

# Young Carers the Hidden Heroes

A 45-minute session for high school students aged 12-18 years.



## Objectives

- Building positive rapport between the facilitator and students.
- Connecting young carers with other peers who understand their life circumstances.
- Supporting students to identify their personal strengths outside of the caring role.

## Resources

- **Activity 2 Instructions:** Getting to Know Each Other
- **Activity 3 Worksheet:** Strengths Exploration
- **Activity 3 Worksheet:** My Strengths and Qualities
- Whiteboard or paper and pen.

## Session Times

10 minutes

## Session Activity

### Activity 1 - Introduction and Group Guidelines

**Step 1:** Introduce yourself if students don't already know you. Explain the purpose of the group. You may explain that carers are a remarkable group of people who often have strengths, skills, understanding and maturity beyond their years that will help them in many areas of life. Explain that carers can also sometimes feel overwhelmed, worried, confused or even angry. Discuss the group's main purpose which is to connect to others that may have similar experiences, to enjoy time together and to reflect on our strengths and goals.

**Step 2:** You can stipulate what the guidelines will be; it is often more meaningful coming from the students as a brainstorm on the board or on paper in small groups but good examples to include are:

- Respect: To not judge what others say or make put downs.

## Resources

Whiteboard or paper and pen.

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## Session Times

## Session Activity

## Resources

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- Confidentiality – Information that is shared will not be repeated outside the room.
- Inclusivity: We will not always agree or get along well with everyone, we can still include everyone and acknowledge differences.
- The Right to Pass: If someone does not want to share that is okay.
- Safety: If someone does say something that upsets you or bothers you, you can share that with a trusted adult that also holds confidentiality. It can be worth noting to students that some feelings may only come up later in the day or the next day (this is normal) and to know who they can speak to if they wish to.

***Know your organisation's procedure for managing the safety of young people if they are at risk of harm or have made a disclosure.***

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10 minutes

### **Activity 2 - Getting to Know Each Other**

**Step 1:** Ask the group to stand in a circle and explain that you will read some statements out. If they agree, they are to take a step forward so everyone can see who they have certain things in common with. If space is tight or a group is particularly reluctant this can be done by a show of hands as well, as long as young people can generally see each other.

### **Activity 2 Instructions:**

Getting to Know Each Other

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25 minutes

### **Activity 3 – Exploring Strengths**

**Step 1:** Each student will get a printout of the Strengths Exploration Worksheet and you will only need pages 1 & 4.

**Step 2:** This activity is about identifying their personal strengths, improve their self-esteem and will feed into sessions 2 & 3.

**Step 3:** Complete the activities on pages 1 & 4 of the worksheet. Ask the students to highlight which strengths they recognise on the sheet about themselves. If they are struggling, support them to self-identify the strengths you recognise they possess. Prompts: Empathy, kindness, thoughtfulness, helpful, selfless, strong, and resilient.

**Step 4:** Once page 1 is completed you can complete page 4. Discuss how our strengths help us to establish our likes, dislikes, set personal and professional goals and help us in our relationships. Complete page 4 individually.

**Step 5:** Once everyone has completed both pages, allow the opportunity for students to share their strengths (only if they choose). This will end the session on building the students confidence. Students can keep their sheets.

### **Activity 3 Worksheet:**

Strengths Exploration

### **Activity 3 Worksheet:**

My Strengths and Qualities

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## Activity 2 Instructions

### Getting to Know Each Other

This allows young people to share a little about themselves, and to find commonalities with others without having to necessarily speak in front of a group if they don't want to.

Ask the group to stand in a circle and explain that you will read some statements out. If they agree, they are to take a step forward so everyone can see who they have certain things in common with. If space is tight or a group is particularly reluctant this can be done by a show of hands as well, as long as young people can generally see each other.

**Pick and choose which statements you want to read or add your own. Some students may like to offer their own as well.**

- I believe pineapple belongs on pizza
- I currently have at least 1 dog
- I want to travel internationally one day
- I love scary movies
- I have at least 1 older sibling
- I play a sport in a team
- I enjoy spicy food
- I can do a handstand
- I can sink a basketball from the 3pt line
- I like cats better than dogs
- I am a fan of sushi
- I am an only child
- I have had stitches
- I enjoy camping
- I enjoy iced coffee
- Winter is my favourite season
- I have a parent or grandparent that was born overseas
- I can say hello in another language
- I believe difficult experiences can make you stronger and smarter



# Strengths Exploration

Those who know their strengths and use them frequently tend to have more success in several areas. They feel happier, have better self-esteem, and are more likely to accomplish their goals.

To use your strengths effectively, it's important to have a clear idea of what they are, and how they can be used. Some of your greatest strengths might be easy to recognize, while others go unnoticed because they feel ordinary to you (even if they aren't).

**In this worksheet you will identify your strengths and ways in which you are already using them. Additionally, you will explore *new* ways to use your strengths to your advantage.**

Circle your strengths from the choices below, or add your own at the bottom.			
Wisdom	Artistic Ability	Curiosity	Leadership
Empathy	Honesty	Open Mindedness	Persistence
Enthusiasm	Kindness	Love	Social Awareness
Fairness	Bravery	Cooperation	Forgiveness
Modesty	Common Sense	Self-Control	Patience
Gratitude	Love of Learning	Humor	Spirituality
Ambition	Creativity	Confidence	Intelligence
Athleticism	Discipline	Assertiveness	Logic
Optimism	Independence	Flexibility	Adventurousness

# My Strengths and Qualities

## Things I am good at...

- 1
- 2
- 3

## Compliments I have received...

- 1
- 2
- 3

## What I like about my appearance...

- 1
- 2
- 3

## Challenges I have overcome...

- 1
- 2
- 3

## I have helped others by...

- 1
- 2
- 3

## Things that make me unique...

- 1
- 2
- 3

## What I value the most...

- 1
- 2
- 3

## Times I have made others happy...

- 1
- 2
- 3