



Carers in Hertfordshire
Young Carers Project
School Resource Pack



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YOUNG CARERS SCHOOL RESOURCE PACK

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Carers in Hertfordshire - Young Carers Project

Secondary Schools Resource Pack

INTRODUCTION

This pack is designed for use by school staff and by those responsible for delivering Personal, Social and Health Education and Citizenship Education in Hertfordshire Secondary Schools.

Its main aim is to raise awareness about young carers' issues and to help identify young carers, in order to improve provision for their education, social, physical and emotional welfare.

The pack contents will enable school staff to:

- a) Help young carers to find support, social links and advice
- b) Refer young carers to the Hertfordshire Young Carers Project

The pack provides:

- Lesson plans for presenting the issue of young carers and the relative invisibility and social isolation of their role
- Practical ideas and information for use in the classroom and school assemblies
- Information about Carers in Hertfordshire and the Young Carers project and the support offered to schools and to young carers.

Acknowledgements

The young carers Project gratefully acknowledge Carers Lewisham and The Princess Royal Trust for Carers, for making available much of the source material we have used, written and devised by Geraldine Baker, Young Carers School Development Worker with Carers Lewisham, who compiled the original lesson material, users' information and guidelines, in "**Supporting Young Carers in School - a secondary resource pack**", based on work she had done with two secondary schools in Lewisham.

We further acknowledge with thanks those young carers who allowed their personal accounts to be used as case studies.

Carers in Hertfordshire, Young Carers Project also acknowledge the Community Fund for its funding and support for the school liaison work.

Who is a Young Carer?

Children and young people (under 18) who provide or intend to provide a substantial amount of care on a regular basis.

(DOH 1996, p2 quoted in "Unseen and Unheard, The Invisible Young Carers" p8, by Geraldine Baker, Carers Lewisham)

The "Young Carer" may provide some or most of this care, which is likely to be at the cost of her or his own needs. She or he often has no idea what help and support is available or how to access that help.

Aims of the Young Carers Project:

- Support for young carers, both individually and through setting up young carers' support groups
- Arrangement of free weekend breaks, holidays, outings and workshops
- Organisation of an annual Young Carers Conference

Strategies for Young Carers

- a) **A National Strategy** for Young Carers – In 1999, the Government launched the National Carers Strategy, which recommended that all schools raise awareness of young carers and implement basic strategies to support young carers in their school.

The office for National Statistics state that nation-wide there are some 51,000 young carers. Projects are developing across the UK to make the role of young carers more widely recognised and supported, particularly by teachers and other professionals in Education, as well as in Health and Social Services.

- b) **A Strategy for Hertfordshire** – In 1999 a County Strategy was developed and was renewed under the leadership of newly formed Children Schools and Families Service, in 2002, The Young Carers Project is a key partner in the implementation of the Young Carers' Strategy for Hertfordshire

Research carried out in 1996-97 throughout Hertfordshire indicated that 12% or 8,500 young people aged 11-16 years self identified as "looking after someone" at home. Their caring role appear along a spectrum of care from simple domestic tasks to heavy caring responsibilities, including personal care. Based on the national context, a smaller portion of these children and young people will have substantial caring responsibilities.

A multi-agency group oversees the implementation of the strategy throughout Hertfordshire.

GUIDELINES FOR SCHOOLS

Supporting Young Carers

“Increased awareness in schools about the role of young carers will help staff and pupils understand the pressures these young people have and how they can help by offering support and encouragement.”

[J. Aldridge, S Becker, C. Dearden; “Partners in Caring”, Carers National Association, 1994]

Ongoing support at school will lower the stress often surrounding the curriculum, examinations, homework and relationships.

In line with working with other agencies, schools have a duty to establish links within the local community, as well as addressing the overall need of their pupils. Schools are in daily contact with young carers and should be enabled to recognise a young carer who may require support.

The School Development Plan: This should include:

- Consideration by governing bodies of what provision they will make or support in their school, both for the children and to raise awareness of this issue among staff;
- Promotion of positive images of illness and disabilities to encourage understanding amongst staff members and other pupils and reduce embarrassment experienced by young carers;
- Discussion in the personal/social skills part of the curriculum about issues surrounding disabilities and caring, which may help to bring such situations more into the open and facilitate their acceptance;
- The offer of access to information or training to enable staff to recognise signs which may indicate that a child performs a caring role within the family, and to ensure the sensitive handling of the situation when a young carer is known to the school;
- Allowances for a young carer’s inability to spend sufficient time on homework and GCSE / A Level coursework to be made. If appropriate – this may include notifying the examining authority of the circumstances;
- Extra provision to help young carers achieve their full potential, including assessment of any special educational needs that they may have themselves;
- Full use of internal and external support services available e.g. educational welfare service, child guidance service, social services, youth services and voluntary sector

Carers in Hertfordshire Young Carers Project

Background:

The Young Carers' Project was set up in 1996 by Carers in Hertfordshire, with funding from Hertfordshire County Council (HCC) and has progressed from initial research to the development of support services and Young Carers' Council.

The project is currently funded by H.C.C. Children Schools and Families, the NHS Primary Care Trusts and the Children's Fund.

The Young Carers Project covers the whole of the County and at present there are three members:

- Cindy Honour – Project Manager
- Marie Freeman – School Liaison/Development Worker
- Cheryl Jones – Project Co-ordinator

Project Achievements:

- The introduction of home visits
- Setting up a Young Carers Support Group in North Herts
- Annual programme of free breaks, activities and workshops for young carers.
- Organisation of the first Young Carers Conference
- The forming of the Young Carers Council
- Young Carers Newsletter
- Development and launch of The Young Carers Website
- Partnership work with Primary and secondary Schools across the County

Information and Resources:

- Project leaflets, information packs and reports
- Videos and DVD – looking at young carers issues, Heart to Herts DVD
- Primary and Secondary School Resource Packs
- Presentations and talks to Professionals

Models of Good Practice:

- Supporting young carers in school
- The young carers secondary school transfer plan

Project Aims:

- To raise awareness about young carers' issues and develop early recognition and identification
- To ensure that all young carers have access to information, advice and support
- To enable young carers to have a voice on issues that affect their lives
- To provide free breaks and activities for young carers
- To create links with primary and secondary schools across Hertfordshire, and support for young carers within schools
- To liaise and undertake joint work with all relevant agencies on Young Carer issues

Important note to teaching staff:

Confidentiality

Young Carers are often reluctant to talk about their caring responsibilities and may not wish other students to know about it. It is important that their confidentiality is respected in the classroom.

If the opportunity is there, some carers may wish to identify themselves in front of classmates, or they may choose to complete the confidential evaluation sheet at the end of each lesson in this pack. However, others may not. Either of these situations will need sensitive handling by staff.

The evaluation sheets should be completed in a quiet moment set aside for the purpose, so as to respect the privacy of the individual child/young person. There are various well-recognised ways of protecting confidentiality in the classroom:

- You made decide to use the ground rules which establish, for example, that it is **NOT OK** to talk about people personally in these lessons
- Use distancing methods like Case Studies so that there is no discussion or disclosure about individual students in the classroom. Talk about the people in the case studies, not about “you” or “I”
- Refer to sources of help and how to access it, but avoid asking young people directly if they need help.

If a young person completes an evaluation sheet or wishes to be referred to another agency or to the Young Carers Project for further help/information, check the school’s position on confidentiality and the passing on of personal details and information.

LESSON 1

YOUNG CARERS

Young Carers and their responsibilities

1. Definition of a Young Carer
2. Case Studies
3. Frequent effects for young people providing care
4. Facts about Young Carers - statistics sheet

LESSON 1: Young Carers and their Responsibilities

Definition of a Young Carer



“Children and young people (under 18) who provide or intend to provide a substantial amount of care on a regular basis”

(DOH 1996, p2, quoted in “Unseen and Unheard, The Invisible Young Carers” p8, by Geraldine Baker, (Carers Lewisham)

LESSON 1: Young Carers and their Responsibilities

Teachers Notes

STRUCTURING THE LESSON

1. What responsibilities do young people of our age have?

Whole class brainstorm

Which of these are At home?
 At school?
 Elsewhere

Do all young people have the same responsibilities?
What about responsibilities of young people who care for a relative?

2. What is a young carer?

Use young carer's definition (see page 8)

3. Some examples of young carers: case studies

These can be considered in small groups, each with a feedback form

Whole group feedback

Take comments under each of the four headings on the questions form.

Use or show "Frequent effects for children and young people providing care"

4. What do we know about young carers?

Use the Young Carers Statistics Sheet to give information

5. Use the Evaluation Sheet

Lesson Plan 1: Young Carers and their Responsibilities

This lesson presents the definition of a Young Carer, encourages pupils to consider their responsibilities and invites them to compare and reflect on those of Young Carers.

Discussion on the social, educational and health impact of caring is also promoted.

Expected learning outcomes	An understanding of the concept of a Young Carer Awareness of the range of responsibility of Young Carers An understanding of the impact of caring on a young person Knowledge of the reasons why caring sometimes becomes the responsibility of younger family members Ability to suggest constructive ways in which young carers could be supported in school
Resources	Recognised definition of a Young Carer Case studies and case study task sheet Frequent effects for children and young people providing care Young Carers statistics sheet Evaluation sheet
Suggested lesson format And activities	Reflect on “students” current responsibilities Focus on the definition of a Young Carer Task: case studies of Young Carers The impact of caring Source of support for Young Carers Evaluation sheet

A DAY IN THE LIFE OF A YOUNG CARER

In the boxes below is a day in the life of both a young carer and a young person who has no caring responsibilities. Work with a partner writing the different responsibilities in the boxes below. One of you complete the right side of the page and one complete the left, on your own sheets. Once completed, discuss with your partner the differences between the life of a young carer and a young person with no caring responsibilities.

YOUNG CARER WITH RESPONSIBILITIES

9.00am

Its 9am and mum is not feeling well and the doctor can't come till 10am and you are already late but you have to wait

3.00pm

End of school day. You can't hang around with friends you have to get mum's medicine from the chemist

12.00 noon

It's lunchtime at school, you have returned home to check on how mum is. Dad is in from work now but is asleep. Just made it back for the bell

6.00pm

Helping dad make tea before he goes to work. Hoover and tidy up while mum is upstairs. Start homework but mum wakes and needs help downstairs

YOUNG PERSON WITH NO CARING RESPONSIBILITIES

9.00am

It's 9am, the bell has just rang at school and you are in your first class of the day

3.00pm

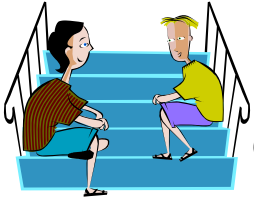
End of school day. You go into town with a friend to pick out a birthday present for another friend.

12.00 noon

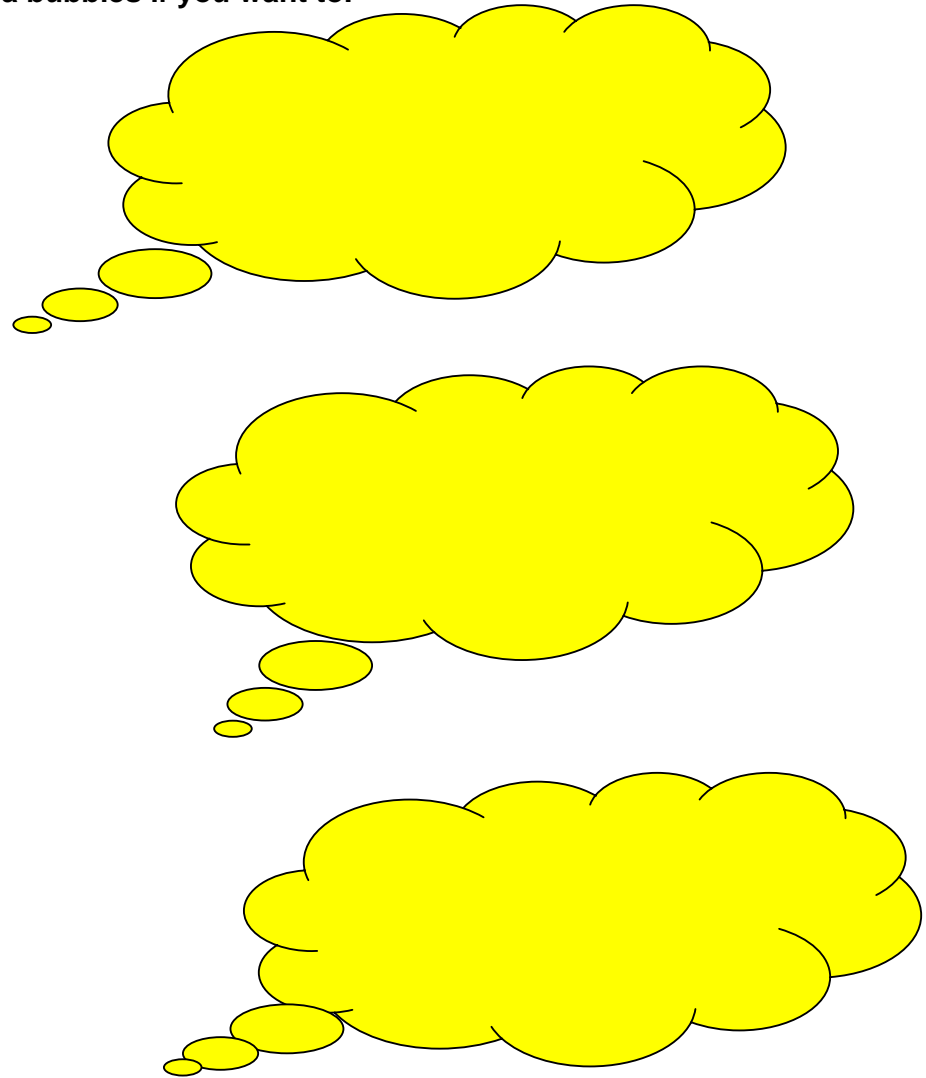
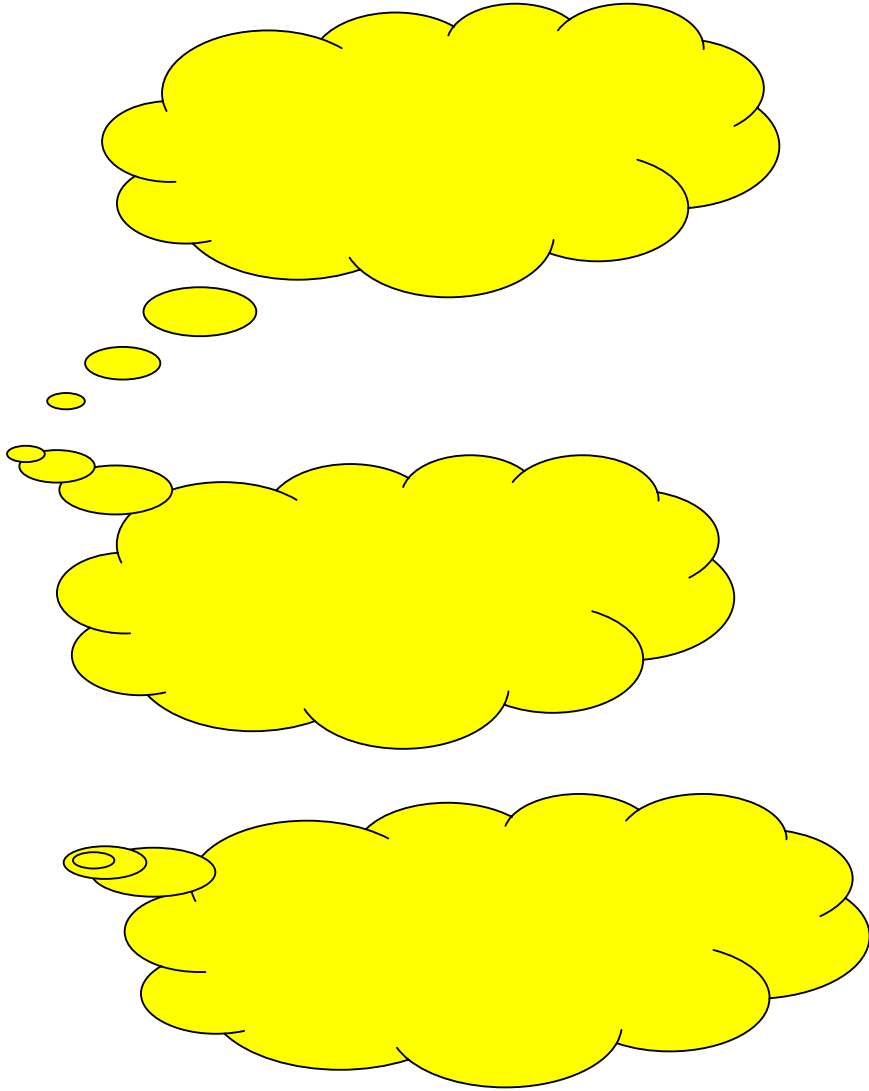
Lunchtime, you go to the dinner hall with friends to catch up on chat and plan what to do tonight

6.00pm

Have dinner with Mum and Dad and then do homework and go to friends to watch a film and chill out.



Susan who is a young carer is telling Clare all the things that she has done for her mum today. Can you write down the tasks that Susan might have to do for her mum. You might want to work with a friend. Draw extra bubbles if you want to.



LESSON 1: Young Carers and their Responsibilities

Resource Sheet

Case Study Questions

Read your case study and then carry out these tasks

1. Make a list of all responsibilities the young carer has
2. Write down two things you think the young carer may feel about their Caring role
3. What problems do you think the young carer may experience because of their role? Write these in the boxes below. Can you think of one or two problems for each of the boxes?

What problems do you think the Young Carer may experience:	Answers
a) at school ?	
b) their friends?	
c) finding leisure time?	
d) the future?	

CASE STUDY

SCHOOL

M. (Male) AGE 16

I have quite a few days off school. Actually, since Christmas I haven't been to school. I went in and I said, "I can't come into school because I need to help my dad, and they say, "As long as you're in for your exams you're okay", which is fair enough. I used to miss at least a full week every month. I don't want to leave him. – the school understands why - when I first joined the school I said "My dad's disabled so I am going to have a lot of time off", and so they try and help as much as they can. What happens is I have an agreement with the teachers if I ever feel worried or anything then I can just walk out of school or the teachers will give me a lift home if I want one.

I joined this club for young carers, and the one who run it was always going out for meals and she'd help me out - I talk to her all the time. It gets you out of the house, talk to some people my age, "cos there used to be eight of us, all different ages. Just used to go out and talk to each other, have a good laugh.

CASE STUDY

SCHOOL

G. (Female) AGE 17

A few friends did know but not many of them. My mum says, "I'll tell the teachers why you've been away" and I went, "no, no I don't want them to know", because you just feel like they take pity on you and everything and I said, "no I don't want them to know", but mum says, "That will explain your absences and then if you're not doing too good at school they'll know about it. But when my mum went to parents' evening the teachers were saying, "no, no they're doing really well at school, they're all right". So I says to mum, don't say anything if they think we're doing all right at school, unless they say to you they're struggling", but I don't think mum ever told the teachers actually. I don't think I wanted my mum to tell the teachers at all. Friends knew but I think at one point my mum did ring one of the teachers because they were having problems with my younger sister and I think my mum ended up telling them what had happened but apart from that on one else knew really. It is only my close friends.

CASE STUDY

RESPONSIBILITIES

KIRSTY AGE 12

Kirsty lives with her mum and her younger brother Davis, age 7. Her mum and dad separated two years ago, during which time Kirsty's mum had started to suffer from severe arthritis and asthma.

On bad days, Kirsty's mum is so ill she finds it difficult to walk short distances from one room in the house to another, and climbing the stairs can be impossible.

Kirsty has often had to call out an ambulance for her mum, especially at times when she has fallen or has had a severe asthma attack.

CASE STUDY

RESPONSIBILITIES

CLAIRE AGE 9

I look after my mum. She has a disease called Myasthenia Gravis. She can go into hospital anytime when her muscles are too weak. It affects her muscles, breathing, walking and speech etc. When my mum's ill I ring the ambulance. She tells me not to, but I know it's for her own good. When my mum's ill I go in a home with my sister. (My brother goes by himself). When my mum comes out of hospital you can tell the difference, but not for long. I help tidy up, undress her, help her in the bath, Hoover etc. After I've helped my mum there's a feeling inside of me which makes me happy.

My mum sees a lot of social workers and helpers. I get on fine with them, except one lady who takes me to school. At school most people understand especially my old year 3 teacher. If I get problems she helps me

CASE STUDY

SCHOOL MARGARET, AGE 9

When I am working at school I am always worried about my dad but when I am in the playground with my friends I just totally forget him and have a good time.

When my dad is having an operation I am always wondering if anything has happened to him.

Sometimes, when I am running all around the house for him I get fed up with it.

When I am doing things for my dad and my Tamagotchi is bleeping I just want to chuck it out of my bedroom window.

When I am cleaning up the house and my older brother wants me to do something for him I just want to magic him away "cause he's getting on my nerves".

When my brother and sister are arguing they come running up to me and say nasty things about each other and I have enough to worry about, my Dad. I end up falling out with both of them, but in a way, when I think about it, I really like my brother and sister

CASE STUDY

SCHOOL ABIGALE AGE 11

Read this to all teachers.

Some people can't get their homework done because they are under lots of pressure and stress, so don't say they are lazy because you don't understand. You should listen to them.

Instead of saying they're lazy you should give them their word so just let them say what they want to say and don't Butt In!!

PLEASE LISTEN!!!!!!!!!!

You have to go to school to learn and some people might think you have to have a break.

That is why you go to school.

When you go to school it makes me mad when people make fun of the disabled people and it come to homework

You say why you have not done your work and you tell them what you've done.

THEY SAY "You told me that last week. You are lying to me".

CASE STUDY

RESPONSIBILITIES

FINAN AGE 13

Finan and her family have only been living in London for two years. They had to leave their own country, Eritrea, because of the war.

Finan lives with her mum, brother and uncle. Her father was killed by soldiers and an aunt went missing two months before her family came to look for refuge in England.

Although Finan use to speak only Arabic within a year of arriving in this country she was able to write and speak fluent English, but no-one else in her family can do this yet.

Finan's mum is still shocked and upset by what happened to them in Eritrea. She is also depressed and worried about other members of her family still living there. Finan's uncle has been ill for a while now. He has difficulty walking and can't go out of the house without someone to help.

CASE STUDY

RESPONSIBILITIES

M. (MALE) AGE 16

I empty her commode, do the kitchen, washing- up, most of the time I cook dinner. Collect her money from her social security, order her prescriptions, go down the doctor's, get a prescription, then go down the chemist - fetch tablets - bring them back, go down the shop. Or, if she's in the bath, just wash her hair or something when she can't do it herself. Stuff like that. Or at night time because she has trouble getting out of a chair - so I have to lift her up and put her on the settee to go to sleep, just stuff like that.

CASE STUDY

SCHOOL AND RESPONSIBILITIES

LUCIA AGE 15

My mum has a bad back and battled against cancer three times and she had had to have a nerve removed from her leg. She has had to go into hospital for operations on her back. Because my dad works away from home, when my mum goes into hospital me and my brother have to have a home help/carer in and look after us.

When my dad is away I have to look after my mum and younger brother. I have to cook, clean the house and help my mum. I have to fetch my mum's pills and help her to get out of bed. It's hard work and sometimes I feel really tired. This is made worse because I have to go out to work and earn my pocket money etc. It makes me feel happy though when my mum says thank you.

My teachers don't really understand what I have to do at home. My mum does not like people to know how ill she is, it's really hard for her to tell them. I have a lot of time off school to care for my mum because I can't leave her on her own. Because of this I have now been put on the alternative programme at school, which means I can finish at lunchtime.

When my dad is away, I become responsible for everybody and the house.

I don't get on with social workers because they keep trying to take me and my brother away from my mum when my dad is working.

I am involved in a young carers group, which meets every Wednesday night. This means I can get out of the house and have a laugh with my friends. The group gives you the support you need and a chance to meet other carers, we also go on trips out and camping trips.

As I get older I have to take on more responsibility and it gets harder for me.

Lesson 1: Young Carers and their Responsibilities

INFORMATION SHEET

Frequent effects for Children and Young people providing Care

Because of their caring role, they face problems at school, with completing Homework, revising for exams and getting qualifications.

Young Carers may often:

- Be late
- Be tired
- Miss school
- Underachieve
- Have difficulty completing homework
- Need extra help to complete homework tasks at GCSE level

Young Carers may feel:

- Isolated from other children of the same age, and from other family members
- That they are different from other children and are unable to be part of a group. A common issue for many young carers is the lack of understanding of their peers about disability and illness
- A conflict between the needs of the person they are helping and their own needs, leading to feelings of guilt and resentment
- That nobody is there for them, that professionals do not listen to them and are working only with the adult
- A lack of recognition, of praise and respect for their contribution

As a result they may have:

- A lack of career opportunities
- Special needs, possibly including behavioural difficulties
- Problems with moving into adulthood, especially with finding work, their own home, and establishing relationships
- Problems from bullying by children who do not understand their situation
- Lack of time to play, sports or other interests and leisure activities

LESSON 1: Young Carers and their Responsibilities

INFORMATION SHEET

Young Carers Statistics Sheet

The average age of a Young Carer in 1997 was 12

86% are of compulsory school age

57% are girls, 43% boys

86% are white European. The largest ethnic minority groups of young carers are black African and black Caribbean

54% of young carers live in lone parent families

One in three young carers regularly miss school or have educational difficulties because of their caring role.

71% of young carers have been bullied

One in four young carers do not tell anyone they are looking after someone at home

12% are caring for more than one person

Young Carers in lone parent families are caring predominantly for a parent

63% of Young Carers look after someone with physical health problems

29% are caring for someone with mental health difficulties

72% perform domestic tasks, yet one in five young carers are providing intimate care

Young Carers need both practical and emotional support whether caring for someone with physical or mental health problems, though the type and extent of support required may vary depending on the needs of the person cared for.

Ref: Known facts about Young Carers', Dearden C. S; "Young Carers in the UK" 1998 Young Carers Research Group, Loughborough University in Carers Lewisham's "Young Carers School Development Project Report" Oct 1998 – July 2000

YOUNGCARERS

LESSON EVALUATION AND INFORMATION SHEET

Lesson SubjectDate.....

Please fill-out all sections on this evaluation sheet.

Key: 1 = Poor 2 = OK 3 = Good 4 = Very Good

1. How did you find today's lesson? 1 2 3 4

2. What did you think of the content? 1 2 3 4

3. What is a Young Carer?

4. What difficulties do Young Carers sometime experience?

5. What support do Young Carers sometimes need?

Do you care for someone at home who is ill, disabled, frail or has drug/alcohol problems
YES/NO

If you have answered "YES" to this question, would you like to talk to someone at school about your caring situation at home?
YES/NO

Would you like more details about The Young Carers Project? **YES/NO**

Would you be interested in a young carers group/club in school for example during one lunch time each week?
YES/NO

Name: Tutor Group.....

Thanks for filling out the form. Remember to hand it in at the end of the lesson

This information will not be shared without your knowledge

LESSON 2

YOUNG CARERS

Living with disabilities and mental illness in the family

1. Recognising a disability or a mental health problem
2. Towards a definition of disability and of mental ill health
3. Pair/Group exercises and whole class discussion
4. Our rights as children who care
5. Case Studies

Teachers note: Answers to **TRUE** or **FALSE** exercises

Disability - what do we know?

Mental ill health - what do we know?

LESSON 2: What do you know about Mental Health and Disability?

STRUCTURING THE LESSON

Recognising when a person has a disability or mental ill health

Part 1 Pairs/whole class

Raising Awareness of disability

- a. How do we tell when someone has a disability?
- b. How do we tell when someone is suffering from mental ill Health

Whole class with teacher

Feedback: Can we always tell? Is it easy to recognise?

What do we mean by disability and mental ill health?

Pairs in one half of the class write their definition of disability

Pairs in the other half write their definition or mental illness

Feedback: Listen to some definitions and compare definitions of disabilities and mental ill health

Part 2: Group work

What do we know about:

- a. Disability?
- b. Mental ill health?

Task 1. Disability TRUE or FALSE exercise

Each group has a list of 10 statements with three columns

TRUE - FALSE - DON'T KNOW

The sheet is passed around the groups and in turn each student reads out one statement and ticks either TRUE, FALSE, DON'T KNOW

NOTE: there is no discussion at this point

The group members discuss the DON'T KNOWS and replace them in a TRUE or FALSE column

Whole class now read by teacher

The teacher reads each statement in turn asking a spokesperson from each group to read out the groups agreed answer

Brief class discussion on each

Give out copies of the 10 statements and ask them to fill them in individually

Teacher then shows the class the answers

Emphasis should be on the positive rather than the negative aspects of disability – (referring to helping with a disability sheet) allowing a few minutes for questions and discussion

Task 2 Mental ill Health - TRUE or FALSE exercise

Repeat as for task 1

Part 3 - Whole class discussion

Problems for Young Carers

What sort of help might be needed by people with a disability?

What sort of help might be needed by people suffering from mental illness?

How easy is it for young people to provide this help?



Lesson Plan: 2. what do you know about Mental Health and Disability

This lesson is designed to encourage pupils to consider their views of mental ill health and disability, by inviting them to compare and reflect on their perception, and school attitudes towards people with disability and mental ill health. These views will then be used to examine the wide-ranging impact on young people who have responsibility to care for someone with a disability or mental ill health

<p>Expected learning outcomes</p>	<p>An understanding of the difference between mental and physical health</p> <p>Knowledge of the factors that contribute to mental ill health and disability</p> <p>Increase understanding of the concept of “normality”</p> <p>Awareness of social taboos and perceptions of mental health and disability</p> <p>An understanding of how a young person may be affected by caring for someone with a disability or mental illness</p>
<p>Resources</p>	<p>Rights of Young Carers (see page 40)</p> <p>Definitions of mental ill health and disability (see page 27)</p> <p>What do we know about mental ill health and disability? (see page 28 & 30)</p> <p>Answer sheets for teachers (see pages 29 &31)</p> <p>Information sheet: mental ill health (see page 34)</p>
<p>Suggested lesson format and activities</p>	<p>Raise awareness of mental ill health and disability</p> <p>Explore student’s perceptions of mental ill health And disability</p> <p>Tasks: What do we know about disability?</p> <p>Problems for Young Carers</p>

LESSON 2:

Definition of disability

Disability is when a person is restricted in movement or understanding; or lacks the physical or mental ability to perform an activity

Definition of Mental ill Health

Mental ill health is when a person has feelings and emotions that are unacceptable to them or others, and that makes it difficult for them to cope with everyday life

(Carers Lewisham, Supporting Young Carers in School)

LESSON 2: Young Carers – Living with someone with a disability

What do we know about disability?

Place a tick in one of the columns	TRUE	FALSE	DON'T KNOW
1 .Most people with a disability are born with it			
2. If a person is disabled it means they are ill			
3 .Someone with a disability can't be cured			
4. Most people with a disability are elderly			
5. A young person with a disability has to go to a special school			
6. You can always tell if someone has a disability			
7. People with disabilities are not allowed to work			
8. People who are blind can read books			
9. There are many different sorts of disabilities – not just physical ones			
10. People with disabilities want other people to do everything for			

them			
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LESSON 2: Young Carers – Living with someone with a disability

ANSWER SHEET

What do we know about disability?

1. Most people with a disability are born with it

FALSE: Only 17% of people with disability were born with it. Most people who are disabled become so because of accidents or disease at some stage in their lives.

2. If a person is disabled it means they are ill

FALSE: It just means they are unable to carry out certain tasks, or find difficulty doing so.

3. Someone with a disability can't be cured

FALSE: It depends on the reason for the disability. Many disabilities can be improved with treatment or drugs or with technological support

4. Most people with a disability are elderly

FALSE: people with a disability are found in all age groups eg.3% of all children under the age of 16 have a **disability**

5. A young person with a disability has to go to a special school

FALSE: Many young people with disabilities go to mainstream schools. Just because a person is disabled doesn't mean that they are not as clever as those who are able bodied

6. You can always tell if someone has a disability

FALSE: Some disabilities are not obvious. For instance, it's not possible to see if someone is deaf; and someone who has difficulty in walking may appear perfectly fit when sitting down

7. People with disabilities are not allowed to work

FALSE: There are laws, which say that employers must hire people with disabilities. Many people who are disabled are just as able to work as anyone else

8. People who are blind can read books

TRUE: They can read using Braille

9. There are many different sorts of disabilities – not just physical ones

TRUE: Some people have a learning disability which means they learn more slowly than others

10. People with disabilities want other people to do everything for them

FALSE: People with disabilities want to be as independent as possible. The best way to help someone who is disabled is to let them do as much as possible for themselves

LESSON 2: Young Carers - Living with someone with a mental ill health

What do we know about mental ill health?

Place a tick in one of the columns	TRUE	FALSE	DON'T KNOW
1. Only adults suffer from mental ill health			
2. More men commit suicide than women			
3. 6 million people in the UK suffer from mental ill health			
4. Alcohol and drug abuse are the main causes of mental ill health			
5. Epilepsy is a mental illness			
6. Bullying can sometimes cause mental health problems			
7. Depression is a mental illness			
8. People with a mental illness sometimes say and do things they don't really mean			
9. Exercise can help to stop people feeling depressed			
10. One in four people will suffer from a mental health problem at some point in their life.			

LESSON 2: Young Carers – Living with someone with mental ill health

ANSWER SHEET

What do we know about mental ill health?

1. Only adults suffer from mental ill health

FALSE: Surveys vary: but show between 5% and 10% of children and adolescents suffering from some sort of mental ill health problem. One study gives a figure of 4% of children requiring specialist services

2. More men commit suicide than women

TRUE: One reason is thought to be because women are encouraged to share their feelings more than men, so men “hold” their negative feelings

3. 6 Million people in the UK suffer from mental illness

TRUE: So mental illness is far from uncommon

4. Alcohol and drug abuse are main causes of mental ill health

FALSE: Pressure, stress, suppression of feelings and a difficult family background are the main cause of mental ill health, although alcohol and drug abuse can often have a negative effect on a person’s mental health

5. Epilepsy is a mental illness

FALSE: It is a health problem caused by electrical activity of the cells in the brain. It is because of how the body responds when a person has an epileptic fit/seizure that some people make the mistake of thinking that epilepsy has something to do with mental health

6. Bullying can sometimes cause mental health problems

TRUE: A person can become depressed because they are being bullied, and may find themselves struggling to cope with everyday life

7. Depression is a mental illness

TRUE: Over 4 million people suffer with depression in the UK. Everyone at some point in their life may feel depressed, but it is when such feelings leave a person struggling to cope with their everyday life that depressed feelings can lead to depression

8. People with a mental illness sometimes say and do things they don’t really mean

TRUE: Sometimes the illness can effect how a person thinks, speaks and behaves to others

9. Exercise can help to stop people feeling depressed

TRUE: During exercise the body produces endorphins, which makes a person feel relaxed, and helps them feel less stressed

10. One in four people will suffer from a mental health problem at some time in their life

TRUE: So most people will probably know someone who is suffering from mental ill health

LESSON 2: Young Carers with someone with a disability

INFORMATION SHEET (1a)



Helping people with a disability

When people think about physical and other disabilities it is often in the context of what a person is unable to do. Although help may be needed if a person is unable to perform certain physical tasks, not everyone with a disability requires care from a member of the family.

Not all disabilities are permanent, and most of those who can be treated or ameliorated with treatment (eg. Drugs, physiotherapy) or technical aids (motorised equipment, computers etc) used to increase mobility and physical functions. A specially designed computer can help someone to speak, for example, and hearing aids are used by large numbers of people to overcome their hearing loss.

Most people who have a disability are keen to be as independent as possible, and to do whatever they can for themselves. When we first meet a person with a disability it's useful to remember not to help unless they ask us to. It's also a good idea not to make assumptions about what people with disabilities can or cannot do. Many people with disabilities are in employment, and others take part in sports, for example the Para-Olympics.

Optional Exercise - Disability Awareness

Can you think of any things a person with a particular disability might still be able to do?

Discuss in pairs/small groups and make a list of the ideas that come up

LESSON 2:

Teachers Notes

INFORMATION SHEET (1b)

Looking after someone with Physical Disability/Long Term Illness and what it means for a young carer



A high proportion of young carers are looking after someone with a physical disability or long term illness; this also includes those caring for someone with a sensory impairment. Young Carers in this situation often assume greater responsibility for practical, physical tasks, as well as coping with the associated emotional stress and responsibility.

Young Carers in this situation are involved in general tasks such as assisting with mobility, giving medication and so on. Often they also bear sole responsibility for domestic chores and the day to day running of the household.

Providing personal, intimate care is the most difficult for both children and parents, because of the embarrassment it can cause to both. In addition many young carers are also drawn into childcare responsibilities and the need to care for younger siblings because of the parent's inability to manage because of their illness.

Even in situations where a care package may appear to be meeting individual care needs, the range of tasks and the periods of time when paid carers are not present means that the young carer still assumes a high level of responsibility. This reinforces the need for a separate young carer's assessment to ensure that professionals see the full picture.

LESSON 2: Living with someone with mental ill health

INFORMATION SHEET (2)

What is mental ill health?

Everyone has different levels of physical and mental health - most people know when they are physically unwell, but awareness of what constitutes good mental health can sometimes leave people struggling to recognise when they are suffering from mental illness.

Mental illness covers a wide range of problems. All of us get depressed or anxious, especially after a distressing or traumatic event, like the death of a relative or friend. But with mental illness, these feelings carry on for a long time and make it difficult to cope with everyday life. Because everyone is different, people have their own ways of reacting. So, mental illness can cover anything from depression to hearing voices.

Common Problems:

Anxiety and Phobias

It's normal to feel anxious about taking exams or starting a new school. Almost everyone is scared of something, whether it's looking down from a high building or going into crowded places. However, it's possible to suffer from anxiety or phobias so much that you no longer feel in control of your actions

Depression

Most of us get depressed from time to time, but usually our feelings are related to a specific event and we find ways to get over it in time. But some people get depressed and their whole life seems bleak and hopeless.

Schizophrenia

Schizophrenia is caused by adverse chemical reactions in the brain, which affects the way a person thinks about him/herself. They often feel as if they are being controlled or followed by someone else, and may be very afraid at times.

LESSON 2: Young Carers - Living with someone with mental ill health

INFORMATION SHEET (2a)

Causes and effects of mental ill health



COMMON CAUSES:

The most common causes of mental ill health are:

- Suppression of feelings
- Stressful life events
- A difficult family background
- Bio-chemistry: genes

People who suffer with mental illness can sometimes get better, in the same way that someone can when suffering with a physical illness. However, as with physical illness, if a person is unable to deal with or avoid the cause of mental illness, they can often become more ill.

Positive mental health can be encouraged by a person learning to relax, learning to deal with difficult situations, setting goals, expressing their feelings, facing up to their problems or finding someone to talk to.

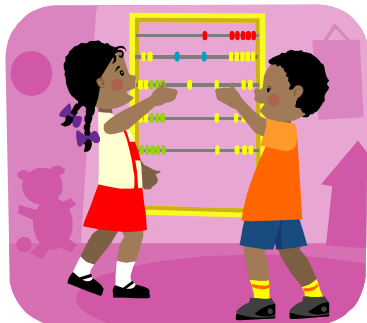
Effects of caring for someone with a Mental Health Problem

It is because mental illness is often regarded a “taboo” subject that many carers, especially Young Carers, may find themselves being bullied if it is known that a relative of theirs has a mental illness. The person for whom they care for may be suicidal or violent, or their moods may quickly change, and this can be particularly stressful and frightening. The impact of caring for someone with a mental illness can also give way to emotional exhaustion.

LESSON 2: Sibling Carers

INFORMATION SHEET (3)

Looking after brothers or sisters with Special Needs



Many young carers are caring for a brother or sister with a disability or illness. Often these young carers will be playing a supportive role to their parents, but the impact on siblings and their needs should not be overlooked or undervalued. Many children with disabilities need intensive care, seven days a week, and sometimes at night as well. This level of care impacts on the whole family and many siblings take on caring tasks in order to share the work with other family members.

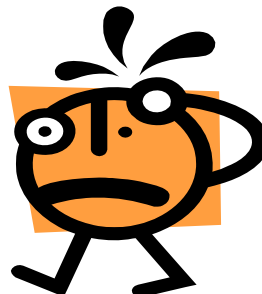
Young Carers in these situations may be bullied and teased at school. It is sometimes difficult to do homework or to bring friends to the house because of the behaviour of their brother or sister, which may also cause embarrassment in public and reduce choices in terms of family outings. Young Carers felt it was difficult to tell friends about their brother or sister and often did not know whom to trust

Many young carers feel confused by their conflicting emotions. On the one hand they openly acknowledge their love for their brother or sister. However, on the other hand they feel frustrated and resent the time their parents spend with the child with the disability. They may also resent services and activities always being provided to the child with disabilities, when they feel they are stuck at home. Some young carers said they prefer to stay at home because of the special arrangements that need to be made to go on day trips and/or holiday e.g. equipment, sorting out medication etc.

Young carers suffer embarrassment and feelings of anger at other people's reactions; some young carers have got into trouble defending their brother or sister. They find it difficult to relax and enjoy themselves. At home young carers experience a lack of privacy. They feel sad that they cannot communicate properly with their brother or sister. Many young people assume that they will always have to be their brother or sister's carer and plan their lives out accordingly.

LESSON 2: Young Carers – The effects a caring role can have on a young person

INFORMATION SHEET (4)



Growing up coping with a disability or illness of a family member will, inevitably, affect a young person. The nature and extent of such effects will be dependent on a number of factors:

- The structure of and relationships within the family
- The range of help offered by family and/or friends
- The nature of the disability or illness
- Financial circumstances of the family
- Support and services provided by outside agencies
- The personality of the child

However, many young carers find that their lives are significantly affected. Many young carers have problems attending school regularly or on time, they have difficulty completing homework and struggle to concentrate in class. Some young carers find it difficult to mix with their peers; either because they need to get home after school or because they are more mature than their peers. Many young carers are bullied. As a result, their academic and pastoral welfare can be adversely affected.

Many young carers may feel emotional anxiety, stress, guilt, self blame and an obligation to care. They feel a sense of embarrassment and stigma and often feel ostracised by their peer group and/or their local community. Nearly all young carers express an overwhelming sense of isolation and loneliness stemming from their belief that they are the only one in this situation.

Some young carers are keen to highlight the positive aspects of caring. They feel that they have gained many important skills and so will be better equipped for their adult lives. Their caring role also allows them greater empathy and understanding of other peoples situations.

CASE STUDY

MENTAL HEALTH

DAVID, AGE 10

David lives with both his mum and dad, but no brothers or sisters. His dad is an alcoholic and his mum suffers with depression and is rarely able to get out of bed.

David's mum and dad argue nearly all the time. David always gets upset when he sees them like this, but knows that his dad has a problem, and that his mum is unwell.

CASE STUDY

MENTAL HEALTH

SAMANTHA AGE 14

When I was about ten years old my dad found out that he had depression. My mum didn't tell me straight away because I was still quite young to understand. When I was told I was very scared because I didn't know anything about depression.

A couple of months went by after my mum had told me and I suddenly realised I was doing things I had never done before e.g. cooking, cleaning and paying bills. I also started falling behind with my school work and getting into lots of trouble for falling asleep in class. My mum contacted the school and told them what I was going through. They were very understanding.

CASE STUDY

DISABILITY AND RESPONSIBILITY

SARAH AGE 14

I have a twin sister and a younger sister who all have to care for our disabled dad. He had a major stroke just over a year ago and is still very disabled from it. It had changed all of our lives a lot. It has affected our school work, our relationship with our dad and our daily lives. Instead of our dad looking after us, it has changed and now we look after him. We have to cook, wash, clean and do most of the household jobs for both him and ourselves. When we want to go out with our friends, our granny has to look after him. She has moved in now to help us but she is nearly 80 and can't manage everything that she would like to help out with.

CASE STUDY

DISABILITIES

CARLOS AGE 15

Carlos lives with his mum and older brother, Stephen, who has a learning disability – is unable to concentrate on one thing, finds it hard to listen to other people or make them understand him and is always touching things he shouldn't.

When Carlos gets home from school, his mum does the shopping, but Carlos has to care for Stephen and this can be exhausting. Carlos is always having to keep an eye on what his brother is doing – once or twice he has even managed to stop Stephen setting light to the house!

OUR RIGHTS AS CHILDREN WHO CARE



We are individual young carers in a unique situation. Each one of us is both a child and a carer, and has rights as such. As both children and carers, we have a right to:

- Self- determination and choice (to be children, carers or both)
- Be recognised and treated separately from the care receiver
- Be heard, listened to and believed
- Play recreation and leisure
- Education
- Health and social care services specific to our needs
- Practical help and support, including respite for carers
- Protection from physical and psychological harm including the right to protection from injury caused by lifting etc
- Our lives and families to be consulted and fully involved in discussions about decisions which affect them
- Information and advice on matters that concern us and our families (including benefits, services and medical information)
- Having access to trained individuals and agencies who can deliver information and advice with appropriate expertise, in confidence
- Independent and confidential representation and advocacy
- A full assessment of our needs, strengths and weaknesses, including full recognition of racial, cultural and religious needs
- Appeal and complaints procedures that work
- Stop physically caring

Ref: Young Carers Research group in association with crossroads (1994) "getting it right for young carers – a training pack for professionals" in "Young Carers Strategy 2000 -2003" – Wiltshire Young Carers

YOUNG CARERS

LESSON EVALUATION AND INFORMATION SHEET

Lesson subject: Dare:

Please fill-out all sections on this evaluation sheet.

Key: 1 = Poor 2 = OK 3 = Good 4 = very Good

1. How did you find today's lesson? 1 2 3 4
2. What did you think of the content? 1 2 3 4
3. What is a Young Carer?

4. What difficulties do Young Carers sometimes experience?

5. What support do Young Carers sometimes need?

Do you care for someone at home who is ill, disabled, frail or has drug/alcohol problems

YES/NO

If you have answered "YES" to this question, would you like to talk to someone at school about your caring situation at home?

YES/NO

Would you like more details about the Young Carers Project?

YES/NO

Would you be interested in a young carers group/club in school for example during one lunchtime each week?

YES/NO

Name: **Tutor group:**

Thanks for filling out the form. Remember to hand it in at the end of the lesson. This information will not be shared without your knowledge

LESSON 3

YOUNG CARERS

Sources of Support

- 1. What is support?**
- 2. Mapping our own network of support – network diagram**
- 3. Group/pair work on where we get support**
- 4. Case Studies**
- 5. Frequent effects – whole class feedback**

LESSON: 3 YOUNG CARERS – WHERE WOULD YOU GAIN SUPPORT?

STRUCTURING THE LESSON

1. **Clarify with students what they understand by “support”**

2. **Mapping your support network**

Introduce and demonstrate the example given.

Ask students to complete their own network diagram individually

Stress that this is a private activity, and will not be shared with anyone else unless they wish to do so

3. **Where I get support**

In small groups, thinking about the information on their diagrams, or, using the case studies complete the sheet:” Where do I get support”?

Each student completes the sheet “people who can help me”. This could be followed by role-play, in which pairs of students try out a brief conversation in which the young carer imagines and tells their “ideal” person about their caring situation.

Whole class feedback

How did the “ideal” person respond to what they were being told?

How easy was it for the “carer” to tell someone about his or her situation?

Did/would anything help to make it easier?

4. **Case Studies: Where Young Carers get support**

These can be used in a number of ways: see lesson 1

Whole class feedback

Make a list together of all the sources of support, which were available to carers in the case studies, and identify the different types.

Which of them were most useful to the young carer?

Which of these were available in school?

5. **Recap “Frequent effects for children and young people providing care”**

How can schools and other students help young carers?

LESSON PLAN 3 Young Carers - Where would you gain support?

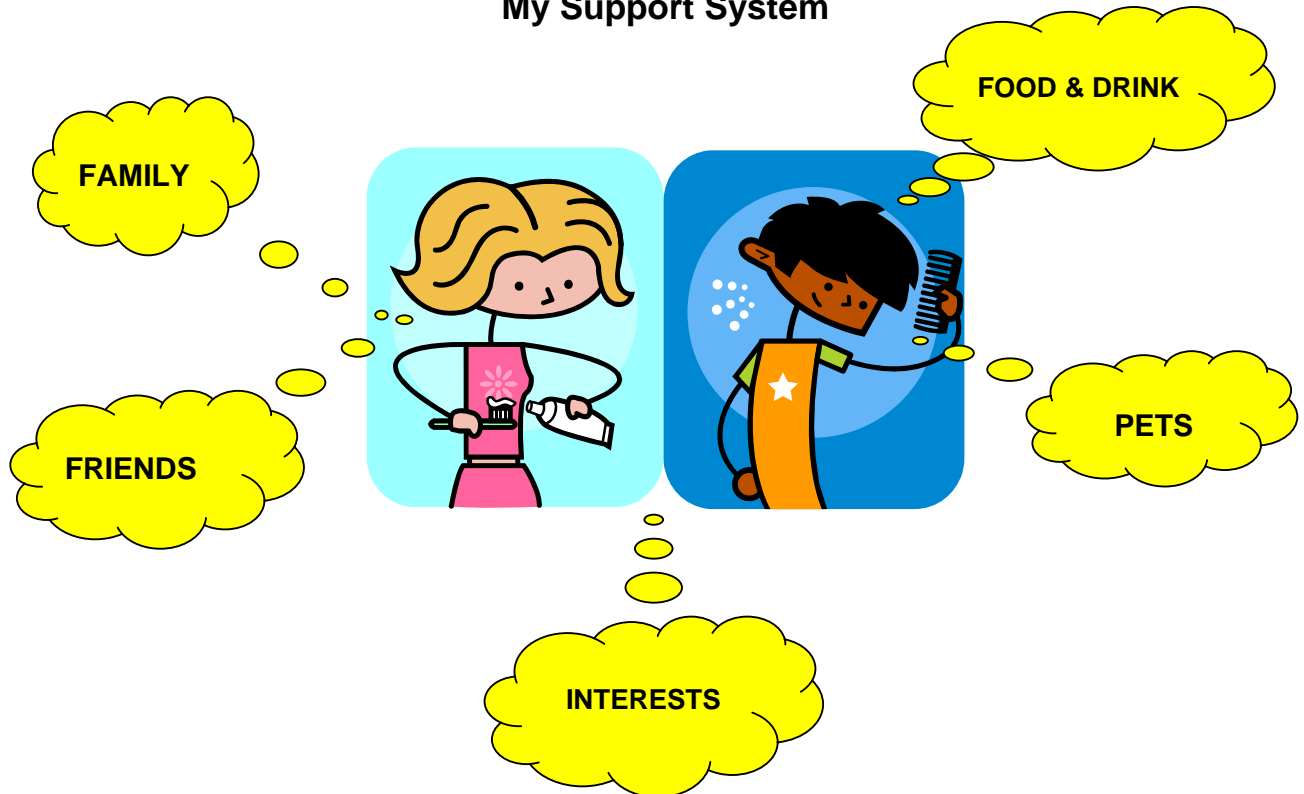
This lesson addresses where young pupils access support and the extent that “Trust” and “Confidence” influence their decision. Pupils are invited to reflect on how support networks may change over time, how and why they may differ from young carers, and the sources of support pupils may access if they had caring responsibilities for someone who had a disability, physical/mental health problem or drug problem.

<p>Expected learning outcomes</p>	<p>Increased awareness of the factors that shape personal support networks, and their importance.</p> <p>An understanding of how and why support workers may change with time.</p> <p>Knowledge of why Young Carers may need different support networks to other young people.</p> <p>An understanding of how personal circumstances may influence the support a person requires</p>
<p>Resources</p>	<p>Mapping your support network (see page 45)</p> <p>Where I get support (see page 46)</p> <p>Case studies: Where Young Carers Get Support (see pages 48/49/50)</p> <p>Frequent effects of caring for children and young people providing care (lesson 1 - page 19)</p>
<p>Suggested lesson format and activities</p>	<p>Ask pupils to work through the sheet entitled “Where I get support”</p> <p>Discuss what influences a pupil’s decision to gain support from some people and not others</p> <p>From the Young Carers case study, invite pupils to map out their support network</p> <p>List, then discuss the reasons why Young Carers may require different sorts of support, depending on their</p>

caring role.

LESSON 3

My Support System



They should draw themselves in the middle and then draw around themselves all the people/things (e.g. music) which give them support. Ask them to think about where their main support comes from and whether they give more support than they get or vice versa?

Ask them to share these in pairs, choosing someone they feel comfortable working with. In talking about it, ask them to consider whether there are people who are not in their drawings who do not give them support, but who they feel they themselves give a lot to.

They could draw a line with an arrow from the person/thing to themselves, varying the thickness according to the extent of support received. They could draw another line, with the arrow in the opposite direction, according to the extent of support they think they give.

Possible questions to ask:

As you talk with your partner, can you think of other things, which you have missed out?

How do you feel about your support network? Are there things you would like to improve? What could you do about it?



LESSON: 3 Young Carers - Where would you gain support?

Where I get Support

1. Think about why you get on well with some people and not others.

In the “positive” box below, write reasons why you get on well with some people. For example, you may get on well with someone because they are easy to talk to, or because they share the same hobbies and interests as you.

In the “negative” box write reasons why you don’t get on so well with others e.g. you may not trust them, or they may have different interests and hobbies from you.

 POSITIVE	 NEGATIVE

2. Imagine that, as a Young Carer, you want to talk to someone about your caring role.

Using some of the words you have listed in the “positive” box above, write a description of the type of person you would be happy to speak to about your caring situation

.....

.....

.....

.....

LESSON 3 - Your Support System

Most of us find it hard to cope alone. We benefit from having a “support group” of friends, family and colleagues. We need a variety of people to meet our range of needs.

Write the names of people you know who can or do help you in the following ways in school and out of school

PEOPLE WHO CAN HELP ME	IN SCHOOL	OUT OF SCHOOL
Someone I can be totally myself with		
Someone who will tell me how well I am doing or how badly		
Someone I can talk to if I am worried		
Someone who is fun to be with		
Someone who can help me with practical tasks and problems		
Someone who introduces me to new ideas, interests and people		
Someone I can always rely on		
Someone who makes me feel good about myself		
Someone who challenges me and really makes me stop and think about what I am doing		
Someone I can talk over ideas with		
Someone who does not mind if I am feeling angry		

LESSON 3 Young Carers – Where would you gain support

Where Young Carers Get Support

CASE STUDY

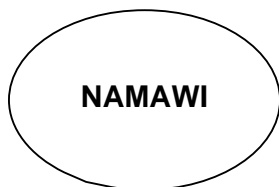
Namawi lives with her dad, and two young sisters. The family used to live in Rwanda but because of the war, they had to leave and are now living in North London. Namawi had no friends when she first arrived in this country. She felt really alone and also very scared.

Namawi's dad is physically disabled and still shocked from the war, and her mum cannot see in one eye and is going blind in the other. Namawi has to care for not only her mum and dad but also her younger sisters.

Namawi started crying one day in school, because she was so tired and unable to concentrate on anything but caring, her maths teacher, Mr. Jackson was really supportive. He now lets Namawi do her homework during lunchtime, so she can keep up with her studies. He also asked a local social worker, Emma to speak to Namawi to see what help Social Services could offer her and her family.

Emma has given Namawi details of a charity, which runs a group for young people from Rwanda. She also helped Namawi's family with filling out benefit forms and getting support from local charities. Namawi has made quite a few friends from the Rwandan Children's group and really values the support she gets from her best friend Rayner.

1. Make a list of all the people who helped Namawi in some way.
2. The circle in the middle of the box below represents Namawi. Place the people on your list in the box, each one in a separate circle. Place the circle close to Namawi if you think the person helped her a lot, or further away if you think the person only helped her a little
3. How useful was the help she received? Which was the most useful?



Lesson 3: Where would you gain support?

Where Young Carers Get Support

Case Study

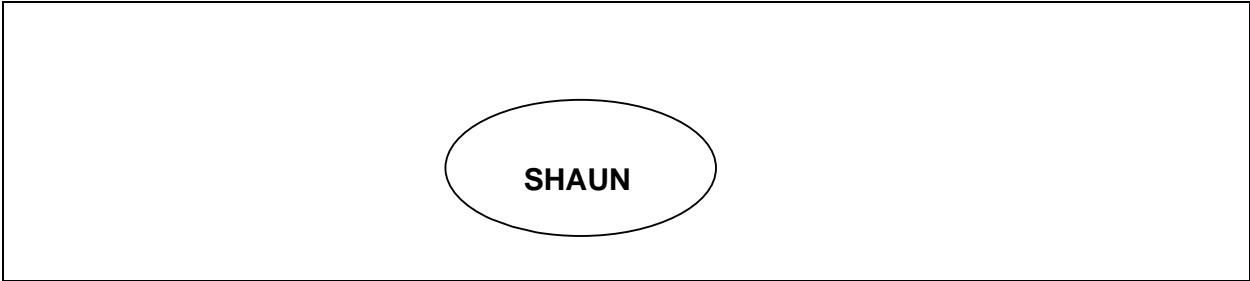
Shaun is 10 and lives with his mum and older brother Sebastian, who is 19. For the past 10 years Sebastian has suffered from an illness, which has left him unable to walk, talk or feed himself

Shaun and his family get help in caring for Sebastian from the district nurse and occupational therapist, but Shaun often helps to feed and dress Sebastian first thing in the morning. When he gets home from school, Shaun sometimes takes Sebastian out in the wheelchair to see his friends or just talks to him about his day.

Shaun gives himself a break each week by going to his local Youth Centre. He gets on well with one of the youth workers, Carl, and has spoken to him about his caring situation. Carl has offered Shaun a lot of advice and support. He has recently given Shaun details of his local Young Carers Project, and will be calling them up for support.

Shaun is thinking about telling one of his teachers about his caring situation. He knows that if his teachers were aware he cares for his brother every night after school, they would be more understanding if he can't always finish his homework.

1. Make a list of all the people who helped Shaun in some way
2. The circle in the middle of the box represents Shaun. Place the people on your list in the box, each one in a separate circle. Place the circle close to Shaun if you think the person helped him a lot, or further away if you think the person only helped him a little.
3. How useful was the help he received? Which was the most useful?



LESSON: 3. Young Carers – Where would you gain support?

Where Young Carers Get Support

Case Study

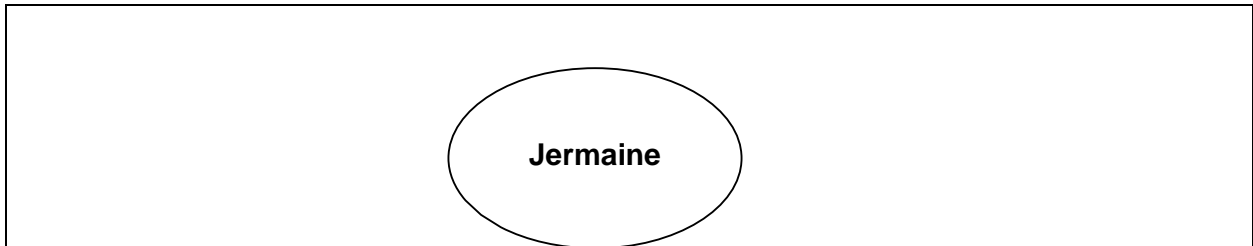
Jermaine is 13 years old. His dad had a stroke just over a year ago and, as a result, cannot move the right side of his body

When his dad first had a stroke, Jermaine took a lot of time off school to care for him, and was at risk of falling behind with his class work. When Jermaine’s tutor, Mr. Williams, realised why he was not going to school, he managed to get Jermaine a lot of help.

First of all, Mr Williams spoke to the school’s education welfare officer, who visited Jermaine and his dad. She supported Jermaine in getting back to school and catching up with the work he had missed. The education welfare officer also spoke to Kathy, the worker at the local Young Carers Project.

Kathy took Jermaine away on a four-day holiday, together with the young carers, so he could take a break for caring for his dad. Jermaine also met other Young Carers of different ages, and this helped him to stop feeling so alone with his caring situation.

1. Make a list of all the people who helped Jermaine in some way.
2. The circle in the middle of the box represents Jermaine. Place the people on your list in the box, each one in a separate circle. Place the circle close to Jermaine if you think the person helped him a lot, or further away if you think he helped him a little.
3. How useful was the help he received? Which was the most useful?



YOUNG CARERS

LESSON EVALUATION AND INFORMATION SHEET

LESSON SUBJECT Date:

Please fill-out all sections on this evaluation sheet.

Key: 1 = Poor 2 = OK 3 = Good 4 = Very Good

- | | | | | | |
|----|------------------------------------|---|---|---|---|
| 1. | How did you find today's lesson? | 1 | 2 | 3 | 4 |
| 2. | What did you think of the content? | 1 | 2 | 3 | 4 |
| 3. | What is a Young Carer | | | | |

4. What difficulties do Young Carers sometimes experience?

5. What support do Young Carers sometimes need?

Do you care for someone at home who is ill, disabled, frail or has drug/alcohol Problems **YES/NO**

If you have answered "YES" to this question, would you like to talk to someone? at school about your caring situation at home?

YES/NO

Would you like more details about the Young Carers Project?

YES/NO

Would you be interested in a young carers group/club in school for example? during one lunchtime each week?

YES/NO

Name: **Tutor Group**.....

Thanks for filling out the form, Remember, to hand it in at the end of the lesson

This information will not be shared without your knowledge

School Assembly

Sample

A Young Carer is a child or young person under the age of 18, who looks after a relative in their own home who suffers with a physical or mental illness or disability, or from drug or alcohol – related problems.

It might be a parent who has cancer, or has had a stroke. It could be a sister or brother with a learning disability. It may be someone in the family who has depression and is unable to cope with every day life. Or it could be a relative who is dependent on drugs or alcohol.

Think about all the things that happen in your house and who does them, shopping, cooking, washing, cleaning, ironing, paying the bills, sorting out problems, making sure everyone's alright.

Maybe you're thinking "well I do some of those things". Now imagine that someone who you live with is ill – maybe a parent. Or that you have a brother or sister who is disabled – and if you don't do those extra things, they won't get done. Or, for example, that, as well as getting yourself ready for school today, you had to feed your brother or sister.

Some of you know how it feels – although, you probably don't think of yourselves as young carers – because you're doing the things you have always done.

Or some of you may know a friend who helps to look after a relative.

Many young people are doing an excellent job – helping to care in many different ways.

But some young people also say it can be difficult being a carer – sometimes it's lonely or worrying – there aren't always the opportunities to get out and do the things that young people enjoy doing. There may not be enough help at home or it might be difficult to concentrate on schoolwork.

Case Study (please see resource pack), or DVD Heart to Herts (available from Young Carers Project)

The Young Carers Project offer support to young people

- Someone to talk to.
- A chance to meet others in a similar situation.
- Opportunities to take part in social activities, and workshops. These trips are free to young carers registered with the project.
- Or, you might just want some information.
- Or, go on the mailing list so you can be kept up to date about young carer's activities

The Young Carers Project and staff at school would also like to find out about your ideas, for example you may like to set up a lunchtime support group.

If you would like to find out more about the project, contact us on 01992 586969 email: www.koolcarers.org.uk



Assessments

Assessments of users and carers can be made through such legislation as the NHS and Community Care Act 1990. The Children Act 1989, The Carers Recognition and Services Act 1995 and The Carers and Disabled Children Act 2000. It is essential however, that any assessment that is undertaken should focus on:-

- The whole family
- How the assessment can support the parent and also...
- Recognising the need of any young carer

Services for the family can be provided under either children's or adult's legislation. It is for local authorities - through the assessment - to identify clear links between community care and children's provision.

Common Assessment Framework (CAF)

The Common Assessment Framework for children and people (CAF) is a shared assessment tool used across the agencies in England. It can help practitioners develop a shared understanding of a child's needs, so they can be met more efficiently. It will avoid children and families having to tell and re – tell their story.

The CAF is an important tool for early intervention. It has been designed specifically to help practitioners assess needs at an earlier stage and then work with families, alongside other practitioners and agencies, to meet them.

The CAF is **NOT** for when you are concerned that a child may have been harmed or may be at risk of harm. In those circumstances you must follow the procedures established by your local safeguarding children board (LSCB) immediately.

Children in Need

The Government's Framework for the Assessment of Children in Need and their Families (2000) – para.3.62 - 3.63 says that, "Young carers should not be expected to carry out inappropriate levels of caring which have an adverse impact on their development and life chances", and that "Service should be provided to promote the health and development of young carers while not undermining the parent".

Under current legislation - The Children's Act 1989, The Carers (Recognition and Services) Act 1995 and The Carers and Disabled Children's Act 2000 young carers can receive support from local health authorities. Using Section 17 of The Children's Act Social Services departments can help young carers, by considering whether their welfare or development might suffer if support is not provided.

Carers and Disabled Children Act 2001

All carers aged 16+ can request (and should be offered) a Carers Assessment at any time and can receive services and benefits to support them as carers in their own right.

Carers Equal Opportunities Act 2004

Make Local Authorities responsible for letting carers of all ages know of their right to an Assessment and state that it should take account of their work, leisure and education needs.

(Central Government - National Carers Strategy 1999)

LET THE WEB BE YOUR GUIDE!

Here are some interesting Websites – Go on! Have a look!

www.koolcarers.org.uk – Carers in Hertfordshire – information for adult carers and the young carers project web site for young carers – information about what the project provides and the latest news on breaks and activities on offer.

www.carersinherts.org.uk – that’s us – “Carers in Hertfordshire”. The *Young Carers Project* is her *for you*, with support, short breaks and holidays.

www.youthclubs.org.uk – where you can meet other young people and take up new interests or activities, or maybe refresh some old favourites.

www.bubblycrew.org.uk – you may have seen Bubbly Crew on BBC “Newsround” – it’s a London based young carers project.

www.youngcarer.com – The Young Carers Initiative has been featured on Blue Peter. It was set up by the Children’s Society and is for young carers, their families and all who support them.

www.bullying.co.uk – a nation-wide charity to help children affected by bullying. Offers legal advice and tips to such children and their parents.

www.successunlimited.co.uk – website on bullying at school and in the workplace, and its effects on the health of all concerned. Offers support.

www.youngcarers.hants.org.uk – lots of useful stuff about a Young Carers Project. A mine of information and useful ideas! Look in **Links**, which has **lots of web sites of real interest to young people** – (including Young Carers Voice).

www.lboro.ac.uk/departments/ss/centres/YCRG - Young Carers Research Group at Loughborough University – provides information and case studies about the experiences of some young carers and available help.

www.hertsdirect.org – look in Young People’s Channel; click on “Young People” and “Young People’s Health” links for useful information.

www.kidscape.org.uk – site for school, students and parents. There is an excellent problem page giving detailed answers. E-mail facility for further help and information.

www.sib.org.uk – an excellent site for sibling carers, where you can get ideas for coping with difficult situations and learn about the experiences of other sibling carers

www.siblinks.org – website for a sibling or a child of a parent with cancer; gives support by providing a network of people you can talk to, through social, practical and emotional activities.

Resources available from carers in Hertfordshire



Videos – and supporting material
“Make sure they’re alright”
And “I care, do you?”
DVD –“Heart to Herts”
Young Carers Newsletter
Young Carers Fact File

Young Carers Information Pack for Young Carers in Hertfordshire
Model of good practice – Identifying & Supporting Young Carers in school
(Available in PDF Format on www.koolcarers.org.uk)
Model of good practice – The Young Carers Secondary School Transfer and Support
Plan
(Available in PDF Format on www.koolcarers.org.uk)

Leaflets

To obtain these resources or for further information, please contact:

Carers in Hertfordshire
Young Carers Project
The Red House
119 Fore Street
Hertford
Hertfordshire
SG14 1AX

Tel: 01992 586969

Email: contact@carersinherts.org.uk
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