



**L&W** LEARNING AND  
WORK INSTITUTE

# KNOWING MYSELF ACTIVITIES

Young Adult Carers – Making the Transition to Adulthood



## ACTIVITY 1

# Guess the skill cards – Understanding me

It can be easy for young adult carers to overlook the skills they have. This group activity aims to support young adult carers to think about the range of skills they use on a daily basis in their caring role.

Split the group into 2 teams.

- The first team chooses a describer who takes a card from the pile (e.g. 'Budgeting').
- They have to describe the word on the card to their team as quickly as possible. As soon as they start to speak, the 1 minute timer is started.
- When a team member shouts out the correct answer the describer quickly takes another card and repeats the process.
- Continue until 1 minute is up.
- The describers count the number of cards that were correctly guessed.
- The second team then have their turn. Continue swapping until the cards have run out.

Describers must be careful not to break any of the description rules (see below). If they break one of these rules they forfeit the turn.

When describing you **MUST NOT**:

- Say what letter the word starts with, or how many letters it has.
- Say the word or any part of it e.g. if the word is "post" you may not say "postage" or "postman"; for "swim" you may not say "swimmer" etc.
- Use "rhymes with" or "sounds like" type clues.

When describing **YOU MAY**:

- Choose to **PASS** and not play a card - but only once each turn.
- Gesticulate, act, mime (NOT mouth the word).

## Guess the skill cards

<b>Time management</b>	<b>Budgeting</b>	<b>Health &amp; safety</b>
<b>Talking to professionals</b>	<b>Communication</b>	<b>Dealing with emergencies</b>
<b>Organising</b>	<b>Adapting</b>	<b>Compassion</b>
<b>Hygiene</b>	<b>Managing a household</b>	<b>Shopping</b>
<b>Knowledge about condition</b>	<b>People skills</b>	<b>Problem solving</b>
<b>Lifting</b>	<b>Representing</b>	<b>Negotiating</b>
<b>Driving</b>	<b>Assertiveness</b>	<b>Cleaning</b>
<b>First aid</b>	<b>Remembering</b>	<b>Empathy</b>
<b>Crisis management</b>	<b>Compromising</b>	<b>Standing up for myself</b>
<b>Cooking</b>	<b>Giving medication</b>	<b>Making decisions</b>
<b>Juggling!</b>	<b>Planning</b>	<b>Other</b>

## ACTIVITY 2

# My skills – Understanding me

After completing the *Guess the skills* activity, you can move on and use *My skills* to help young adult carers to think about skills they are already confident with and focus on where they need to develop to achieve their goals.

*My skills* involves both one-to-one and group activities and follows three stages. The group activity enables young adult carers to share thoughts and ideas, and to learn from each other about how to go about developing specific skills.

Each young adult carer gets their own set of skills cards (the cards just used in the *Guess the skills* activity) and some blank ones to add any other skills they can think of:

### 1. Ask each person to sort their skills cards into 3 piles:

- Already got
- Don't need
- Want to develop

### 2. Ask people to put forward some of their 'want to develop' pile and discuss as a group:

- Who's got that skill?
- How they got it?
- When they use it
- How it makes them feel?
- Who wants it?
- What they could do to start developing it?
- How could it help you in the future (i.e. jobs etc.)?

### 3. Then ask young adult carers to take one skill from their 'want to develop' pile and think about what they could do about it, and who/what would help them to develop it?

- In the next week
- In the next month
- In the next year
- In the next 5 years

They might want to come up with another skill altogether (on the blank cards) and think about that instead.

Encourage young adult carers to write down their thoughts and ideas. This will help them to create an action plan to develop their skills.

## Developing my skills...

Skill	In the next week	In the next month	In the next year	In the next 5 years

## ACTIVITY 3

# What's important to me and how can I work towards it? – Understanding me

Young adult carers spend a lot of time thinking about other people and their needs, but it's also important that they take time to think about themselves, to understand who they are and what they want from life. This activity helps young adult carers to prioritise what's important to them in their lives and start to think about how to achieve this.

1. Choose your top 15 cards/values (or sort the cards into 3 categories: very important to me, important to me, not important to me)
2. From your 'very important' ones, choose your top 5
3. Work out some steps towards having these things in your life by completing the Translating values into activities, 'how am I going to work towards these?' sheet

## Values cards

<b>COMMITMENT</b> to make enduring, meaningful commitments	<b>ACCEPTANCE</b> to be accepted as I am	<b>POPULARITY</b> to be well liked by many people
<b>CHALLENGE</b> to take on difficult tasks and problems	<b>SAFETY</b> to be safe and secure	<b>KNOWLEDGE</b> to learn and contribute valuable knowledge
<b>FITNESS</b> to be physically fit and strong	<b>TRADITION</b> to follow respected patterns of the past	<b>SPIRITUALITY</b> to grow and mature spiritually
<b>HOPE</b> to maintain a positive and optimistic out look	<b>FLEXIBILITY</b> to adjust to new circumstances easily	<b>COMFORT</b> to have a pleasant and comfortable life

<p><b>INDEPENDENCE</b></p> <p>to be free from dependence on others</p>	<p><b>HUMOUR</b></p> <p>to see the humorous side of myself and the world</p>	<p><b>FUN</b></p> <p>to play and have fun</p>
<p><b>FAMILY</b></p> <p>to have a happy, loving family</p>	<p><b>PASSION</b></p> <p>to have deep feelings about ideas, activities, or people</p>	<p><b>LOVED</b></p> <p>to be loved by those close to me</p>
<p><b>GENUINENESS</b></p> <p>to act in a manner that is true to who I am</p>	<p><b>OPENNESS</b></p> <p>to be open to new experiences, ideas, and options</p>	<p><b>ACHIEVEMENT</b></p> <p>to have important accomplishments</p>
<p><b>COOPERATION</b></p> <p>to work collaboratively with others</p>	<p><b>HONESTY</b></p> <p>to be honest and truthful</p>	<p><b>HEALTH</b></p> <p>to be physically well and healthy</p>
<p><b>WEALTH</b></p> <p>to have plenty of money</p>	<p><b>INNER PEACE</b></p> <p>to experience personal peace</p>	<p><b>NON-CONFORMITY</b></p> <p>to question and challenge authority and norms</p>
<p><b>LEISURE</b></p> <p>to take time to relax and enjoy</p>	<p><b>GROWTH &amp; CHANGE</b></p> <p>to keep changing and growing</p>	<p><b>RISK</b></p> <p>to take risks and chances</p>
<p><b>JUSTICE</b></p> <p>to promote fair and equal treatment for all</p>	<p><b>MINDFULNESS</b></p> <p>to live conscious and mindful of the present moment</p>	<p><b>GENEROSITY</b></p> <p>to give what I have to others</p>



<p><b>RESPONSIBILITY</b> to make and carry out responsible decisions</p>	<p><b>SOLITUDE</b> to have time and space where I can be apart from others</p>	<p><b>CREATIVITY</b> to have new and original ideas</p>
<p><b>LOVING</b> to give love to others</p>	<p><b>CONTRIBUTION</b> to make a lasting contribution in the world</p>	<p><b>FRIENDSHIP</b> to have close, supportive friends</p>
<p><b>TOLERANCE</b> to accept and respect those who differ from me</p>	<p><b>STABILITY</b> to have a life that stays consistent</p>	<p><b>PURPOSE</b> to have meaning and direction in my life</p>
<p><b>SELF-ESTEEM</b> to feel good about myself</p>	<p><b>CARING</b> to take care of others</p>	<p><b>SELF-ACCEPTANCE</b> to accept myself as I am</p>
<p><b>ECOLOGY</b> to live in harmony with the environment</p>	<p><b>PLEASURE</b> to feel good</p>	<p><b>ADVENTURE</b> to have new and exciting experiences</p>
<p><b>SELF-CONTROL</b> to be disciplined in my own actions</p>	<p><b>OTHER VALUE:</b></p>	

## Translating values into activities

The next step is to translate values into activities that help young adult carers to fulfil their goals. Encourage the young adult carers to take a moment to think about the values that they identified in the previous activity. What are some short-term goals in each area? What are some long-term goals? Use this page to start to brainstorm.

### VALUE

e.g. **LEISURE** - I want to make sure I have a life other than caring, some friends my own age, and do things I enjoy

### ACTIVITIES

I'm going to come to YAC activities and try and go out with friends at least once a month. I used to love playing hockey, so I'm going to look and see if there are any local teams I could join, and what the time commitment would be

**VALUE**

**ACTIVITIES**

## ACTIVITY 4

# Name that feeling! (Feeling charades) – Coping with feelings

This exercise is a light-hearted way to introduce the range of emotions, positive and negative, that a young person might feel as a carer, before going on to do the *Feelings change* activity which encourages young adult carers to reflect on their own experiences and feelings about caring.

Split the group into 2 or 3 teams. The person running the group has a list of emotions/emojis. One player from each team goes to the facilitator and picks the first emotion from the list. They then return to their group and act out the emotion to the rest of the team. Whoever guesses the emotion is the next actor and gets the next emotion from the facilitator. The first team to complete the list wins.



**Happy**



**Kissing**



**Shocked**



**Speechless**



**Disappointed**



**Thinking**



**Astonished**



**Neutral**



**Crying**



**Sleepy**



**Frightened**



**Relaxed**



**Worried**



**Confused**



**Relieved**



**Thumbs up/positive**



**Weary**



**Thumbs down/  
negative**



**Angry**



**Power/strength/  
pumped**



**Pile of poo**



**Well done**



**OK**



**Celebrating**

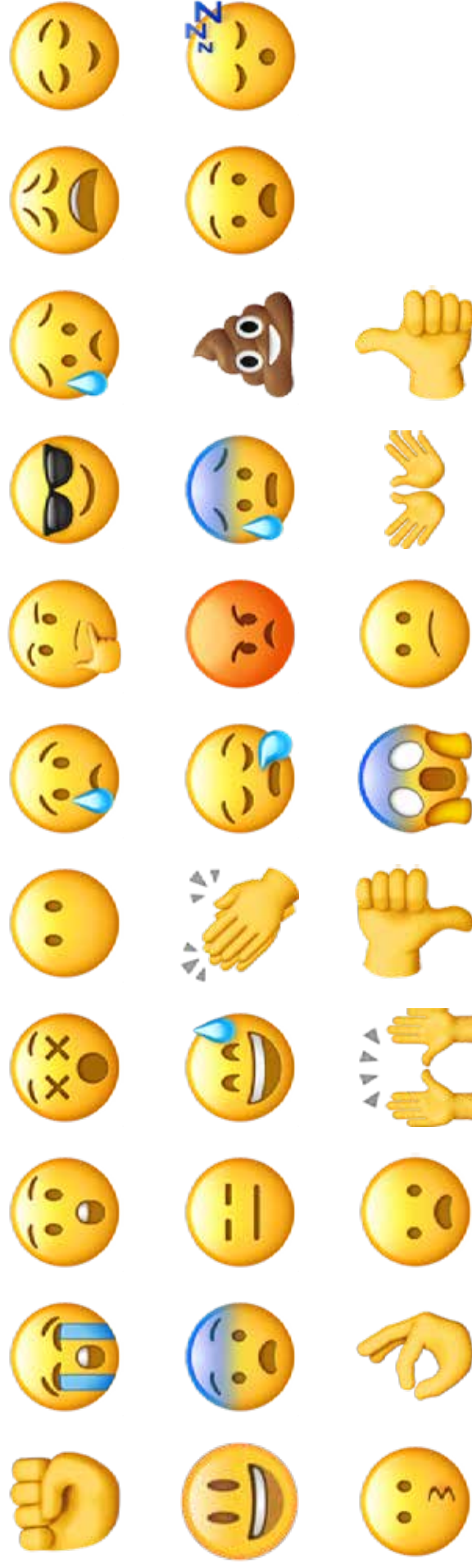
## ACTIVITY 5

# Feelings change... Coping with feelings

After completing the *Feelings charades* game, this activity is designed to encourage young adult carers to reflect and talk about their own feelings about caring and how they would like to feel in the future.

Each person gets a road map and a sheet of emojis:

1. **Cut out the emojis that describe how you felt, feel, and want to feel at different points of your life 'journey' and experience of caring. You can place or stick them on the road map. If you feel happy to, have a chat with members of the group about:**
  - What feelings you experienced, when and why?
  - Any similar feelings at the same time?
  - Any different feelings at the same point?
  - Thinking about 'what you're aiming for', do you have any advice for each other in the group on how to get there?



How I feel about caring...

What I'm aiming for

Now

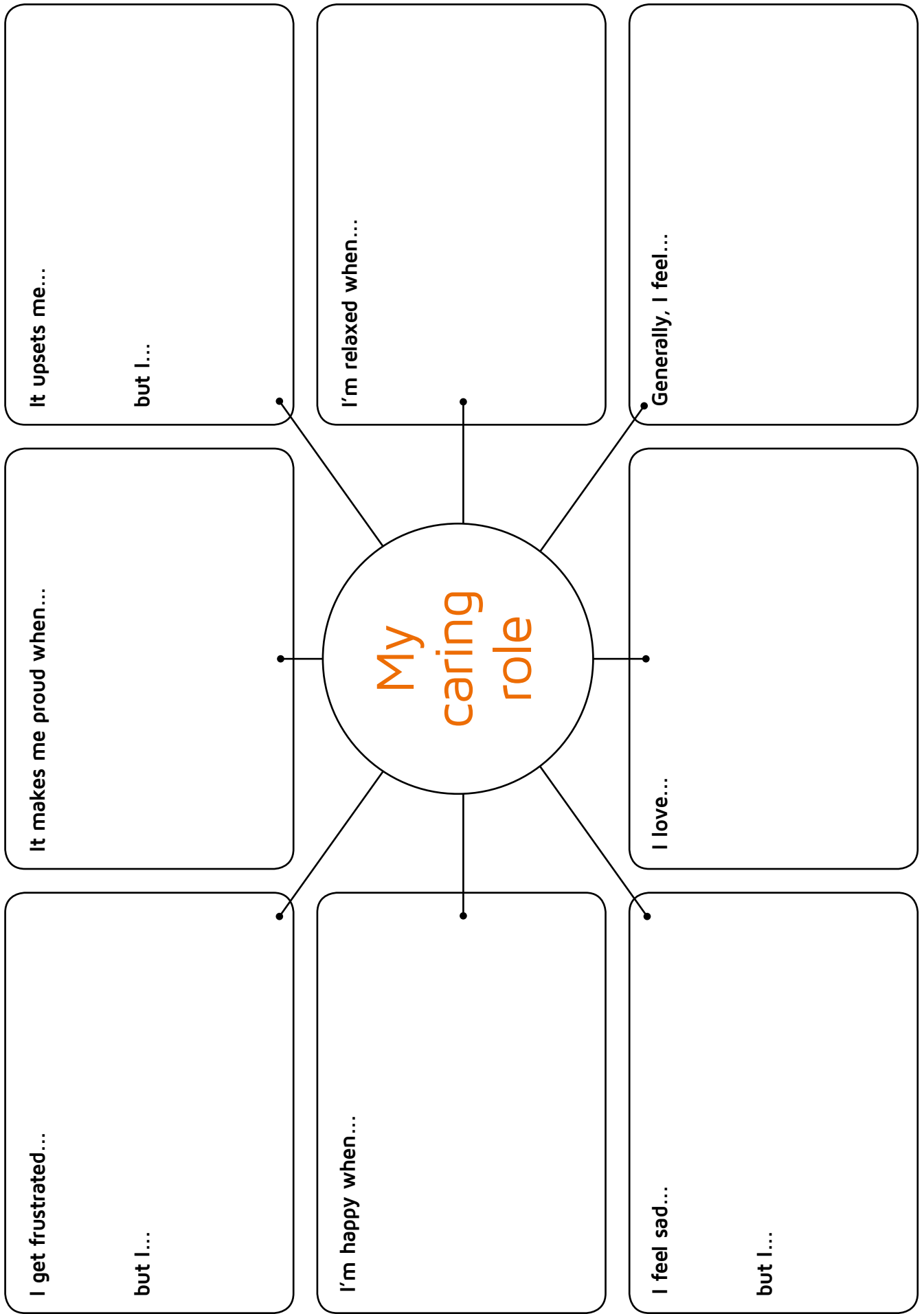
Start of caring role

2. Use the mind map diagram, 'My caring role', to think about the kind of feelings you experience in your caring role, and what causes these.

Where the feelings aren't as positive – e.g. frustration – think about something you can do, think, or change to get a better outcome. If it's not something you can change, is there a way you could try and cope with it differently?

e.g. – **it upsets me...** when my mum is really bad and can't move at all, **but I** try to keep reminding myself that she does have good days and we really enjoyed some of them together recently or **I feel sad** whenever I see any adverts on TV about cancer but I know my brother's treatment is going well and I'm going to make sure I enjoy as much time with him as possible.





## ACTIVITY 6

# Sam's story – Coping with feelings

Case studies are a useful tool to prompt discussion amongst a group of young adult carers. This activity encourages young adult carers to reflect on their own experiences of caring, how it influences their thoughts and behaviours, and how this changes over time.

## Sam's Story

Sam is 18, he works full time and is a carer for his mum who has mental health problems and breast cancer. Sam never has any time for himself because when he's not working, he will be looking after his mum. Sam struggles with his self-esteem and also doesn't feel that he can share his story as people won't understand the issues and no one will care.

Sam's mum has had a good week and this has made him feel more positive. He feels encouraged enough to tell someone at work a bit about his caring role and life story. They're really positive and supportive, and do seem to care. After talking to a few more people, Sam stops feeling ashamed about his story. He's also got involved with his local carers centre and is feeling very positive about the future for him and his mum. Sam is receiving support on a one to one basis from one of the workers at the carers centre, which is great 'time out' for him.

Sam's view of his caring role has totally changed, and he's started to volunteer at the carers centre. He's learnt to deal with his caring role and understands that he and mum will have both good and bad days, and the pain will pass, and that volunteering is a positive way to express his feelings. He has empathy for the young carers he volunteers with and is helping others to deal with their feelings in a positive way, as he understands that their caring journey might be really hard.

As Sam's story shows, we all go through different experiences which affect how we think, feel and behave.

1. What help would you recommend to someone going through this?
2. Which feelings and behaviours do you identify with most?
3. Think about your own experience of caring:
  - Where are you now on your caring journey?
  - What could you do to move towards where you want to be?

## ACTIVITY 7

# How skilled are you at...? - Handling relationships

The aim of this activity is to help young adult carers to think about the kind of skills that help to make and keep relationships, to recognise which of these skills they use in their caring role, and to identify skills they would like to build on or develop.

1. **Rate yourself on each card, using a 1 to 5 scale, where 1 = Not at all skilled, and 5 = Excellent**

<p><b>1. Perspective taking?</b> (You're able to see situations from other people's point of view.)</p> <p><input type="checkbox"/></p>	<p><b>2. Taking an interest in what's important to others?</b> (You take an interest in what people close to you have going on in their day, and what they're feeling excited or nervous about etc.)</p> <p><input type="checkbox"/></p>	<p><b>3. Smoothing things over after getting irritable with other people?</b> (You can recover from major or minor arguments in a healthy way.)</p> <p><input type="checkbox"/></p>
<p><b>4. Having fun in your relationships?</b> (You laugh and have fun with people. You make an effort to do things that you enjoy and find fun with people)</p> <p><input type="checkbox"/></p>	<p><b>5. Picking up on other people's cues when they need some support?</b> (You notice when people close to you need support, and provide a type of support that they find helpful /useful / soothing.)</p> <p><input type="checkbox"/></p>	<p><b>6. Empathising?</b> (You genuinely care when people close to you are going through a tough time.)</p> <p><input type="checkbox"/></p>
<p><b>8. Providing clear-headed advice when people want your opinion?</b> (When someone is struggling with a decision, you provide useful thoughts and opinions.)</p> <p><input type="checkbox"/></p>	<p><b>7. Expressing love and positive emotions verbally?</b> (You're able to say, "I love you," give compliments, express gratitude, etc.)</p> <p><input type="checkbox"/></p>	<p><b>9. Doing your fair share of joint tasks?</b> (i.e. college/uni group projects, housework. You may not divide every task equally, but overall, you pull your weight.)</p> <p><input type="checkbox"/></p>

<p><b>10. Trustworthiness?</b> (You're trustworthy. You show up when you say you're going to show up, and don't blab private or embarrassing information.)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p><b>11. Introducing people to new, positive experiences?</b> (You introduce people close to you to new friends or hobbies, or tell them about good TV shows or books.)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p><b>12. Boosting someone else's self-esteem in areas in which they lack it?</b> (You help your people recognise their good qualities that they don't fully recognise.)</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><b>13. Being an emotional rock?</b> (You're emotionally reliable and people can have complete confidence that you're in their corner.)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p><b>14. Listening without defensiveness?</b> (You're willing to hear someone else's perspective without jumping straight to defensiveness.)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p><b>15. Greeting people warmly?</b> (When you say hello or goodbye, you do it with emotional warmth.)</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><b>16. Helping people get a clear perspective?</b> (If, for example, someone tends to jump to negative conclusions, you can help them balance out their perspective.)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p><b>17. Compromising?</b> (You can bend to what someone else wants, at least sometimes. You're good at finding a middle ground, and you'll take other people's suggestions.)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p><b>18. Being vulnerable?</b> (You're willing to let people close to you into your emotional world, by telling them about your thoughts and feelings.)</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><b>19. Understanding people close to you?</b> (You know what makes them tick—their goals, likes, anxieties.)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p><b>20. Soothing your own irritability?</b> (You have skills for dealing with feeling stressed or irritable, so that you don't take it out on other people.)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p><b>21. Being patient?</b> (You can accept or tolerate delay, problems, or suffering without getting annoyed or anxious.)</p> <p style="text-align: right;"><input type="checkbox"/></p>

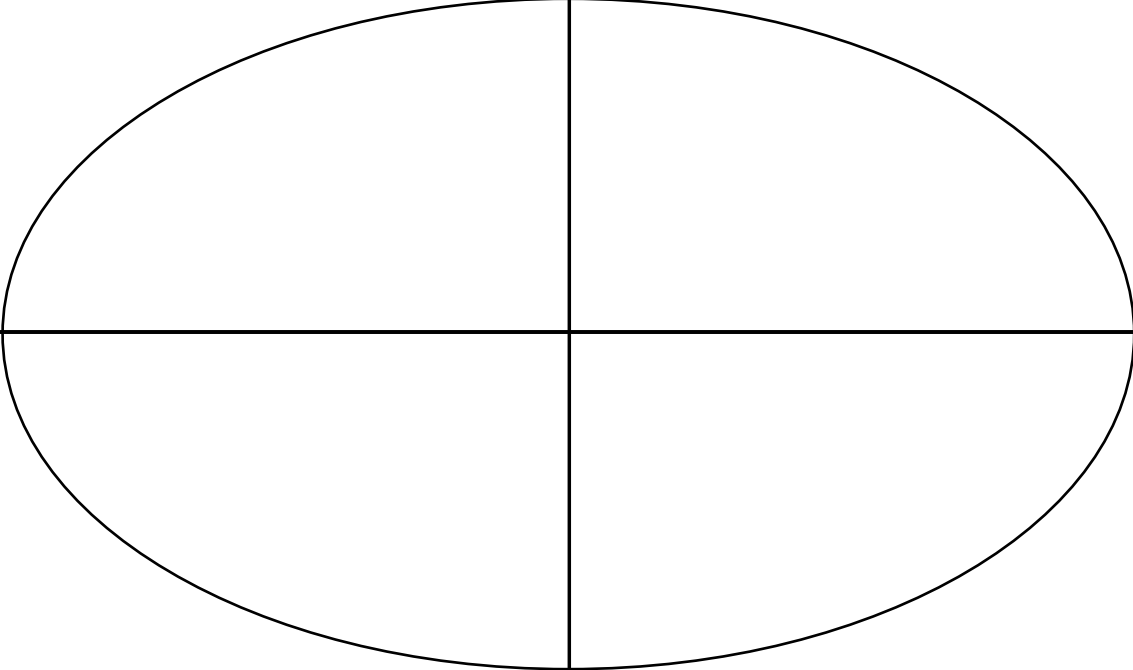
<p><b>22. Optimism?</b></p> <p>(You have hopefulness and confidence about the future and believe that, in general, outcomes will be positive, favourable, and desirable.)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p><b>23. Adapting to change?</b></p> <p>(You adjust to changes in plans, emergencies, new people etc. without becoming overwhelmed.)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p><b>24. Being resilient?</b></p> <p>(You're able to deal with adversity, trauma, tragedy, threats or significant sources of stress and "bounce back" from difficult experiences.)</p> <p style="text-align: right;"><input type="checkbox"/></p>
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## 2. How did you learn the skill?

- Using the board below (A3 size), place as many cards as are relevant on each section. Where there's crossover, use the middle section to show this.
- Play the game 3 times:
  - During round 1, focus on where you **developed** the skill
  - During round 2, focus on where you **use** the skill
  - During round 3, focus on where you **need** the skill
- Discuss as a group between rounds:
  - Have you learnt similar skills in similar places?
  - Which are the most transferable skills and where else could you use them in life to help you?
  - How could you learn the skills you need?
  - Does anyone who already has the skill have any tips?

## Where I developed the skill

Family	Person I care for
Professionals	Friends



## ACTIVITY 8

# How could this have gone differently....? – Handling relationships

This activity is designed to help young adult carers think about and recognise the skills needed in managing different kinds of relationships and to explore different approaches to deal with difficult relationships.

**1. Go through the dialogue below (act it out if you want) and think about what relationship skills could have been used and how to get a better outcome:**

- What did Sarah want to achieve?
- How could the nurse have calmed the situation?
- Did Sarah get the outcome she wanted?
- How could Sarah have approached it differently?
- How do you think Sarah and the nurse were left feeling?

## Sarah and the nurse who's been caring for her mother.

**Sarah:** Hi, I was hoping to have a word with you.

**Nurse:** In a minute. (Nurse fumbles around with papers behind a counter desk)

**Sarah:** Excuse me! This is in regards to my mother.

**Nurse:** I heard you. (pause.)

**Sarah:** How long?

**Nurse:** Who's your mother?

**Sarah:** You know my mother, Julie Thompson in Room 11.

**Nurse:** (pause)...What can I help you with?

**Sarah:** I would like to speak with you, with regard to my mother.

**Nurse:** Yes, I think you've said that... Go on...

**Sarah:** My mother has a bruise on her arm.

**Nurse:** That's from the injection. Sometimes there's a bruise reaction.

**Sarah:** My mother said you were rough with her.

**Nurse:** Your mother doesn't make it very easy for me to do my job. When I gave her this morning's injection, she wouldn't allow me to do so. She resisted.

**Sarah:** And why do you think...?

**Nurse:** Why do I think what?

**Sarah:** Why do you think my mother 'resisted'?

**Nurse:** I'm not sure.

**Sarah:** Oh no? She resisted because you grabbed her arm like a savage.

Nurse: Now I don't know what you...

**Sarah:** Listen, listen to me right now because I'm trying to stay very calm. My mother was in a deep sleep and you startled her by grabbing her arm like a savage. So much so, that you yanked her awake and she was frightened and then you forced her to take her injection. She has bruises on her arm from your fingers, not just the injection.

Nurse: She needs to take her injection. It's life or death if she doesn't.

**Sarah:** Hey! Let me be really clear about this...if you ever lay one finger on my mother ever again, I will beat your face in. Got it? If you ever touch my mother, so help me God, you won't know what hit you. You're a disgrace! The way you handle your patients! Absolute disgrace! You should be ashamed of yourself. She's a little tiny thing. You're three times her size and handled her in such a manner, you should be fired. She's not the only one. There are other patients here that complain, but they don't have family to defend them. I'm going to report you and make sure you stay far away from my mother. You are not to care for her or go near her. Understood?

Nurse: But she needs her injection.

**Sarah:** Don't be cocky. Like you actually give one. It's abusive behaviour and intolerable. You have no idea what grounds you're stepping on here and someone like you shouldn't be caring for the elderly. I'm always nice to you and you always have your face and attitude on. You've taken my kindness for a weakness. Now you've seen my other side. Take this as a warning Linda or whatever your name is, you've been warned and you will be reported. Someone else will take care of my mother, give her the injections she needs, the right way! We clear?

Nurse: Yeah, but I did nothing but my job.

**Sarah:** You can play your little game. I have pictures and I've been filming you. You think I would allow someone like you to hurt my mother? That's as far as you go.

Nurse: Go ahead and put in your report. I have patients that love me and my staff know the truth.

**Sarah:** I see. I'm going to get you fired.

Nurse: You can't fire me?

**Sarah:** Cause you've been here for twenty years? You think you have seniority? You don't know who I am, who I know. You've been abusing patients for years and it's come to an end. Enough is enough.

Nurse: Do what you have to do.

**Sarah:** Oh, we will, we most certainly will. If I have to take my mother out of this facility to a safer place, so be it. But you are not to touch her or go near her, so help you God.

**2. Can you think of any experiences you've had where using some different skills might have got a different (better) outcome?**



## ACTIVITY 9

# (Do) I know my rights? – Rights and responsibilities

This activity is designed to help young adult carers understand the specific rights and responsibilities they have as a young adult carer and as a young person in the UK.

## True or False

Is the statement about rights true or false? Cut up the rows into strips of paper and separate them into 'true' and 'false' columns. Then go through the answers and see how you did:

- What have you learnt about your rights from doing this?
- Does anything surprise you?
- Can you think of any examples where your rights have been breached in the past?

1. All carers have the right to claim carers allowance
2. Carers who are under 18 have the right to have a carer's assessment of need
3. The young carers transition assessment does the same thing as the young carers assessment of need
4. Everyone who has worked for the same employer for at least six months has the right to request 'flexible working' (like working from home, starting early and finishing early etc.)
5. Carers have the right to paid time off to deal with emergencies
6. You have the right to an assessment of your needs because you are a carer, even if the person you care for does not want one or get support themselves
7. The 2010 Equality Act protects everyone from discrimination
8. Being treated unfairly because of people in your life, such as a sister who is gay, or a dad with a disability is not illegal
9. For discrimination to be illegal, it must come from an employer, a shop or business, a landlord, a school or college, a public transport provider, or a government department or council.
10. Every child in the world has over 50 protected rights.
11. Some children's rights are considered more important than others - i.e. the right to be safe from violence is more important than the right to relax and play
12. In the UK, the Human Rights Act protects 16 'conventions' (or rights)
13. Human rights are different, depending on what country you're in
14. If you live in the UK but aren't from here, you're not protected by the Human Rights Act

## Do I know my rights? – True or False - Answers

### **1. All carers have the right to claim carers allowance (FALSE)**

You must be aged 16 or over, the person you care for must be getting certain benefits (i.e. Personal Independence Payments) and you must care for 35 or more hours a week. Also, you can't claim carers allowance if you're studying for more than 21 hours per week, or you're working and earn more than £116 a week.

### **2. Carers who are under 18 have the right to have a carer's assessment of need (TRUE)**

Under the Children and Families Act 2014, young carers have the right to a young carer's assessment from their local authority.

### **3. The young carers transition assessment does the same thing as the young carers assessment of need (FALSE)**

Young carers have the right to a 'transition assessment' before they get to 18. From the age of 18 support for young adult carers moves from children's to adult services. The assessment will look at what support needs to be ready when you are 18 and how support and services might change. This is different to a young carers assessment of need.

### **4. Everyone who has worked for the same employer for at least six months has the right to request 'flexible working' (like working from home, starting early and finishing early etc.) (TRUE)**

Anyone who has been working for the same employer for 26 weeks (6 months) can request flexible working. You might not get it, but you have the right to make the request.

### **5. Carers have the right to paid time off to deal with emergencies (FALSE)**

Any employee can have time off to deal with an emergency involving a dependent or someone they care for, but the employer doesn't have to pay you.

### **6. You have the right to an assessment of your needs because you are a carer, even if the person you care for does not want one or get support themselves (TRUE)**

This is part of the Care Act 2014. Your local authority should provide you with an assessment that takes into account your aspirations in relation to education, employment and health.

### **7. The 2010 Equality Act protects everyone from discrimination (TRUE)**

Discrimination which happens because of one or more of the 9 protected characteristics is unlawful. These are: age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Because we all have some of these characteristics, the Act protects everyone from discrimination.

**8. Being treated unfairly because of people in your life, such as a sister who is gay, or a dad with a disability is not illegal (FALSE)**

This is called 'discrimination by association' and is also against the law.

**9. For discrimination to be illegal, it must come from one of the following: an employer; a business - like banks, shops or restaurants; a landlord; a school or college/university; a public service like a hospital, GP, or transport provider; a club or association e.g. a sports club; a government department or council. (TRUE)**

If it's from anyone else, it's not actually unlawful.

**10. Every child has over 50 protected rights (TRUE)**

The United Nations Convention on the Rights of the Child (UNCRC) is an international document with 54 different articles. It is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history.

**11. Some rights children have are classed as more important than others - i.e. the right to be safe from violence (Article 19) is more important than the right to relax and play (Article 31) (FALSE)**

The UNCRC covers all aspects of a child's life, and each is equally important. However, four articles, known as the "Guiding Principles", help to interpret all the other article and are foundational to realising all the rights in the Convention for all children. They are:

- Non-discrimination (article 2)
- Best interest of the child (article 3)
- Right to life survival and development (article 6)
- Right to be heard (article 12)

**12. In the UK, the Human Rights Act protects 14 'conventions' (or rights) (TRUE)**

These include the right to life, the right to respect for private and family life, and the right to freedom of religion and belief

**13. 'Human rights' are different, depending on what country you're in (FALSE)**

They are the basic rights and freedoms that belong to every person in the world. They're based on important principles like dignity, fairness, respect and equality, and protect you in your everyday life regardless of who you are, where you live and how you chose to live your life. Human rights are protected by different legislation and international documents which apply all over the world.

**14. If you live in the UK but aren't from here, you're not protected by the Human Rights Act (FALSE)**

Anyone living in the UK is protected by the Human Rights Act. This includes if you are a foreign national, detained in hospital or in prison, or if you're a British citizen or an asylum seeker. The Human Rights Act protects everyone in the UK!

## ACTIVITY 10

# Is this discrimination? - Rights and responsibilities

This activity is designed to prompt discussion amongst a group of young adult carers. The scenarios can help them to recognise different types of discrimination and share ideas about what they could do if they feel they are treated unfairly because of their caring role.

### 1. Read the scenarios below.

- Do you think any of them include examples of discrimination? Use the Citizen's Advice Bureau's flow chart to help you.
  - What could be done to help?
- a. Jen has worked in admin for the same company for 2 years. Because her partner's mental health has been really bad recently, she's had to take some time off work to go to appointments with her, help her get up out of bed and generally support her. Jen has been given a disciplinary, even though another member of staff who has had similar amounts of time off work for her little boy hasn't.
  - b. Charlie applied for a job in hospitality at a local hotel. Because he missed quite a lot of school due to his caring role, he didn't have the minimum qualification requirements. He didn't get offered an interview, even though he explained the reason why his grades were low in the application.
  - c. Ben's been waiting for a bus for 20 minutes with his brother Callum who uses a wheelchair. When the next bus arrives, the driver says he's already got 2 wheelchairs on and so can't take another one, but that the next bus has plenty of space and won't be long at all. Everyone else at the stop gets on the bus. The next bus drives straight past without stopping while two girls at the back laugh and make gestures towards Callum, which seem to be about his cerebral palsy. The third bus stops and they get on. A man and his child are in the wheelchair space. He apologises and folds up his pushchair to make room for Ben and Callum.
  - d. Dalia has multiple sclerosis. She feels like she's being harassed by her manager who constantly asks her if she's managing ok, feeling well, needs any adjustments making etc. Dalia's also specifically asked her manager not to do this in front of her colleagues. Even though her manager thinks she's being kind and has no intention of hurting or humiliating her, Dalia finds it distressing.

## Do you think you've been treated unfairly?

This could be unlawful discrimination.

Equality Act 2010 says some unfair treatment is unlawful discrimination.

Unfair treatment will only be unlawful discrimination if it is to do with:

Age  
Disability  
Gender reassignment  
Marriage and civil partnership  
Pregnancy and maternity  
Race  
Religion or belief  
Sex  
Sexual orientation

These are called protected characteristics

### Why did it happen?

Your unfair treatment is because:

- of who you are
- of someone else
- of how someone else thinks about you
- you complained about discrimination or stood up for discrimination rights

### What happened?

- you are treated differently and worse
- an apparently fair policy has a different impact on you and means you are disadvantaged
- you are harassed
- you are a disabled person and something is creating a barrier or disadvantage for you

### Who treated you unfairly?

- an employer
- a shop or business
- a landlord
- a school or college
- a public transport provider
- a government department or council

### Want some more help and advice?

Find out where you can get help about unlawful discrimination:

[www.adviceguide.org.uk/discrimination](http://www.adviceguide.org.uk/discrimination)

Contact a Citizens Advice Bureau:

[www.adviceguide.org.uk/get\\_advice](http://www.adviceguide.org.uk/get_advice)

**2. Describe and discuss the responsibilities that the people in these scenarios have, to tackle discrimination?**

**3. If you feel able to, please share any experiences you have had of discrimination**

- What did you do?
- What you might do differently in future?

**4. Finding the right help:**

- Look through the list below of suggested places for information and advice
- Where would you go for each of the scenarios? (or any of your own?)
- Go online and find the details for local branches of the organisations listed, and any others you come up with.

## Where to get help:

### Citizens Advice Bureau (CAB)

[www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)

They provide free, confidential and impartial advice. Their goal is to help everyone find a way forward, whatever problem they face.

People go to CAB with all sorts of issues. From money, benefit, housing or employment problems, to facing a crisis, or just considering options.

If you feel your rights have been breached, CAB offer steps to take action at: <https://www.citizensadvice.org.uk/law-and-courts/civil-rights/human-rights/taking-action-about-human-rights/>

### Carers Services

There are carers' centres and support services nationwide. The services offered vary but may include:

- Emotional and practical support for carers including providing care in the home to enable carers to take a break.
- Carers emergency services, offering help in a crisis.
- Outreach work in GP surgeries, hospital wards and schools to reach carers who haven't come forward for support.
- Information and advice on issues such as benefits, grants and other help available.
- Giving carers a voice so that they are listened to by local decision makers.
- Helping carers to share experiences though group support and social activities.
- Access to education, training and employment.
- Supporting young carers through preventative, whole family work and clubs, activities and mentoring in schools.

Visit [www.carersuk.org/help-and-advice/get-support/local-support](http://www.carersuk.org/help-and-advice/get-support/local-support) to look for your nearest carers centre.

## Care Quality Commission

They're the independent regulator of health and adult social care in England. They make sure health and social care services provide people with safe, effective, compassionate, high-quality care and encourage care services to improve.

<http://www.cqc.org.uk/what-we-do/how-we-do-our-job/fundamental-standards>

## Patient Advice and Liaison Service

The Patient Advice and Liaison Service (PALS) offers impartial, confidential advice, support and information on health-related matters. They provide a point of contact for patients, their families and their carers, listen to feedback (positive or negative), answer questions and help to resolve concerns about services.

You can find officers from PALS in your local hospital.

<https://www.nhs.uk/chq/pages/1082.aspx?CategoryID=68>

## Your local authority

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/491463/List\\_of\\_councils\\_in\\_England.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/491463/List_of_councils_in_England.pdf)

## Your local MP

<http://www.parliament.uk/get-involved/contact-your-mp/>

You can contact your MP when you, or people living in your area, are affected by decisions made by the UK Parliament or by the Government. MPs represent all the people in their local area, whether they vote for them or not.



## ACTIVITY 11

# Knowing Myself action plan

Use this plan to write down your goals. It could be a goal you want to reach within the next few months, the next year or within the next few years. You don't need to write them all down now, you can add to this as you have new ideas. It's a good idea, after a few weeks or months to review your goals, ask yourself how far you've got and decide if you want to keep or change your goal.

<b>My goal</b> (What do I want to achieve?)	<b>How will I get there?</b> (What do I need to do? what help do I need?)	<b>When will I get there?</b> (Is it a short, medium or long-term goal?)

# KNOWING MYSELF

## Other resources

Sections of the RUBLE which can be used with the Knowing Myself framework:

Section	Pages	Activity
Positive Statements	13 - 15	Useful activities to help young adult carers think about the things they enjoy and their hopes for the future.
Personal Skills	17 - 19	Use these pages with the <i>Guess the skills</i> and <i>My skills</i> activities (Activities 1 and 2)
Being a young adult carer	20 - 23	Useful to encourage young adult carers to discuss feelings about their caring role.
Action planning and getting to your goal	46 - 54	Use these pages with the <i>What's important to me</i> (Activity 3)
Support for young adult carers and the carer's assessment	24 - 29	Information to use with <i>Do I know my rights?</i> (Activity 9)

Sections of the Learning, Work and Wellbeing Toolkit that can be used with the Knowing Myself framework.

Section	Pages	Activity
Thinking	19	Case studies 1-4 can be used to prompt young adult carers to think about what they enjoy, their interests and ambitions.
Thinking	19 - 22	Use these activities to help young adult carers think about the skills they already have and want to develop

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## KNOWING MYSELF FRAMEWORK

Young Adult Carers – Making the Transition to Adulthood



## Contact us

Tel: (+44) 0116 204 4200

Fax: (+44) 0116 204 6988

[enquiries@learningandwork.org.uk](mailto:enquiries@learningandwork.org.uk)

 [@LearnWorkUK](https://twitter.com/LearnWorkUK)

[www.learningandwork.org.uk](http://www.learningandwork.org.uk)

## Learning and Work Institute

Patron: HRH The Princess Royal | Chief Executive: Stephen Evans.

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office: 21 De Montfort Street, Leicester, LE1 7GE