

Young Carers as Superheroes

A 45-minute session for primary school students aged 8-12 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:** Superhero Strengths
- **Activity 4 Instructions:** Make A Strengths Chain
- **Activity 4 Worksheet:** Make A Strengths Chain
- Whiteboard or paper and pen.
- Pencils and texta.
- Scissors and stapler or sticky tape.

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.
- 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.

Resources

Whiteboard or paper and pen.

Session Times	Session Activity	Resources
	<ul style="list-style-type: none"> 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. <p><i>Know your organisation's procedure for managing the safety of young people if they are at risk of harm or have made a disclosure.</i></p>	
10 minutes	<p>Activity 2 - Getting to Know Each Other</p> <p>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.</p>	<p>Activity 2 Instructions:</p> <p>Getting to Know Each Other</p>
10 minutes	<p>Activity 3 - Superhero Strengths</p> <p>Step 1: Each student will get a worksheet with a superhero to colour in and draw what it means to them to be a young carer.</p> <p>Step 2: This activity is about identifying their strengths and focusing on the great skills they are learning as a young carer. While students are drawing, ask them individually what skills and strengths carers often gain.</p> <p>Step 3: Ask the students to write down their strengths around their superhero on their colouring sheet. Prompts: Empathy, kindness, thoughtfulness, helpful, selfless, strong, problem-solver, role model.</p>	<p>Activity 3 Worksheet:</p> <p>Superhero Strengths</p> <p>Pencils and texta's.</p>
15 minutes	<p>Activity 4 - Strengths Chain Link</p> <p>Step 1: Ask students to cut out the line of strength that they feel they have.</p> <p>Step 2: Using the strip of paper cut out, students can curl up the paper and attach the ends together with sticky tape or staples.</p> <p>Step 3: Repeat this and link the next piece of paper onto that one so that it makes a chain they can take home to remind them of their strengths.</p>	<p>Activity 4 Instructions:</p> <p>Make A Strengths Chain</p> <p>Activity 4 Worksheet:</p> <p>Make A Strengths Chain</p> <p>Scissors and stapler or sticky tape.</p>



Wrap Up and Planning for the Next Session

If you are planning to use boxes for the Reflection Activity you may ask staff if they have available shoeboxes or similar and/or appropriate magazines for young people to cut up. Otherwise they can use a 'vision board' format and use some of the images attached for the next session.

Activity 2 Instructions

Getting to Know Each Other

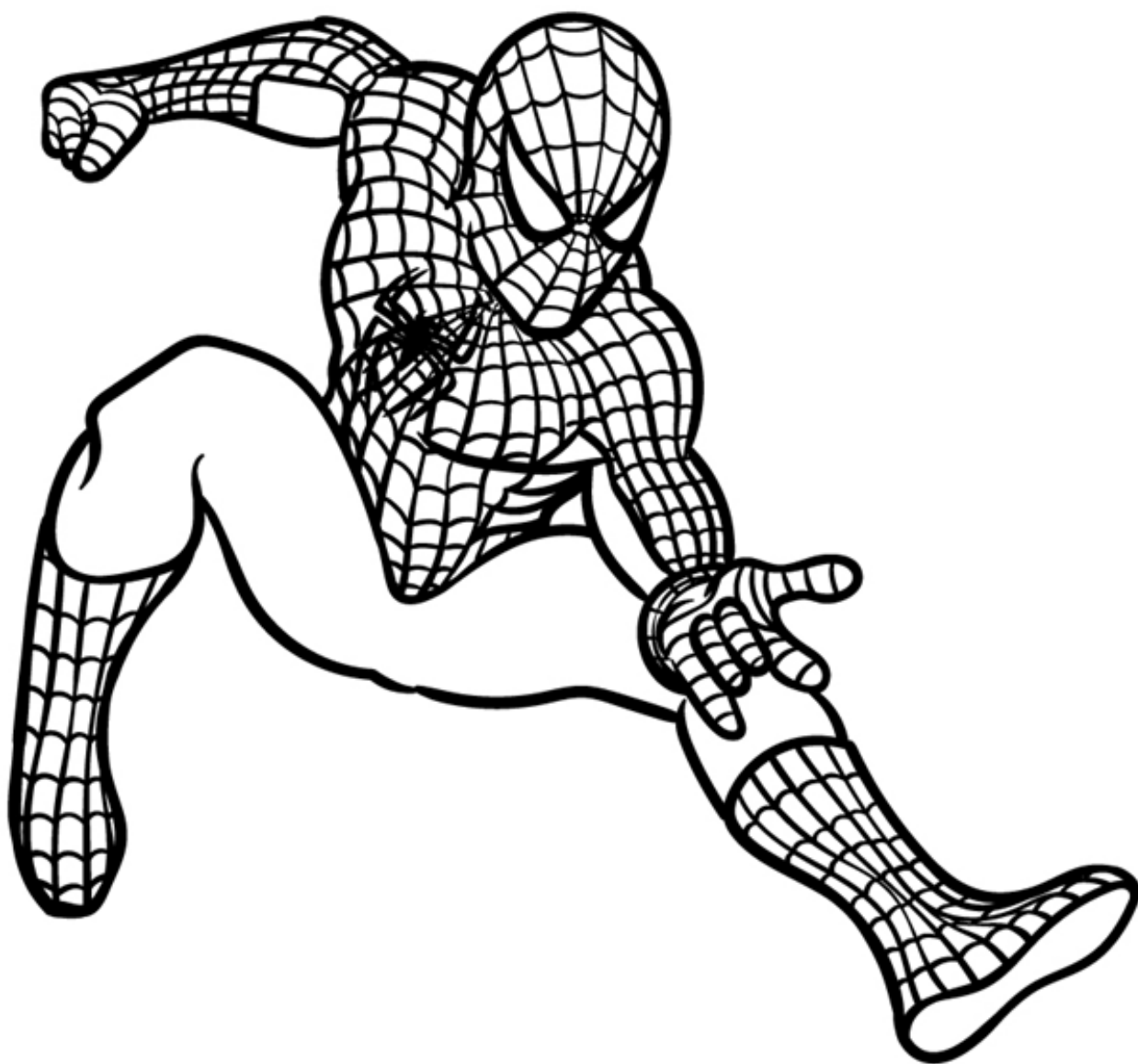
This allows young people to share a little about themselves, and to find commonalities with others without having to necessarily speak in front of a group if they don't want to.

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





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Make a strengths chain

Ready to start identifying strengths?

All you need to get started are some markers or crayons, scissors, and tape.

Step 1



Start by picking seven colors — one for each group of strengths. The colors will help you see the biggest areas of strength. Color the individual strengths as you talk or think about each group. Use the blank spaces on the last page to write in any more strengths you think of.

Step 2



Cut out all the strengths that apply. If more than one person is doing this craft, pick a set number of strengths (to avoid making it a competition). Be sure to print a complete set of worksheets for each person in case they have many of the same strengths.

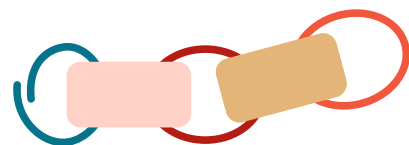
Step 3



Use tape to make a paper chain out of the individual strengths. You can hang the chain on the wall and keep adding to it as new strengths develop. If more than one person is doing this craft, you can string all the chains together and talk about how we're stronger when we use **everyone's** strengths.



Curl ends up and tape together



Thread the next strip through the ring to form a chain

Character strengths

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Color the strips on this page _____.

I am honest and trustworthy.

I am caring and kind.

I am helpful at home and do my chores.

I am sensitive to the needs of others.

I am loyal.

I am resilient and keep working on difficult tasks.

I can work or play on my own.

I can work or play with others.

I am eager.

I am curious.



Color the strips on this page _____.

I can share, take turns, and compromise.

I am a good listener and try not to interrupt too much.

I put effort into making friends and keeping them.

I accept differences in others.

I can ask for help when needed and have ways of coping when frustrated (like not hitting).

I know when it's OK to follow the crowd and when to resist peer pressure.

I accept personal responsibility for my actions (good and bad).

I don't argue when adults tell me to do something (most of the time!)

I tell the truth and can apologize when I need to.

I have a good sense of humor.



Color the strips on this page _____.

I use words to express what I need and want.

I like talking to people.

I take part in discussions at home, at school, and with friends.

I can change my tone of voice when I tell a story or ask a question.

I can tell stories that have a clear beginning, middle, and end.

I can use grammar that is appropriate for my age.

I like learning new words and learning the words in songs.

I like to listen to stories.

I can answer “who,” “what,” “when,” “where,” “why,” and “how” questions.

I understand jokes, puns, and sarcasm.



Color the strips on this page _____.

There are things I enjoy reading or having read to me,
like comic books or magazines.

I can match letters to sounds and sounds to letters
(like using “b” to spell the sound “buh”).

I can sound out unfamiliar words.

I can recognize some “star words” or “sight words” instantly.

I can pause when reading and return to that sentence
after being interrupted.

I can read with expression the way an actor talks on TV shows.

I can make predictions based on what’s happened so far in a story.

I can remember details and retell stories after reading them.

I can make connections between what I read and my own experiences.

I have a good imagination and like to tell stories.



Color the strips on this page _____.

I can count the number of items in a group.

I can recognize numbers that are written down.

I can sort items based on size, color, and shape.

I can remember math facts, like $5 + 4 = 9$.

I can do some math in my head.

I can use math skills in everyday life (like figuring out how to cut a recipe in half).

I understand math vocabulary, like “greater than” and “less than.”

I can solve puzzles or word problems.

I like playing games that involve strategy, like chess.

I like taking things apart and figuring out how they work.

Study skills strengths

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Color the strips on this page _____.

I can set goals and plan ahead.

I can get started and stay focused on tasks.

I'm a flexible thinker — I can think about something in more than one way.

I can organize my thoughts as well as physical items, like my backpack.

I can follow rules and routines.

I can keep track of time and the things I need to do.

I can recognize and try to control “big feelings.”

I can pause to think through decisions or choices.

I can ask for help and learn from mistakes.

I have a “growth mindset” and believe my skills can improve with effort.

Other strengths and talents

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Color the strips on this page _____.

I am creative.

I like drawing and doodling.

I can dance, act, sing, or play a musical instrument.

I can swim or play sports.

I like problem solving in video games.

I like doing community service projects.

I like to practice yoga, mindfulness, or meditation.

I am gentle with animals and younger children.

