Building a Community That Cares

Thank you for downloading this stand-alone lesson plan on Care Experience. This resource has been created by Who Cares? Scotland as an introductory tool within the classroom to support teaching activity and prompt discussion on feelings, inclusion, and Care Experience.

We would love to hear how you have used this pack and any feedback from your classes. On social media please tag Who Cares? Scotland, and use the hashtag #CommunitiesThatCare.

Please note, this lesson plan provides only a taster of our full suite of resources for schools.

Our Communities that Care whole-school approach includes in-depth teacher training and a comprehensive curriculum pack with age-appropriate lesson plans and additional resources from ages 3 - 18. For more information please see the 'Additional Information' section at the back of this pack.
Considerations Prior To Delivering Lessons

You already know that delivering lessons on sensitive subjects can sometimes be triggering - both for children and young people and occasionally for teachers too. Talking about Care Experience is no different. Some of the information and topics covered during this lesson may cause some children (particularly if they are Care Experienced) to become a bit unsettled or upset. Therefore, we suggest the following tips in preparation for, and when delivering, this lesson on Care Experience:

- **A safe space, supervised by support staff or pastoral care teachers, should be offered within the school for any child who may become upset or triggered by the content of the lesson.**
- **Care Experienced pupils known to you should be informed prior to the lesson that it is taking place. The content should be discussed to ensure they are comfortable being present for the duration. Care Experienced pupils should be encouraged to attend the lesson, as important and useful information such as supports for Care Experienced people is discussed.**
- **Consider having another adult present in the room during the lessons. This will help to identify any pupils who may be feeling uncomfortable and to answer any questions the children may not want to ask in front of everyone.**
Pupils can become uncomfortable during lessons like this which can result in behaviour which could be perceived as mildly disruptive. During our in-class inputs, we have discovered that many pupils who become uncomfortable within these sessions are actually Care Experienced or are realising that they are Care Experienced for the first time. It’s important to try and encourage these pupils to stay within the class for the duration of the session as they may benefit from hearing about support available to them and the support their peers may offer.

Under no circumstances should any member of staff, at any time, make reference to the fact that a pupil in their class is Care Experienced.

Establish some ground rules with the class before starting the lesson. Some key things to agree are that they should try their best to support one another and that nobody should discuss information about another pupil that they know is Care Experienced.

The Language We Use

Care Experienced children, young people and adults often tell us how important language is to them. They tell us it would make a huge difference to their understanding in early years, and to how included and valued they feel as they grow older, if we re-frame some words we use to talk about care. You may find the following resources useful:

www.scra.gov.uk/parent_carer/jargon-buster/
https://eachandeverychild.co.uk/
# Learning Goals & Background

## Learning Intentions

<table>
<thead>
<tr>
<th>Learning Intentions</th>
<th>Success Criteria</th>
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</thead>
</table>
| Explore what children need to be safe and happy | • I can say what I need to be safe and happy  
• I can identify adults who support me  
• I can identify adults who support Care Experienced young people |
| Explore the term ‘Care Experience’ and organisations to help | • I can listen to what ‘Care Experience’ means  
• I can identify and listen to information about organisations that can help Care Experienced people |
| Develop empathy towards Care Experienced people | • I can say how people are similar and different  
• I can accept that some people and their families are different  
• I can be kind and include those who are Care Experienced  
• I can show kindness in my actions towards those who are Care Experienced |

## Stimulus

As a stimulus watch the John Lewis & Partners Christmas 2022 advert "The Beginner"


## Initial Discussion Questions

- Who are the two adults that you see?
- Why do you think the man was learning to skateboard?
- How do you think Ellie is feeling when they open the door?

## Introduction to Care Experience

1. Introduce the term “Care Experienced” and explain that there are different places where children may have to live to keep them safe. For example:
   - They could live with another family member (e.g. Gran/Auntie). This is called **kinship care**.
   - They could live with another family. This is called **foster care**.
   - They could live in a children’s house with other children and be looked after by staff who work on a rota. This is called **residential care**.
   - They could still live with their mum and dad but they could have a social worker who visits to make sure that they are ok and to give their family extra help to keep them safe, healthy and happy. This is called being **looked after at home**.
   - They may have been in one of the care placements above, but have since been legally **adopted** by another family as their own child.

2. Children who either live in these places right now or who have ever lived in these places in the past are “Care Experienced.”

3. Children should be treated the same and included no matter where they live or who they live with.
## Suggested Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Suggested Stages</th>
<th>Connection to Care Experience</th>
<th>CFE E&amp;Os Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do we need to be safe and happy?</strong></td>
<td>P1 - P4</td>
<td>This activity explores rights and wellbeing as well as exploring empathy building. This activity may also develop initial understandings of terms such as 'social worker' and 'advocate'</td>
<td>HWB 0-01a</td>
</tr>
<tr>
<td>• Pupils are given a template with a blank head and fill this with words and drawings which represent what they need to be safe and happy.</td>
<td></td>
<td></td>
<td>HWB 0-01a</td>
</tr>
<tr>
<td>• Pupils then do this for a young person who is Care Experienced</td>
<td></td>
<td></td>
<td>HWB 0-04a</td>
</tr>
<tr>
<td>• Discussion around everyone having similar needs, but sometimes people need extra support.</td>
<td></td>
<td></td>
<td>HWB 0-08a</td>
</tr>
<tr>
<td>• Optional resource: Worksheet - Happy, Healthy, Safe Skateboard (See appendix)</td>
<td></td>
<td></td>
<td>HWB 1-08a</td>
</tr>
<tr>
<td><strong>Circles of Support</strong></td>
<td>P5 - P7</td>
<td>This activity focuses on empathy building towards Care Experienced people, as Care Experienced people may have less support than those who are non Care Experienced.</td>
<td>HWB 2-45b</td>
</tr>
<tr>
<td>Pupils draw 3 concentric circles on a piece of paper. Pupils fill in the templates for young people who live in different settings e.g. living at home with parents, kinship care, foster care, residential care:</td>
<td></td>
<td></td>
<td>HWB 2-44b</td>
</tr>
<tr>
<td>• The centre circle represents the people who a young person lives with</td>
<td></td>
<td></td>
<td>HWB 2-03a</td>
</tr>
<tr>
<td>• The next circle represents the people who a don’t live with a young person but who are very important to them (e.g. extended family, friends, teachers, dance teachers)</td>
<td></td>
<td></td>
<td>HWB 2-06a</td>
</tr>
<tr>
<td>• The widest circle represents the people who support a young person but who they don’t see often (e.g. doctor, dentist, government)</td>
<td></td>
<td></td>
<td>HWB 2-08a</td>
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<tr>
<td>Care Experienced Characters Quiz</td>
<td>P3 - P7</td>
<td>This encourages children to think about the family structures that are different to their own and will increase their confidence in understanding what Care Experienced means. Seeing that some of their favourite characters are Care Experienced also positively reinforces that Care Experienced people, with the right support, can go on to do great things.</td>
<td>HWB 1-09a</td>
</tr>
<tr>
<td>Pupils are shown pictures fictional characters who are Care Experienced. Pupils shout out who each picture represents, who looked after them when they were growing up, what type of care experience the character has. Example characters:</td>
<td></td>
<td></td>
<td>HWB 1-10a</td>
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<tr>
<td>Harry Potter - lived with his aunt and uncle at their house (Kinship care)</td>
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<td></td>
<td>HWB 1-11a</td>
</tr>
<tr>
<td>Superman – he came down to earth from the planet Krypton. His family didn’t come with him, so he stayed with another family – the Kents (Foster care)</td>
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<td>HWB 1-14a</td>
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<tr>
<td>Tracy Beaker – she lived in a children’s home with paid staff and around 6 other children. Her mum used to visit etc (Residential care)</td>
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<td></td>
<td>HWB 1-19a</td>
</tr>
<tr>
<td>Lilo and Stitch – Lilo’s parents died but she had an older sister, so she was able to stay at home with her. The character Mr Bubbles was their social worker. (Looked after at Home)</td>
<td></td>
<td></td>
<td>HWB 2-09a</td>
</tr>
<tr>
<td>Spiderman – lived with aunt and uncle (Kinship care)</td>
<td></td>
<td></td>
<td>HWB 2-10a</td>
</tr>
<tr>
<td>Luke Skywalker (Star Wars) – grew up with his uncle and aunt, and also separated at birth from his sister.</td>
<td></td>
<td></td>
<td>HWB 2-11a</td>
</tr>
<tr>
<td>Annie – lived in a children’s home (Residential care) until adopted by Mr Warbucks.</td>
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<td></td>
<td>HWB 2-14a</td>
</tr>
</tbody>
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Follow Up Discussion Questions

- What type of care do you think is represented in the advert?
- Why do you think the man was learning to skateboard?
- What are some other things that adults can do to make a Care Experienced young person feel comfortable?
Who Cares? Scotland

Ask the class if they noticed the logos at the end of the advert. Explain that Who Cares? Scotland is a charity for Care Experienced children, young people and adults.

Explain to the class that they can get involved with Who Cares? Scotland through -

Advocacy:

Care Experienced children and young people may have lots of adults in their lives who make decisions about them.
They can have an Advocacy Worker who can help them have their voice heard
A video to explain Advocacy: bit.ly/who-cares-scotland-advocacy

Groups & Events

Meet other children like you. This could be a at a local group in your area or at one of our big national events.

Membership

Who Cares? Scotland has over 3,700 Care Experienced members of all ages from all over Scotland. With help from a trusted grown up, you could sign up today!
When you become a Who Cares? Scotland member, you will be sent...

- A membership pack with welcome booklet, wristband, badge and Buddy the Bear.
- Birthday cards handwritten to you each year.
- Christmas parcel with a small gift just for you.
- SpeakOut Junior – 4 SpeakOut Junior magazine’s will be sent to you each year.

Direct pupils to this page of the Who Cares? Scotland website to find out more about the organisation and how to get involved -
https://www.whocaresscotland.org/get-support/who-cares-scotland-kids/
Appendix

Worksheet - Happy, Healthy, Safe Skateboard

1. **Design A Skateboard**
   You are a skateboard designer, you have been asked to design a "safeboard" for children. You need to draw on the skateboard what makes you feel safe, happy and healthy.

2. Please explain why you chose your design, what do you think is important to make sure children feel happy, healthy and safe.

3. What makes a good friend? Imagine Ellie has just started her brand new school and you are her new friend there. How could you make sure that Ellie feels welcome, happy and safe within school?
Who Cares? Scotland is committed to building stronger communities for everyone by creating more inclusive and caring communities for Care Experienced people to live in. Our Communities That Care programmes educate Scotland about care through awareness raising activity in local communities.

Our Communities That Care whole-school approach ensures that Care Experienced children and young people are nurtured and supported in their schools by educating entire school communities about what care experience is and developing empathy and understanding towards Care Experienced pupils.

At the heart of our whole-school approach are the “Learning About Care Experience” PSE Curriculum Resource Packs which contain lessons for children and young people to learn about care experience in a developmentally appropriate way from Early Years through to S6. The packs were co-produced by Who Cares? Scotland staff and volunteers, Care Experienced people of all ages and teachers from a range of Scottish local authorities.

To find out more about the Communities that Care whole-school approach contact: 
Lynsey Emery, Schools Coordinator, at lemery@whocaresscotland.org