young Carers Projects

EMOTIONAL PROBLEMS AND MENTAL ILL HEALTH

Clearly the effects of caring discussed above will impact on the emotional well being and mental health of young carers. Young carers often describe feelings of isolation, stress, depression, of being different and of having no control over their lives and their environment. Feelings of loss and grief are also common due to changes in family relationships, income and activities, and discernible differences between the childhood experiences of young carers and their peers.

Sadly many young carers will also experience bereavement, the effects of which may be accentuated by the extended period of intensive caring that precedes it.

Emotional distress experienced by young carers may also be manifested through conditions such as eating disorders and self harm.

PHYSICAL ILL HEALTH

Like adult carers, young carers can often experience physical ill health and injury because of their caring roles. Injuries may arise from lifting a parent or sibling or from undertaking heavy domestic tasks, and young carers may become ill through lack of sleep or poor self care/nutrition. Illnesses such as asthma, other allergies and severe headaches also appear to be quite common in young carers, possibly due to stress.

SIBLINGS

Dearden and Becker's research shows that 24% of young carers are caring for a brother or sister with a disability or illness (*Young Carers in the UK: the 1998 Report*, Dearden & Becker). Often these young carers will be playing a supportive role to their parents, but the impact on siblings and their consequent needs should not be overlooked or undervalued.

All in the family: siblings and disability (Nicola Atkinson & Mavis Crawforth, NCH Action for Children, 1995) is a study of children who had a brother or sister with a disability. The survey found that all of the children interviewed helped to care for their brother or sister in some way.

The effects were that:

- *55% of children had their sleep disturbed by the sleeping patterns of their disabled sibling*
- *45% were sometimes tired at school*
- *45% had trouble completing homework due to the attention seeking behaviour of the sibling*
- *70% felt jealous or angry at the time parents spent with their brother or sister*
- *over 40% were angry or upset because family outings were infrequent or limited in scope*
- *nearly 40% felt isolated*
- *60% did not mind helping to care, the remainder refused to comment*
- *over 40% were upset by regularly disturbed mealtimes*
- *70% had been bullied or teased at school because of their sibling's disability*
- *almost 60% were embarrassed, upset or angry when their sibling spoilt games with friends*

- *almost 70% were upset or angry when their sibling acted oddly in public*

"I would like my brother to change and be a normal human being like us"

"My sister's going through all the pain, and I have nothing seriously wrong"

"I feel guilty if I've said or thought something about my sister – it's not her fault"

"When I have to help my sister I don't always get my homework done and I dreamt about getting into trouble with the teacher"

"If I had one wish, it would be to know what my sister is thinking – that's it"

"I get angry about the way she is as people don't understand and laugh at her"

Quotes from young people supported by Surrey and Dundee Young Carers Projects

YOUNG CARERS NEEDS

Below is a list of some of the types of support that professionals and young carers themselves have said they need. Every young carer and every caring situation is unique, and this should be seen as a menu from which each young carer may require an individual combination of services, or something completely different.

- *for their role to be acknowledge and valued*
- *to be heard, believed and respected*
- *someone to talk to*
- *information on the cared for person's condition*
- *information on the support available to the young carer and the cared for person*
- *to know that there are others in the same position*
- *opportunities to take part in age appropriate activities*
- *a break from caring*
- *educational support*
- *services for the cared for person*
- *services for the whole family that allow them to undertake activities, holidays, etc. together*
- *support in their caring role (emotional and practical)*
- *counselling – including bereavement counselling*
- *advocacy*
- *opportunities for self-determination and to plan for their futures*
- *to be part of decision making in relation to themselves and their families*
- *to be empowered to feel that they deserve support*
- *therapeutic family support*
- *to feel cared for themselves*
- *opportunities to mix with peers and other young carers*
- *transport*
- *to have their role valued*
- *financial support*
- *early identification and assessment*
- *information on their right to a young carers assessment under the Community Care and Health (Scotland) Act 2002*

YOUNG CARERS HAVE THEIR SAY

The physical and emotional effects of caring

"I'm feeling constantly tired and worried, and then I'm told I have nothing to worry about as I have no problems"

"I'm sometimes sad"

"I was isolated and had a low self esteem"

"Emotionally hurt"

Young carers need explanations of medical conditions

"I've had information so I know about his illness"

"I worry why my mum's in hospital"

"I'd like to be able to talk to people and have a lot more information"

"Mental illness should be explained more to kids"

"No-one ever sat down and explained to me and my brother what manic depression was. Mum might have done, but no professional person ... if someone had explained what it was, it would have helped"

Young carers need to be listened to, believed and respected

"Being a young carer is hard and sometimes people's reactions don't help"

"I'm not able to talk to people about it because not many people, including my family, understand"

"No-one knows what's going on at home, I don't tell anyone"

"To begin with my mum was shouting at me worried that the Social Worker comes and takes you away"

"Would like more people to have a better understanding of what we do"

"I can't talk about what goes on – it's nothing to do with anyone, it's part of my family"

Siblings

"Annoying – my brother makes a mess in every room and I have to clean it up"

"I'm an interpreter of what he (his 10 year old autistic brother) might want to do ... the loving big brother"

Parents with mental ill health

"I don't like mum changing her mind about things she says she will do and the fact that I can't do anything about it"

"You have to wake up in the middle of the night if you hear him walking around, to make sure he is not going to do anything ... like coming home and if he has taken an overdose, call up the doctor... I came home from college and I heard him whining and screaming upstairs and my door was all smashed down... and there was blood on the floor where he had cut himself and he was lying on the bed drugged and alcoholled up..."

"... no-one talks about mental illness... there is a lot of ignorance. If they knew what mental illness was, it would make it easier... I have had things said to me behind my back ..."

"The moods can make me sad and angry"

Young Carers and their peers

"I get upset inside when she (mother) has to use her walking sticks and kids laugh at her"

"I know how to do things they have never done... my friends just let their Mums do it"

"I feel more grown up and more independent"

"In some ways it has made it harder for me to get on with friends... when I was 11 they would play with dollies and I'd be cooking and cleaning the house. It makes you feel – you feel different and you think they are so childish... Now, at 15, 16, whenever you hear them talk about (their parents) – it's just to complain – 'I want to wear this and she's not washed it!'... and you just think they should be grateful... they don't understand"

Young carers in school

"I just don't mention it. They've (the teachers) already got a one-track mind... so I leave it that way... at secondary school there's a different atmosphere – so you relate to the atmosphere"

"... go to school, get home, tidy up, get dinner, tidy up a bit more... I'm doing my A levels, my Dad's at work – he works long hours. I can't cope with the amount of housework we've got to do"

"It was when I happened to fall asleep in a class that they found out my Mum was ill... it's not the sort of thing that comes up... teachers don't really care a toss... I didn't used to talk to anyone. I suppose that was my own fault in a way, but then I didn't know anyone was interested"

"I used to run away from school because I always wanted to be with my Mum... I used to think that my mum was going to die. I was about 8... I kept getting told that she was not going to die, but she was not getting any better, which means she is worse – which means she will die. They treated me as if I was playing truant, but I wasn't... I just said that I had a feeling inside me... they did not understand"

Positive aspects of being a young carer

"I like it as I can spend more time with my brother because he is in the house more"

“Get to meet other people who are young carers”

“I enjoy spending time with the person I care for”

“It sometimes makes me laugh”

“You get to learn new things like sign language”

“I’m happy when helping”

Golden wishes of young carers

“That my mum wasn’t deaf”

“That my dad would come home to mum and me”

“If there was a cure for autism or something to help autism”

“To go out places more”

“For my family to understand”

“For us to get better support”

Quotes from young people supported by Surrey and Dundee Young Carers Projects

CASE STUDIES

Ashley

Ashley (15) and his brother help to care for their mother who is terminally ill. Their Dad works long hours so they are responsible for doing all the housework.

Ashley’s school did not realise that he was a young carer until he fell asleep in class. Since then Ashley has been talking to the school youth worker and pastoral care tutor on a regular basis and has become involved with two local voluntary organisations. He has also been offered extended deadlines for his homework and been given opportunities to access counselling through the school.

Jane

Jane is 9 years old. Her mother suffers from depression, and Jane finds it very difficult to talk about the situation at home. Her mum takes strong medication most nights which leaves her feeling wiped out and unable to put the children to bed. She goes to sleep around 8pm most evenings, which leaves Jane to care for herself and also to put her 5 year-old brother to bed. The brother messes around and often stays up until 9 or 10pm. Jane occasionally stays up till midnight watching TV without any adult supervision.

Jane’s keyworker is helping Jane to come to a better understanding of mental health, to break the sense of alienation that she feels. They are also exploring simple practical

strategies to cope with the situation, including Jane setting the alarm on her mobile so that she is not late for school in the morning.

Kevin

Kevin is 18. His mother has rheumatoid arthritis. His parents separated when he was younger and Kevin has been caring for his mother since he was 8, taking on a lot of the domestic jobs and helping his mother when her mobility has been poor.

Kevin has had lots of problems at school: “When I was 10 I decided to tell one of my teachers what was going on... she sat me down in front of the whole class and said to the entire form what was happening at home and as a result, for the next 2 years that I was there, I don't think anyone actually spoke to me unless they had to. I was completely excluded from all my peer groups, teachers treated me as extra special with kid gloves, my friends weren't interested”

Kevin's educational problems continued into his Highers. “I gave up a Higher as a result of having to look after Mum. It's impossible to get your work done when you're looking after a parent at home. It's not so much the physical burden but the emotional one, the constant worry. You can't have a social life, you can't go out in the evenings. You can't stay out late at the library or stay behind at college because you need to be at home for your parent”

Kevin has passed his Highers but spent another year at college trying to improve his grades.

Andrea

Andrea's mum is registered deaf and also has problems with drug addiction and poor mental health. Andrea is 10 years old and struggles to cope with the situation at home. She is now living in a different part of town with her gran (dad's side), although she still travels across town to her old school and sees her mum fairly regularly.

Andrea finds it incredibly tough to talk about the situation and diverts attention away from it by misbehaving. She has broken down in assembly and been referred to an Educational Psychologist because of her mental state.

Dave – in his own words

“Sometimes my life seems different to other peoples'. My mates think I'm boring because I won't go out when they do. I make up excuses but I can't go out when I need to look after Mum. When she got MS she starting having good days and bad days. On the bad days, she falls over or she can't get up the stairs so I have to help her up and do everything. Dad doesn't live with us anymore. Jenny — my little sister — does a bit to help out but sometimes she just acts like a kid so I have to do all the washing up and the cleaning and make her behave, because Mum can't chase after her. I pretend it's okay to Mum most of the time. I get angry when people don't understand. My teachers used to tell me off all the time for not getting my work done. They didn't know I got up in the night to help Mum. One of them is okay because I told him what was happening at home. It was embarrassing telling him but he was okay about it. I don't want to stop looking after my Mum. I'm better at helping her than anyone else would be. Sometimes I just want to go out and forget about it”

Jemma – in her own words

“Kids at school say stuff about Dad but when he's okay he's the best Dad in the world. He makes me laugh all the time. When he's ill he says weird things sometimes. Once he took too many pills. I came in and he was lying on the floor and I had to call an ambulance. I don't like going to school when he's having a bad day now. Mum has to go to work or she'll lose her job. He says he's okay but I can tell when he's just saying that. I try to make him laugh or do nice things like help cook tea but it doesn't make any difference. I hate it when the other kids say stuff about him. I just want to punch them but I don't let them see that I'm upset. I go to a Young Carers' Club now and that's good because the other kids there know what it's like and the workers are really nice. We don't talk about looking after someone, but you just know, so you don't have to explain things or make excuses. Last holidays we went on loads of trips to the cinema and bowling and stuff, which was cool. My best friend there is called Jo and I talk to her on the phone when I can't leave Dad on his own.”

INFORMATION ABOUT THE YCP



A POTTED HISTORY

The Young Carers Partnership was established in 1999 to serve the needs of young people with caring responsibilities in the Dundee area. The project is now known as the Young Carers Project (YCP) and remains under the management of the Princess Royal Trust for Carers (PRT) Dundee Carers Centre.

AIMS AND OBJECTIVES OF THE DUNDEE CARERS CENTRE

- To provide information and support to carers and people with disabilities
- To ensure the rights of disabled people and carers are promoted and upheld
- To assist disabled people and carers to challenge decisions which affect their lives and the lives of the people they care for
- To work collectively to develop new services in response to identify unmet need

YCP AIMS AND OBJECTIVES

- *To identify young carers*
- *To raise awareness of young carers issues*
- *To maintain and encourage joint working*
- *To support positive lifestyles and positive outcomes*
- *To co-ordinate a strategic plan of action*

1:1 SUPPORT

The Young Carers Project offers time-limited 1:1 support with a view to enabling the young person to access other mainstream services.

The main roles of the Keyworker are to:

- *Empower young carers*
- *Give young carers' a voice*
- *Provide support to a young person on a one to one basis*
- *Ensure that the young carers' views are recognised and heard*
- *Provide the young person with information that they need*
- *Enable the young person to have time away from the family environment*
- *Encourage the young person to participate in activities and access the services they require*

The Keyworker can also:

- *Help develop confidence and self esteem*
- *Act as an advocate for the young person*
- *Make recommendations on behalf of the young carer*
- *Give young carers opportunities for self determination*

The 1:1 relationship is structured around the development of the young person's own Individual Learning Plan (ILP). This is an opportunity for them to think carefully about the specific goals they want to achieve through working with the YCP. There are regular reviews of the ILP, and the emphasis is very much on forward progress and helping the young person move towards a point where they feel that they no longer need the help of the Project.

FAMILY SUPPORT WORK

Over the past few years the YCP has identified a need to work not only with the young carers supported by the Project but also on occasions with other members of the family too.

To this end a Family Support Worker was appointed in November 2006, and is available to provide an extra level of support to the families of young carers referred to the Project. The support is flexible and can include 1:1 meetings, family groupwork or other methods as agreed with the family.

GROUPWORK

In addition to 1:1 support the YCP also runs 2 weekly support groups for young carers in the Dundee area, one for primary aged children and one for secondary aged young people. These groups are primarily a means of providing a level of peer support from other young people who are experiencing similar issues. They also offer a valuable way of reducing the isolation that can often be a key factor for young carers, and give the young person some time away from caring responsibilities at home. The groups are accessed through the 1:1 work and offer a range of activities that aim to empower the participants.

There is also scope for the YCP to run time-limited, issue based groups depending on the needs of the young people who are involved in the Project.

ACCREDITATION

The Project runs both the Dynamic Youth Awards (10-14) and the Youth Achievement Awards (14-25) schemes. These are a nationally recognised means of accrediting and recognising the achievements of young people. The Awards both have a strong element of peer assessment and support, and provide a positive means of moving young people forward and building their self esteem.

CONSULTATION

The YCP runs a Youth Forum for young carers in the Dundee area. This meets on a fortnightly basis and provides an opportunity for young carers to get involved in planning events and making their voices heard on issues that are important to them.

In addition, the Project has organised annual city-wide consultation events (Tell It How It Is) since February 2005 for all young people with caring responsibilities. These events have focussed on issues that are relevant to young carers in Dundee, such as the impact on their education and provision of local services. The Young Carers Forum has also taken an increasing lead in the planning and running of these events.

YOUNG CARERS ASSESSMENTS

Young carers are often the main person who cares for family members who are ill or who have a disability. Sometimes young carers are unable to go out with their friends, go to school or take part in leisure activities because they are helping to care for someone at home.

Social Services in Dundee has a statutory responsibility to carry out Young Carers' Assessments if requested (under the *Community Care and Health (Scotland) Act 2002*). An Assessment is a way of finding out what specific needs that young person has as a carer, and how these could be best met. The Assessment may not result in direct action, but evidence gained from the assessment process can be used to highlight the needs of young carers and make a case for future service provision.

The Assessment is a booklet which will ask about the young person's life as a young carer. It will ask about school, the person who is looked after and the kind of things they do to help the person they care for. Most importantly it will ask how that young person feels about the situation. The Assessment is carried out by a Social Worker in a place where the young person feels comfortable. They can be accompanied by a friend or relative, or someone from the YCP if necessary. Parental consent does not need to be given for an assessment to take place.

To find out more, you can contact:

***Dundee City Council, Social Work Department Access Team on 01382 434000:
www.dundee.gov.uk***

TRAINING

The Young Carers Project offers training to professionals who feel they would benefit from learning more about young carers and their specific needs and issues. The training is generally offered on a no-charge basis if the organisation operates within the Dundee City boundary.

The Young Carers Project has previously delivered awareness-raising sessions for the following groups within Dundee, among many others:

- Community nursing and health visitors in NHS Tayside
- Social Work students
- Student nurses
- Trainee teachers within Dundee University
- Youth Link volunteers
- Dundee City Council Neighbourhood Resources/Communities Department
- Shared Care Scotland
- Social Workers

Full or half day training is available, or sessions can be arranged to meet the specific needs of your organisation. Please contact the YCP office if you would like to find out more.

AWARENESS RAISING IN SECONDARY SCHOOLS

One of the main routes taken by the Project to identify young carers has been through work in local Secondary Schools. Work has been undertaken in three out of ten Secondary Schools in Dundee. This includes the development and delivery of school work packs through Social Education classes in Baldrigon and Harris Academy, and training in peer support for young carers in Menzieshill High School.

These classes are also used to help young people identify if they themselves are young carers and to provide them with the opportunity to speak to the YCP if they feel they need additional support.

If you would like further information, or are a teacher and would be interested in awareness raising sessions being delivered to pupils in your school, please contact the YCP office. Staff are available to take both lessons and assemblies within local schools. There is also the opportunity for YCP staff to carry out awareness raising work within Primary Schools.

SERVICES PROVIDED BY THE DUNDEE CARERS CENTRE

The Dundee Carers Centre offers a range of services to adult carers in addition to the work of the YCP. The Centre works in an integrated way to meet the needs of all carers, whether young or old. Hence the following services are available to all people supported through the organisation. For more information please visit the website of the Centre at: www.dundecarerscentre.org.uk or call the office on 01382 200422.

OUTREACH

The Outreach Service provides support to carers and disabled people through one to one work and group activities. Staff and volunteers offer a flexible service both within the Centre, over the telephone or outwith the offices. The Service provides carers and disabled people with:

- Practical and emotional support
- Access to other statutory and voluntary organisations
- A variety of groups, alternative therapies and social events
- Training sessions
- Peer support

WELFARE RIGHTS

The Centre has offered a Welfare Rights Service to disabled people and carers since 1999. In the first 6 years it has achieved over one and a half million pounds of financial gain for its clients. The Welfare Rights Officer helps with disability, sickness and carers' benefits claims by providing clients with accurate information and an understanding of the rules of benefit entitlement. The Welfare Rights Service can help to:

- Identify missing benefit entitlement
- fill in forms
- complete reviews
- represent a client at tribunal (80% success rate)

The Welfare Rights Service can also be accessed by the families of young carers supported by the YCP.

MINORITY ETHNIC BENEFIT SERVICE

This service aims to make benefit information and provision accessible to clients within minority ethnic communities through the work of bilingual Development Workers and a Welfare Rights Officer.

The YCP has worked successfully with a number of young carers from BME (Black Minority Ethnic) communities, and can provide flexible support services tailored to the cultural needs of individuals. Our 2 BME workers are available to assist with this and can also offer some limited assistance with interpretation needs.

INFORMATION SERVICES

The Information Service provides information to carers, disabled people and other professionals on a wide range of disability and caring issues. This can include the following: health care services; housing; day services; home care; education; holidays; short breaks; transport; support groups; leisure facilities; communication; legislation and local policies.

The service publishes a quarterly newsletter with items on caring and disability issues, information about the work of the PRT Dundee Carers Centre and details of other local events and developments.

DUNDEE AND ANGUS DIRECT PAYMENTS SUPPORT SERVICE

The purpose of this service is to provide advice, information and support to those people in Dundee and Angus who wish to use direct payments to meet their community care needs.

A direct payment is money given directly to the client by the local authority's Social Work Department so that they can arrange and purchase the services they need in the way they want. The benefits of this can be more choice and control over decisions that affect everyday life.

The Support Service helps people to access direct payments, supports them through the process and assists them in finding ways to best manage the payment.

IDENTIFYING AND SUPPORTING YOUNG CARERS

IDENTIFYING YOUNG CARERS

Young carers are often difficult to identify because they keep their caring role hidden and secret. This is because many young carers fear that they will become marginalised from peers, that the cared for person could become institutionalised or that they may become caught up in child protection proceedings.

Despite these difficulties in identifying young carers, the impact of caring responsibilities may be manifested in a number of ways, and a combination of factors may indicate that a child or young person is caring. These signs may often be misinterpreted, and young carers are frequently labelled as lazy, disruptive or truants.

It is important for front-line teaching and youthwork staff to be aware of these issues, as they are often the people who will have the greatest opportunity to spot the signs and identify the problems at home. The YCP relies on professionals in regular contact with young people to make appropriate referrals to the project.

The following *possible* signs are particularly related to identifying young carers within the school environment, but they can easily be applied to a range of other situations too. There are a wide range of indicators, some of which may not seem immediately applicable to young people in caring situations. The important thing is to be aware that the surface behaviour may be masking an incredibly difficult and turbulent situation at home:

- ***Tired during school hours***

Young carers may feel tired at school due to extensive caring tasks and/or stress suffered at home. Young carers who are frightened of being identified as such may spend many hours working until late at night on their schoolwork. They may be awakened during the night to help the person they care for. Some young carers have been known to start working after school hours, at weekends and during holidays to help with financial problems experienced in the family.

- ***Academic performance below potential***

Many young carers struggle at school because of the home situation, despite strong academic ability. They are often unable to complete or hand in homework on time, and offer poor excuses for their failure to do so. Homework may also be rushed and not up to an acceptable standard, and performance at school can be erratic and unpredictable. School work may suffer because the young carer is taking too much time off school to help out at home.

- ***Lots of time spent daydreaming/short concentration spans***

Young carers often spend time at school worrying about what is happening to the person they care for when they are not there to look after them. They may find it difficult to focus for any length of time due to feeling tired and/or stressed.

- ***Express a negative attitude***

Young carers may not appreciate the relevance of certain topics being discussed and activities promoted in school. They may feel that their priorities in life are not appreciated or understood.

- **May look and act depressed and unmotivated**
 Again, this may be as a result of the young person feeling tired and isolated. Young carers often feel guilty for money being spent on them personally when there are limited finances in the home. They can also feel guilty for being well while the loved one is ill, or for not being able to cope when the cared for person's health deteriorates. Young carers may be quiet, withdrawn and morose.
- **Major swings in temperament**
 Extrovert behaviour – on days when they feel 'in control'
 Aggressive behaviour – when they are feeling pressurised and defensive
 Introvert behaviour – when they feel they are not coping
 Emotional behaviour – when they are feeling guilty because of their own good health
- **Attention seeking**
 This behaviour can be more apparent in young carers who are helping to care (especially for siblings). Young carers may feel that they need to fight for personal attention due to the cared for person's needs being prioritised. They may exaggerate stories and illnesses in order to gain attention.
- **Social interaction**
 Young carers recognise that they are different in their outlooks and interests while at the same time they may wish to conform. Their solution is not to highlight their differences, but to find a close friend who in turn has similar experiences or is able to support the carer when mixing with groups. Young carers' interests and priorities in life may differ to such a degree that young carers find many children of their own age group immature and selfish. Young carers often do not have time to socialise with their peers outside school and will not ask other children back to their house. They may experience a strong sense of isolation and alienation from other young people, and often find it easier to relate to adults than to their peers.
- **Eating habits/poor hygiene**
 Poor eating habits may develop for a number of reasons. These may include a loss of appetite due to tiredness/stress, or avoiding food because of the feelings of guilt caused by spending valuable money on themselves. They may feel that by eating less they are saving money. If the cared for person has poor eating habits, the young carer may fall into the same routine. Young carers can often display poor hygiene and cleanliness – they may be so rushed to get ready in the morning that they are unable to prepare properly. There may not be anyone at home taking on basic tasks such as washing and ironing the clothes on a regular basis or with enough money to buy new clothes.
- **Shows leadership qualities/parental skills**
 Some young carers are used to being in control of situations and this is how they are able to cope at home. They tend to be very organised whilst at the same time being flexible enough to change focus at short notice. Young carers with primary responsibility at home often assume a parental role towards their younger siblings.
- **Physically ill**
 Young carers may display a range of symptoms of poor physical health because of extra caring responsibilities carried out at home. These can include general illnesses such as flu as a result of the young person feeling rundown and exhausted. They may also include specific ailments like backache caused by heavy lifting tasks, i.e. moving a disabled parent.

- **Bullying**
Many young carers can experience bullying as a result of their caring role. They may be perceived as different or threatening to their peers. Younger children often have a lack of understanding of the illness or disability of the parent, which is reflected in their thoughtless attitude towards the young carer. Young people in home situations with depression or drug/alcohol problems can experience severe victimisation and stigmatisation from peers.
- **Absence from school**
If a young carer has been ill, they tend to take longer to recover because of the stress and tiredness and the need to 'keep going' at home. Being ill may gain the attention of family and friends and the young carer may wish to prolong this. The young carer may have a history of frequent and unexplained absences because of changing circumstances at home.
- **Parents**
Parents may be difficult to contact and may not attend open days or parents' meetings. They can be wary or defensive when attempts are made to contact them. Parents may display signs of guilt because of feeling they are holding back their child and piling too much responsibility on their shoulders. Teachers may be passed notes from parents requesting that their child stay at home. The young carer may leave school to use the phone or insist on keeping their mobile on to ensure they have an avenue of contact with the parent.
- **Not making use of leisure or extra-curricular activities**
The young carer may have little time or money to focus on their own leisure needs or to pursue their own interests.
- **Behavioural difficulties**
There is anecdotal evidence to suggest that a significant number of young carers are excluded (and then referred to Pupil Referral Units or Emotional Behavioural Difficulty Schools) because of behavioural problems within the school environment. A large number of young carers connected with the YCP are referred via Home School Support and other similar avenues.

SUPPORTING YOUNG CARERS

Young carers may be identified in school or their caring responsibilities made known to the school. In such cases, the school's response can have an enormous impact on the young carer, with sensitive support from schools proving to be hugely beneficial in reducing young carers' anxiety and stress.

Many young carers and their families have complex needs that require multi-agency support, and schools are one of the agencies that are often involved. Schools clearly have a responsibility to address young carers' needs when their educational achievement and pastoral welfare is affected by their caring role, and to refer on to other agencies as necessary. The suggestions below illustrate some ways in which schools may support young carers. There is also an example of a Young Carers Policy for schools contained in the secondary lessons (Photocopy sheet 4B, pgs 65-66).

- Teachers/youthworkers can find out about the work of the YCP or their local young carers' project and suggest that the young carer gets in touch. The young person

can check out the website of the YCP – www.youngcarers.co.uk – or information can be sent out to the home.

- Teachers should tell only those staff that need to know, and only with the young person's permission. 75% of local young carers do not tell their schools about their caring role because they are afraid of people finding out or interfering. Most young carers say they want teachers to know, but they do not want to be treated any differently. Communicate information about young carers and their families only on a 'need to know' basis and inform young carers beforehand of your intentions regarding the information provided.
- Teachers should speak to the young person in private and not in front of their peers. They should establish what the young carer needs and how they can help. Schools should have an emphasis on good child care practice – a child centred approach – listen to young carers, respect and believe what they say rather than treating them with suspicion, i.e. *another bad mark for lateness, more missed homework, etc.*
- Teachers should be sensitive to cultural issues. The Joseph Rowntree Foundation has information on research about young carers in BME (Black Minority Ethnic) families.
- Teachers should allow the young person the use of a private phone to contact home during break or lunchtime. This will help to reduce any anxiety they feel about the welfare of the cared for person, thus defusing stress and improving attendance and concentration. Young carers often stay off school when the person they care for is doing badly, rather than spend all day worrying about them.
- It's important to be flexible. By the time many young carers set off for school, they may have already helped an adult with washing, dressing or using the bathroom, as well as getting younger brothers or sisters ready for school. It may not be their fault if they are late.
- Young carers may get little support at home with homework, and little time to do it. Lunchtime homework clubs can help or giving discretionary extra time for homework.
- Young carers should be allowed time to talk about issues and worries at their own pace. Teachers should listen to the child's perspective and be sensitive to their needs.
- Young carers need to hear that their education is important and that their school will look for ways of supporting them. Be flexible in relation to punctuality, attendance and completion of homework – punitive responses to poor attendance, repeated lateness and failure to complete homework on time will only serve to aggravate young carers' difficulties. However, a balance does need to be struck that ensures these young carers do receive a full education and are not set apart as being different from the rest of their class. Options include providing a quiet place to do homework during the school day and help on catching up with any missed work.
- Many young carers lack self-esteem, so any opportunity to achieve at something other than caring can be invaluable. The YCP can offer ideas and activities, which include schemes such as Dynamic Youth Awards and Youth Achievement Awards.

You can find other similar projects on the young carers' website of the Princess Royal Trust for Carers: www.youngcarers.net, or on the Children's Society website: <http://www.childrenssociety.org.uk/youngcarers/>.

- School nurses can help by asking pupils if anyone at home is poorly and if they help look after anyone at home.
- Teachers should encourage the school to promote tolerance of disability and mental illness. Bullies often use words like 'nutter' or 'retard' to describe young carers' family members. A peer-led approach to bullying can help.
- Parents who have care needs can often be scared of services taking their children away, so teachers should approach the subject with sensitivity.
- Teachers should provide information on what projects and services can help, and liaise with appropriate agencies. Make information regarding health issues and local community services available and accessible to all young people. Have procedures in place for joint working between statutory and voluntary agencies in relation to young carers. They may well need a multi-agency approach with liaison workers from education welfare, health and social services.
- Support parents with mobility problems in visiting the school and attending school events, for example by ensuring that the premises are wheelchair accessible. Maintain regular phone contact with parents who are unable to come into school.
- Challenge bullying or isolation of young carers and where necessary help them to integrate into existing groups run in the school.
- Use this pack to train staff in young carers' issues and to raise pupils' awareness.
- Incorporate information on young carers into lesson plans for the Guidance Curriculum or invite local young carers projects to do presentations in assemblies.
- Designate a named person as a link person for young carers groups and other agencies, with special responsibility for raising awareness of young carer issues in the school. The YCP has a **Champions Group** made up of professionals from a wide range of backgrounds, each with a particular interest in raising the profile of young carers and championing their needs. Anyone can join the group, which is kept in touch with the project via e-bulletin and meets up on an occasional basis. If you would like to find out more details about how you might be able to get involved as a YCP Champion, please contact the office via enquiries@youngcarers.co.uk or on 01382 224324.

A CASE STUDY TAKEN FROM TEACHERNET.GOV.UK

Teaching assistant Lynne Harries noticed that a girl in her year group was often in detention for being late. But Lynne, of Rainham School for Girls in Kent, suspected that something more than laziness was involved.

"I felt there was more to it", said Lynne, who is also Assistant Head of Year with responsibility for attendance. "Through getting to know her over several weeks I found out that her mother had mental health issues and that every morning she was going out

of her way to take her younger brother to school. This girl was torn between home and school and was desperate to do the right thing”.

Many teachers, like Lynne and her colleagues, are often so busy with the demands of the job that the underlying reasons behind pupils' lateness, truancy, failure to do homework or disruptive behaviour might sometimes be overlooked. Young carers may well be present in their classes, but are often afraid to admit what's going on at home.

Having seen the issue at first hand, Lynne has taken on specific responsibility for supporting young carers within her school. In the last three years she has developed close links with the Young Carers Project in Medway, and has helped around 10 young carers to make contact with the group.

“Children have so many pressures nowadays”, said Lynne, “imagine how much worse it must be for a young person who is also trying to cope with additional responsibilities at home. It's important to broach the subject in a sensitive way and to get to know the individual child”. The Medway project offers one-to-one help and also provides after school clubs as well as activities like camping trips in summer.

“Many young carers don't have time to have a social life and they can benefit from meeting up with other young carers and realising that they are not alone”.

Medway young carers staff have visited the school to take assemblies, and also run a regular lunchtime club for young carers at the school. Lynne has reciprocated by persuading the pupil forum to support young carers at a school charity day which raised over £1,000.

“The young carers project has been fantastic”, said Lynne. “I have seen pupils who have started smiling again and who have been given a focus in life and friends to talk to. Our young carers have described themselves as 'the invisible ones', so if more schools could become aware of the problems they face, we could give them the recognition and support they deserve”.

HOW TO USE THE PACK

The following sections have been adapted from the Resource Pack produced by Surrey Young Carers Project. The classroom materials have been written by Primary and Secondary teachers and are designed to be self contained units of work which will complement existing Guidance programmes within schools.

While the materials are primarily designed for use within the school environment, they can easily be adapted for use within a range of settings. There are a variety of approaches within each unit, which can be used either within the context of the whole unit or as stand-alone exercises. Following the self contained units, there are also a number of other worksheets and materials that can be used to foster a greater understanding of young carers.

As with any effective Guidance work dealing with sensitive issues, teachers will need to consider how to create a safe and unthreatening learning environment. The following tried and tested Guidance strategies may help towards this:

- *Establishing ground rules:* the class negotiates the basic rules for building harmony within the group, e.g. only one person speaks at a time; the right to pass; respect for each person's contribution.
- *Group forming and trust building:* the group take part in activities designed to help members get to know each other, to establish communication between them or to focus attention on the topic under consideration.
- *Active listening:* individuals listen without interrupting, and then give feedback designed to establish that they have understood what the speaker intended to say.
- *Assertiveness:* pairs and groups explore concepts relating to assertiveness and practice skills.
- *Thought shower:* group members contribute ideas for achieving a specific task. A scribe records everything that is said. There is no discussion or comment during the first stage. The second stage is to select a small number of ideas for more detailed consideration.
- *Card round or circle work:* the whole class or group responds in turn to a specific agenda, which sometimes involves completing stem statements, i.e. 'Young carers should be given extra help because...'
- *'I' statements:* participants are expected to state their own feelings and wishes using statements which include 'I' rather than 'you'.
- *Negotiation:* a four step strategy includes progressive stages to reaching agreement on a course of action: active listening; identifying and expressing personal feelings and wishes; making 'I' statements; agreeing win/win solutions.
- *Target setting:* a work sheet for personal target setting, with notes for teachers.

Great sensitivity will be needed to ensure that, if young carers are present in the classroom, they are not openly identified in front of their peers and made to feel

vulnerable and exposed. This may be done with the very best of intentions to support the individual, but other young people are not always so understanding of the circumstances.

When using the case studies, bear in mind that some pupils may become distressed if they identify with the particular situations described. It may be necessary to select case studies carefully or to ensure support is available for pupils in these circumstances.

It may be the case that young carers will miss this unit entirely through absence caused by their extra responsibilities. They may return to school half way through the unit which would demand considerable sensitivity by the class teacher.

CROSS CURRICULAR LINKS

The lesson materials provide opportunities for cross curricular links with subjects such as Art, History, Drama and Information Technology – students may like to research young carers or certain illnesses via the Internet, for example.

DVD

The pack is also complemented by the accompanying DVD, produced by the YCP in 2006/07. There are suggestions for places to use the DVD in the lesson plans, or it can be used entirely separately to these materials.

The DVD contains the following sections:

- **YCP – The Lowdown (approx 21 minutes)**

These films are a good introduction to the project and the services that we provide to young carers. There are 4 separate chapters as follows:

The Lowdown: Staff and young carers talk about the project and some of the issues which young carers have to deal with (6 minutes)

The Youth Forum: an advert for the young carers' Youth Forum meeting in Dundee (3.5 minutes)

A Day in the Life of a Young Carer: does exactly what it says on the title (4 minutes)

Meet the Team: YCP staff talk about the project (7.25 minutes)

- **Who Cares? (approx 20 minutes)**

The original YCP film produced at the start of the project. Very good for general awareness raising about young carers. There are no separate chapters but the film is broken down into the following sections:

Who are young carers?

What do young carers do?

Education and caring

How do families cope?

Who's your friend?

Facts about young carers

- **Tell It How It Is 2006 (8.5 minutes)**

A video documentary of the consultation event for young carers at Monikie Country Park in March 2006.

- **The Residential (6 minutes)**

A short film giving an idea of what the young carers can experience on a residential trip with the YCP. The main bulk of the footage is from a trip to Dalguise in April 2006.

MATERIALS FOR PRIMARY SCHOOLS

The following materials have been designed for use with children at the upper Primary age range, years 5 -7. They have been written to complement existing Guidance programmes, but can easily be adapted and used within a variety of situations, both within primary schools and in more informal settings.

This programme has been designed to provide up to half a term's Guidance programme, and as such, has been split into 5 sessions of approximately 45-50 minutes duration. These sessions are organised under the following headings:

1. **Who Cares?** – *an introduction to the concept of caring*
2. **The long & the short of it** – *types of conditions requiring care*
3. **Put yourself in my shoes** – *case studies and role plays*
4. **How can I cope?** – *effects on young carers*
5. **How can I help?** – *potential ways of helping young carers*



The unit aims to help children to explore the whole area of caring and being cared for, through an examination of short and long term illnesses and disabilities. It also aims to help pupils to empathise with some of the responsibilities experienced by young carers, and therefore hopefully to reduce the likelihood of isolation and bullying which is often experienced by them.

Each session has three parts – a short introductory activity, a main activity and a concluding activity.

In many of the sessions, alternative ways are presented to approach the activity. Sessions have been designed to be kept short and snappy to hold pupils' attention. The timings are approximate. Please feel free to adapt any of the resources and to use the materials in the way that suits your own needs most effectively.

There is a *Pack evaluation sheet* in Appendix vii. Please use the sheet to give us your responses to the lessons and the pack in general. Any comments are most welcome and will be taken into account when producing future, revised editions.

SESSION 1: WHO CARES?

Aim: *To identify what caring involves and what it means to us*
Duration: *Approx 45 minutes*
Resources: *Paper, coloured pens/pencils, flipchart paper & marker pens, Photocopy sheet 1A*

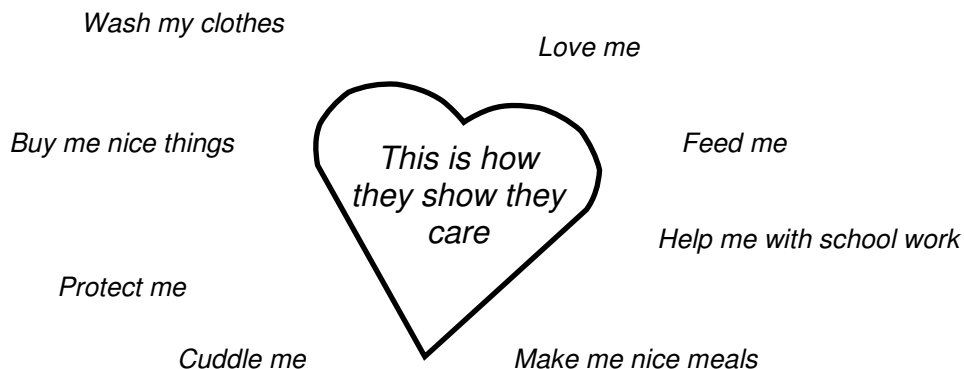
LESSON OUTLINE

Introductory Activity: *10-15 minutes*
Focus question: *“Who cares for you?”*

- If this is the first session with a new group, begin with an icebreaker/energiser activity to relax the young people and get them talking.
- Explain to the children that they are starting a new topic, thinking about young people who have caring responsibilities for other people.
- Write the **focus question** above in a prominent place. In small groups thought shower the people who show care for us as individuals through the tasks that they do. Provide each group with flipchart paper and marker pens. In the middle of the paper draw a heart shape and write inside: ***These people care for me*** – the ideas are written around the heart. Encourage pupils to think creatively, not just to go for the obvious people that immediately spring to mind. The list may include *parents, carers, grandparents, stepparents, baby sitters, health & education staff, social workers, etc.* Ask each group to feedback the responses from their discussion, which are recorded up on the board, and then display the flipchart paper around the room.

Main activity: *20-25 minutes*
Focus question: *“How do they show they care?”*

- On another piece of flipchart paper, groups thought shower the various ways and tasks through which people demonstrate their care for us. For example...



Extra optional activity:

- *In pairs or small groups, get the children to discuss and produce a definition/description of what caring actually means to them. This could be done as*

an acrostic – give words or phrases beginning with the letters of CARE that describe caring actions, eg:

C - communication

A - attitude

R - responsibility

E - expression of

- *Produce a written description or a series of pictures of care in action*
- *Write a short poem that talks about someone who shows care for us through the things that they do. It could be based on a similar style to the poem on photocopy sheet 1A.*

Concluding activity: 5-10 minutes

- Show examples of work and encourage the children to share their understanding of what caring means for them. Draw out that there are many different responsibilities/ways of caring and many different ways of showing care towards people.

PHOTOCOPY SHEET 1A: WHO CARES?

MUM – she's a...

Sadness stealer
Cut-knee healer
Hug-me-tighter
Wrongness righter
Gold star carer
Chocolate sharer (well sometimes!)



Hamster feeder
Bedtime reader
Great game player
Night fear slayer
Treat dispenser
Naughty sensor (how come she always knows?)

She's my
Never glum,
Constant chum,
Second to none
We're under her thumb!
Mum!



Poem written by Andrew Fusek Peters

From www.poetryarchive.org

SESSION 2: THE LONG AND THE SHORT OF IT

Aim: *To think about how we know when someone is ill
To know that certain situations call for short term or long term special/extra care*

Duration: *45 minutes*

Resources: *Photocopy sheets 2A, 2B, 2C*

LESSON OUTLINE

Introductory Activity: *5-10 minutes*

Focus question: *How do we know when someone is ill?*

- Talk with the children about how they know when someone is ill – the symptoms. Hand out Photocopy Sheet 2A and explain that it shows some of the things that can be wrong with people. In pairs, the children should think about whether these difficulties can be seen (noticed by someone), if they are unseen (you have to be told about them), or if they are not sure. All they need to do is tick on the sheet. Give the pairs up to 5 minutes to do this activity, and then feed back answers to the whole group.
- Draw out the point that it is not always obvious when someone is ill, and that there are many different conditions that require care and attention from other people.

Main activity: *20-25 minutes*

Focus question: *“When have I or someone in my family needed extra care?”*

- Get the children to discuss with a partner those times when they have needed extra care, i.e. times of illness, etc. Encourage some pairs to feed back their discussion to the whole group.
- Record some examples on the board and then discuss with the children about whether the care they needed was short term or long term, or possibly both.
- Each pair has a set of 12 cards (see photocopy sheets 2B & 2C) showing a variety of both short and long term care situations. Children are to sort the cards into 3 piles according to the type of care needed – **short term**, **long term** or **both**.

Alternative approaches:

- *Read cards to class, stick onto board as sorted.*

Concluding activity: *15 minutes*

- Choose a pair of children to explain their groupings with reasons for their choices. Encourage a short group discussion on whether we agree with these groupings and why.

For example...

Short term *I had flu and spent 2 days in bed*

Extra optional activity:

- *Select illnesses that you feel are suitable for your group to investigate further. Important ones that are easily accessible to children are diabetes, MS, arthritis and depression.*
- *Explain to the children that they are to produce a poster/leaflet to describe the effects on the person who has the illness. This activity can be extended over extra sessions with possibilities for the children to conduct further research using the Internet/medical dictionaries, etc.*
- *Useful and appropriate websites for researching medical conditions with children are shown below:*

<http://www.childrenfirst.nhs.uk/>

<http://www.youngcarers.net/>

<http://www.youngminds.org.uk/>

<http://www.galaxy-h.gov.uk/>

Caution: *Be aware of children within the group who may be in caring situations or who have an illness or disability themselves. These issues may be difficult for them to talk about with their peers – they may be embarrassed by the discussion or they may not know the long term effects of the condition. Warn the children not to get paranoid and begin looking for these effects in themselves.*

PHOTOCOPY SHEET 2A

How do we know when someone is ill?

Symptoms	See it?	Have to be told	Not sure
<i>Headache</i>			
<i>Worry</i>			
<i>Tired</i>			
<i>Spots</i>			
<i>Back pain</i>			
<i>Been sick</i>			
<i>Pale</i>			
<i>Grumpy</i>			
<i>Fed up</i>			
<i>Boiling hot</i>			
<i>Loss of appetite</i>			
<i>Shivers</i>			

PHOTOCOPY SHEET 2B: CARDS

I've got a headache

I've broken my leg

I'm in a wheelchair

I've got arthritis

I can't go out of the house

I feel sick

I have a stomach ache

I have autism

PHOTOCOPY SHEET 2C: CARDS

I've got a sore throat

I'm feeling really down

I've got a cold

I have diabetes

I have epilepsy

I've got chicken pox

I am deaf

I have a skin condition

SESSION 3:

PUT YOURSELF IN MY SHOES

Aim:	<i>To see that illness can affect and change a family's life. To know the names and effects of certain illnesses.</i>
Duration:	<i>45 minutes</i>
Resources:	<i>Resource sheets. Photocopy sheets 3A & 3B YCP DVD – A Day in the life of a young carer</i>

LESSON OUTLINE

Introductory Activity:	<i>5-10 minutes</i>
Focus question:	<i>How do you think illness would affect other members of the family?</i>

- Refer to the previous 2 sessions about what caring involves and some of the signs and symptoms of long and short term illnesses. Show the **Day in the life of a young carer** section from the YCP DVD. Introduce the phrase young carer and have a brief discussion about what a young carer is and does. Explain that we are going to think more extensively about some of the situations that young people face as carers. If time allows, ask the children for their responses to the video – how it made them feel, etc.

Main activity: *25 minutes*

- Write up the word 'arthritis' on the board and discuss some of the effects that the children think it might have on the other members of the family.

For information - Arthritis refers to more than 100 different diseases that affect areas in or around the bone joints. It severely limits everyday activities such as walking, dressing and bathing. It is common in all age groups, including children.

- Read Graham's letter to his aunt in America (Photocopy sheet 3A), describing what is happening in his family at the moment. Explain that Graham's mum suffers with severe arthritis and that the group are going to put themselves in Graham's shoes and imagine what he is going through as a young carer. Ask a few questions about the letter just to check that the children are clear about the people in it, i.e. *how old do you think they are?, who do you think Alison is?, etc.*
- Children are divided into groups and given different hot-seating questions (Photocopy sheet 3B). There are only 3 scenarios so some will be repeated with different groups. The children may need reminding of what the person with arthritis may or may not be able to do. Get each group to think through the questions and solutions related to their particular situation, and if time allows, to think of any more difficulties related to that time of the day.

Concluding activity: *15 minutes*

- Ask for volunteers from the various groups to put themselves in Graham's shoes and take part in a hot-seating exercise. This works best if a chair is placed at the front of the room. When a child sits in the chair, they take on the character of Graham and have to respond imaginatively to questions as if they are actually Graham himself. Start by asking each volunteer the questions from Photocopy sheet 3B, and then

encourage the children to put forward any questions they would like to ask themselves. It is sometimes a good idea for an adult in the group to model the process first, so that the children can see how it works.

Caution: *Be aware that there may be a young carer in the class and that the situations may be difficult for them to talk about openly – don't force them to share.*

PHOTOCOPY SHEET 3A



Dear Auntie

Thought that I would drop you a line to say how we are all getting on. I'm getting quite good at cooking - oven chips are my best thing, we have them most days!

Alison is doing quite well at school although sometimes she cries when I leave her. Good news - we now have Sue who comes in to look after Mum while I'm at school. I didn't like her much at first, I thought she'd take over. I like it at the weekends when she's not there, she makes the place too tidy, you know me I like my things all over the place.

Mum is not too bad, mornings are still pretty awful for her as she aches a lot and finds it difficult to move. She is being quite chatty in the evenings. We've had some good laughs.

My teacher keeps asking why I haven't done all my homework, the other children in my class are beginning to notice. I don't want to be different from the others.

Hope everything is alright with you. Love to Alice and Tom.

Your nephew
Graham

PHOTOCOPY SHEET 3B

Hot-seating questions

Getting up

1. How am I going to get her out of bed?
2. What if she falls over?
3. How am I going to get her downstairs?



Tea time

1. How do I cook oven chips?
2. How do I keep it all hot?
3. What do I do if I burn myself?



Bed time

1. How am I going to get Alison to bed? She's really upset tonight.
2. My homework's due tomorrow. When am I going to do it?
3. Mum's really grumpy tonight and I'm really tired. What shall I do?

SESSION 4:

HOW CAN I COPE?

- Aim:** *To develop an understanding of the effects that an illness can have on a family, especially a young carer*
- Duration:** *40-45 minutes*
- Resources:** *Resource sheets. Photocopy sheets 3A and 4A, 4B and 4C, YCP DVD – The Residential or Tell It How It is*

LESSON OUTLINE

Introductory Activity: *5 minutes*

- Recap on the last session and Graham's situation at home with his mum. Ask class to give out some examples of the things they think Graham has to do in a day when caring for his Mum. Possibly read through the letter again first to refresh peoples' memories.

Main activity: *20 minutes*

- Give out Photocopy sheets 4A and 4B. Read it through with the class or in groups. Talk together and get the children to think through the answers to the question sheet – Photocopy sheet 4C – which follows in small groups. There are a lot of questions, so it might be better to start some groups off at the end of the list working backwards, or just give each group a few questions to answer.
- Explain that Graham's situation is a fairly extreme one, and that not all young carers are faced with such a multitude of practical, caring tasks on a daily basis. All young carers are different – some have to carry out loads of extra tasks, but others don't have much more responsibility than the average child or young person.

Concluding activity: *20 minutes*

- Show **The Residential** or **Tell It How It Is** section from the YCP DVD. Explain that it is easy to focus on the negative aspects of being a young carer, but there are also many possible positives – increased maturity, ability to do 'adult' tasks, extra confidence, etc. The young carers in the video section are not aliens from another planet but normal young people just like any other. As young carers they get extra support from the YCP and opportunities to get involved in things like residential activities and Tell It How It Is events.
- Having seen the DVD, go around the class and encourage feedback to the questions from the main activity above.
- If there is time at the end of the session, get the children to make a list of the good and bad things about being a young carer. This can be done in small groups or as a whole group activity.

Caution: *Avoid direct comparisons with the daily activities of the children in the group in case any young carers are present in the class*

PHOTOCOPY SHEET 4A

A day in the life of a young carer



<i>Times</i>	<i>What I have to do...</i>
7.30am	Get myself up
7.40am	Get Mum out of bed, help her to wash and get dressed. Help her downstairs
8.00am	Get up sister, help her wash and dress
8.10am	Get everyone's breakfast ready. Wash up and clear away
8.35am	Outside help arrives. Check everything is OK
8.40am	Leave for school
8.45am	Drop sister off at school
8.50am	Arrive at school. Worried about Mum and sister. Thinking about what needs to be done when I get home. When am I going to get this homework done?
3.15pm	Pick up sister, go home
3.25pm	Arrive home: help leaves. Make cup of tea for Mum
3.45pm	Check helper got the shopping

PHOTOCOPY SHEET 4B

A day in the life of a young carer (continued...)

<i>Times</i>	<i>What I have to do...</i>
4.00pm	Sort washing into whites and colours, put on a load in washing machine
5.00pm	Hang out washing
5.15pm	Start to get tea ready
5.45pm	Dish up and eat tea. Wash up with help from sister and Mum
7.00pm	Get sister ready for bed
7.15pm	Put her to bed
7.30pm	Sit and chat to Mum. Try and do homework
9.00pm	Start to get Mum upstairs and ready for bed
9.30pm	Tuck Mum in
9.45pm	Lock up house
10.00pm	Go to bed – exhausted



PHOTOCOPY SHEET 4C

Questions for 'A day in the life of



- 1. *How long is Graham's day?***
- 2. *How many different jobs does Graham do in one day?***
- 3. *Why do you think he worries while he is at school?***
- 4. *What happens if he is not feeling well?***
- 5. *What do you think he does at the weekends?***
- 6. *What happens if Graham gets invited out after school?***
- 7. *How do you think Graham feels about all of the things he has to do?***
- 8. *How do you think you would feel in Graham's situation – what would you find most difficult?***
- 9. *Can you think of any positive things about Graham's situation?***

SESSION 5:

HOW COULD I HELP?

Aim:	<i>To suggest ways the children could offer help/support to a friend in this situation</i>
Duration:	<i>45 minutes</i>
Resources:	<i>Photocopy sheets 5A & 5B. Leaflets for the Young Carers Project, YCP DVD – YCP The Lowdown</i>

LESSON OUTLINE

Introductory Activity: **10 minutes**

- Recap on the work over the past couple of sessions, thinking particularly about Graham's situation. Ask children to share some of the feelings they might have if they were in a similar situation and why they would feel like this.
- Provide children with list of feelings – photocopy sheet 5A – and get them to write down in the blank boxes the emotions they identify with being a young carer. They can use the feelings on the sheet or come up with their own suggestions.
- Share these suggestions with the rest of the class.

Main activity: **20 minutes**

- Individually or in groups, discuss and think about the help you would need in the situation of being a young carer, eg. *lifting help, time out, someone to talk to, someone to listen to you, someone to understand about the illness, etc.*
- Make a **Good Friend** list of the things you could do to help a friend in this situation. Explain that it is very often the isolation and sense of loneliness which can be the most difficult thing for young carers to cope with. Just being a good and understanding friend can make a huge difference.
- If time, get the children to make another list of the things you could do as a friend that would possibly make the situation even worse – a **Bad Friend** list.

Concluding activity: **15 minutes**

- Encourage the children to share their suggestions from the main activity. Remind children that this is a sensitive issue, and has a big impact on the lives of other children. Being a good friend can make a big difference, but being a bad friend can also make a big difference, and make the situation for that young carer even worse.
- If time is available, show **The Lowdown** section from the YCP DVD. Possibly stop the video at certain points and pick out particular things for the children to discuss.
- Give to all children a copy of the Young Carers Project leaflet or the information sheet for young people in the appendix. Encourage the children to talk to you or someone else they trust if they feel that they may be a young carer and need additional support. They could also talk to someone if they feel that they might know another young person who could be a young carer.

- Give out the lesson evaluation forms (Photocopy sheet 5B) to each young person to fill in. ***Please return completed forms to the YCP after any lessons so that we can keep a track for our own records.*** Previous experience has shown that many young people self-identify as young carers after receiving lessons in school, and we would like to follow up anyone who is in this situation. Any feedback is also useful to us in terms of evaluating the effectiveness of the pack.

Completed forms can be sent to: Young Carers Project, PRT Dundee Carers Centre, FREEPOST SCO 5751, Dundee, DD1 9XE.

Extra optional activity:

Get the children to research more information on young carers using the Internet. Useful and appropriate websites for research are shown below:

<http://www.youngcarers.net>

<http://www.youngcarers.co.uk> (website of Dundee Young Carers Project)

<http://www.youngcarer.com>

<http://www.barnardos.org.uk/>

There is a wealth of other information available on the Internet about young carers, both national and local projects. Any Internet search for 'young carers' will bring up a huge number of sites containing a variety of useful information.

FOR FACILITATORS

There is a Pack evaluation sheet in Appendix vii. Please use the sheet to give us your responses to the lessons and the pack in general. Any comments are most welcome and will be taken into account when producing future, revised editions.

PHOTOCOPY SHEET 5A

How would I feel?



ENVOIOUS



EXHAUSTED



FRIGHTENED



SAD



ANGRY



WITHDRAWN



ENRAGED



GRIEVING



RELIEVED



AGGRESSIVE



ANXIOUS



CONCENTRATING



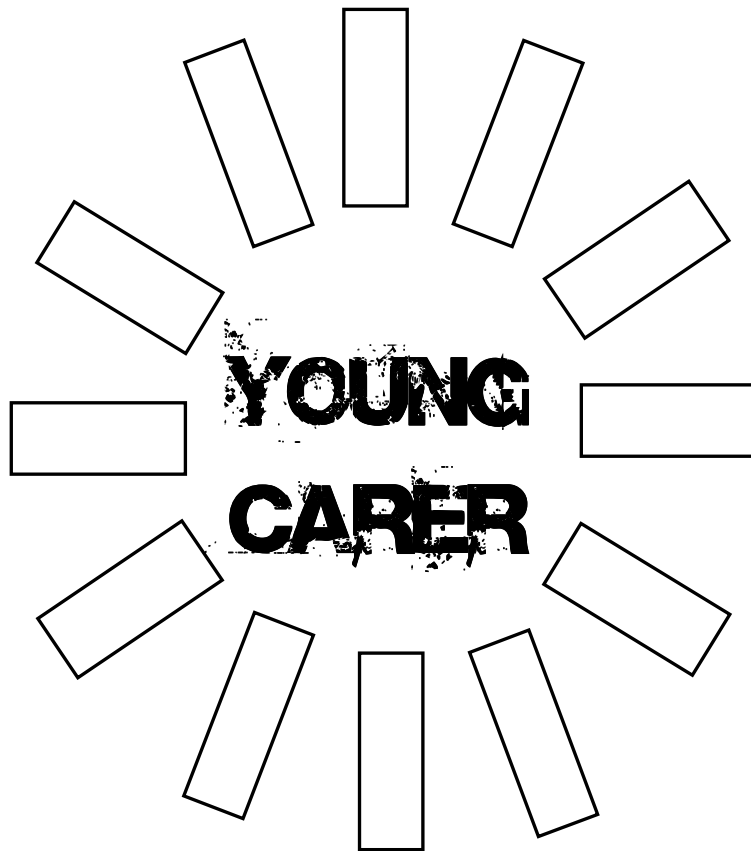
CURIOUS



DISAPPOINTED



HAPPY



**YOUNG
CARER**



FRUSTRATED



OPTIMISTIC



PLEASED

PHOTOCOPY SHEET 5B: LESSON EVALUATION

Brilliant or rubbish? We want to know!

Please circle:

GIRL

BOY



Thanks for taking part in these lessons. We would like to know what you thought of them. Please answer the questions as honestly as possible and hand the sheet back to your teacher. Any information you give us will be treated with full confidence.

1. What did you think of the lessons?

2. What did you learn from the lessons?

3. What was the best bit? (and why?)

4. What was the worst bit? (and why?)

5. Do you help to look after someone at home? If 'yes' can you tell us a little more about your relationship with that person, e.g. mother, and what you do to help?

6. Would you call yourself a 'young carer'?

7. Do you want us to get in touch and send you some information?

OPTIONAL QUESTION – you don't have to fill this in, only if you would like us to send you some more information.

My name is:

My Class is:

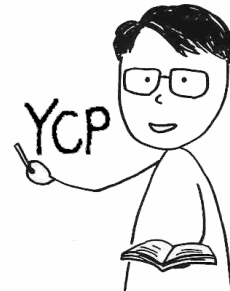
My telephone number is:

MATERIALS FOR SECONDARY AGE

The following materials have been designed for use with children at the lower Secondary age range, S1 to S2. The sessions have been written to complement existing Guidance programmes, but can easily be adapted and used within a variety of situations, both within secondary schools and in more informal settings. The sessions can be delivered as a progression or as an introduction to related units.

This programme has been designed to provide up to half a term's Guidance programme, and as such, has been split into 5 sessions of approximately 1 hour's duration each. These sessions are organised under the following headings:

1. **Family matters**
2. **Changing roles**
3. **Put yourself in my shoes – case studies of young carers**
4. **Help! – I need somebody...**
5. **The YCP** (*including lesson evaluation sheets*)



OVERALL AIMS OF THE UNIT

- to increase young peoples' understanding of disability, illness and caring for others
- to reduce the stigma, isolation and bullying that young carers can experience
- to encourage young carers to identify themselves within a safe environment

INFORMATION FOR USING THE PACK

These sessions have been carefully planned, building in continuity and progression, in order to ensure that all the participants feel secure in their learning environment. Young carers in the group, who may or may not be known to the teacher, should not be made to feel vulnerable or exposed as a result of using these materials.

Current work and research involving young carers indicates that the majority do not wish to be identified in front of their peers and teachers should be aware of this.

In view of the progressive nature of the materials, teachers need to take account of young people who miss any of the 5 sessions by recapping and placing the sessions in context wherever possible. The materials rely heavily upon pupil participation and active learning techniques in order to meet the overall aims of the unit. In view of the need to exercise sensitivity, it is suggested that participants work with at least one person they know well during the activities.

STANDALONE SESSION – WHO CARES?

The 5 session programme is also followed by a one-off lesson which can be used if there is limited time. This stand-alone session aims to introduce the theme of young carers in a very simple way and to begin to explore some of the relevant issues they may be facing. The title of this lesson is **Who Cares?**

There is a Pack evaluation sheet in Appendix vii. Please use the sheet to give us your responses to the lessons and the pack in general. Any comments are most welcome.

SESSION 1:

FAMILY MATTERS

- Aim:** *To consider and discuss the purpose and function of the family and to consider the various roles carried out within the family*
- Duration:** *Approx 60 minutes*
- Resources:** *Sugar paper/flipchart paper, marker pens, glue, magazines/papers, scissors, etc*

LESSON OUTLINE

Icebreaker: *5 minutes*

- Icebreaker activity. Get everyone in the room to stand up. Explain that you are going to read out a series of statements. If a statement is true for a person, then they have to sit down and are out of the game. The following statements are all to do with family life:

Sit down if... *There are more than 6 people in your immediate family*
you do some ironing at home
you have an older brother
a grandparent lives with you in the family home
both your parents work
you have a younger sister
your family has a traditional Sunday lunch
you have been on holiday with your family in the past year
your family has any pets
you are an only child
you regularly do the washing up at home
your family owns more than 1 car

At the end, there should be one person left standing – you need to be very selective with the last few statements to achieve this. Explain that this person is totally unique and make the point that everyone's family background and experiences of family life are completely different.

Activity 1: *10 minutes*

- Explain the aims of the session, as stated above.
- Participants work in mixed ability/gender groups using flipchart/sugar paper and marker pens to thought shower the question **What is a family and what can it provide?** i.e. *supportive, caring, provides shelter and money, provides food, bringing up children, extended/nuclear family.*
- Groups feedback words and phrases to the teacher (whole class – teacher led activity) who writes them up on the board. Highlight the particular words and phrases that appear most often.

Note to teachers: *Throughout this lesson teachers will need to exercise sensitivity and show awareness that there are many different family structures. Avoid making value statements.*

Activity 2: **35 minutes**

- Arts based activity – provide a variety of magazines and papers to the class. Young people cut out images and phrases related to families and family life and make a collage on the theme of '**Family Matters**' using sugar or flipchart paper. This activity could be done in pairs or in small groups.

Activity 3: **10 minutes**

- Encourage groups/pairs to show their collages to the class and explain some of their choices of images and phrases. Display the collages around the room for everyone to see. Bring out the point that everyone has their own view of families and how they fit together.

Extra optional activities:

- *Research the notion of extended and nuclear families and the way in which family life has changed in the last hundred years.*
- *Pupils work together in small groups to pick out their top 10 words/phrases relating to the focus question in Activity 1. The group then puts together a defining statement on the theme of what a family is. Each group reads their defining statement to the rest of the class.*

SESSION 2:

CHANGING ROLES

Aim:	<i>To raise pupils' awareness about what happens when family roles cannot be fulfilled</i>
Duration:	<i>Approx 60 minutes</i>
Resources:	<i>Exercise books, sugar/flipchart paper, marker pens</i>

LESSON OUTLINE:

Activity 1: 15 minutes

- Recap on the previous session and thought shower as a whole class around the question **What jobs need doing in a family?** Teacher writes ideas on the board, i.e. *cooking, washing, ironing, feeding pets, etc.*
- In groups, discuss who mostly does these jobs in each person's family. Pupils record the findings in their groups on the flipchart paper and then feedback to the class.

Note to teachers: *Teacher should ensure that less concrete jobs such as 'giving advice' or 'looking after family members who are sick' are drawn out and listed on the board. This should not be a teacher led activity. Sensitivity should be exercised here – pupils do not have to offer suggestions/answers for each or any of the jobs.*

Activity 2: 35 minutes

- Pupils design a cartoon strip showing what would happen in the home if the family member who generally does most jobs (on the basis of the group surveys) is unable to do them. This could be as a result of illness or other unforeseen circumstances. Pupils should focus on the consequences of other people having to take on unfamiliar roles and what impact this has on the family. The class could vote for their choice of the best cartoon with a prize for the winner.

Alternative activities:

- *Pupils devise role play scenes which show what would happen if a family member is unable to do any of their jobs during a typical week.*

Activity 3: 10 minutes

- Brief teacher led discussion: how could some of the problems shown in the cartoons or role plays be solved by the family? The aim being to draw out the idea that family members take on different roles in these kinds of situations. Teacher summary: family members take on different responsibilities and roles when another member is unable to fulfil a role, whether through illness or some other reason.

Extra optional activity:

- *Suggest reasons why roles within a family may change.*
- *Pupils could use IT to produce a graph or chart about the roles in families.*

SESSION 3:

PUT YOURSELF IN MY SHOES

- Aim:** *To raise awareness of the existence of young carers, the problems they may face and the skills/qualities they possess*
- Duration:** *Approx 60 minutes*
- Resources:** *Photocopy sheets 3A-3F: case study work sheets, exercise books, sugar/flipchart paper, marker pens*

LESSON OUTLINE:

Activity 1: *30 minutes*

- Divide pupils into 6 mixed gender/ability groups. Give each group copies of one of the worksheets (Photocopy sheets 3A-3F). Pupils read the case study of their young person and discuss/answer each of the questions in their exercise books or on the flipchart paper for later reference. See worksheets for questions.
- Each group should feedback ideas to the rest of the class (*teacher led activity*). Get them to read out their introduction to the person first so that everyone is aware of the details of each situation. If possible, OHT copies are even clearer for everyone to see and remember the details. It might be advisable just to pick one or two of the case studies to work with to make the activity more manageable.

Activity 2: *10 minutes*

- Teacher introduces the phrase **Young Carer** with reference to the young people described on the worksheets and asks pupils to write a group definition of the term (based on what they have learnt about each of the characters on their worksheet). Groups feedback their definitions to the whole class.
- Teacher introduces and talks through the definition of 'young carers' used by the Dundee Young Carers Project: ***“young people up to the age of 18 who help to care for any family member with a physical or learning disability, mental health issues, HIV/AIDS, drugs or alcohol misuse or a long term illness. Most young people help out in their family, but young carers have to do so much to help out that it can make things like seeing friends or doing school work difficult for them”***. Explain that a young carer is not just affected by having to take on extra practical responsibilities but there is also an emotional impact which can be just as or more severe.

Extra optional activity:

- *Show the 'Who cares?' film from the DVD. This is a more general introduction to the theme of young carers, and gives a good understanding of some of the issues and concerns that young carers face. The film lasts approximately 15-20 minutes.*

Activity 3: *20 minutes*

- Divide the class into groups of 4 or 5. Each group should have large sugar paper and marker pens. In each group, one member should lie down on the paper and an

outline is drawn around their body. The group then thought showers on the paper the various issues relating to different parts of the young carer's life. For example:
Around the head, note down the feelings and thoughts a young carer might have
Around the hands, note down the physical tasks and commitments a young carer might have – moving and handling, etc

- Display the pictures from the activity around the room and sum up some of the main effects on young carers.

Note to teachers: *Young carers in the class should not be openly identified or made to feel vulnerable or exposed*

Extra optional activity:

- *Hot seating exercise. In groups, young people focus on how they would feel in the place of their particular young person. Encourage volunteers to literally put themselves 'in the shoes' of the young carer and invite questions from the rest of the class to that person. These could include questions about the impact on their school life, practical matters, issues with friends, etc.*
- *Pupils could produce an entry or a series of entries for a young carer's diary, explaining their feelings about the situations they are coping with at home and school.*

PHOTOCOPY SHEET 3A

Isobel, age 13

Isobel lives with her mother who has recently separated from Isobel's stepfather. Isobel's mother has schizophrenia* and agoraphobia**. Her condition prevents her from carrying out many domestic tasks. She frequently wants to harm herself and hears voices telling her to commit suicide. She relies on Isobel's company to prevent her from harming herself.

Task

Discuss and answer each of the following questions:

- 1) What skills and qualities might Isobel have?
- 2) What extra responsibilities does Isobel have to carry out in caring for her mum?
- 3) How might Isobel feel about these roles and responsibilities?
- 4) What difficulties, concerns and worries might Isobel face?
 - *at home?*
 - *at school?*
 - *with her friends?*
 - *with finding leisure time?*
 - *thinking about the future?*

** Schizophrenia is **not** having a "split personality" like Jekyll and Hyde! It is an illness. People with schizophrenia have trouble telling what's real from what's not. For example, they may think that everyone is against them or that they are someone they're not. They may hear voices or see things which are not there. They may sound very confused. They may stop washing or looking after themselves. People with schizophrenia can stay well with the help of medicines that make the symptoms go away. If they stop taking the medicines, the symptoms come back again.*

*** The phobias or fears in agoraphobia involve activities such as leaving home, entering public places or travelling alone. In these situations the person feels especially vulnerable and exposed, with nowhere to escape to or hide if things go wrong.*

PHOTOCOPY SHEET 3B

Sundeep, age 14

Sundeep is 14 and helps her mother look after her father who has multiple sclerosis*. Her brother, Dalvir, Aged 15, also helps. Her Dad is gradually getting worse. He can walk around a little but not without a stick – or he uses a wheelchair. Over the past 5 years he has got so bad that he hasn't been able to do a lot of the things he could do before. They got used to the changes slowly and realised they couldn't go to places in a car like other families.

Sundeep's mother does most of the caring as well as some part time cleaning jobs. Sundeep's Dad goes to a day centre three times a week which takes the strain off her mother. Sundeep normally helps her Mum with cooking and cleaning and some housework. Where her Dad used to get up a ladder to change a light bulb or jobs like that, Dalvir does that now. Dalvir and Sundeep like to try and lighten the load for their Mum.

- 1) What skills and qualities might Sundeep have?
- 2) What extra responsibilities does Sundeep have to carry out in caring for her mum?
- 3) How might Sundeep feel about these roles and responsibilities?
- 4) What difficulties, concerns and worries might Sundeep face?
 - *at home?*
 - *at school?*
 - *with her friends?*
 - *with finding leisure time?*
 - *thinking about the future?*

** MS is a neurological disease caused by damage to the protective sheath that surrounds the nerve fibres of the central nervous system. As the central nervous system controls the entire body, this means that almost anything can and does go wrong. The unpredictable nature of MS is frustrating - you may be fine for months and then you can't get out of bed when it really matters.*

PHOTOCOPY SHEET 3C

Luke, age 11

Luke is helping to care for his younger brother who is disabled and has physical and learning disabilities. In the beginning he simply had to watch and play with Joshua and keep him out of harm's way, but as Joshua got older, bigger and heavier, Luke's help was needed more and more.

Luke's father works away from home and his mother does not have the strength to lift Joshua alone. Luke gets up early to get Joshua ready before he goes to school and comes home early for the same reason.

Task

Discuss and answer each of the following questions:

- 1) What skills and qualities might Luke have?
- 2) What extra responsibilities does Luke have to carry out in caring for his mum?
- 3) How might Luke feel about these roles and responsibilities?
- 4) What difficulties, concerns and worries might Luke face?
 - *at home?*
 - *at school?*
 - *with his friends?*
 - *with finding leisure time?*
 - *thinking about the future?*

PHOTOCOPY SHEET 3D

Sondra, age 14

Aged 14, Sondra lives alone with her mother who is suffering from rheumatoid arthritis*. She has been caring for her alone since Sondra's father left 7 years ago. Her mother finds it difficult to go out of the house or even perform the simplest tasks without becoming tired and weak. On bad days she can barely make herself a cup of tea, and when she is at her worst Sondra does all the housework, shopping and cooking of meals.

Task

Discuss and answer each of the following questions:

- 1) What skills and qualities might Sondra have?
- 2) What extra responsibilities does Sondra have to carry out in caring for her mum?
- 3) How might Sondra feel about these roles and responsibilities?
- 4) What difficulties, concerns and worries might Sondra face?
 - *at home?*
 - *at school?*
 - *with her friends?*
 - *with finding leisure time?*
 - *thinking about the future?*

**For information - Arthritis refers to more than 100 different diseases that affect areas in or around the bone joints. It severely limits everyday activities such as walking, dressing and bathing. It is common in all age groups, including children.*

PHOTOCOPY SHEET 3E

Dave, age 8

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.

Task

Discuss and answer each of the following questions:

- 1) What skills and qualities might Dave have?
- 2) What extra responsibilities does Dave have to carry out in caring for his mum?
- 3) How might Dave feel about these roles and responsibilities?
- 4) What difficulties, concerns and worries might Dave face?
 - *at home?*
 - *at school?*
 - *with his friends?*
 - *with finding leisure time?*
 - *thinking about the future?*

PHOTOCOPY SHEET 3F

Nadia, age 16

Nadia is 16 and has three younger brothers. She is the oldest child. Her father is visually impaired and her mother stays at home to look after him. Nadia's parents have poor English and no family in this country.

Task

Discuss and answer each of the following questions:

- 1) What skills and qualities might Nadia have?
- 2) What extra responsibilities does Nadia have to carry out in caring for her mum?
- 3) How might Nadia feel about these roles and responsibilities?
- 4) What difficulties, concerns and worries might Nadia face?
 - *at home?*
 - *at school?*
 - *with her friends?*
 - *with finding leisure time?*
 - *thinking about the future?*

SESSION 4:

HELP! I NEED SOMEBODY...

Aim: *To highlight the idea that a young carers' learning, development and future choices can be affected by their situation; to establish and promote ways in which individuals and schools can assist young carers*

Duration: *Approx 60 minutes*

Resources: *Photocopy sheets 4A-4C*

LESSON OUTLINE:

Activity 1: *15-20 minutes*

- Working individually, pupils write a short letter to an Agony Aunt (they might understand it better as Problem Pages) from the viewpoint of the young carer they were studying at the beginning of the previous lesson. They should try to imagine how the young person might be feeling about the roles and responsibilities they have to carry out and some of the problems they are facing, *particularly related to their school life*. The letters should be completed on a blank piece of paper with no name on them, and enough space left for a reply.
- Collect in the letters and then hand them out randomly so that each pupil has one. Working individually, pupils write a short reply to the young carer suggesting ways that they might cope with the issues and possible solutions to the problems. Encourage pupils to read out their letter and the reply if they feel they have a useful one. The following example has been written during the trial lesson:

Dear Agony Aunt – I am 14 years old and my mum and dad are alcoholics. I have a younger brother and we get very scared. I never go to school because I am scared the Police will come and take them away. What should I do? David

Dear David – I know that you are scared for your parents, but you must go to school. It might seem a burden to you, but it might even take your mind off things at home. There is also great support for you available at school, and you might be able to get some advice and help for your parents. Whatever you do, you need help. Agony Aunt

- As a whole class, discuss some of the problems and issues that young carers face **related to life at school**. Write up each of these problems on the board. Possible issues are described in the section on 'Identifying and Supporting Young Carers'. These include the following: *bullying issues (there is plenty of research to show that young carers often experience bullying as a result of their caring role); tired during school hours; absence from school; not able to take part in leisure or extra-curricular activities; poor diet or poor hygiene/unwashed clothes; physical illness (run down, exhausted)*.

Activity 2: *35-40 minutes*

- Pupils work in pairs to produce a **Young Carers Policy** for schools. Use Photocopy sheet 4A as a template. Have a brief discussion first focussing on possible items to include in the Policy. This could also be done in small groups using flipchart or sugar paper.

*The Policy is about schools stating exactly what they are going to put in place to **support young carers in their school**. It is a commitment to identify and support young carers in various ways. Again, the template starts off with a few ideas. Areas to think about are: relations between school and local young carers project, ways of allowing contact between young carer and home (in the event of severe illness), regular awareness raising lessons, etc.*

- Encourage a few pairs to feedback their Policies to the class. Sum up how important such documents are in making a commitment to support young carers and take their issues seriously. If time, show the example Policy on an OHP – Photocopy sheet 4B.

Activity 3 **5 minutes**

- Finish off with the TRUE/FALSE quiz on Photocopy sheet 4C which gives some surprising facts about general knowledge things and about young carers. You could present a small prize to the person with the most correct answers. The answers are as follows:
 - 1) TRUE
 - 2) FALSE – 12 years old
 - 3) TRUE
 - 4) TRUE
 - 5) TRUE
 - 6) FALSE – 1 in 5
 - 7) FALSE – King of hearts
 - 8) TRUE
 - 9) FALSE – India
 - 10) FALSE – 3 in 5

PHOTOCOPY SHEET 4B: EXAMPLE SCHOOL POLICY

Statement for pupils and families

At we believe that all children and young people have the right to an education, regardless of what is happening at home. When a young person looks after someone in their family who has a serious illness, disability or substance misuse problem, he or she may need a little extra support to help him or her get the most out of school. This Young Carers' Policy says how we will help any pupil who helps to look after someone at home.

Our school:

- Has a member of staff with special responsibility for young carers and lets all new pupils know who they are and what they can do to help.
- Runs a session on the challenges faced by young carers in Guidance lessons in Year_____.
- Can put young carers in touch with the local Young Carers Project. We can also put families in touch with other support services.
- Is accessible to parents who have mobility and communication problems.
- Respects your right to privacy and will only share information about you and your family with people who need to know to help you.
- Will consider alternatives if a young carer is unable to attend out of school activities e.g. detention, sports coaching, concerts, due to their caring role.
- Allows young carers to telephone home during breaks and lunchtimes.
- Can give parents advice about how to get their children into school where transport is a problem.

Defining a young carer

A young carer is under 18 years of age and helps to look after a family member who is disabled, physically or mentally ill or has a substance misuse problem. Caring can involve physical or emotional care, or taking responsibility for someone's safety or well being. The level of responsibility assumed by a young carer is often inappropriate to their age and at a level beyond simply helping out with jobs at home, which is a normal part of growing up.

Identifying a young carer

Unless the school is advised about a pupil's home circumstances, young carers risk first being identified by negative aspects of their behaviour or work. Some young carers worry about bullying or interference in their family life and may seek to conceal their role from their peers and from teachers. Some of the warning signs that might indicate that a pupil has unrecognised responsibilities are:

- Regular lateness or unauthorised absence, possibly increasing
- Tiredness in school
- Erratic response to homework with incomplete, late or non-compliance to set tasks
- Lack of concentration, anxiety or worry
- Under-achievement for potential capability
- Behavioural problems, especially inappropriate responses possibly resulting from anger or frustration
- Few or no peer friendships but possibly with a good relationship with adults and presenting as very mature for their age
- Victim of bullying, perhaps linked to a family member's disability or state of health, e.g. substance misuse problem or due to young carer not being perceived by peers as dressing in the latest fashion
- Lack of interest in extra curricular activities, especially after school
- Apparent parental disinterest due to non-attendance at parent's meetings

The above may be indicators of a range of problems, some not associated with caring, however in dealing with any pupil exhibiting any of the signs staff should consider asking the pupil if they are helping to look after someone at home. Staff should also enquire from colleagues with pastoral responsibilities for the pupil. Education Welfare Officers and Education Social Workers together with pastoral support staff

investigating pupils causing concern should also countenance the possibility of caring roles, especially when working directly with family members. Any concerns about a pupil who may be considered as yet unidentified young carer should be reported to the member of staff with responsibility for young carers as should new information about already identified young carers. The member of staff responsible for co-ordinating young carer support is the key person in school through which relevant matters need to be passed.

It is much better to start from a positive base so our enrolment process will seek to establish if:

- The pupil has parents/relatives with disabilities or long-term physical or mental health problems
- The pupil has a responsibility for looking after that person over and beyond normal inter-personal relationships within a caring family setting
- The family is in contact with a support service that could help reduce their reliance on the pupil.

Some families will choose not to disclose this information. Any information gained as a result of this process will be held on the pupil's personal file, kept securely and made available in the first instance to the young carers' co-ordinator. We will respect the right to privacy and will only share information about young carers and their families with people who need to know in order to be able to help. Before sharing information with anyone else, we will seek consent from the young carer or, if they are not able to understand, from a parent.

Children Act 1989

Most young carers will meet the definition of a 'child in need' under the Children Act 1989 and may be entitled to an assessment from Children's Services. In the event of any young carers being considered to be at risk of significant harm the school's child protection procedures should be followed.

School support for identified young carers

- A member of staff will lead on our young carers support work. They will be the point of contact for young carers and their families and will liaise with young carers' services. Their name and contact details can be found in the school prospectus or by telephone from reception.
- Wherever possible, staff will talk to young carers in private and not in front of their friends unless the carer asks for a friend to be present.
- Young carers will be given a card to identify themselves so that they may have access to a telephone to telephone home if they are worried about a relative without having to explain their need.
- Where possible, we will negotiate deadlines for homework, coursework etc in advance of these being set (we cannot change deadlines for some things, such as course work which is part of an externally moderated module).
- When an identified young carer is given a detention, we will consider allowing this to take place at break and lunchtimes rather than after school.
- We will liaise with support services to ensure that we can signpost families to additional help.
- If a parent is unable to travel to parent's sessions due to family circumstances, we will try to make alternative arrangements. The young carer or parent may request this.
- We will provide advice about how children can get into school where transport is a problem.
- We welcome any young person, parent or family member who wishes to discuss their family circumstances so that we can help their child in achieving their potential.

Policy dated:

Review and renewal due:

PHOTOCOPY SHEET 4C:

TRUE FALSE QUIZ



- 1 An ostrich's eye is bigger than it's brain
- 2 The average age of a young carer is 15 years old
- 3 It is impossible to lick your own elbow
- 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

SESSION 5:

THE YCP

- Aim:** *To find out about and understand the work of the local Young Carers Project*
- Duration:** *Approx 60 minutes*
- Resources:** *Any literature available from the local young carers project, YCP DVD, photocopy sheet 5A & 5B (at end of Primary lessons, page 49), string, Agree/disagree signs*

LESSON OUTLINE:

Activity 1: *25 minutes*

- Set out a line of string from one end of the room to the other. At one end, display a sign with the words **Completely Agree** on it, and at the other end display a **Completely Disagree** sign. As you read out the statements on Photocopy sheet 5A, pupils must decide where they stand on the line according to how much or how little they agree with each statement. Choose a different person each time to give a reason for their choice.
If the room is too small for everyone to take part safely, this activity could be done as small groups. Each group has one representative and must decide together where they want their representative to stand – the group must give a reason for their mutually agreed choice.

Activity 2: *25 minutes*

- Recap on the previous session, thinking about what types of help and support young carers need to cope with their caring responsibilities. Teacher to introduce the idea that one group, the local young carers project, helps co-ordinate this kind of support.
- Watch 'The Lowdown' section from the YCP DVD, which explains about the work of the Dundee Young Carers Project. Encourage a brief discussion about the video and the work of the YCP. *The section on the Youth Forum is not really relevant and can be forwarded past, but the other sections are useful to watch – 'A Day in the Life of a Young Carer' and 'Meet the Team'.*
- Each group to be given YCP leaflets / Annual Reports. These can be obtained by calling the YCP on 01382 224324. Alternatively, pupils can access the project's website at www.youngcarers.co.uk.

Activity 3: *10 minutes*

- Give out the lesson evaluation forms (Photocopy sheet 5B on page 49) to each young person to fill in. Please return completed forms to the YCP after any lessons so that we can keep a track for our own records. Previous experience has shown that many young people self-identify as young carers after receiving lessons in school, and we would like to follow up anyone who is in this situation. Any feedback is also useful to us in terms of evaluating the effectiveness of the pack.

Completed forms can be sent to: Young Carers Project, PRT Dundee Carers Centre, FREEPOST SCO 5751, Dundee, DD1 9XE.

- Give all pupils a copy of the local young carers project leaflet or the information sheet for young people from the appendices.

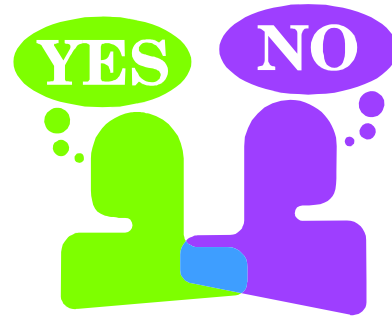
Extra optional activity:

- *Produce a leaflet on the young carers project using IT skills.*
- *Research other young carers projects using the Internet. A Google search on 'young carers' brings up a huge range of sites. More general information about young carers can be obtained from the following sites:*
<http://www.youngcarers.net>
<http://www.youngcarer.com>
<http://www.barnardos.org.uk/>

FOR FACILITATORS

There is a Pack evaluation sheet in Appendix vii. Please use the sheet to give us your responses to the lessons and the pack in general. Any comments are most welcome and will be taken into account when producing future, revised editions.

PHOTOCOPY SHEET 5A: AGREE DISAGREE LINE



- Most young people don't want other people to know about their problems at home
- People who have a disability are just as good parents as people who don't have a disability
- Children should always be taken away if they are living with a parent who takes drugs
- It is okay for older children to look after their younger brothers and sisters when the parents are ill
- A young person should be able to lift his/her mum if she is a wheelchair user
- Young carers want to stop caring
- Children should help their parent take vital medication
- Young carers get bullied more than other young people
- Its more important to get an education than to help someone in your family who has a serious illness
- Its okay for someone to miss school to look after a disabled parent
- Workers in schools (School Nurses, Teachers, Youthworkers, etc) should always keep things that pupils tell them private and confidential
- Only someone who is feeling suicidal can call the Samaritans
- Alcoholics are terrible parents

SINGLE LESSON WHO CARES?

- Aim:** *To introduce the idea of young carers and to begin to explore some of the issues they might be faced with*
- Duration:** *Approx 60 minutes*
- Resources:** *Photocopy sheet 6A, 6B, 6C, Photocopy sheet 4C, Photocopy sheet 5A & 5B (page 49), YCP DVD (optional), string, marker pens, sugar/flipchart paper, information about local Young Carers Project*

LESSON OUTLINE:

Icebreaker: *5 minutes*

- Start with the TRUE/FALSE quiz on Photocopy sheet 4C which gives some surprising facts about general knowledge things and about young carers. The answers are as follows:
 - 1) TRUE
 - 2) FALSE – 12 years old
 - 3) TRUE
 - 4) TRUE
 - 5) TRUE
 - 6) FALSE – 1 in 5
 - 7) FALSE – King of hearts
 - 8) TRUE
 - 9) FALSE – India
 - 10) FALSE – 3 in 5

Activity 1: *25 minutes*

- Split the class into small groups. Give half of the groups Case Study 1, Andrew (Photocopy sheet 6A), and the other groups Case Study 2, Bloggsy (Photocopy sheet 6B). Explain that two groups have Case Study 1 and the other two groups have Case Study 2. Tell them that Andrew is a 15 year old carer looking after his mum and his sister. Bloggsy is also 15 years old and has problems at school with behaviour and learning.
- The groups should read the information and respond to the questions by discussing together and agreeing what to write on the flip chart paper. Tell them they have around 10 minutes to do this.
- Once the task has been completed, invite each group reporter in turn to present their findings. Once all groups have reported and results have been displayed you can tell them that Andrew and Bloggsy are in fact one and the same person, Andrew Bloggs.
- The task now is for the class to discuss how Andrew Bloggs' problems at home affected his life both at school and home and how he could best get help. This can be done by question and answer or by giving out the sheet with the relevant questions on (Photocopy sheet 6C), one to each group. Again they can use another piece of flip chart paper to record their answers, which can then be reported back. The facilitator may choose which method to use depending on the available time and

the dynamics of the groups. End with a definition of a young carer, e.g. “*young people up to the age of 18 who help to care for any family member with a physical or learning disability, mental health issues, HIV/AIDS, drugs or alcohol misuse or a long term illness. Most young people help out in their family, but young carers have to do so much to help out that it can make things like seeing friends or doing school work difficult for them.*”

Extra optional activity:

- Watch the first or second films on the DVD – refer to section on **How to use the materials** for timings and the contents of each film. The opening film should last around 20 minutes.

Activity 3: 20 minutes

- Set out a line of string from one end of the room to the other. At one end, display a sign with the words **Completely Agree** on it, and at the other end display a **Completely Disagree** sign. As you read out the statements on Photocopy sheet 5A, pupils must decide where they stand on the line according to how much or how little they agree with each statement. Choose a different person each time to give a reason for their choice.
If the room is too small for everyone to take part safely, this activity could be done as small groups. Each group has one representative and must decide together where they want their representative to stand – the group must give a reason for their choice.

Activity 4: 5-10 minutes

- Give out information leaflets about the YCP or signpost them to the website for more details: www.youngcarers.co.uk.
- Give out the lesson evaluation forms (Photocopy sheet 5B, page 49) to each young person to fill in. Please return completed forms to the YCP after any lessons so that we can keep a track for our own records. Previous experience has shown that many young people self-identify as young carers after receiving lessons in school, and we would like to follow up anyone who is in this situation. Any feedback is also useful to us in terms of evaluating the effectiveness of the pack.

Completed forms can be sent to: Young Carers Project, PRT Dundee Carers Centre, FREEPOST SCO 5751, Dundee, DD1 9XE.

FOR FACILITATORS

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PHOTOCOPY SHEET 6C

Guess what? Andrew and Bloggsy are one and the same person – Andrew Bloggs. Now you know this try and answer the following questions:

- Why does Andrew Bloggs miss school?
- Judging by the way Andrew Bloggs behaves at school, how does he feel about the situation at home?
- Why doesn't Andrew tell anyone about what's happening at home?
- What do Andrew's friends think about him?
- What help does Andrew need?
- Where could Andrew get help?
- Andrew is a young carer. That means someone who... (Write your own description of a young carer)...

APPENDIX I

FURTHER RESOURCES

The following is a list of stories showing various aspects of what it is like to be a young carer for a parent, ill/disabled sibling or elderly relative:

Cole, N - Bring In The Spring

Sarah's life finally changes when Bel, who is helping out on a school placement, recognises Sarah's attempts at communication and proves to Bel that she is not completely brain damaged. Life is not easy for Bel at the moment but, she is determined to help Sarah even if it means going against the school's authority.

Cross, Gillian - Tightrope

Ashley's life at home is difficult as she has sole care of her mother but she has another secret life, as a dare-devil graffiti artist. She sneaks out at night and risks her life to write her pseudonym in beautiful detail, in extraordinary places.

Desai, Anita - Village by the Sea

Set in an Indian village, this is the story of a family of four children who have an ill mother and a father with a severe drink problem. They have no other adults to support them and consequently the two oldest children have to support the whole family and forego their own education and youth. The story does have a positive ending.

Fine, A - The Granny Project

Ivan and his brother and sisters cannot believe it when their parents want to put their Grandmother into a home for the elderly. They refuse to allow this to happen and find out what it is like to look after someone else.

Feeny, Josephine - The Day My Parents Ran Away

Sarah's dad has a nervous breakdown. Then, just when he seems to be getting better, he runs away. Her mum sets out to bring him back and Sarah has promised to tell no one they have gone. She is left alone with her two little sisters but how long can she keep the secret?

Fowler, T - The Wind Is Silver

Jennifer's world is turned upside down when the accident happens. Margaret, her older sister, is away in Melbourne so Jennifer takes responsibility for running the family home, a test that she faces with a strength and courage which surprises everyone and alters her life dramatically.

Gavin, J - I Want To Be An Angel

Effie has always had a secret dream of playing an angel, but life is so busy she misses the auditions for the school nativity play. Effie cares for her disabled mum, but to keep the family together she must find help, everything seems to be going against her, then Mum mentions Auntie Janice....

Gleitzman, Morris - Two Weeks With The Queen

Colin's younger brother Luke is dying of cancer and Colin decides to find a doctor who can cure him. Colin moves to England, and during one of his visits to a top London hospital to find a doctor who will help Luke, he befriends a man called Ted, whose friend is dying with Aids.

Laird, E - Red Sky In The Morning

A very moving sensitive story that is both sad and funny. The story tells how Anna comes to terms with her new baby brother Ben who is born with a disability. The characters and situations are so real you are drawn into the story from the very beginning.

Mahy, Margaret - Memory

Johnny still blames himself for his sister's death. He searches for Bonny, who was his sister's best friend. During his search, he meets up with Sophie, an elderly lady who has senile dementia. He is horrified to learn she lives alone, and decides to do something about it.

Moore, Ishbel - Daughter

Fourteen year old Sylvie enjoys fashion, parties, music and is beginning to be interested in boys too, but her mum is starting to behave strangely. Some days she can't even remember her daughter's name and Sylvie's life is turning upside down. A touching teenage novel about a family coping with Alzheimer's disease.

Paul, Bette - Becca's Race

Digby sees life as one big movie. Even when his sister is diagnosed as having Leukaemia and he has to look after his younger brother he cannot help seeing events as a 'scene' in a film he is going to make. However the extra responsibility and his first serious relationship with a girl makes him come back down to earth ... sometimes.

Sallis, S - No Time At All

When Matt and Sam move with their family to a bungalow, Sam, who is in a wheelchair, finds life a lot easier. However the bungalow is not as normal a home as they had expected and they uncover ghostly secrets from the past.

Wilson, Jacqueline - The Illustrated Mum

Many people say that Marigold is a dreadful mother but to Dolphin she is the best and most beautiful mum in the world. She is totally covered in tattoos and has mood swings due to manic depression, so Dolphin and her sister work hard at trying to make her happy.

Wilson, Jacqueline - The Mum-Minder

Sadie's mum is a childminder who minds three young children. Disaster strikes when Sadie's mum gets the flu. All of the other mums get together to sort out the childcare arrangements; some of them are great fun for Sadie although she often has to take control. She also has her mum to look after, a task she does very willingly and calls herself a 'mum-minder'.

Zindel, Paul - A Begonia For Miss Applebaum

Miss Applebaum is a popular teacher whom Henry and Zelda adore being around. They are horrified to discover she has left the school because she has a terminal illness. All three share a wonderful relationship during the last few months of her life

WEBSITES

There is an absolute wealth of information and resources available on the Internet relating to young carers and relevant issues. The following are just a few of the many useful websites that can be accessed very easily:

www.youngcarers.co.uk	<i>Website of Dundee Young Carers Project</i>
http://www.youngcarer.com	<i>National site providing support to young carers</i>
http://www.youngcarers.net/	<i>Info on various health problems, etc</i>
http://www.childrenfirst.nhs.uk/	<i>Excellent site for health info – targeted sections for kids, teens, etc</i>
http://www.mentalhealthcare.org.uk/	<i>Info on mental health – aimed more at adults. Very comprehensive links section</i>
http://www.riprap.org.uk/	<i>Website for kids who have a parent with cancer</i>
http://www.youngminds.org.uk/	<i>Info for young people on mental health</i>
http://www.youthinmind.co.uk/	<i>Really good website with excellent online 'Strengths & Difficulties' questionnaire</i>
http://www.galaxy-h.gov.uk/	<i>Website on health issues aimed at 7-11 year olds</i>
http://www.welltown.gov.uk/	<i>Website on health issues aimed at 5-7 year olds</i>
http://www.lifebytes.gov.uk/indexmenu.html	<i>Website on health issues aimed at 11-14 year olds</i>
http://www.mindbodysoul.gov.uk/	<i>Website on health issues aimed at 14-16 year olds</i>
http://www.teenagehealthfreak.org/homepage/index.asp	<i>Info on health conditions aimed at teenagers</i>
http://www.need2know.co.uk/	<i>Loads of info aimed at older young people</i>
http://www.connexions-direct.com/	<i>Loads of info aimed at older young people</i>
http://www.youthaccess.org.uk	<i>Information, advice, counselling and support services</i>
http://www.nch.org.uk	<i>Some information on young carers</i>
http://www.barnardos.org.uk/young_carers.html	<i>Barnardos is a national charity that works with young carers</i>
http://www.childline.org.uk	<i>Free help and advice for children & young people</i>
http://www.mentalhealth.org.uk	<i>National website giving advice on mental health</i>

DOWNLOADABLE RESOURCES

The **National Schizophrenia Fellowship** has produced 3 excellent booklets for young people living with a parent suffering from mental health problems. These are free to download or order from the following link: <http://www.nsfscot.org.uk/index.html>

- *It's about You Too!* (for children aged 8-10)
- *Need to Know* (for young people aged 11-14)
- *Making Time to Talk* (advice for parents)

The **Mental Health Foundation** has produced a booklet for children and young people supporting someone with dementia. It can be downloaded free from: <http://www.mentalhealth.org.uk>

- *The Milk's in the Oven* (a booklet about dementia for children & young people)

NHS Health Scotland has produced a booklet for children about what to do when they are feeling sad. It can be downloaded free from: www.wellscotland.info

- *R u sad?* (a guide to what you can do when you're sad)

Adfam is a national organisation working with and for families affected by drugs and alcohol. They produce a range of leaflets which are available to order at: <http://www.adfam.org.uk>. There is a small charge for professionals but they are available free to family members struggling with addiction problems.

- *Journeys – When Parents Take Drugs*

APPENDIX II

IDEAS FOR WORKING WITH YOUNGER CHILDREN

Most early years staff will tackle the issues of caring for themselves and for each other. Perhaps the best way of getting into the subject is to look at existing children's fiction and to use follow-up questions to draw out the issues of caring in a family.

Pupils should realise that some other children will be responsible for caring, i.e. doing all the jobs usually thought of as 'grown up' tasks in their family.

Examples of fiction for younger children which could build on the theme of caring:

Aliki (1987) *Feelings*. Pan

Althea (1988) *When Uncle Bob died*. Dinosaur Publications

Ames, R *Our brother has Downs Syndrome*

Anderson, R (1988) *Jessy runs away*. Alblack

Anderson, R (1989) *The bus people*. Oxford University Press

Beresford, E (1988) *The four of us*. Hutchinson

Buchanan Smith, D (1987) *A Taste of Blackberries*. Penguin

Burningham, J (1994) *Granpa*. Jonathan Cape

Striker, S & Kimmel, E (1978) *The anti colouring book*. Hippo / Scholastic

IDEAS FOR WORKING WITH OLDER YOUNG PEOPLE

Work with young people over the age of 16 could focus on the impact that caring might have on current and future choices. This is a very real consideration for a young carer. For instance, they may not want to move away from home to take up a Higher Education course for fear of leaving the cared for person alone; they may feel pressured into taking on a job to help bring in extra money.

Issues to consider might include the following:

- *skills and qualities of young carers in relation to further study and employment*
- *employment and the young carer – industries with flexible working hours and sympathetic attitudes*
- *personnel officers and work*
- *developing social skills*
- *stress reduction, e.g. Yoga, exercise, listening to music*
- *time management skills*
- *university applications – living at home and studying*
- *managing money (income support, disability allowance)*
- *understanding aspects of mental illness*
- *facing death and bereavement (coming to terms with)*

APPENDIX III

EFFECTIVE STRATEGIES FOR GROUPWORK

PART 1: FORMING GROUPS

When considering the optimum size for groups, experience has shown that small groups of 3 to 5 young people are more likely to lead to active participation for all group members than those of a larger size.

If larger groups are necessary, careful thought will need to be given to the monitoring of task, roles and relationships within the group. Larger groups may need an adult to act as chairperson some of the time, which has the advantage of providing a model for managing the group but the disadvantage of reducing the opportunity for the young people to take responsibility for their own learning.

An adult managed group may reduce conflict within the group, but thought needs to be given to the possibility that a degree of conflict can lead to better quality outcomes. This is because participants are forced into questioning and justifying their plans and strategies in more rigorous ways, and also participants can benefit from the opportunity to learn how to handle conflict effectively.

Groups which work together frequently or over a long period have plenty of opportunity to resolve any difficulties in working together, but may also adopt a pattern where individuals tend to fill the same role each time, thus limiting their experience.

Where young people are not used to group work, it is usually best to create maximum safety by allowing them to choose who they work with and by keeping to the same groupings for a certain period of time.

- YP choice** Free choice, size of group specified or unspecified
Find a partner of the same gender
Each pair join with one or more pairs of the same or opposite gender
- Adult directed** Adult schedules membership of groups in advance, according to specific criteria
- Random** Each young person is given a card and finds others with the same colour, picture, word or concept.

Control the size of the groups by the number of each aspect given out:

<i>Red</i>	<i>Yellow</i>	<i>Blue</i>	<i>Green</i>	<i>Purple</i>
<i>Hammer</i>	<i>Chisel</i>	<i>Saw</i>	<i>Drill</i>	<i>Pliers</i>
<i>Pear</i>	<i>Apple</i>	<i>Banana</i>	<i>Orange</i>	<i>Lemon</i>

Each young person is given a card with a word or picture from an easily identifiable group and finds others to complete the set:

GROUP A

Fish
Chips
Salt
Vinegar

GROUP B

Spring roll
Sweet & sour pork
Chop suey
Lychees

GROUP C

Roast potato
Cabbage
Roast beef
Yorkshire pudding

A different picture for each group is cut into pieces – the number according to the desired group size. Pieces from all the pictures are jumbled together and handed out randomly. Young people join up with those holding pieces from the same picture.

Young people line up according to given criteria, e.g.

- ***tallest to shortest***
- ***in order of birthdays, with months in alphabetical order***
- ***darkest eyes to lightest eyes***

The adult then counts off groups of the desired size.

PART 2: ESTABLISHING GROUND RULES

Ground rules can be provided by the adult, but are often used more willingly and effectively when created by the group. Small groups may thought shower the behaviour and strategies most likely to lead to harmony, which the whole group then combines into an agreed procedure. This can then be written in the form of a contract, which each individual signs. The final version should be permanently and prominently displayed in the room.

The ground rules should include:

- ***only one person to speak at a time***
- ***everyone listens respectfully to the current speaker***
- ***no put downs or name calling***
- ***everyone is free to pass their turn to someone else***

It is helpful if the adult insists that agreement must be by consensus rather than majority vote and that groups try to ensure that everyone is happy with the decisions, so that no one 'wins' or 'loses'.

Groups should in general consist of no more than four or five young people. However, sometimes the thinking may be started in pairs, then two pairs join to make groups of four. When desirable, the process can be further continued by joining two sets of four into eight and later still, two sets of eight into sixteen and so on until the whole class constitutes one group.

Alternatively, the teacher may collate the outcomes from the small groups and pass a draft version back to them for final review and agreement.

STARTING POINTS: THOUGHT SHOWERING AND PRIORITISING

Either:

1. In order to be at my best in this group –
I have a right to...
I have a responsibility to...

Or:

1. In order that everyone in this group is equally valued –
I have a right to...
I have a responsibility to...
2. What I wish would happen in this group –
always...
never again...
3. To make this a good place in which to learn we will ensure that –
always...
never again...
4. If I am to be safe in this place:
I need to...
I need others to...
5. For small groups before undertaking a specific task. In your group, how will you ensure that everyone –
feels valued
is enabled to be assertive
feels happy with Group outcomes

STARTING POINTS: RULES FOR NEGOTIATION

The adult might display **Rules for Negotiation** on a poster or overhead projector, and invite the group to discuss them.

- Step 1 *Say what you want and why*
- Step 2 *Say what you think the other person wants and why*
- Step 3 *Propose solutions*
- Step 4 *Decide on one*
- Step 5 *Check that it suits everyone*

ENSURING ONLY ONE PERSON SPEAKS AT ONCE

The Speaker's Mace

An object such as an orange, a pencil case or a stick tied with ribbon becomes the Speaker's Mace. Only the person holding it may speak. The Mace is passed to each person in turn, or to those who request it.

No one speaks twice

Nobody gets the chance to speak a second time until everyone has spoken once. No one speaks four times until everyone has spoken twice.

Pay to speak

Young people begin with the same number of counters. Each time they speak they pay with a counter into the centre. When they have no more counters they may no longer speak.

Card round

The adult prepares a set of cards, each containing one incomplete sentence. The cards are placed in a pile face down in the centre of the group. Each young person in turn reads the sentence aloud and completes it.

PART 3: BUILDING TRUST WITHIN GROUPS

When a group first forms or meets after a break, it is important to establish good communication between the members. This can be through a structured agenda which takes only a few minutes or through a longer activity which has value in meeting other objectives as well.

The agenda or activities may be unconnected with the main task or may be used to focus thinking on the main task. Groups may be given the opportunity to demonstrate the outcome of the activities to the other groups.

Structured agenda

Each person in turn:

- *give their name*
- *one enjoyable thing that has happened to me recently*
- *one reason why I am pleased that (person on right) is part of this group is...*
- *one thing you could not know about me by looking at me is...*

Group activity

Making sure that everyone in the group is included, create:

- *a statue of a tree*
- *a representation of a moving aeroplane*
- *a representation of a working machine*
- *a representation of a still photograph (one or two only)*

Group activity

Provide each group with an uncaptioned cartoon. Ask them to come up with a caption within 5 minutes.

Group activity

In 5 minutes, write down as many ways as you can of how to make use of a:

- *flower pot*
- *leather belt*
- *ping pong ball (use only)*

Group activity

Create a name and logo for the group to use on all work displayed by the group.

STRATEGIES

Addressing concerns – ‘fear in a hat’

A strategy for enabling young people to express personal concerns about sensitive issues without being personally identified – participants anonymously write their concerns on a piece of paper and place the paper in a 'hat'.

Card sort

A strategy for exploring attitudes and values through sorting a number of statements according to given criteria. The aim is to reach consensus within the group.

Carousel

The class forms two circles, one inside the other. The inner circle faces out, the outer circle faces in. Opposite people form a partnership to address a specific task for a given length of time. This could be through discussion, sharing experiences or role play. One circle then moves on two places. The same or a different issue is addressed by the new partnerships.

Clarifying a concept

Groups reach a common understanding of a concept through a sequence of activities either starting from Thought Showering or involving building a detailed statement from phrases or sentences contributed by individuals.

Conflict resolution

Groups undertake a series of steps designed to lead to win/win solutions, which meet everyone's interests at least to an acceptable degree.

Group work with an observer

An observer gives the group feedback on the way the group has tackled the task, according to previously agreed criteria.

Group work with a consultant

A consultant is available to provide information to the group. The consultant can be an adult, young person or visitor.

Identifying priorities

Statements on separate cards are sorted into a sequence according to identified criteria. 'Diamond nines' – sort into this pattern

```
  1
 2 3
4 5 6
 7 8
  9
```

Information carousel

Each group has access to a different source of information. They identify the key issues and send a spokesperson to communicate the issues to other groups. The original groups reflect on what they have learned.

Interviewing a visitor

Groups agree and carry out a course of action to welcome and draw on the personal experience of a visitor.

Line up

Individuals place themselves on a continuum on either side of an imaginary line, to represent their personal views in response to a controversial statement.

Matching concepts

Two or more sets of statements about different aspects of a topic are matched according to given criteria.

Problem solving

Groups are given a specific task to achieve collaboratively.

Reaching consensus on a course of action

Discussion or other strategies are used to bring all members to a common understanding or an agreed course of action.

Role play

Groups act out a given situation in order to gain understanding and experiment with possible solutions to a problem situation.

Simulation

Individuals play a role in a simulation of a real life experience.

Structured agenda

Groups consider a sequence of steps all relating to a specific issue. The sequence is deliberately planned to lead to insight, understanding and action especially in relation to complex issues.

APPENDIX IV

FURTHER READING

UK WIDE GUIDANCE ON YOUNG CARERS

The Children Act 1989

The *Framework for Assessment of Children in Need and their Families*, which gives guidance on S.17 of the Act, has a section on young carers which states that effective support will require “Good quality joint work between adult and children’s social services as well as the co-operation from schools and health workers... Young carers can receive help from both local and health authorities” (Paras.3.61-3.63).

The National Carers Strategy (1999)

Chapter 8 of this Government strategy states that “schools need to be sensitive to the individual problems faced by young carers” and that “The government will draw schools’ attention to effective practice in meeting the needs of pupils who are young carers, for example through link arrangements with young carers services. Schools might find it helpful to have one member of staff to act as a link between young carers, the education welfare service, social services and young carers’ services.” It suggests that there may be 30 young carers in every school.

Carers (Recognition and Services) Act 1995; Carers and Disabled Children Act 2001; Carers (Equal Opportunities Act) 2004

Between them these Acts give young carers varying rights to an assessment of their needs, which must take into account their right to an education. See the SCIE practice guide to the *Carers (Equal Opportunities Act) 2004*: www.scie.org.uk commissioned by the Department of Health.

The Children Act 2004

This Act provides the legal underpinning for *Every Child Matters: Change for Children* - the programme aimed at transforming children's services.

Parents, carers and families are the most important influence on children and young people's outcomes. The *Change for Children* programme aims to ensure that support for parents becomes routine, particularly at key points in a child or young person's life. This includes information, advice and support provided through universal services, as well as targeted and more specialist support for parents of children who need them.

The Government, in partnership with local areas, is working to make sure parents and families have access to the support that they need, when they need it, so that all children can benefit from confident, positive and resilient parenting, from birth right through to the teenage years. The steps being taken will help to ensure:

- Good quality universal support, in the form of information, advice and signposting to other services, is available to all parents both mothers and fathers. It is important that access to support can be found in places where, and ways in which, parents and carers feel comfortable such as: early years settings, schools, primary healthcare services; and through childcare information services, telephone helplines and web based information.

- More specialised targeted support is available at the local level to meet the needs of families and communities facing additional difficulties. Types of support offered could include structured parenting education groups, couple support, home visiting and employment or training advice.
- All schools actively seek to engage parents in children and young people's education helping parents to understand what they can do at home to work with the school.
- Children's centres and extended schools develop a coherent set of services both to support parents and to involve them properly at all stages of a child's learning and development.

Support through multi-agency services

Through the *Change for Children* programme there will be an increase in the range of multi-agency services available to children and families, from integrated working within children's centres and extended schools through to multi-agency teams and panels supporting clusters of schools. These will be important vehicles for delivering better information and support for parents and carers. If these services are designed with the needs of parents and carers in mind, they are more likely to be accessed and used.

Every Child Matters; Change for Children places a duty on specific, hitherto separate agencies to cooperate for the benefit of children. Section 10 of the Act provides the underpinning framework for children's trusts. Well-being is the term used in the act to define the five *Every Child Matters* outcomes:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Further Information:

- DfES 2006 guidance on young carers in **Advice and guidance to Schools and Local Authorities on Managing Behaviour and Attendance: groups of pupils at particular risk** www.dfes.gov.uk/behaviourandattendance
- Teachernet guidance at www.teachernet.gov.uk/management/atoz/y/youngcarers/ and at www.teachernet.gov.uk/teachingandlearning/library/youngcarersandschools/ which includes case studies from teachers themselves.
- The section for education professionals at www.youngcarers.net/professionals
Young Carers Research Group Reports: **Young carers in the UK 2004** and **Young carers in schools:** www.carersuk.org/Policyandpractice/Research

“Pupil performance and well-being go hand in hand. Pupils can't learn if they don't feel safe or if health problems are allowed to create barriers. And doing well in education is the most effective route for young people out of poverty and disaffection.” – **Every Child Matters: Change for Children in Schools DFES/1089/2004**

GUIDANCE SPECIFIC TO SCOTLAND

Strategy for Carers in Scotland 1999

Other Actions - Young Carers

‘Schools have a vital role to play. Through the guidance system they are aware of the needs and burdens of young people who care for family members. They also offer pastoral care.’

'We have asked Teacher Education Institutions to include training on *the needs of young carers* in the initial training of teachers'

The Children (Scotland) Act 1995

Children in need (sections 22, 23 and 24)

Section 22 of the Act requires local authorities:

- to safeguard and promote the welfare of children who are in need in their area
- so far as is consistent with that duty, to promote the upbringing of children by their families
- by providing a range and level of services appropriate to the childrens' needs

'Services may be provided to a child or members of his or her family, and may be in kind, or in exceptional circumstances, in cash. Children in need in an area are likely to include children of parents who have problems associated with their use of either drugs or alcohol or both, and young people who provide care or support for parents who misuse drugs or alcohol, often termed 'young carers'.

Education (Additional Support for Learning) (Scotland) Act 2004

This Act introduces a new framework for supporting children and young people in their school education and their families. Young carers are identified in the Code of Practice for the Act as an example of some of the children who may require additional support. The Act promotes an approach which includes other appropriate agencies and also families in supporting and resolving issues which children and young people may encounter in trying to achieve their potential.

In its Guidance for **Integrated Children's Services Plans**, the Scottish Executive puts forward the following vision statement:

Children and Young People in Scotland should be valued by ensuring that they are:

- **Safe:** Children and young people should be protected from abuse, neglect and harm by others at home, at school and in the community
- **Nurtured:** Children and young people should live within a supportive family setting, with additional assistance if required, or, where this is not possible, within another caring setting, ensuring a positive and rewarding childhood experience
- **Healthy:** Children and young people should enjoy the highest attainable standards of physical and mental health, with access to suitable healthcare and support for safe and healthy lifestyle choices
- **Achieving:** Children and young people should have access to positive learning environments and opportunities to develop their skills, confidence and self esteem to the fullest potential
- **Active:** Children and young people should be active with opportunities and encouragement to participate in play and recreation, including sport
- **Respected & Responsible:** Children, young people and their carers should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their communities

Both of the following give strong messages about the importance of joint working across agencies being a key factor in successfully supporting children and young people who may be at risk through their caring role:

- *Getting our Priorities Right: Good Practice: Guidance for working with Children and Families affected by Substance Misuse (2003)*
- *It's everyone's job to make sure I'm alright: Report of the Child Protection Audit and Review (2002)*

Dundee City Council Education Development Plan 2005-2008
(www.dundee.gov.uk)

The Plan does not specifically mention young carers, but is very clear that schools need to “work in partnership with the home, the community and other services” (Our Aims, vii) for the benefit of young people in Dundee schools.

The main sections of the plan relating to work with young carers are as follows, with particular emphasis on **Project 2b – Support for Children with Additional Support Needs**:

- **Project 2a, Target 2:** To develop the health and wellbeing of young people
- **Project 2b, Target 1:** To promote equality and inclusion
- **Project 2b, Target 2:** To ensure early assessment and intervention
- **Project 2b, Target 3:** To ensure effective child protection
- **Project 2b, Target 4:** To develop the management of disruption

APPENDIX V

ISSUES OF LOSS AND BEREAVEMENT

Many young carers experience loss or bereavement. This may be related to the parent no longer being able to do certain activities that were once a core part of family life. There may be a loss of income and status or the onset of disability may result in family breakdown. Sadly, some young carers will experience the death of the cared for person.

There are a number of publications and other resources that can be used with young people in these situations or provide useful advice to school staff:

Bryant-Mole, K (1992) *Death. Wayland*

Couldrick, A (1991) *When your Mum or Dad has cancer. Sobell Publications*

Dyregrov, A (1991) *Grief in children, a handbook for adults. Jessica Kingsley Publishers*

Grollman, E (1993) *Straight talk about death for teenagers – how to cope with losing someone you love. Beacon Press US*

Heegaard, M (1991) *When someone very special dies – children can learn to cope with grief. Woodland Press US*

Heegaard, M (1991) *When something terrible happens – children can learn to cope with grief. Woodland press US*

Heegard, M (1991) *When someone has a very serious illness – children can learn to cope with loss and change. Woodland Press*

Hollins, S & Sireling L (1994) *When Dad died, when Mum died. St. George's Mental Health Library*

Limb, S (1993) *Come back Grandma. Bodley Head*

Mayled, J (1986) *Death customs. Wayland*

Perkins, G & Moms, L (1991) *Remebering Mum. Al Black*

Sanders, P (1990) *Death and dying. Franklin Gloucester Press*

Searle, Y and Steng, I (1996) *The grief game. Jessica Kingsley Publishers*

Simmonds, R (1987) *Fred. Picture Puffin*

Smith, S C & Pennells, M (1996) *Interventions with bereaved children. Jessica Kingsley Publishers*

Smith, S C & Pennells, M (1994) *Guidelines for working with bereaved children. Jessica Kingsley Publishers*

Turner, M & Thomas, B (1997) *Talking with children and young people about death and dying. Jessica Kingsley Publishers*

Varley, S (1984) *Badger's parting gifts. Picture Lions*

Ward, B (1995) *Good Grief 1 Exploring Feelings, Loss and Death with Under 11's. 2nd ed. Good grief 2. Exploring feelings, loss and death with Over 11's and Adults, 2nd ed. Jessica Kingsley Publishers*

Wilhelm, H (1992) *I'll always love you. Hodder & Stoughton*

APPENDIX VI

LOCAL CONTACTS

For Teachers: If you have identified young carers in your class you may like to contact the following agencies to see what support could be available:

- **your Education Welfare Officer**
- **your local Social Services Access office**
- **the youth service / youth counselling service**
- **your local carers support worker or young carers support worker**
- **disability charities such as the Multiple Sclerosis Society, Motor Neurone Disease Association, etc**

For further information & other agency details: www.dundecity.gov.uk, click on the 'Local Information' tab & use 'directory of local organisations' link.

The following page can be a useful handout for young people who would like more information on sources of support in the Dundee area.

PHOTOCOPY SHEET: LOCAL CONTACTS IN DUNDEE

If you would like more information on young carers or just want to talk to someone here are some people you could try:



- **your class teacher or another teacher in school who you trust**
- **your school nurse**
- **your Education Welfare Officer**
- **your youth worker**
- **someone you like and trust at your doctor's surgery – it could be your doctor or another member of staff**
- **your social worker if you have one**

Young Carers Project – 224324 – 1:1 & group support for young people age 18 & under who are caring for a family member with a physical or learning disability, mental health problems, HIV/Aids, drug or alcohol problems or terminal illness.

Kids Unlimited – 630063 – Group work project for children aged 9 - 13 years whose lives are made different through a family member having a disability or long-term illness. These young people may also have caring roles and responsibilities.

YouthLink – 630063 – One-to-one befriending service to young people aged 5 - 18 who are experiencing problems at home, at school or in the community.

The Corner – 206060 – confidential health & information for young people aged 11 – 25 years in Dundee. Provides information & advice on sexual health, relationships & general support through drop-in & outreach work.

The Shore – 435435– a dynamic, safe, Dundee city centre meeting place for young people aged from 11 to 18 years. Offers a wide variety of activities & support & is shaped by the young people themselves.

Barnardo's SPACE Project – 436621 – Supports primary aged children who are experiencing significant difficulties in their lives. SPACE also supports children and young people whose lives are affected by HIV.

Barnardo's Rollercoaster – 436621 – To provide bereavement support to children, young people and their carers.

Young People's Counselling Service – 640123 – confidential service for young people aged 10-18 who are unhappy, unsettled or worried because of personal, family or other relationships.

The Web – 458128 – Support & information for young people aged 10-24 for drugs, alcohol & sexual health.

One Parent Families – 501972 - Provide information, advice & assistance for one parent/low income families. Provide groups (self-help) throughout Dundee.

Home-Start – 202040 – To offer support, friendship & practical assistance to families who have at least one child under five years of age & who are suffering stress or difficulty.

For further information & other agency details: www.dundee.gov.uk, click on the 'Local Information' tab & use 'directory of local organisations' link.

APPENDIX VII

FACILITATORS EVALUATION SHEET

Any comments you might have on this pack would be gratefully received and taken into consideration when producing future editions.

Contact name & job title:

School:

Year group(s) pack used with:

Was the background information sufficient to inspire confidence in teaching the module?

YES

NO

If not, what further information do you feel you would need?

Please comment on the lesson plans under the following headings:

Ease of use

Timings

Age appropriateness

Successes

Problems

FACILITATORS EVALUATION SHEET (continued)

General

Would you use these materials again?

YES

NO

*To your knowledge, were there any young carers present during the sessions?
If **YES**, please comment on how this work was received by them*

Have these materials changed your approach to young carers and if so how?

Have the lessons changed pupils' responses to young carers and if so how?

Do you have any suggestions as to how this pack could be improved?

Do you have any further comments?

**Thank you for completing this form. Please return it to: *Young Carers Project,
PRT Dundee Carers Centre, Telephone House, 21 Ward Road, Dundee, DD1 1ND***