

# Raising awareness amongst all pupils

*“There was one girl who teased me about it and said my mum was insane and a freak and that I was going to end up like her, because she didn’t understand and because she knew how much it hurt me. So I think the more people that understand the better because less people would be able to get away with saying that kind of thing.”*

## Who is this chapter for?

- All staff
- School lead or staff interested in becoming/establishing a school lead within your school
- PSHE education coordinator
- Healthy schools programme coordinator
- SEAL coordinator

## This chapter will support schools to:

- embed young carers’ issues into relevant aspects of the curriculum, such as the National Healthy School Programme, personal, social, health and economics education (PSHE education), SEAL (Social and Emotional Aspects of Learning) and RRR (Rights Respect and Responsibility).
- promote a full understanding, acceptance of and respect of young carers’ issues in the curriculum.
- ensure your school has up-to-date teaching materials on young carers’ issues.
- teach pupils about disabilities, mental and physical ill-health and substance misuse.
- portray positive images of young carers and disability dispelling any negative or stereotypical images of young carers and disability.
- encourage young carers and families to ask for support.
- reduce incidences of bullying relating to young carers.

## Synopsis

Bullying experienced by young carers can sometimes be the result of the stigma associated with some disabilities, mental and physical ill-health and substance misuse. Raising awareness of young carers’ issues amongst pupils in school will help young carers to gain understanding and support from their peers.

Young carers themselves have suggested that young carers’ and disability issues be included in PSHE education lessons, assemblies and other relevant parts of the



## Steps to take before-hand

It is strongly recommended that a whole school support system is already in place before your school actively begins to identify young carers and raise awareness of young carers amongst pupils. Raising awareness may encourage some pupils to consider issues relating directly to themselves for the first time and so it is important for them to see that support is already available before they speak to an adult. This should include:

- a named person within the school that pupils can talk to following the assembly or lesson.
- establishing ground rules with the class to provide a safe environment should a young person identify themselves within the lesson.
- sensitivity around case studies or materials you use, ensuring they reflect positive images of disability and the reality of being a young carer.

## Challenging stereotypes

Teaching all pupils about disabilities, mental and physical ill-health and substance misuse, the issues surrounding a caring role in a non sensationalist way and providing an opportunity to challenge stereotypes will help them to understand that a caring responsibility in the home is a way of life for some people and that anyone could become a young carer. It is beneficial to teach pupils that young carers are no different to other young people and that they have the same hopes, dreams and pressures as all young people, but with the added pressures of a caring role.

Raising awareness of carers, disabilities, mental and physical ill-health and substance misuse can help create more empathy towards young carers and more understanding as to why they may sometimes seem unsociable, stressed, worried or angry. It will also help pupils acknowledge and value the complicated responsibilities that young carers can have and may explain why they can't attend clubs or why they have to rush off after school. Not only will this help remove the stigma associated with certain disabilities and illness, thus help prevent bullying, but it will also help young carers to talk about their responsibilities with their peers.

By embedding these issues within the curriculum, it is likely that a more accepting and understanding environment will be built over the long-term, one where young carers feel safe and confident to share their stories and where they are accepted for who they are and supported by peers.

## How to raise awareness amongst pupils

- Use relevant parts of the curriculum, such as PSHE education, SEAL and The Healthy School Programme, to inform pupils of the issues.
- Use assemblies to provide opportunities to promote knowledge and understanding of disabilities, mental and physical ill-health and substance misuse and the issues surrounding a caring role.
- Invite relevant local services to make presentations about topics, such as mental ill-health.



- Provide information about sources of support on notice boards.
- Train peer mentors within the school on the specific issues surrounding young carers.
- Make books and films available in your school library.
- Ensure that parents with ill-health or disabilities feel able to be part of the school community.

## Other chapters within this resource to help you understand this topic

- 29** Access, support and involving parents with disabilities
- 30** Working in partnership with young carers' services

## Key resources

As well as the tools found at the end of this chapter, the following resources are key.

### → PSHE education in primary and secondary schools

Information provided by Teachernet

[www.teachernet.gov.uk/teachingandlearning/subjects/pshe/](http://www.teachernet.gov.uk/teachingandlearning/subjects/pshe/)

### → Social and Emotional Aspects of Learning (SEAL): Improving behaviour, improving learning

Curriculum resource to help primary schools develop children's social, emotional and behavioural skills, including assemblies and follow-up ideas for work in class.

<http://nationalstrategies.standards.dcsf.gov.uk/primary/publications/banda/seal/>

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'Young Carers Festival 2006, Young Carers give Top Ten Tips for Schools', in Frank, J. and McLarnon, J. (2008) *Young carers, parents and their families: Key Principles of Practice. Supportive practice guidance for those working directly with, or commission services for, young carers and their families.*



## 33.1 Lesson and assembly planning

There are a range of materials available to help you plan assemblies and PSHE education and SEAL lessons in both primary and secondary schools. Your local young carers' service may also be able to help you. Find your nearest service at [www.youngcarer.com/showPage.php?file=projects.htm](http://www.youngcarer.com/showPage.php?file=projects.htm)

You may also find useful 25.3 'Building your library' and 35.4 'Sample role play for an assembly, drama, PHHCE or SEAL lesson'.

### Film

#### → DVD on listening to young carers

Produced by The Princess Royal Trust for Carers and The Children's Society in partnership with The National Young Carers Forum for England, this DVD is divided into short chapters in which the young carers talk about the common issues they face and the solutions that will help to improve their lives. It powerfully informs the viewer how it feels to be in their situation and is a useful tool for all agencies working with these families.

[www.youngcarer.com](http://www.youngcarer.com)

#### → Teachers TV

Young carers describe the hardships they face at home and how difficult this can make coping at school.

[www.teachers.tv](http://www.teachers.tv)

### Quiz

Consider starting the lesson or assembly with an interactive quiz to get pupils to learn more about young carers. Ask pupils true or false or multiple choice questions. You can find up to date facts and figures about young carers to include in your quiz at: [www.youngcarers.net](http://www.youngcarers.net) or [www.youngcarer.com](http://www.youngcarer.com)

### Case studies

Case studies produced by The Princess Royal Trust for Carers and The Children's Society can be used to help raise awareness. Here are some examples as to how they can be used: are available to use with young people in the classroom. Please see 35.2 'Young carers' stories'.

- Write a diary entry from the young carer's perspective.
- With the young carers' family in the centre, draw a mind map of all the different challenges the young carer and their family may be facing. Add to the map how each family member might be supported and by whom.
- With the young carer in the centre, map what problems, concerns or worries the young carer may have in different situations (at home, at school, with friends, with leisure time, in the future).
- From the perspective of a best friend, write the young carer a letter of support that shows respect for what they do and how they cope.
- From the perspective of a young carer write a letter to a best friend.



## Exercise: A day in the life of a young carer

Get pupils to think about the day in the life of a young carer, including a list of responsibilities and any thoughts and feelings that a young carer may have, for example:

- 06:15 Get up and make breakfast and a cup of tea for mum.
- 06:45 Wake up brother and feed him.
- 09:15 Get to school. Late and have to explain why, again.
- 12:00 Call mum at lunch and check she's okay.
- 15:00 Get home.
- 17:00 Make tea and get everyone organised for the next day.
- 21:00 Finally sit down and watch some TV.

## Research exercise

Use the website [www.youngcarers.net](http://www.youngcarers.net) to research information about:

- Facts about young carers.
- Different illnesses and disabilities.
- How caring may affect a young carer.
- What sort of support there is for a young carer.

Ask pupils:

- By viewing the films of young carers featured on [www.youngcarers.net](http://www.youngcarers.net) what would you say are young carers' main worries?
- If you were given a pot of money to be used for helping young carers, what would you do with it?

## For more information

### → **Matty's Hand**

A musical play which tells the story of a young carer called Matty who looks after her recently widowed mother who has MS. The play tells how Matty juggles her responsibilities at home with the daily pressures of school life.

<http://www.yorkcarerscentre.co.uk>

### → **Primary drama/young carers' project**

Hampshire Inspection and Advisory Service (HIAS) has developed a primary drama/young carers' project. It is targeted at years two and three but is easily adaptable.

Using "the smartest giant in town", the project raises positive awareness of physical and emotional issues around caring and support available in and around school for young carers and their families.

The supporting information attached to the project relates to Hampshire strategies, but incorporates national guidance and legislation and is easily adaptable for use in any



local authority.

For more information, please see [www3.hants.gov.uk/education/hias.htm](http://www3.hants.gov.uk/education/hias.htm)

→ **NHS Choices**

Information, including videos, from young carers about how they cope at school.

<http://www.nhs.uk/CarersDirect/young/young/Pages/Overview.aspx>

→ **Teaching Expertise: Assemblies for schools**

Plans about young carers to achieve SEAL outcomes

[http://www.teachingexpertise.com/search/google?cx=014420112192009446918%3A9bykuclqai4&cof=FORID%3A11&query=assemblies+young+carer&form\\_id=google\\_cse\\_results\\_searchbox\\_form#939](http://www.teachingexpertise.com/search/google?cx=014420112192009446918%3A9bykuclqai4&cof=FORID%3A11&query=assemblies+young+carer&form_id=google_cse_results_searchbox_form#939)

→ **A lesson on young carers can be seen at the National Curriculum Online**

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/assessment/nc-in-action/items/personal-social-and-health-education/7/2248.aspx>



## 33.2 Young carers' stories

The following young carers' stories will be helpful to use in class to raise awareness amongst your pupils. For further young carers' stories, please see the links at the end of this section.

### Ahmed, 15

Ahmed looks after his mother who has a physical disability following an attack in their home country of Afghanistan. He has to look after the house and take care of his mum because her disability stops her from being able to do it. He does all of the cooking and prepares breakfast, lunch and dinner for both of them. Often he goes home from school at lunchtime to help his mum with lunch and to check she is okay.

After school Ahmed has to do all of the food shopping and clean the house. He also helps his mum with her personal care, including helping her to get dressed, bathing her, helping her go to the toilet and giving her medication. He doesn't like doing these tasks very much.

Ahmed's mum doesn't speak much English and so she relies on support from Ahmed to translate information when she sees the doctor or when the social worker visits. Ahmed misses a lot of school to go to appointments with her.

Ahmed is happy at school and has a lot of friends, but he finds it difficult to concentrate and keep up with his school work, as he worries about his mum when he's at school and struggles to finish his homework in the evenings because of everything he has to do when he gets home.

- How do you think Ahmed feels?
- What would help Ahmed at school?
- What would help Ahmed at home?

### Eric, 14

Eric lives with his mum, dad and sister. His sister is autistic. Eric finds school very difficult, because the other pupils don't talk to him. He doesn't have many friends and his classmates think he is strange because he behaves "too grown up". They also make fun of his sister and laugh at her which upsets him even more because he is protective of her.

Eric gets into trouble at school, because he can't always finish his homework if he has to look after his sister in the evenings. Sometimes his sister scribbles on his homework and the teachers tell him off or ask him why he has done it. He doesn't tell them it's his sister because he worries his classmates will hear him and laugh at his family.

Sometimes Eric goes to a local young carers' group after school. He has friends here who also look after someone with a disability. At the group he can relax and he likes to play football. He feels the other young carers understand him there.

- How do you think Eric feels?
- What would help Eric at school?
- Why do you think he feels the other young carers understand him?



### Louise, 13

Louise lives alone with her mum. She also has two older brothers, but they have both moved out. Her mum is an alcoholic and sometimes she has to go to hospital if she has been drinking too much. Louise is worried that if her mum carries on drinking then she will die, but she doesn't feel that she can talk to her mum about it.

Louise does all the housework and washes and irons her own uniform. She does all the shopping and makes sure all the bills are paid. She often finds bottles of drink around the house which she empties, but then her mum gets cross and they end up arguing.

When Louise is at school she is very quiet because she is worried that her mum is out buying more alcohol. She doesn't invite friends home after school in case her mum is drunk. She has also started to get bullied. When Louise isn't at school she makes sure she goes everywhere with her mum because she worries when she is away from her.

- How do you think Louise is feeling at school?
- What would help Louise at school?
- What would help Louise at home?

### Susie, 11

Susie often misses school or arrives late, so she's always behind with her work. When she is at school she is often in a bad mood and she's quite bossy so her classmates don't talk to her very much and she doesn't have many friends.

Susie lives with her mum and her brother Jake who is nine years old. Her mum has been diagnosed with a mental health problem called bipolar disorder. This makes her behave differently on different days. She calls these "good days" and "bad days". Neither Susie nor Jake really understand what bipolar disorder is as no one has really explained it to them. They don't understand why their mum can sometimes act strangely.

Susie's mum is supposed to take medication to keep her feeling well. She doesn't always take it though so Susie has to boss her. Susie also has to look after the house and Jake. She often thinks that she is more like a parent to him than a sister.

Susie feels like nobody understands what it is like for their family. She thinks people at school will laugh at her or make fun of her mum, so she doesn't want anyone to know.

- How do you think Susie feels?
- What do you think would help Susie at school?
- What do you think would help Susie at home?



## Verity, 12

Verity lives with her mum and her younger brother David who is five years old. Verity's mum uses a wheelchair which she controls with her chin. Everyday, Verity gets up very early, makes breakfast for everyone and helps her brother get dressed. She then takes him to primary school before she goes to school.

A carer, organised by the social worker, visits Verity's mum everyday to help her get up and dressed. Verity doesn't really like this because it is someone different everyday and feels it's like having strangers in the house.

Verity picks David up from school everyday and cooks tea for everyone. She often helps her mum to eat. Verity then does the housework before starting her homework.

Verity doesn't go to friends' houses much because she worries her mum will be lonely and so she stays at home and talks to her to make sure she's happy. Verity gets very worried during the night as she would be unable to get her mum out of the house in an emergency.

- How do you think Verity feels when she is at school?
- What do you think would help Verity when she is at school?
- What do you think would help Verity at home?

Further young carers' stories are available at:

- **YCNet**  
[www.youngcarers.net](http://www.youngcarers.net)
- **NHS Choices**  
[www.nhs.uk/CarersDirect/young/young/Pages/Youngcarersstories.aspx](http://www.nhs.uk/CarersDirect/young/young/Pages/Youngcarersstories.aspx)
- **TeacherNet**  
[www.teachernet.gov.uk/teachingandlearning/library/youngcarersandschools/youngcarers](http://www.teachernet.gov.uk/teachingandlearning/library/youngcarersandschools/youngcarers)



### 33.3 Building your library

Your school or college can help raise awareness of disabilities, mental and physical ill-health and substance misuse and the issues surrounding a caring role through reading material and film. You may find the following list useful. Also included are links of where to buy them.

→ **Adamson, J. & Adamson, G. (2003). *Topsy and Tim Make a New Friend***

Topsy and Tim are delighted to learn that their disabled friend Jenny is going to join their class. Lots of the children have never seen anyone in a wheelchair before but their teacher explains all about it and the class soon discover that Jenny really is no different to them.

[www.amazon.co.uk/Topsy-Tim-Make-New-Friend/dp/1904351174/ref=sr\\_1\\_61?ie=UTF8&s=books&qid=1259746501&sr=1-61](http://www.amazon.co.uk/Topsy-Tim-Make-New-Friend/dp/1904351174/ref=sr_1_61?ie=UTF8&s=books&qid=1259746501&sr=1-61)

→ **Almond, D. (2009). *Skellig***

Michael's new baby sister may have a damaged heart. He feels alone and unsure. When he discovers an angel dying in the garage, Michael enlists the help of his new friend Mina in caring for him.

[www.amazon.co.uk/Skellig-David-Almond/dp/0340997044/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1259674706&sr=1-1](http://www.amazon.co.uk/Skellig-David-Almond/dp/0340997044/ref=sr_1_1?ie=UTF8&s=books&qid=1259674706&sr=1-1)

→ **Anderson, R. (2007). *Big Ben***

Matthew's older brother Ben has Down's Syndrome and Matthew is horrified when Ben turns 16 and has to go off to a special school. Gradually Matthew comes to realise that this is best for Ben and that he will need to find his own friends. When Matthew's teacher decides to focus on Ben for a class project on interesting people in the community the class comes to recognise what an amazing person Ben is.

[www.amazon.co.uk/Big-Ben-Rachel-Anderson/dp/1903015707/ref=sr\\_1\\_332?ie=UTF8&s=books&qid=1259840762&sr=1-332](http://www.amazon.co.uk/Big-Ben-Rachel-Anderson/dp/1903015707/ref=sr_1_332?ie=UTF8&s=books&qid=1259840762&sr=1-332)

→ **Bates, D. (2000) *The Shape***

Julia's mum is seriously depressed following the sudden death of her youngest daughter, Katy. As Julia struggles to understand her mother's illness she encounters a supernatural being in her room, at first terrifying but ultimately bringing comfort.

[www.amazon.co.uk/Shape-Dianne-Bates/dp/1865083534/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1259674184&sr=1-1](http://www.amazon.co.uk/Shape-Dianne-Bates/dp/1865083534/ref=sr_1_1?ie=UTF8&s=books&qid=1259674184&sr=1-1)

→ **Bette, P. (1992). *Becca's Race***

The story of Digby who has to look after his younger brother when his sister is diagnosed with leukaemia.

[www.amazon.co.uk/Beccas-Race-Bette-Paul/dp/0590550527/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1259661027&sr=1-1](http://www.amazon.co.uk/Beccas-Race-Bette-Paul/dp/0590550527/ref=sr_1_1?ie=UTF8&s=books&qid=1259661027&sr=1-1)

→ **Brownjohn, E. (2002). *All Kinds of Bodies***

A lift-the-flap book that explores physical features, abilities and disabilities and confirms that no matter how we look on the outside, under the skin we are all the same.

[www.amazon.co.uk/All-Kinds-Bodies-Lift-Flap/dp/1857075609/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1259663853&sr=1-1](http://www.amazon.co.uk/All-Kinds-Bodies-Lift-Flap/dp/1857075609/ref=sr_1_1?ie=UTF8&s=books&qid=1259663853&sr=1-1)



→ Cole, H. (1994). *Bring in the Spring*

Sarah is physically disabled. She hears and understands everything at her special school, but they just push her around in her buggy and talk to her as though she were three years old. Then Bel arrives on work experience and recognises Sarah's attempts at communication.

[www.amazon.co.uk/Bring-Spring-young-adult-books/dp/0099254816/ref=sr\\_1\\_2?ie=UTF8&s=books&qid=1259662711&sr=1-2](http://www.amazon.co.uk/Bring-Spring-young-adult-books/dp/0099254816/ref=sr_1_2?ie=UTF8&s=books&qid=1259662711&sr=1-2)

→ Connolly, M. (1999). *It isn't Easy*

This is the story of a child, after his brother is killed in an accident. It follows him and his parents through their reactions, their feelings of sadness and anger and pain, and shows how they begin to come to terms with what has happened.

[www.amazon.co.uk/Isn't-Easy-Margaret-Connolly/dp/0192723677/ref=sr\\_1\\_3?ie=UTF8&s=books&qid=1259679725&sr=1-3](http://www.amazon.co.uk/Isn't-Easy-Margaret-Connolly/dp/0192723677/ref=sr_1_3?ie=UTF8&s=books&qid=1259679725&sr=1-3)

→ Cowen-Fletcher, J. (1996). *Mamazooms*

A boy's wonderful mama takes him zooming everywhere with her, because her wheelchair is a zooming machine.

[www.amazon.co.uk/Mamazooms-Jayne-Cohen-Fletcher/dp/0590457756/ref=sr\\_1\\_25?ie=UTF8&s=books&qid=1259838965&sr=1-25](http://www.amazon.co.uk/Mamazooms-Jayne-Cohen-Fletcher/dp/0590457756/ref=sr_1_25?ie=UTF8&s=books&qid=1259838965&sr=1-25)

→ Cross, G. (2002). *Tightrope*

Ashley is the sole carer of her severely arthritic mother but she has another secret life, as a dare devil graffiti artist who sneaks out at night and risks her life to write her pseudonym in extraordinary places.

[www.amazon.co.uk/Tightrope-Gillian-Cross/dp/0192719122/ref=sr\\_1\\_2?ie=UTF8&s=books&qid=1259245299&sr=1-2](http://www.amazon.co.uk/Tightrope-Gillian-Cross/dp/0192719122/ref=sr_1_2?ie=UTF8&s=books&qid=1259245299&sr=1-2)

→ Desai, A. (2001). *Village by the Sea*

Set in a small fishing village near Bombay. Lila and Hari, aged 13 and 12, struggle to keep the family, including two young sisters, going when their mother is ill and their father is usually the worse for drink. When Hari goes to Bombay to find work, Lila seems to be responsible for everything.

[www.amazon.co.uk/Village-Sea-Anita-Desai/dp/0141312718/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1259247091&sr=1-1](http://www.amazon.co.uk/Village-Sea-Anita-Desai/dp/0141312718/ref=sr_1_1?ie=UTF8&s=books&qid=1259247091&sr=1-1)

→ Dickens, C. (1857). *Little Dorrit*

Set in the mid-nineteenth century. Following the death of her mother Amy, Dorrit takes on the role of supporting her father and becomes 'little mother' to her siblings.

[www.amazon.co.uk/s/ref=nb\\_ss?url=search-alias%3Dstripbooks&field-keywords=little+dorrit](http://www.amazon.co.uk/s/ref=nb_ss?url=search-alias%3Dstripbooks&field-keywords=little+dorrit)

→ Dickinson, P. (2005). *The Gift Boat*

When his beloved grandfather is struck down with a massive stroke, Gavin is devastated. He is determined to prove the doctors wrong and find a way to reach his real grandfather, trapped inside the paralysed body in the hospital bed.

[www.amazon.co.uk/Gift-Boat-Peter-Dickinson/dp/0330420852/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1259668589&sr=1-1](http://www.amazon.co.uk/Gift-Boat-Peter-Dickinson/dp/0330420852/ref=sr_1_1?ie=UTF8&s=books&qid=1259668589&sr=1-1)



→ Elliot, R. (2010). *Just Because*

Clemmie can't do much. She can't walk, talk, move around much, cook macaroni, pilot a plane, juggle or do algebra...but her little brother Toby loves her all the same – just because. In this heartwarming picture book we are painted a picture of Clemmie through Toby's eyes and what we discover is not her severe mental and physical disability, but of what a perfect big sister she truly is.

[www.amazon.co.uk/Just-Because-Rebecca-Elliott/dp/0745962351/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1273597343&sr=1-1](http://www.amazon.co.uk/Just-Because-Rebecca-Elliott/dp/0745962351/ref=sr_1_1?ie=UTF8&s=books&qid=1273597343&sr=1-1)

→ Feeny, J. (1999). *The Day My Parents Ran Away*

Sarah finds herself looking after her two younger sisters when her father has a nervous breakdown and leaves home. When her mother follows him, she struggles to keep things normal and to keep other adults from finding out.

[www.amazon.co.uk/Day-My-Parents-Ran-Away/dp/0140385126/ref=sr\\_1\\_5?ie=UTF8&s=books&qid=1259248857&sr=1-5](http://www.amazon.co.uk/Day-My-Parents-Ran-Away/dp/0140385126/ref=sr_1_5?ie=UTF8&s=books&qid=1259248857&sr=1-5)

→ Fine, A. (2006). *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.

[www.amazon.co.uk/Granny-Project-Anne-Fine/dp/0552554383/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1259247786&sr=1-1](http://www.amazon.co.uk/Granny-Project-Anne-Fine/dp/0552554383/ref=sr_1_1?ie=UTF8&s=books&qid=1259247786&sr=1-1)

→ Fowler, T. (1991). *The Wind is Silver*

When tragedy strikes the Robinson family, it is Jennifer who must take charge and draw on all her reserves of strength in a year that will alter her and the family forever.

[www.amazon.co.uk/Wind-Silver-Puffin-Books/dp/0140346635/ref=sr\\_1\\_5?ie=UTF8&s=books&qid=1259659243&sr=1-5](http://www.amazon.co.uk/Wind-Silver-Puffin-Books/dp/0140346635/ref=sr_1_5?ie=UTF8&s=books&qid=1259659243&sr=1-5)

→ Gavin, J. (1991). *I Want to be an Angel*

Four short stories including Little Effie who is responsible for her family.

[www.amazon.co.uk/Want-be-Angel-Jamila-Gavin/dp/0749709871](http://www.amazon.co.uk/Want-be-Angel-Jamila-Gavin/dp/0749709871)

[www.amazon.co.uk/Two-Weeks-Queen-Morris-Gleitzman/dp/014130300X/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1259659606&sr=1-1](http://www.amazon.co.uk/Two-Weeks-Queen-Morris-Gleitzman/dp/014130300X/ref=sr_1_1?ie=UTF8&s=books&qid=1259659606&sr=1-1)

→ Green, J. (1999). *I'm Special*

Written for young children, this book focuses on three common types of disability and shows the day-to-day experiences of disabled children. It is intended to help children deal with emotions they experience in their everyday lives and contains notes for parents and teachers, with suggestions of ways to promote an understanding of disability, through discussion and role play.

[www.amazon.co.uk/Special-Your-Feelings-Jen-Green/dp/0750225750/ref=pd\\_sim\\_b\\_2](http://www.amazon.co.uk/Special-Your-Feelings-Jen-Green/dp/0750225750/ref=pd_sim_b_2)

→ Haddon, M. (2004). *The Curious Incident of the Dog in the Nighttime*

A story about Christopher, an intelligent youth who lives in the functional hinterland of autism. Every day is an investigation for him because of all the aspects of human life that he does not quite get. When the dog next door is killed, Christopher becomes quietly persistent in his desire to find out what has happened.

[www.amazon.co.uk/Curious-Incident-Dog-Night-time/dp/0099450259/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1259668231&sr=1-1](http://www.amazon.co.uk/Curious-Incident-Dog-Night-time/dp/0099450259/ref=sr_1_1?ie=UTF8&s=books&qid=1259668231&sr=1-1)



→ Hames, A. & McAffrey, M. (2005). *Special Brothers & Sisters*

A collection of real-life accounts from the brothers and sisters of children with special needs, disability or serious illness, ranging in age from 3 to 18 years. They explain, in their own words, what it's like to live with their siblings.

[www.amazon.co.uk/Special-Brothers-Sisters-Disability-Seriousillness/dp/1843103834/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1259244267&sr=1-1](http://www.amazon.co.uk/Special-Brothers-Sisters-Disability-Seriousillness/dp/1843103834/ref=sr_1_1?ie=UTF8&s=books&qid=1259244267&sr=1-1)

→ Hardy, T. (1891). *Tess of the D'Urbervilles*

Set in the 19<sup>th</sup> century the young Tess experiences hardship, tragedy and lost innocence whilst feeling responsible for her family and others around her.

[www.amazon.co.uk/Tess-dUrbervilles-Penguin-Popular-Classics/dp/0140620206/ref=cm\\_cr\\_pr\\_product\\_top](http://www.amazon.co.uk/Tess-dUrbervilles-Penguin-Popular-Classics/dp/0140620206/ref=cm_cr_pr_product_top)

→ Hudson, C. (2005). *In a Little While*

A heart-warming story about a family member who is in hospital, and very much missed. Wobbily Fang brings mummy all the home comforts in hospital until she is all better and smiling again.

[www.amazon.co.uk/Little-While-Charlotte-Hudson/dp/0370326563/ref=sr\\_1\\_6?ie=UTF8&s=books&qid=1259665317&sr=1-6](http://www.amazon.co.uk/Little-While-Charlotte-Hudson/dp/0370326563/ref=sr_1_6?ie=UTF8&s=books&qid=1259665317&sr=1-6)

→ Ironside, V. (2003). *The Wise Mouse*

Maria is a little girl who's very worried about her mother who behaves oddly at times. One night, Maria feels a tap on her shoulder and wakes to find a wise mouse sitting on her duvet who can talk to her about all her worries. Illustrated by Nick Sharratt, this book aims to help 5–11 year-olds understand what is happening to a family member who may be experiencing a mental illness.

[www.amazon.co.uk](http://www.amazon.co.uk)

→ John, L. (2010). *My Chair*

I can play tag in my chair, I can dance in my chair, I can play with my friends in my chair!

[www.amazon.co.uk/My-Chair-Start-Reading-Just/dp/0750260084/ref=sr\\_1\\_308?ie=UTF8&s=books&qid=1259840183&sr=1-308](http://www.amazon.co.uk/My-Chair-Start-Reading-Just/dp/0750260084/ref=sr_1_308?ie=UTF8&s=books&qid=1259840183&sr=1-308)

→ Laird, E. (2007). *Oranges in No Man's Land*

Since her father left Lebanon to find work and her mother tragically died in a shell attack, ten-year-old Ayesha has been living in the bomb-ravaged city of Beirut with her granny and her two younger brothers. The city has been torn in half by civil war and a desolate, dangerous no man's land divides the two sides. Only militiamen and tanks dare enter this deadly zone, but when Granny falls desperately ill Ayesha sets off on a terrifying journey to reach a doctor living in enemy territory.

[www.amazon.co.uk/Oranges-Mans-Land-Elizabeth-Laird/dp/0330445588/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1259663331&sr=1-1](http://www.amazon.co.uk/Oranges-Mans-Land-Elizabeth-Laird/dp/0330445588/ref=sr_1_1?ie=UTF8&s=books&qid=1259663331&sr=1-1)

→ Laird, E. (2006). *Red Sky in the Morning*

Twelve-year-old Anna is looking forward to the birth of her baby brother. Ben arrives, but is disabled and will never be like other children. Anna loves him with her whole heart, but she finds herself unable to admit the truth of Ben's condition to her school friends.

[www.amazon.co.uk/Red-Sky-Morning-Elizabeth-Laird/dp/0330442902/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1259660017&sr=1-1](http://www.amazon.co.uk/Red-Sky-Morning-Elizabeth-Laird/dp/0330442902/ref=sr_1_1?ie=UTF8&s=books&qid=1259660017&sr=1-1)



→ **Langston, L. (2005). *Mile High Apple Pie***

A moving account of a girl's relationship with her grandma. The little girl grows up and her grandmother grows older. At times it is difficult coming to terms with grandma not remembering things, but there are still some very special things grandma does remember.

[www.amazon.co.uk/Mile-High-Apple-Laura-Langston/dp/0099443880/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1259665804&sr=1-1](http://www.amazon.co.uk/Mile-High-Apple-Laura-Langston/dp/0099443880/ref=sr_1_1?ie=UTF8&s=books&qid=1259665804&sr=1-1)

→ **LeBlanc, S. (1999). *A Dragon in your Heart***

A book specially written for children to help them understand the meaning of cancer and to allow them to understand what is going on.

[www.amazon.co.uk/Dragon-Your-Heart-Sophie-Leblanc/dp/1853027014/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1259664899&sr=1-1](http://www.amazon.co.uk/Dragon-Your-Heart-Sophie-Leblanc/dp/1853027014/ref=sr_1_1?ie=UTF8&s=books&qid=1259664899&sr=1-1)

→ **Leicester, M. (2006). *Special Stories for Disability Awareness***

A collection of short stories where the heroes and heroines are disabled children who defy the stereotypes associated with being disabled.

[www.amazon.co.uk/Special-Stories-Disability-Awareness-Professionals/dp/1843103907/ref=sr\\_1\\_7?ie=UTF8&s=books&qid=1259837553&sr=1-7](http://www.amazon.co.uk/Special-Stories-Disability-Awareness-Professionals/dp/1843103907/ref=sr_1_7?ie=UTF8&s=books&qid=1259837553&sr=1-7)

→ **Lloyd, C. (1997). *The Charlie Barber Treatment***

This story is about a boy who loses his mother and has difficulty expressing his sadness. It shows this it is all right to cry, and that often you need to cry and let your feelings out instead of letting them build up inside you.

[www.amazon.co.uk/Charlie-Barber-Treatment-Carole-Lloyd/dp/0744554578/ref=sr\\_1\\_6?ie=UTF8&s=books&qid=1259679725&sr=1-6](http://www.amazon.co.uk/Charlie-Barber-Treatment-Carole-Lloyd/dp/0744554578/ref=sr_1_6?ie=UTF8&s=books&qid=1259679725&sr=1-6)

→ **Mahy, M. (1995). *Memory***

Johnny 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.

[www.amazon.co.uk/Memory-Puffin-Teenage-Fiction-Margaret/dp/0140373047/ref=sr\\_1\\_3?ie=UTF8&s=books&qid=1259660256&sr=1-3](http://www.amazon.co.uk/Memory-Puffin-Teenage-Fiction-Margaret/dp/0140373047/ref=sr_1_3?ie=UTF8&s=books&qid=1259660256&sr=1-3)

→ **Meyer, D. (1997). *Views from Our Shoes***

Siblings share their experiences as the brother or sister of someone with a disability. Their personal tales introduce young siblings to others like them, perhaps for the first time, and allow them to compare experiences.

[www.amazon.co.uk/Views-Our-Shoes-Growing-Brother/dp/0933149980/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1259242759&sr=1-1](http://www.amazon.co.uk/Views-Our-Shoes-Growing-Brother/dp/0933149980/ref=sr_1_1?ie=UTF8&s=books&qid=1259242759&sr=1-1)

→ **Meyers, C. (1999). *Rolling Along with Goldilocks and the Three Bears***

A favourite children's story with a 'special-needs' twist. This story unfolds with many of the familiar scenes of the classic tale. Here, Baby Bear uses a wheelchair, goes to physical therapy, and ultimately makes friends with Goldilocks.

[www.amazon.co.uk/Rolling-Along-Goldilocks-Three-Bears/dp/1890627127/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1259666907&sr=1-1](http://www.amazon.co.uk/Rolling-Along-Goldilocks-Three-Bears/dp/1890627127/ref=sr_1_1?ie=UTF8&s=books&qid=1259666907&sr=1-1)

→ **Moore, I. (2001). *Daughter***

The story of 14-year-old Sylvie who lives with her divorced mother. Sylvie arrives home one



day to find her mum standing on the balcony of their flat, possibly about to jump. Sylvie struggles to come to terms with what is happening, but the truth of the matter is that her mother has Alzheimer's disease. The roles of parent and child are quickly reversed as Sylvie has to take on the responsibility of looking after her mother.

[www.amazon.co.uk/Daughter-Ishbel-Moore/dp/0192718746/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1259660555&sr=1-1](http://www.amazon.co.uk/Daughter-Ishbel-Moore/dp/0192718746/ref=sr_1_1?ie=UTF8&s=books&qid=1259660555&sr=1-1)

→ **Moore, G. (2010). *Catherine's Story***

This is a story about a very special girl with disabilities called Catherine. It's a delightful, positive and happy story.

[www.amazon.co.uk/Catherines-Story-Genevieve-Moore/dp/1845076559/ref=sr\\_1\\_315?ie=UTF8&s=books&qid=1259840498&sr=1-315](http://www.amazon.co.uk/Catherines-Story-Genevieve-Moore/dp/1845076559/ref=sr_1_315?ie=UTF8&s=books&qid=1259840498&sr=1-315)

→ **Moore-Malinos, J. (2007). *It's OK to be Me! Just Like You, I Can Do Almost Everything!***

It doesn't matter anymore that I am in a wheelchair. I know I can do almost everything the other kids can, and that makes me happy!

[www.amazon.co.uk/Its-Ok-Be-Me-Anything/dp/0764135848/ref=sr\\_1\\_357?ie=UTF8&s=books&qid=1259841131&sr=1-357](http://www.amazon.co.uk/Its-Ok-Be-Me-Anything/dp/0764135848/ref=sr_1_357?ie=UTF8&s=books&qid=1259841131&sr=1-357)

→ **Pielichaty, H. (2002). *Jade's Story***

A moving account of how a teenager copes with the problems of mental illness. Jade's father has schizophrenia and this story relays the ups and downs of their family life as they try to cope.

[www.amazon.co.uk/Jades-Story-Helena-Pielichaty/dp/0192751646/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1259673716&sr=1-1](http://www.amazon.co.uk/Jades-Story-Helena-Pielichaty/dp/0192751646/ref=sr_1_1?ie=UTF8&s=books&qid=1259673716&sr=1-1)

→ **Pullman, P. (1997) *The Subtle Knife***

The second book in the Dark Materials Trilogy. Will is alone in looking after his mother who has mental health problems.

[www.amazon.com/Materials-Trilogy-Golden-Compass-Spyglass/dp/0440238609](http://www.amazon.com/Materials-Trilogy-Golden-Compass-Spyglass/dp/0440238609)

→ **Roy, J. (1997). *A Daughter Like Me***

The tale of three sisters Ella, 13, Bessie, 11, and Jude, six, who are left to fend for themselves when their father disappears after their mother is killed in a car accident. Too scared to tell an adult and terrified of being taken into care, this story is told through the eyes of Bessie.

[www.amazon.co.uk/Daughter-Like-Me-Jacqueline-Roy/dp/0140379274/ref=sr\\_1\\_5?ie=UTF8&s=books&qid=1259747437&sr=1-5](http://www.amazon.co.uk/Daughter-Like-Me-Jacqueline-Roy/dp/0140379274/ref=sr_1_5?ie=UTF8&s=books&qid=1259747437&sr=1-5)

→ **Sallis, S. (1994). *No Time at All***

Two disabled children love their new bungalow by the sea. It even has its own spectral steam-train which only they can hear each night. The train holds many mysteries, which will change their lives.

[www.amazon.co.uk/No-Time-All-Susan-Sallis/dp/0552528137/ref=sr\\_1\\_3?ie=UTF8&s=books&qid=1259661573&sr=1-3](http://www.amazon.co.uk/No-Time-All-Susan-Sallis/dp/0552528137/ref=sr_1_3?ie=UTF8&s=books&qid=1259661573&sr=1-3)

→ **Shriver, M. (2002). *What's Wrong with Timmy?***

This is the story of eight-year-old Kate, who, while at the park with her mother, notices



Timmy, a boy who looks and behaves differently from the other children. Kate wonders if there is something “wrong” with Timmy, but when her mother introduces her to Timmy, the seeds of friendship are planted. Soon Kate and Timmy are laughing and playing together, and Kate learns that she and Timmy have a lot in common - that in fact, there is nothing “wrong” with Timmy at all.

[www.amazon.co.uk/Whats-Wrong-Timmy-Maria-Shriver/dp/0316233374/ref=sr\\_1\\_351?ie=UTF8&s=books&qid=1259841131&sr=1-351](http://www.amazon.co.uk/Whats-Wrong-Timmy-Maria-Shriver/dp/0316233374/ref=sr_1_351?ie=UTF8&s=books&qid=1259841131&sr=1-351)

→ **Spiegler, M. (2006). *Missing Mummy: Living in the Shadow of an Alcoholic Parent***

A collection of 30 poems written by a former young carer for an alcoholic mother, speaking about the carer’s emotions throughout this period.

[www.amazon.co.uk](http://www.amazon.co.uk)

→ **Taylor, V. (2010). *Caitlin’s Wish***

Life is good for Caitlin until her father becomes disabled, then everything changes in her life and she struggles to accept what has happened to her family. Based on a true story, this is a storybook for young carers.

[www.amazon.co.uk](http://www.amazon.co.uk)

→ **Thomas, P. (2005). *Don’t Call me Special***

A book to introduce children to disability. It explains that assumptions people sometimes make about those with disabilities can end up hurting feelings. The book encourages children to get to know friends before making guesses about them based on what they look like.

[www.amazon.co.uk/Disability-Dont-Call-Special-First/dp/0340911077/ref=sr\\_1\\_3?ie=UTF8&s=books&qid=1259664240&sr=1-3](http://www.amazon.co.uk/Disability-Dont-Call-Special-First/dp/0340911077/ref=sr_1_3?ie=UTF8&s=books&qid=1259664240&sr=1-3)

→ **Valentine, J. (2008). *Broken Soup***

This story follows the life of 15-year-old Rowan, whose life changes dramatically when her older brother Jack dies. Rowan finds herself playing mum to her five-year-old sister Stroma, when her dad decides he can’t take it any more and moves out, leaving her already fragile mum in an even worse state.

[www.amazon.co.uk/Broken-Soup-Jenny-Valentine/dp/0007229658/ref=sr\\_1\\_50?ie=UTF8&s=books&qid=1259680759&sr=1-50](http://www.amazon.co.uk/Broken-Soup-Jenny-Valentine/dp/0007229658/ref=sr_1_50?ie=UTF8&s=books&qid=1259680759&sr=1-50)

→ **Vlamakis, G. (2004). *What About Me?***

Jamie is initially confused, resentful, jealous and sad when his sister Susie has to go to hospital and his mother spends a lot of time there with her. He acts up to get his parents attention other times withdrawing into silence. Through the love and understanding of his parents he is eventually able to realise he is much loved and appreciated.

[www.amazon.co.uk/What-About-Me-Siblings-Children/dp/0855723408/ref=sr\\_1\\_9?ie=UTF8&s=books&qid=1259835194&sr=1-9](http://www.amazon.co.uk/What-About-Me-Siblings-Children/dp/0855723408/ref=sr_1_9?ie=UTF8&s=books&qid=1259835194&sr=1-9)

→ **Whiteside, S. (1999). *Tears After Dark***

An account of a young boy, growing up in a family torn apart by alcohol and drugs.

[www.amazon.co.uk/Tears-After-Dark-Sally-Whiteside/dp/1900796716](http://www.amazon.co.uk/Tears-After-Dark-Sally-Whiteside/dp/1900796716)

→ **Wild, M. (1999). *Jenny Angel***



Jenny Angel believes that she is her brother's guardian angel. He is very ill and she is sure that if she keeps watch over him she can save his life. Their mother knows that nothing can save him and they share his final few days during which Jenny continues to talk to him in her usual way.

[www.amazon.co.uk/Jenny-Angel-Viking-Kestrel-picture/dp/0670845051/ref=sr\\_1\\_5?ie=UTF8&s=books&qid=1259679725&sr=1-5](http://www.amazon.co.uk/Jenny-Angel-Viking-Kestrel-picture/dp/0670845051/ref=sr_1_5?ie=UTF8&s=books&qid=1259679725&sr=1-5)

→ **Willis, J. (2001). *Susan Laughs***

A story about a girl who uses a wheelchair and the things she enjoys doing each day.

[www.amazon.co.uk/Susan-Laugh-Jeanne-Willis/dp/0099407566/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1259668045&sr=1-1](http://www.amazon.co.uk/Susan-Laugh-Jeanne-Willis/dp/0099407566/ref=sr_1_1?ie=UTF8&s=books&qid=1259668045&sr=1-1)

→ **Wilson, J. (2002). *Sleepovers***

New-girl-in-school Daisy is finding her feet with a new group of friends who take it in turns to have sleepover parties. Daisy is faced with telling her new friends about her mentally and physically disabled older sister and she is unsure how they will react.

[www.amazon.co.uk/Sleepovers-Jacqueline-Wilson/dp/0552547093/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1259244798&sr=1-1](http://www.amazon.co.uk/Sleepovers-Jacqueline-Wilson/dp/0552547093/ref=sr_1_1?ie=UTF8&s=books&qid=1259244798&sr=1-1)

→ **Wilson, J. (1999). *The Illustrated Mum***

This is the story of Dolphin who lives with her sister Star and their mother Marigold who suffers with depression and misuses alcohol.

[www.amazon.co.uk/Illustrated-Mum-Jacqueline-Wilson/dp/0440863686](http://www.amazon.co.uk/Illustrated-Mum-Jacqueline-Wilson/dp/0440863686)

→ **Wilson, J. (2008). *The Mum Minder***

Sadie's mum, who is a childminder, gets the flu so all the other mums get together to sort out the childcare arrangements. Sadie often has to take control and also has her mum to look after and calls herself a mum minder.

[www.amazon.co.uk/Mum-minder-Jacqueline-Wilson/dp/0440868254/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1259662064&sr=1-1](http://www.amazon.co.uk/Mum-minder-Jacqueline-Wilson/dp/0440868254/ref=sr_1_1?ie=UTF8&s=books&qid=1259662064&sr=1-1)

→ **Zindel, P. (1990). *A Begonia for Miss Applebaum***

Discovering that their beloved former teacher is terminally ill, 15-year-old Henry and his friend Zelda accompany her on her excursions to the colourful parts of New York and join her in confronting death with quiet courage.

[www.amazon.co.uk/Begonia-Miss-Applebaum-Bantam-starfire/dp/0553287656/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1259662494&sr=1-1](http://www.amazon.co.uk/Begonia-Miss-Applebaum-Bantam-starfire/dp/0553287656/ref=sr_1_1?ie=UTF8&s=books&qid=1259662494&sr=1-1)



### 33.4 Sample role-play for an assembly, drama, PSHCE or SEAL lesson.

Developed by Winchester & District Young Carers Project, this is a simple, versatile approach to get young people to think about how it would feel to be a young carer. This should be led by a facilitator with a fairly good knowledge of young carer-related issues. You should tailor this activity to the age of the young people you are working with.

#### Set up

- Set up a domestic setting, perhaps a kitchen or living room, using visual aids like a chair, table, bed, kitchen equipment, etc.
- Ask for a three volunteers to role play the parts of a young carer, a sibling and a parent who has a disability or illness.

Ask the actors to role play. But explain that whenever you say “freeze” they must freeze! When you say “go” they should resume acting.

#### Getting started

- Ask the parent their name, their disability and how it affects them.
- Ask the young carer their age and what they like doing, such as football or playing music, and add “*But you don’t get much chance to do that these days, do you?*”
- Ask the younger sibling their age and their favourite game.

Then suggest some scenes to act, using phrases like “*Mum is hungry and would like something to eat. The younger brother/ sister just wants to play*”.

Begin the role play with “Go” then at appropriate times call out “Freeze” and ask each actor what they are thinking or how they feeling.

#### Other scenarios

- The younger sibling needs looking after and mum needs her medication.
- Two friends have come to ask the young carer to come out to play (use extra volunteers from the audience), but the washing up and the ironing need to be done and the young carer’s brother has spilt his drink over the sofa.
- The young carer takes their younger sibling to school and sees his/her friends walking in a group.
- At school the young carer falls asleep in class. The teacher tells the young carer that they should go to bed earlier and not watch so much TV.
- A teacher asks why the young carer has not done their homework, in front of the class.

Use these storylines, characters, settings and questions to start you off and then adapt your own.

Do leave time to de-brief and discuss what the actors and audience have learnt about being a young carer or another member of the family.



### 33.5 Young carers give top tips for their peers

At a workshop about “respect” the National Young Carers Forum came up with the following messages for their peers:

- Respect my silence; I’ll talk when I’m ready.
- Be a good listener.
- Don’t tell everyone my life story, I tell you things in confidence.
- Don’t think I’m unreliable, just understand I have commitments.
- Don’t treat me as any different because just being with friends is an escape.
- Don’t feel awkward around me. This is my life and I’m fine with it.
- Try and work around my plans as I can be very busy at home.
- Be supportive and cheerful.
- Accept me for who I am.
- Do not judge me or my family.

You can also find these messages on postcards at [www.youngcarer.com/Includetraining](http://www.youngcarer.com/Includetraining).