



Module 1: Young Carers and Participatory Research

ABSTRACT

Module 1 Aims:

- To give youth workers a deeper understanding of young carers, their needs, and their challenges.
- To introduce the concept of participatory research and its value in empowering young carers and improving their well-being.
- To equip youth workers with the knowledge and skills to effectively identify, approach, and engage young carers in participatory research projects.

Author: Redial

Lesson 1: Understanding Young Carers and Participatory Research

Introduction: Empowering Young Carers Through Participatory Research –

A Flexible Lesson Plan

This lesson plan equips facilitators across Europe to guide participants on the valuable approach of participatory research with young carers. It provides a dynamic and engaging session framework while acknowledging the need for adaptation to specific national and local contexts.

Designed for Flexibility:

- **Country-Specific Adjustments:** The content can be adapted to incorporate national policies and frameworks related to young carers, research ethics, and youth participation.
- **Local Context Matters:** Consider tailoring examples and case studies to reflect the cultural and social realities of young carers within your specific region.
- **Embrace Local Expertise:** The lesson can be enhanced by referencing local resources, organisations working with young carers, and relevant research initiatives.

Facilitator Support:

- **Detailed Script Suggestions:** We provide a comprehensive script to guide your delivery, including discussion prompts, introductions to activities, and key points to emphasise.
- **Content Adaptation Options:** Throughout the lesson plan, suggestions are offered for modifying content, adding examples, optional activities or adjusting activities to best suit your audience and time constraints.
- **Tailored Delivery:** You can adapt the presentation style and activities to match your teaching strengths and preferences.

Embrace Your Teaching Style:

Ultimately, this lesson plan's success hinges on your unique facilitation approach. Don't hesitate to personalise the script with your own language and incorporate interactive elements that resonate with your audience.

Engaging Diverse Demographics:

When selecting examples and activities, consider the group's demographics. Consider incorporating different learning styles (visual, auditory, and kinesthetic) to cater to a broader range of participants.

This lesson plan empowers you, the facilitator, to create a meaningful learning experience for those who work with young carers and champion their voices through participatory research.

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|------------------|---|
| Module 1 | YOUNG CARERS AND PARTICIPATORY RESEARCH |
| Lesson 1 | Understanding Young Carers and Participatory Research |
| Duration | 1 HOUR |
| Developer | REDIAL |
| Sources | See Annexe 4 |
| Trainers | |

Aims of the Lesson

- To provide a comprehensive understanding of the definition, experiences, and challenges faced by young carers.
- To explore policy responses to young carers' needs across Europe.
- To introduce the concept of participatory research and its relevance to empowering young carers.

OBJECTIVES OF THE LESSON

1. Define Participatory Research and Its Principles:

- Participants will understand the fundamental principles of participatory research.
- They will recognise how participatory research differs from traditional research approach.

2. Explore the Benefits of Participatory Research with Young Carers:

- Participants will discuss the potential advantages of using participatory research when working with young carers.
- They will explore how this approach can empower young carers and lead to more meaningful outcomes.

3. Ethical Considerations When Engaging Young Carers in Research:

- Participants will explore key ethical considerations regarding consent, confidentiality, a potential benefits and risks.

Topics

T1: Who are young carers? (statistics, qualitative experiences, potential impacts on mental health education, etc.)

T2: Policy responses across Europe

T3: Introduction to participatory research and its benefits for young carers

Intended Learning Outcomes

- **Knowledge:** Participants will define key terms and identify facts about young carers.
- **Comprehension:** Participants will explain the diverse experiences of young carers and summarise policy approaches.
- **Application:** Participants will apply their understanding to recognise potential signs of young carers in practice settings.
- **Analysis:** Participants will compare and contrast different policy responses across Europe.
- **Evaluation:** Participants will discuss the strengths and weaknesses of participatory research approaches for young carers.

Assessment Criteria

- **Participation in discussions:** Demonstrates understanding by offering insights and questions.
- **Short quiz:** 5 multiple-choice/true-false questions at the end to assess knowledge and comprehension.
- **Reflective questions:** Prompts for participants to consider how the lesson content applies to their work context.
- **Ref:** Annexe 3 for further assessment criteria

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|-----------|---|
| Materials | IAW/Whiteboard/flipchart, markers, presentation materials, policy summaries (if available). |
| Notes | The PowerPoint presentation will support these activities with visuals, relevant data, and case study examples. |

Lesson Plan Summary

Participatory Research with Young Carers: The Concept

Objectives:

1. Define Participatory Research and Its Principles:

- Participants will understand the fundamental principles of participatory research.
- They will recognise how participatory research differs from traditional research approaches.

2. Explore the Benefits of Participatory Research with Young Carers:

- Participants will discuss the potential advantages of using participatory research when working with young carers.
- They will explore how this approach can empower young carers and lead to more meaningful outcomes.

3. Ethical Considerations When Engaging Young Carers in Research:

- Participants will explore key ethical considerations regarding consent, confidentiality, and potential benefits and risks.

Agenda:

1. Welcome, introductions, lesson objectives and icebreaker

2. Introduction to Participatory Research

- **Objective:** Present the concept of participatory research and highlight its significance.
- **Activities:**
 - Briefly explain what participatory research entails.
 - Discuss how participatory research actively involves participants in shaping the research process.
 - Contrast participatory research with traditional research methods.
 - Emphasize the importance of youth workers' understanding of this approach.

3. Group Discussion: Benefits of Participatory Research

- **Objective:** Explore the advantages of using participatory research, specifically when working with young carers.
- **Activities:**
 - Facilitate a group discussion:

- What benefits can participatory research offer to young carers?
- How does it empower them?
- How might it lead to more meaningful outcomes?
- Encourage participants to share their insights and experiences.
- Highlight success stories or examples of positive impact resulting from participatory research.

4. Case Study Review (if available) (

- **Objective:** Analyse a successful participatory research project involving young carers.
- **Activities:**
 - Present a case study (if time is available):
 - Describe the project, its goals, and the context.
 - Discuss the strategies used to involve young carers actively.
 - Explore any challenges faced during the research process.
 - Highlight the outcomes achieved and their significance.
 - Engage participants in a discussion:
 - What lessons can we learn from this case study?
 - How can we apply similar strategies in our work with young carers?

5. Ethical Considerations: Small Group Discussions

- **Objective:** Address ethical considerations when engaging young carers in research.
- **Activities:**
 - Divide participants into small groups.
 - Assign each group a specific ethical consideration (e.g., consent, confidentiality, risks).
 - In their groups, discuss:
 - What are the ethical implications related to this consideration?

- How can youth workers navigate these challenges effectively?
- Share practical tips and best practices.
- Each group reports back to the larger group, summarising their insights.

6. Quiz and Plenary

| Module 1 Lesson 1 | |
|-------------------|--|
| Slide reference | <p>Welcome, introductions, lesson objectives and icebreaker</p> |
| Slide 2 | <p>Welcome to our first lesson on Young Carers and Participatory Research.</p> <p>In this lesson, we'll dive into understanding the world of young carers.</p> <p>In today's lesson, we'll cover:</p> <p>Who are young carers, and what experiences do they have? The concept of participatory research and why it's so valuable for working with young carers.</p> <p>By the end of this lesson, you'll have a clearer picture of the challenges and strengths of being a young carer and how we can best support them through research and advocacy.</p>  <p>2</p> |



Module 1: Young Carers and Participatory Research

ABSTRACT

Module 1 Aims:

- To give youth workers a deep understanding of young carers, their needs, and their challenges.
- To introduce the concept of participatory research and its role in empowering young carers and improving their well-being.
- To equip youth workers with knowledge and skills to effectively identify, approach, and engage young carers in participatory research projects.

Author: REDIAL

Good morning/afternoon, everyone, and welcome to our first lesson on Young Carers and Participatory Research. I'm [Your Name], and I'll be your guide today.

In this lesson, we'll dive into understanding the world of young carers. We'll cover the following:

- Who are young carers, and what experiences do they have?
- The concept of participatory research and why it's so valuable for working with young carers.

By the end of this lesson, you'll have a clearer picture of the challenges and strengths of being a young carer and how we can best support them through research and advocacy.

Before we discuss the details, I want to gauge everyone's understanding of the term "young carer."

- Let's take a few minutes to brainstorm. What words, images, or ideas come to mind when you hear "young carer"?

Write down participants' responses on a whiteboard or flip chart

Excellent, thank you for sharing! We'll revisit these thoughts throughout the lesson to see how our understanding develops.

Let's get started. Today, we'll explore young carers, their challenges, and ways to empower them through research and support.

Facilitator Notes:

- *Adapt the suggested script to personal needs/teaching style and the group's demographic.*
- *This icebreaker directly connects to the lesson content, priming participants' thinking.*
- *Be sure to acknowledge various perspectives that may be shared.*
- *Transition smoothly from the overview of lesson objectives into the icebreaker.*

A collection of words, images, and ideas to spark discussion during the icebreaker and potentially throughout the lesson:

Words:

- *Responsibility*
- *Family*
- *Hidden*
- *Burden*
- *Isolated*
- *School*
- *Support*
- *Overlooked*
- *Resilience*
- *Advocacy*

Images:

- *A young person helping an older or visibly ill family member with daily tasks (dressing, eating, etc.)*
- *A young person balancing schoolwork with caregiving tasks.*
- *A group of young people sharing and listening in a support group setting.*
- *A young person looking stressed or overwhelmed.*

- *A young person advocating for themselves or another carer at a public event.*

Ideas:

- *Young carers might struggle to balance school, social life, and caring responsibilities.*
- *Young carers may not be recognised as such, and their needs may go unnoticed.*
- *There might be both positive and challenging aspects to being a young carer.*
- *Young carers need support from schools, healthcare providers, and the community.*
- *Participatory research can empower young carers to share their experiences and influence change.*

Facilitator Notes:

- *Choose a mix of words, images, and ideas that provoke thought and highlight challenges and strengths.*

Be sensitive to the fact that some participants may have personal experiences with caregiving – keep the discussion respectful and focused on understanding.

ACTIVITIES

Slide 3

Introduction to Participatory Research

CHAPTER 1





The concept of participatory research .

OBJECTIVES:

- ✓ To define Participatory Research and Its Principles
- ✓ To explore the benefits of Participatory Research with Young Carers
- ✓ To place the concept of participatory research in a European context
- ✓ To clarify ethical considerations when engaging young carers in research
- ✓ To establish an action focus



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Objectives:

1. **Define Participatory Research and Its Principles:**
 - Understand the fundamental principles of participatory research.
 - Recognise how participatory research differs from traditional research approaches.
2. **Explore the Benefits of Participatory Research with Young Carers:**
 - Discuss the advantages of using participatory research when working with young carers.
 - Highlight its potential impact on empowerment and meaningful outcomes.
3. **Ethical Considerations When Engaging Young Carers in Research:**
 - Address key ethical aspects related to consent, confidentiality, and risks.

Additional Notes:

- **Interactive Element:** Encourage participant engagement through questions, discussions, or brief activities.
- **European Legislation References:** Provide specific citations or links to relevant European/Home Country legislation during the presentation.

Slides 4,5

Objective: Present the concept of participatory research.

Participatory Research- A Definition:

Participatory research is a collaborative research methodology where those affected by an issue actively shape the entire research process. It moves beyond studying communities and empowers them to be co - creators of knowledge, leading to solutions that better address their needs.



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NEXUS

Participatory Research- Principles:

- **Inclusivity:** Deliberately including those typically outside the development process.
- **Empowerment:** Empowering participants to influence research outcomes.
- **Collaboration:** Working together to co -create knowledge.



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Content:

- **Definition**
- Participatory research is a collaborative research methodology where those affected by an issue actively shape the entire research process. It moves beyond studying communities and empowers them to be co-creators of knowledge, leading to solutions that better address their needs.
- **Principles:**
- Inclusivity: Deliberately including those typically outside the development process.
- Empowerment: Empowering participants to influence research outcomes.
- Collaboration: Working together to co-create knowledge.

Facilitator Script/Notes

"Now, let's shift our focus to participatory research. This approach offers a unique way to work with young carers, providing them with a voice and a platform to influence the research that affects them.

- **Definition:** Participatory research is a collaborative approach where the people affected by a particular issue are actively involved in every stage of the research process. This means they aren't just subjects of research but active partners in shaping it.
- **Key Principles:** Let's break down some of the core principles of participatory research:
 - **Inclusivity:** Participatory research intentionally includes diverse voices and perspectives, particularly those often marginalised or excluded from traditional research approaches.
 - **Empowerment:** This approach aims to empower participants by giving them ownership and influence over the research outcomes, creating opportunities for self-advocacy.

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| | <ul style="list-style-type: none"> o Collaboration Knowledge is co-created by collaborating researchers, participants, and other stakeholders. Everyone's expertise is valued. |
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Slides 6,7

Participatory Research: Benefits for Young Carers

- **Empowerment and Impact**
- **Develops skills and confidence.**
- **Provides a platform to advocate for themselves and their peers.**
- **Leads to more relevant and effective solutions.**



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Participatory Research: Benefits for Young Carers and Beyond

- **Builds youth leadership and capacity.**
- **Challenges stereotypes and promotes understanding of diverse experiences.**
- **Improves policies and service models to support young carers better.**



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Benefits for Young Carers

- o Empowerment and Impact
- o Develops skills and confidence.
- o Provides a platform to advocate for themselves and their peers.
- o Leads to more relevant and practical solutions.

Benefits for Young Carers and Beyond:

- o Builds youth leadership and capacity.

- Challenges stereotypes and promotes understanding of diverse experiences.
- Improves policies and service models to support young carers better.

Facilitator Script/Notes

- Highlight Empowerment: "Participatory research isn't just about collecting data. It's about giving young carers ownership over the process, building their skills, and ensuring their voices are truly heard."
- Real-World Impact: "This approach often leads to solutions and policies that have a greater chance of success because they're developed with young carers, not just for them."
- Emphasise Participation: "Underscore that young carers are active partners, offering unique insights that can shape everything from what questions we ask to how we share our findings."

- **Engagement:** Briefly ask participants if they have previous experience with or knowledge of participatory research. This can help gauge their familiarity with the concept.
- **Real-World Examples:** If time allows, briefly share this successful participatory research project involving young carers to illustrate these concepts:

Example: "Young Carers Speak Out"

- The Issue: Many young carers felt schools and service providers misunderstood their experiences and needs. A lack of support led to difficulties balancing school and caregiving.
- Participatory Approach: A youth organisation partnered with young carers to design a research project. Young carers interviewed their peers, led focus groups, and even used creative methods like photovoice (using photography to tell their stories).
- Impact: Research findings were presented to local schools and authorities, sparking policy changes. These included flexible attendance options, dedicated support staff, and better communication between schools and caregiving families.
- Why it's impactful: It highlights the power of young carers' voices to influence real change.
- It shows how participatory research can lead to tangible and practical outcomes.
- It demonstrates that young carers are not just passive recipients of help but can be active agents in improving their lives.

Note: You can tailor the specific details of the example to resonate best with your audience.

- **Adaptability:** Emphasise that participatory research isn't a rigid model but is flexible and can be tailored to different contexts and needs.

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| | <ul style="list-style-type: none"> ○ Encourage Reflection [Optional]: Briefly ask participants, "What are some potential benefits you see for young carers engaging in this type of research?" This primes their thinking and invites broader discussion. |
| Slide 8 | <h2>Participatory Research: A European context</h2> <p>Participatory research aligns with broader European initiatives for Responsible Research and Innovation (RRI). This means conducting science and research in inclusive ways, responsive to societal needs, and considering ethical implications. Working with young carers in a participatory framework directly addresses these principles..</p> <p style="text-align: center;">8</p> |
| Slide 9 | <p> Co-funded by the European Union</p> <p></p> <p>Participatory Research: A European Context:</p> <ul style="list-style-type: none"> ○ Participatory research aligns with broader European initiatives for Responsible Research and Innovation (RRI). This means conducting science and research inclusively, responding to societal needs, and considering ethical implications. Working with young carers in a participatory framework directly addresses these principles. <p>Facilitator Notes:</p> <p>It's important to understand that participatory research aligns with a broader European movement called Responsible Research and Innovation, or RRI. [briefly mention 1-2 key points about what RRI is]. This means science and research should be done in ways that serve society's needs and values.</p> |

Participatory Research: Ethical Considerations

This approach aligns with European initiatives for Responsible Research and Innovation (RRI), promoting inclusive, responsive, and ethical science.



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Ethical Considerations

- o This approach aligns with European initiatives for Responsible Research and Innovation (RRI), promoting inclusive, responsive, and ethical science.

Facilitator Notes

- o Consent:
 - Discuss the importance of informed consent.
 - Reference European guidelines on informed consent in research.
- o Confidentiality:
 - Explain how confidentiality protects participants' privacy.
 - Refer to European regulations on data protection.
- o Risks and Benefits:
 - Highlight the need to balance potential benefits with risks.
 - Mention European ethical frameworks for research.
- o Interactive Element:
 - Ask participants to share their thoughts on ethical dilemmas in participatory research.

Facilitator Script

We must acknowledge the ethical aspects involved. Participatory research presents unique considerations for ensuring that we conduct research responsibly and in ways that always protect our participants, mainly when working with young carers.

- **Informed Consent:** Participants, including young carers, must fully understand the research purpose, process, and any potential risks or benefits. This informed consent empowers them to make meaningful choices about their

participation. [Mention an essential European guideline relevant to your audience on informed consent]

- **Confidentiality:** Protecting participant identities and shared information is essential. Anonymising data and using secure storage methods are vital for maintaining the trust and respecting privacy. [Reference a relevant European data protection regulation, like the GDPR].
- **Balancing Risks and Benefits:** While participatory research offers great potential, we must also be mindful of potential risks. This might include the emotional impact of revisiting difficult experiences for young carers. We must weigh those potential risks against benefits like empowerment and improved services. [Briefly mention an ethical framework used in Europe or your home country to assess research proposals].

Interactive Element: Ethical Dilemmas

If time allows, discuss some ethical dilemmas that might arise when conducting participatory research with young carers.

You may share one or both scenarios and encourage open discussion about handling these ethically.

Scenario 1: Data Ownership

- **The Situation:** A group of young carers has been instrumental in collecting data through interviews with other young carers. They are passionate about the topic and want to use the raw data for their campaign to raise awareness in local schools. However, the research project's ethical guidelines require the lead researcher to hold the data securely.
- **Ethical Dilemma:** How do you balance the young carers' desire for ownership and autonomy with data management's ethical and practical requirements? Do they have a right to access and utilise the raw data they helped collect?

Scenario 2: Shifting Focus

- **The Situation:** A participatory research project was designed to investigate young carers' experiences accessing support services. During the process, many young carers began sharing stories about difficulties within their schools and teachers' lack of understanding. The young carers want to change the project's direction to advocate for school-based changes.
- **Ethical Dilemma:** Do you follow the original research plan, even if it doesn't fully address young carers' current priorities? Is changing the project direction mid-way ethical, and how can you manage this while maintaining research integrity?

Facilitation Tips:

- **No Easy Answers:** Remind participants that there might not be a single "right" answer, and the goal is to consider various perspectives and ethical principles.

- **Safe Space:** Create an environment where participants feel comfortable sharing different viewpoints. Respectful discussion is key.
- **Real-World Solutions:** Encourage the group to brainstorm practical ways to navigate these dilemmas while upholding the values of participatory research and protecting the well-being of young carers.

Facilitator Notes

- **Sensitivity:** Approach ethical issues with sensitivity, remembering that participants may have varying levels of experience with research ethics.
- **Realism:** Acknowledge that ethical dilemmas are a natural part of complex research. Within ethical guidelines, focus on finding practical solutions and fostering critical thinking.

Emphasise Protection: Underscore that ethical considerations are not barriers but ensure young carers' well-being, empowerment, and respect as research partners.

Slide 10

Participatory Research: Action Orientated Focus

Participatory research shifts the focus from simply understanding the problems marginalised groups face to working alongside them for change. Young carers are involved in identifying research questions, collecting and analysing data, and using findings to advocate for improved support and policies.



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Facilitator Notes:

- Beyond Understanding, Towards Action: Participatory research isn't just about documenting problems that young carers face; it's about working alongside them to create positive change.
- From Knowledge to Advocacy: Young carers become active agents in shaping the research questions, collecting data, and using the findings to advocate for improved policies and services.
- Practical Solutions: This focus on action ensures that the research is not just an abstract exercise. It leads to developing tangible solutions that make a real difference in the lives of young carers.

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| | <ul style="list-style-type: none"> • Connect to Lesson Goals: Explore practical ways to implement this action-oriented approach, empowering young carers to be drivers of change. |
| Slide 11 | <h2>The advantages of participatory research.</h2> <ul style="list-style-type: none"> ○ Empowerment: <ul style="list-style-type: none"> ▪ How involving young carers in research empowers them. ▪ Their active role in shaping decisions and outcomes. ○ Meaningful Outcomes: <ul style="list-style-type: none"> ▪ How participatory research leads to more relevant and impactful results. ▪ Examples of positive changes achieved through participatory approaches. ○ European Legislation Reference: <ul style="list-style-type: none"> ▪ practices. <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="flex: 1;">  <p>Co-funded by the European Union</p> </div> <div style="flex: 1; text-align: center;">  <p>12</p> </div> <div style="flex: 1;">  </div> </div> <p>Objective 1: Explore the advantages of participatory research.</p> <p>Content:</p> <ul style="list-style-type: none"> ○ Empowerment: <ul style="list-style-type: none"> ▪ Discuss how involving young carers in research empowers them. ▪ Highlight their active role in shaping decisions and outcomes. ○ Meaningful Outcomes: <ul style="list-style-type: none"> ▪ Explain how participatory research leads to more relevant and impactful results. ▪ Share examples of positive changes achieved through participatory approaches. ○ European Legislation Reference: <ul style="list-style-type: none"> ▪ practices. <p>Facilitator Script</p> <p>"Now, let's explore why participatory research is increasingly recognised as valuable for working with young carers and other groups.</p> <ul style="list-style-type: none"> • Empowerment: Participatory research moves beyond studying young carers and empowers them. They become active participants in shaping the research questions, process, and how the findings are used. This shift builds their confidence, skills, and ability to advocate for themselves and their peers. • Meaningful Outcomes When young carers co-create knowledge, the research is more likely to address their real-world needs and concerns. This leads to findings that are directly relevant and solutions that are more likely to be |

effective. [If possible, briefly build on your previous example or introduce a new one to illustrate this point.]

- **Aligning with European Policies:** It's essential to recognise that the value of participatory research is reflected in various European policies and initiatives. [Briefly mention a relevant EU policy or program encouraging participatory approaches]. This shows the growing recognition that involving communities in the research process leads to better outcomes for everyone.

Facilitator Notes

- **Passion:** Show enthusiasm about the transformative potential of participatory research.
- **Be Specific:** If time allows, you can share this brief example of how participatory research led to policy change; it reinforces the tangible impact of this approach:

Example: "Finding a Voice for Mental Health"

- **The Issue:** *Young carers often experience anxiety, stress, and feelings of isolation due to their caregiving roles. However, traditional mental health services didn't seem to understand their unique needs.*
- **Participatory Approach:** *A youth organisation collaborated with a group of young carers to:*
 - *Design a survey exploring the mental health challenges they faced.*
 - *Young carers were trained to help conduct interviews with other young carers, offering a peer-led approach.*
 - *They analysed the data together, finding themes related to lack of respite, difficulty balancing caregiving and school, and fear of stigma.*
 - **Impact:**
 - *The project gave young carers a platform to share their experiences and highlighted their group's specific mental health needs.*
 - *The findings directly informed new programs within the youth organisation, including peer support groups and stress management workshops tailored for young carers.*
 - *They also presented their research to local mental health providers, advocating for more tailored support for young carers within their community.*
 - **Why it's impactful:**
 - *It demonstrates how participatory research ensures that what's developed directly addresses the group's real issues.*
 - *It led to practical solutions that were relevant and useful for young carers.*
 - *It sparked systemic change by raising awareness among mental health professionals about the needs of young carers.*

Adjust the specific details of this example to fit your particular context or demographic of the group!

- **Link to Young Carers:** Remind participants how these advantages directly empower young carers and lead to improved support and services tailored to their needs.

Objective 2: Encourage reflection and anticipation.

Content:

- Reflect:
 - Invite participants to consider how they can apply participatory principles in their work.
 - Share personal experiences or challenges related to participatory research.
- Anticipate:
 - Discuss future research directions.

Encourage participants to explore further resources on participatory methods.

Facilitator Script

"As we wrap up this exploration of participatory research, let's take a moment for reflection.

- **Reflect:**
 - Think about one way you could incorporate participatory principles, even in a small way, into your work with young carers.
 - Are there any personal experiences or challenges related to participatory research that you'd like to share?
- **Anticipate:**
 - What are some future directions for research that could benefit young carers? Where do you see participatory research having the most impact?
 - I encourage you to explore further resources on participatory methods. There's a wealth of information available to support you. [If you have specific resources, mention those briefly]
 - As we move through the rest of our module, let's keep these empowerment and collaboration principles in mind. "

Facilitator Notes:

- **Tailor timing:** Adjust how long you spend on reflection depending on time constraints.
- **Open-ended questions:** To promote deeper thinking and group discussion, ask open-ended questions.
- **Be encouraging:** Acknowledge that applying participatory research can be new for some. Offer encouragement and resources to support their development in this area.

Slide 12

Optional/Adaptable: The previous activity may naturally lead to a group discussion.

Group Discussion.



- o What benefits can participatory research offer to young carers?
- o How does it empower them?
- o How might it lead to more meaningful outcomes?
- o What are your insights and experiences?

Do you have stories or examples of positive impact resulting from participatory research?



12

Objective: Group Discussion: This discussion will explore the advantages of using participatory research, specifically when working with young carers

Activities:

- o Facilitate a group discussion:
 - o What benefits can participatory research offer to young carers?
 - o How does it empower them?
 - o How might it lead to more meaningful outcomes?
 - o Encourage participants to share their insights and experiences.
 - o Highlight success stories or examples of positive impact resulting from participatory research.

Facilitator Script

Prompts for Deeper Discussion:

1. Benefits for Young Carers:

- o "To start, what do you see as the key benefits of participatory research to young carers?"
- o Guide the conversation towards Increased voice, self-advocacy skills, sense of ownership over solutions, etc.

2. Empowerment in Action:

- o "Can you think of specific ways that participatory research empowers young carers?"
- o Encourage examples about how research participation can lead to young carers feeling agency and ability to influence change.

3. Meaningful Outcomes:

- o "How do you see the participatory approach leading to more relevant and impactful outcomes for young carers?"

- Focus on moving beyond just understanding problems to develop solutions that work for the community.

Success Stories

- "Do any of you have examples of participatory research with young carers that had a positive impact? It could be a project you were involved in, something you've read about, or even an idea of where you see potential."
- If you have prepared a brief case study or relevant example in advance, share that here to spark inspiration.

Wrap-Up and Transition

- "This discussion highlights that participatory research isn't just a nice idea. It has the power to improve the lives of young carers and address their issues."
- "As we continue the module, let's focus on empowerment and meaningful outcomes as we explore practical ways to implement these approaches."

Facilitator Notes

- **Record Key Points:** Have someone visibly note key insights from the discussion. This will show participants that their ideas are valued.
- **Manage Participation:** Ensure diverse voices are heard. Gently encourage quieter participants and respectfully manage any dominant voices.
- **Time Awareness:** Be mindful of the time and adjust the discussion length as needed for your group. The next activity may be omitted if the group discussion is productive and the participants are engaged. The debate may also *transition into the final group activity (Agenda 7), which is discussion-based.*

Optional/Alternative Activity? Case Study Review

Slide 13

Objective: Analyse a successful participatory research project involving young carers.

Case Study Young Carers Shaping Mental Health Support



- **Project Description:** A youth mental health organisation partners with a group of young carers (ages 12-18) to understand how their caregiving roles impact their mental well-being. The goal is to co-design new support services tailored to their needs.



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Present the case study

- Describe the project, its goals, and the context.
- Discuss the strategies used to involve young carers actively.
- Explore any challenges faced during the research process.
- Highlight the outcomes achieved and their significance.
- Engage participants in a discussion:
 - What lessons can we learn from this case study?
 - How can we apply similar strategies in our work with young carers?

This fictional yet realistic case study is based on 'real-world' European research. Remember that you can adapt the specifics to fit your context better or find a real-world example that resonates with your audience.

Case Study: Young Carers Shaping Mental Health Support

- **Project Description:** A youth mental health organisation partners with a group of young carers (ages 12-18) to understand how their caregiving roles impact their mental well-being. The goal is to co-design new support services tailored to their needs.
- **Strategies for Involvement:**
 - **Focus Groups:** Young carers lead focus group discussions with their peers, providing a safe space for sharing experiences.
 - **Creative Expression:** Participants use photography or art to illustrate their experiences, offering another mode of sharing.
 - **Advisory Committee:** Representatives from the young carer group become project advisors, influencing research design and dissemination.
- **Challenges:**

- Balancing emotional needs: Some young carers found revisiting difficult experiences challenging, requiring sensitive support from facilitators.
- Time Commitment: Ensuring the time commitment was manageable for young carers juggling school and caregiving responsibilities took careful planning.
- **Outcomes**
 - Report highlighting key themes and recommendations, co-authored by researchers and young carers.
 - Development of a peer mentorship program within the organisation specifically for young carers.
 - Presentation of findings to local healthcare providers leading to changes in referral pathways.

Discussion Prompts

- **Lessons Learned:**
 - What elements of this project seem particularly successful for empowering young carers?
 - What challenges might we encounter when replicating a similar model in our settings?
- **Applying the Strategies:**
 - How could we incorporate similar participatory strategies, even on a smaller scale, within our work with young carers?
 - What adaptations might be needed based on our specific setting and the groups we serve?

Facilitator Notes:

- Visuals: If possible, use examples and visuals of work from your home country to enhance the presentation.
- Emphasise Successes: While acknowledging challenges is important, focus on the positive outcomes and transformative potential for the young carers and the organisation.

Optional/Alternative Activity

Ethical Considerations: Small Group Discussions

Slide 14

Ethical Considerations Small Group Discussions



Objective: To address ethical considerations when engaging young carers in research



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14



Objective: Address ethical considerations when engaging young carers in research

Activities:

Divide participants into small groups. Assign each group a specific ethical consideration. In their groups, discuss:

- What are the ethical implications related to this consideration?
- How can youth workers navigate these challenges effectively?
- Share practical tips and best practices.

Each group reports back to the larger group, summarising their insights.

Facilitator Notes

- **Clear Guidance:** Provide each group with the handout (**See Annexe 1**) outlining their assigned ethical consideration and the discussion prompts.
- **Note:** Emphasise that these are starting points for discussion, and groups should explore these considerations within their work context.
- **Monitor Groups:** Circulate among groups to offer support and clarify questions.

Facilitator script sample: "Now, let's explore the ethical considerations of participatory research in greater depth. We'll work in small groups to tackle specific challenges and share practical solutions."

Small Group Assignment

Divide participants into two groups.

- Assign each group one of the following ethical considerations:
 - Informed Consent

- Confidentiality & Data Protection
- Balancing Risks and Benefits
- [Add additional considerations if relevant, such as power dynamics, compensation, etc.]

Group Discussion Prompts (See Annex 1)

1. Understanding Implications:

- What are the key ethical challenges or potential dilemmas related to your assigned topic (e.g., ensuring young carers fully understand consent, protecting sensitive data, or weighing emotional risks against potential benefits)?

2. Navigation Strategies:

- How can youth workers proactively address these ethical challenges when engaging young carers in research?
- Discuss practical steps to protect participants and ensure their well-being.

3. Best Practices:

- Can you share any examples, tips, or tools for upholding ethical standards (e.g., age-appropriate consent forms, data security protocols, or sensitivity when addressing complex topics)?

Reporting Back

- Each group appoints a spokesperson to share critical insights from their discussion.
- Encourage a Q&A session between groups to foster a broader exchange of ideas.

Quiz and Plenary (Slides 15 -21 as required)

Here are a few options for a short introduction to the quiz, each with a slightly different tone: Choose the introduction that best fits the overall tone of your training and the rapport you've established with the participants.

Slide 15 has the first option. Feel free to change the introduction to suit your teaching style and group demographic.

Option 1: Straightforward (Slide 15)

"Now that we've explored the world of young carers and participatory research, let's take a short quiz to test your knowledge. This will help you review the key concepts we've discussed."

Option 2: Confidence Boosting

"You've gained valuable insights into young carers and participatory research. This short quiz is a chance to see how much you remember—I'm confident you'll do great!"

Option 3: Encouraging Reflection

| | |
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| | <p>"Let's check for any areas where you might want some review with this short quiz. This is a great tool to help solidify your understanding of participatory research and its application to working with young carers."</p> <p><i>The participants will need to write down their answers as the slides progress. Alternatively, you may issue a handout of the questions (provided in Annex 2) and skip to slide 15 once the participants have completed the quiz.</i></p> |
| Slide 16 | <p>Question 1:</p> <p>Which of the following is the BEST definition of a young carer?</p> <ol style="list-style-type: none"> A person under 18 who provides regular, unpaid care for a family member with a chronic illness. A child who occasionally helps with household chores due to a parent's temporary illness. A young person who volunteers at a nursing home or senior care facility. A teenager who babysits their younger siblings for a few hours a week. |
| Slide 17 | <p>Question 2:</p> <p>Participatory research differs from traditional research in that it:</p> <ol style="list-style-type: none"> Focuses exclusively on large-scale quantitative studies. Emphasises collaboration and shared decision-making with participants. Uses only qualitative data collection methods. Never involve research participants in the data analysis phase. |
| Slide 18 | <p>Question 3</p> <p>Which of the following is a potential benefit of participatory research with young carers?</p> <ol style="list-style-type: none"> It can lead to more relevant and impactful research outcomes. It can empower young carers and build their self-advocacy skills. It aligns with European policies promoting inclusive research practices. All of the above |
| Slide 19 | <p>Question 4:</p> <p>A critical ethical consideration when conducting participatory research with young carers is:</p> <ol style="list-style-type: none"> Ensuring informed consent throughout the process. Prioritising the researcher's agenda over participants' needs. |

| | |
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| | <p>C. Minimizing the time commitment required from young carers.</p> <p>D. Avoiding sensitive topics that might be emotionally challenging.</p> |
| Slide 20 | <p>Question 5:</p> <p>Which of the following is an example of a participatory research method for young carers?</p> <ul style="list-style-type: none"> • A. Conducting a survey designed by adult researchers. • B. Facilitating a focus group led by young carers themselves. • C. A researcher observes young carers in their home setting without their knowledge. • D. Interviewing teachers but not the young carers about the impact of caregiving on education. |
| Slide 21 | <p>Answers:</p> <p>1) A 2) B 3) D 4) A 5) B</p> <p>Facilitator Note: You can adjust the difficulty or focus of these questions based on your participants' levels.</p> |
| Slide 22 | <p>Plenary and Farwell</p>  <p>Key Takeaways - Young Carers & Participatory Research</p> <ul style="list-style-type: none"> ◦ Young carers are a diverse group with unique experiences and challenges. ◦ Participatory research empowers young carers and leads to more impactful outcomes. ◦ Understanding and addressing ethical considerations is essential in participatory research with young carers. ◦ Collaboration is critical to conducting meaningful research that benefits young carers. <p> Co-funded by the European Union</p> <p>22</p> <p></p> <p>Objective: Key Takeaways - Young Carers & Participatory Research</p> <ul style="list-style-type: none"> • Bullet Points: |

- Young carers are a diverse group with unique experiences and challenges.
- Participatory research empowers young carers and leads to more impactful outcomes.
- Understanding and addressing ethical considerations are essential in participatory research with young carers.
- Collaboration is critical to conducting meaningful research that benefits young carers.

Facilitator Script: Closing the Lesson

"As we conclude this lesson, let's revisit some of the key takeaways:

[Refer to slide and briefly highlight each point]

Moving forward, I encourage you to reflect on how you can apply participatory principles in your work with young carers. Remember, even small steps towards collaboration and empowerment can make a real difference.

Please feel free to reach out if you have further questions we didn't address. Here are some additional resources for those interested in exploring participatory research further [provide a brief list or have a handout ready with links].

Thank you for your dedication and commitment to supporting young carers. Your participation and insights throughout this lesson have been invaluable."

Additional Options:

- **Share Success Story:** If time allows, share one more brief example of a successful participatory project to leave participants feeling inspired.
- **Call to Action:** Encourage participants to take specific action in the following days/weeks to apply these concepts in their work.

Slide 23

THANK YOU

ANNEXE 1.1: Ethical Considerations

Handout 1: Informed Consent

Key Consideration: Participants, including young carers, must fully understand the purpose, process, benefits, and potential research risks before agreeing to participate. Informed consent is an ongoing process, not just a form signed initially.

Discussion Prompts

1. Understanding Implications:

- What are some specific challenges in ensuring that young carers genuinely grasp what they agree to, given their age and potential power imbalances with researchers?
- How can we explain research concepts in age-appropriate and accessible ways?

2. Navigation Strategies:

- What strategies can youth workers use to obtain meaningful and ongoing consent from young carers throughout the research process?

- How can we empower young carers to ask questions and voice concerns?

3. Best Practices:

- Are there examples of simplified consent forms, assent procedures for minors, or creative ways to communicate research information that you find helpful?

Annexe 1.2 Ethical Considerations

Handout 2: Confidentiality & Data Protection

Key Consideration: Protecting participants' privacy and the sensitive information they share is crucial. This includes using secure data storage, anonymising data, and being transparent about how data will be used.

Discussion Prompts

1. Understanding Implications:

- What are the specific risks to confidentiality when working with young carers? How might their caregiving relationships or living situations impact these risks?
- How do we balance the need for data collection with protecting young carers' privacy?

2. Navigation Strategies:

- What practical steps can youth workers take to safeguard data (both digital and physical) collected during research with young carers?

- How can we communicate data protection measures to build trust with young carers?

3. Best Practices:

- Are there specific protocols, data anonymisation techniques, or clear communication strategies around confidentiality that you would recommend?

Annexe 2

Lesson 1: Young Carers and Participatory Research - Quiz Questions

Question 1:

Which of the following is the BEST definition of a young carer?

- A. A person under 18 who provides regular, unpaid care for a family member with a chronic illness.
- B. A child who occasionally helps out with household chores due to a parent's temporary illness.
- C. A young person who volunteers at a nursing home or senior care facility.
- D. A teenager who babysits their younger siblings for a few hours a week.

Answer:

Question 2:

Participatory research differs from traditional research in that it:

- A. Focuses exclusively on large-scale quantitative studies.
- B. Emphasizes collaboration and shared decision-making with participants.
- C. Uses only qualitative data collection methods.

- D. Never involve research participants in the data analysis phase.

Answer:

Question 3

Which of the following is a potential benefit of participatory research with young carers?

- A. It can lead to more relevant and impactful research outcomes.
- B. It can empower young carers and build their self-advocacy skills.
- C. It aligns with European policies promoting inclusive research practices.
- D. All of the above

Answer:

Question 4:

A key ethical consideration when conducting participatory research with young carers is:

- A. Ensuring informed consent throughout the process.
- B. Prioritizing the researcher's agenda over participants' needs.
- C. Minimizing the time commitment required from young carers.
- D. Avoiding sensitive topics that might be emotionally challenging.

Answer:

Question 5:

Which of the following is an example of a participatory research method for young carers?

- A. Conducting a survey designed by adult researchers.
- B. Facilitating a focus group led by young carers themselves.
- C. A researcher observes young carers in their home setting without their knowledge.
- D. Interviewing teachers but not the young carers about the impact of caregiving on education.

Answer:

Annexe 3

Assessment Matrix: Bloom's Taxonomy for Lesson 1

Learning Objectives:

1. Define participatory research and its principles.
2. Explore the benefits of participatory research with young carers.
3. Understand ethical considerations when engaging young carers in research.

Bloom's Taxonomy Levels:

1. **Remembering (Knowledge):**
 - **Assessment Task:** Provide a brief definition of participatory research.
 - **Sample Question:** What is the fundamental concept of participatory research?
2. **Understanding (Comprehension):**
 - **Assessment Task:** Explain the difference between participatory research and traditional research approaches.
 - **Sample Question:** How does participatory research actively involve participants in shaping the research process?
3. **Applying (Application):**
 - **Assessment Task:** Given a scenario, identify a situation where participatory research could empower young carers.
 - **Sample Question:** Describe a real-life context where participatory research would benefit young carers.
4. **Analysing (Analysis):**
 - **Assessment Task:** Evaluate the advantages of using participatory research, specifically with young carers.
 - **Sample Question:** What are the key benefits of involving young carers in shaping research outcomes?
5. **Evaluating (Evaluation):**

- **Assessment Task:** Critically assess the ethical considerations related to consent and confidentiality in participatory research.
- **Sample Question:** Why is informed consent crucial when engaging young carers in research?

6. Creating (Synthesis):

- **Assessment Task:** Design a participatory research project tailored to young carers' needs.
- **Sample Question:** Develop a research plan involving young carers throughout the process.

Assessment Guidelines:

- Assessments should cover a range of cognitive levels.
- Use multiple-choice questions, short answers, and scenario-based questions.
- Encourage critical thinking and application of concepts.
- Consider real-world examples related to young carers and participatory research.

Annexe 4

Bibliography with references to the websites, articles, and journals used in designing the lesson:

1. Holter, C. T. (2022). Participatory design: lessons and directions for responsible research and innovation. *Journal of Responsible Innovation*, *9*(2), 275-290¹²
2. European Commission. (2023). [Research on deliberative and participatory practices in the EU](#)²
3. Vaughn, L. M., & Jacquez, F. (2020). Participatory Research Methods – Choice Points in the Research Process. *Journal of Participatory Research Methods*, *1*(1)³⁴
4. Centre for Social Justice and Community Action, Durham University, & National Coordinating Centre for Public Engagement. (2022). [Community-based participatory research: A guide to ethical principles and practice \(2nd edition\)](#)⁵
5. Centre for Social Justice and Community Action, Durham University, & National Coordinating Centre for Public Engagement. (2012). [Community-based participatory research: A guide to ethical principles and practice \(1st edition\)](#)⁶
6. Vaughn, L. M., & Jacquez, F. (2020). [Participatory Research Methods – Choice Points in the Research Process](#)⁷



ABSTRACT

Module 1: Young Carers and Participatory Research

Module 1 Aims:

- To give youth workers a deeper understanding of young carers, their needs, and their challenges.
- To introduce the concept of participatory research and its value in empowering young carers and improving their well-being.
- To equip youth workers with the knowledge and skills to effectively identify, approach, and engage young carers in participatory research projects.

Author: Redial

Introduction: Empowering Young Carers Through Participatory Research.

A Flexible Lesson Plan

This second lesson plan of the Nexus Project module, Empowering Young Carers Through Participatory Research, equips facilitators across Europe to guide participants through the valuable approach of participatory research with young carers. It provides a dynamic and engaging session framework while acknowledging the need for adaptation to specific national and local contexts.

Designed for Flexibility:

- **Country-Specific Adjustments:** The content can be adapted to incorporate national policies and frameworks related to young carers, research ethics, and youth participation.
- **Local Context Matters:** Consider tailoring examples and case studies to reflect the cultural and social realities of young carers within your specific region.
- **Embrace Local Expertise:** The lesson can be enhanced by referencing local resources, organisations working with young carers, and relevant research initiatives.

Facilitator Support:

4. **Detailed Script Suggestions:** We provide a comprehensive script to guide your delivery, including discussion prompts, introductions to activities, and key points to emphasise.
5. **Content Adaptation Options:** Throughout the lesson plan, suggestions are offered for modifying content, adding examples, optional activities or adjusting activities to best suit your audience and time constraints.
6. **Tailored Delivery:** You can adapt the presentation style and activities to match your teaching strengths and preferences.

Embrace Your Teaching Style:

Ultimately, this lesson plan's success hinges on your unique facilitation approach. Don't hesitate to personalise the script with your own language and incorporate interactive elements that resonate with your audience.

Engaging Diverse Demographics:

When selecting examples and activities, consider the group's demographics. Consider incorporating different learning styles (visual, auditory, and kinesthetic) to cater to a broader range of participants.

This lesson plan empowers you, the facilitator, to create a meaningful learning experience for those who work with young carers and champion their voices through participatory research.

| | |
|--|---|
| Module 1 | YOUNG CARERS AND PARTICIPATORY RESEARCH |
| Lesson 2 | FROM IDENTIFICATION TO ENGAGEMENT OF YOUNG CARERS |
| Duration | 2 HOURS |
| Developer | REDIAL |
| Sources | See Annexe 6 |
| Trainers | |
| Aims of the Lesson | |
| <ul style="list-style-type: none"> • To equip participants with the knowledge to identify young carers in their work settings confidently. • To provide practical strategies for approaching young carers sensitively and building trust. • To explore techniques for meaningfully engaging young carers in participatory research projects. | |
| Objectives of the Lesson | |
| <ul style="list-style-type: none"> o Identifying Young Carers: <ul style="list-style-type: none"> • Participants will understand common signs and characteristics of a young carer. • Participants will develop strategies for identifying young carers within diverse settings (schools, social services, healthcare, etc.). o Approaching Young Carers: <ul style="list-style-type: none"> E. Participants will learn communication techniques to build trust and respect with young carers. F. Participants will explore ethical and sensitive approaches to discussing a young person's caring role. o Engaging in Participatory Research <ul style="list-style-type: none"> • Participants will understand how to adapt participatory research principles to involve young carers meaningfully. • Participants will be able to design activities and tools that facilitate young carers' input in research projects. | |
| Topics | |
| <p>T1: Recognising characteristics and signs of young carers.</p> <p>T2: Identifying young carers in different settings using appropriate tools.</p> <p>T3: Best practices for sensitive communication and engagement with young carers.</p> | |

| Intended Learning Outcomes | |
|---|---|
| <ul style="list-style-type: none"> Knowledge: Participants will define key terms, identify characteristics of young carers, and describe potential challenges they may face. Comprehension: Participants will explain various methods for identifying young carers and demonstrate an understanding of sensitive communication practices. Application: Participants will apply their understanding to scenarios, developing strategies for identifying and engaging young carers. Analysis: Participants will compare and contrast different communication approaches and discuss best practices for building trust with young carers. Evaluation: Participants will assess the effectiveness of different engagement techniques and reflect on how to promote inclusivity in participatory research. | |
| Assessment Criteria | |
| <ul style="list-style-type: none"> Participation in discussions: Demonstrates understanding by offering insights and questions. Short quiz: 5 multiple-choice/true-false questions at the end to assess knowledge and comprehension. Reflective questions: Prompts for participants to consider how the lesson content applies to their work context. Ref: Annexe 5 for further assessment criteria | <p>Materials</p> <ul style="list-style-type: none"> Scenario handouts, Quiz handouts, IAW/whiteboard/flipchart, markers, identification tool examples (if available) Guest speaker (a young carer with research experience, if possible), good practice examples. <p>Notes</p> <p>The PowerPoint presentation will support these activities with visuals, relevant data, and case study examples.</p> |

Lesson Plan Summary

FROM IDENTIFICATION TO ENGAGEMENT OF YOUNG CARERS

Lesson Objectives:

7. **Understanding:** The participants will gain a more profound knowledge of the challenges and experiences of young carers.
8. **Identification:** The participants will learn practical strategies for identifying young carers within different settings (i.e., schools and community groups).
4. **Engagement:** The participants will develop approaches to build trust and initiate positive engagement with young carers.

Agenda:

- Welcome, introductions, lesson objectives and icebreaker
 - Objectives:
 - o Revisit key concepts from Lesson 1.
 - o Connect previous learning to the current lesson's focus.
 - Activities:
 - o Brief knowledge check (individual or group-based)
 - o "Think-Pair-Share": Participants reflect on a question from Lesson 1, then share with a partner.
- The Impact of Caring
 - Objectives:
 - Deepen participants' understanding of young carers' lived experiences.
 - Foster empathy and highlight the importance of identification and support.
 - Activities:
 - Short presentation featuring young carer voices.

- Guided discussion on caring responsibilities' emotional, social, and practical impacts.
- **Identifying Young Carers**
 - **Objectives:**
 - Develop participants' ability to recognise signs indicating a young person is a carer.
 - Provide tools for identifying young carers in various settings.
 - **Activities:**
 - Presentation reviewing common indicators of caring roles.
 - Case study analysis or role-playing scenarios for practice.
- **Next Steps and Support**
 - **Objectives:**
 - To equip participants with knowledge of resources available to young carers.
 - To guide participants in developing actionable plans for their specific settings.
 - **Activities:**
 - Resource handout or presentation highlighting local and national support organisations.
 - Small group work: Participants design action plans tailored to their roles (e.g., school staff, youth worker, etc.).
- **Quiz and Plenary**

FROM IDENTIFICATION TO ENGAGEMENT OF YOUNG CARERS

Welcome, introductions, lesson objectives and icebreaker

(Cover slide not shown here)

Welcome Back!



Our previous session focused on understanding young carers and participatory research.

Now, we'll shift our attention to practical action.

In today's lesson, we'll cover how to confidently identify young carers in various settings, strategies for approaching young carers with sensitivity and respect and engaging young carers in participatory research for meaningful impact.

By the end of this lesson, you'll have tools to better recognise, support, and empower young carers in your professional work.



Facilitator Script:

"Good morning/afternoon, everyone, and welcome to Lesson 2 of our module on Young Carers and Participatory Research. My name is [Your Name], and I'll be your facilitator. As a quick refresher, in our last lesson, we explored what it means to be a young carer, the value of participatory research, and ethical considerations.

Today, we're exploring how to identify young carers and engage them meaningfully in various settings. Let's start with brief introductions. Along with your name and role, please share one or more words describing how you feel about today's topic.

Section 1(Optional): Icebreaker

Ice-Breaker Option 1: Name That Challenge

Facilitator Notes: Prepare cards with challenges young carers face (one per participant). After introductions, distribute the cards. Participants take turns reading their cards and describing how the challenge might manifest in a young person. Encourage discussion.

Ice-Breaker Option 2: Identifying Strengths

Facilitator Notes: Prepare a list of caregiving tasks (or have a brief brainstorming session). Divide participants into groups. Each group focuses on a few tasks, identifying the positive skills and qualities developed because of them. Groups share with the larger group.

Ice Breaker Option 3: Assumptions & Realities

Facilitator Notes: Before the main session gets underway, ask participants to jot down a few initial assumptions about young carers (positive or negative). During the icebreaker, collect and display these. OR At the lesson's end, have participants read out and reflect on whether their assumptions have shifted based on what they learned.

Section 2: Recap & Reflection

Objectives:

- Revisit key concepts from Lesson 1.
- Connect previous learning to the current lesson's focus.

Slide 3

Recap and Reflection KNOWLEDGE CHECK QUIZ



Objectives:

- To revisit key concepts from Lesson 1.
- To connect previous learning to the current lesson's focus.

We will now take a short quiz to recap what we learned from the previous lesson.
Please take your time and remember that this is not a test.

Once you have finished answering the quiz questions, we will review the answers
and flag up any further questions that may arise.



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Activity:

Knowledge Check Quiz (5-10 Minutes) (See Annex 1)

Facilitator Script:

Welcome: "Welcome back, everyone! Let's begin by refreshing our memories and connecting what we learned last time to where we're heading today."

Quiz Introduction: *"We've got a quick quiz to test your knowledge from Lesson 1 – no pressure, this is about identifying any areas we might want to revisit." (Administer Quiz)*

Facilitator Notes:

Quiz Answers: Have an answer key ready and briefly review correct answers once the quiz is finished.

Focus on core definitions from Lesson 1 (e.g., 'participatory research,' ethical considerations)

Slide 4

OR

Recap and Reflection THINK-PAIR-SHARE



Objectives:

- To revisit key concepts from Lesson 1.
- To connect previous learning to the current lesson's focus.

In pairs, please take a few minutes to discuss one or both of these questions:

- "What's one question still on your mind from our last session?"
- "How does the concept of young carers having a voice in research resonate with you?"



4



Activity: Think-Pair-Share (10-15 Minutes):

Prompt:

"What's one question still on your mind from our last session?"

OR

"How does the concept of young carers having a voice in research resonate with you?"

Think-Pair-Share Introduction: *"Now let's shift gears. Take a moment to reflect on this question... [Ref prompts]). In a few minutes, you'll pair up to share your thoughts."*

(Monitor individual reflection time, then facilitate pairing and discussion).

Facilitator Notes:

Quiz Answers: Have an answer key ready and briefly review correct answers once the quiz is finished.

OR

Think-Pair-Share Guidance: During the discussion, emphasise how the previous lesson's themes relate to identifying and engaging young carers. (This is a suggested activity as an alternative to a general group discussion. As the facilitator, you may find a group discussion rather than paired work better suits the group's demographic. Be prepared to record (flip chart or IAW) key points and questions that arise from either discussion format you apply.

| | |
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| | |
| | <h2>Section 3: Chapter 1 The Impact of Caring</h2> <p>Objectives:</p> <ul style="list-style-type: none"> • To deepen participants' understanding of young carers' lived experiences. • To foster empathy and highlight the importance of identification and support. |
| Slide 5 | <p>Activity: Young Carers Voices</p> <p>Chapter 1: The Impact of Caring</p> <p>NEXUS</p> <p>Objectives:</p> <ul style="list-style-type: none"> • <i>To deepen your understanding of young carers' lived experiences.</i> • <i>To foster empathy and highlight the importance of identification and support.</i> <p>5</p> <p>Facilitator Script:</p> <ol style="list-style-type: none"> 2. Activity Introduction: <i>"To get a real sense of the challenges young carers face, we'll use (either a short video or the case study) to look for valuable insights."</i> 3. (Divide participants into two groups, if relevant) <p>Facilitator note:</p> <p>You have two options for this activity. Please familiarise yourself with both options before deciding which will best suit your teaching style, available resources, and group demographic. You can edit the PowerPoint activity slide that does not match your selection.</p> <p>Option 1: Young Carer Video, if available (10-15 minutes):</p> <ul style="list-style-type: none"> ○ You will need to source a video: Look for reputable charities or organisations specialising in young carers that may have first-person video resources. ○ Focus: Aim for a video specific to your country that showcases a diverse range of young carer experiences. ○ Remember to embed the video directly in the slide (if possible) or provide a hyperlink. |
| Slide 6 Option 1 | |

The Impact of Caring – Young Carers Voices

We will be watching a short video featuring the experiences of a young carer. As we watch, consider:

- What challenges did they face?
- How did their caring role impact their life?
- What resonated with you most from the video?
- How does this video enhance your understanding of young carers?

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Option 2: Case Study Analysis (10-15 minutes)

- Issue copies of the case study (see **Annex 2** for the handout) for the group or small groups to read and discuss.

OR

- Perhaps you may wish to research and provide a country-specific case study that better matches the group demographic.

Slide 7
Option 2

The Impact of Caring – Understanding a Young Carer's Experience

You will be given a short case study describing a young carer's situation.

In your groups, discuss the following:

- What signs point to this individual being a young carer?
- What potential challenges might they be facing?
- How could you approach this young person sensitively?
- What types of support could be helpful for them?

7

Instructions:

- **Case Study Option:** "Please read the case study carefully. Be prepared to discuss your thoughts on the young person's situation."

Facilitator script for the end of the activity: "Let's come together and discuss our insights. We'll start with... [First question]

Questions: (Adapt these, keeping them applicable to both video and case study analysis):

- "What challenges do you think the young person in this case study/video might face?"
- "How might these circumstances impact their emotions and well-being?"

- "What kind of support do you think might be helpful in this situation?"

Facilitator Notes:

- If you have both options available, you can divide the group into two and give one group the case study and another the video assignment. Decide if you want participants to choose their preferred activity or assign them for a more balanced discussion later.
- You can adapt the discussion so that each group presents their findings to the other, for example.
- You may also choose to facilitate both options for the group, considering the time available.

Section 4: Chapter 2

Identifying Young Carers

Objectives:

2. To develop participants' ability to recognise signs indicating a young person is a carer.
3. To provide tools for identifying young carers in various settings.

Slide 8

Activity 1: Signs and Indicators Presentation (15-20 minutes):

Chapter 2: Identifying Young Carers

Objectives:

- To develop your ability to recognise signs indicating a young person is a carer.
- To provide you with the tools for identifying young carers in various settings.



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NEXUS

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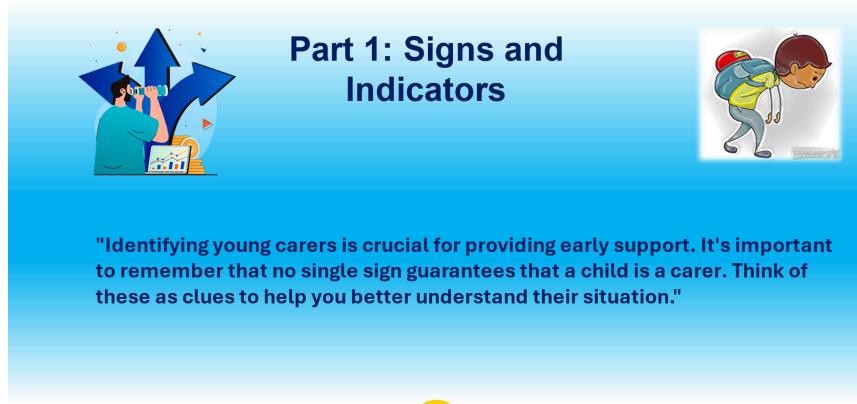
- **Content:** Covering common behavioural, emotional, and situational indicators suggesting caring responsibilities. Distinguish between subtle and overt signs.

Facilitator Script:

Introduction: "Now that we understand young carers' challenges, it's time to focus on identification. How do we know when a young person might need support?"

Presentation Start: "Let's go through some common signs and indicators. Remember, these may not always mean someone is a young carer, but they offer clues..." (Deliver presentation)

Slide 9



Part 1: Signs and Indicators

"Identifying young carers is crucial for providing early support. It's important to remember that no single sign guarantees that a child is a carer. Think of these as clues to help you better understand their situation."

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NEXUS

Side 10



Behavioural Indicators

Changes in Behaviour

- Frequent absences, lateness, or leaving school early.
- Appearing tired, distracted, or having difficulty concentrating.
- Reluctance to participate in extracurricular activities or socialise with peers.
- Taking on a "parental" role with siblings or peers.

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NEXUS

- **Behavioural Indicators**
 - Frequent absences, lateness, or leaving school early.
 - Appearing tired, distracted, or having difficulty concentrating.
 - Reluctance to participate in extracurricular activities or socialise with peers.
 - Taking on a "parental" role with siblings or peers.

Facilitator Script: "Notice any shifts in a child's usual school behaviour. Are they tired, having trouble focusing, or withdrawing from activities they used to enjoy? Consider this alongside other potential clues."

Slide 11

Examples: Use brief, anonymised scenarios to illustrate concepts if available. Invite any anonymised examples from the group.

Emotional Indicators



Emotional Signs:

- Seeming anxious, worried, or stressed.
- Changes in mood or expressing feelings of isolation.
- Signs of low self-esteem or feeling overwhelmed.
- Difficulty managing emotions, irritability, or withdrawal.

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NEXUS

- **Emotional Indicators**

- Seeming anxious, worried, or stressed.
- Changes in mood or expressing feelings of isolation.
- Signs of low self-esteem or feeling overwhelmed.
- Difficulty managing emotions, irritability, or withdrawal.

Slide 12

Facilitator Script: "Beyond behaviour, pay attention to emotional changes. A young carer might seem constantly worried, struggle with their feelings, or seem unusually burdened compared to peers."

Examples: Use brief, anonymised scenarios to illustrate concepts if available. Invite any anonymised examples from the group.

Situational Indicators



Clues from their Home Life:

- Mentioning a family member with an illness, disability, or mental health challenge.
- Talking about responsibilities at home that seem beyond their age.
- Limited free time or lack of typical age-appropriate leisure activities.
- Difficulty accessing support.

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NEXUS

- **Situational Indicators**

- Mentioning a family member with an illness, disability, or mental health challenge.
- Talking about responsibilities at home that seem beyond their age.
- Limited free time or lack of typical age-appropriate leisure activities.

- Difficulty accessing support

Facilitator Script: "Sometimes young people offer glimpses into their home life. Listen for mentions of caring tasks, limited free time, or a feeling that they are shouldering a lot."

Examples: Use brief, anonymised scenarios to illustrate concepts if available.

Activity 2: Case Study Analysis or Role-Play:

Facilitator note:

You have two options for this activity. Please familiarise yourself with both options before deciding which will best suit your teaching style, available resources, and group demographic. You can edit the PowerPoint activity slide that does not match your selection.

Part 2: Expanded Case Study

Let us look again at Sarah's case.

Remember, Sarah is a fifteen-year-old student in her final year of secondary school. She lives with her mother, who has multiple sclerosis and experiences fatigue, mobility issues, and occasional flare-ups requiring additional support. Sarah also has a younger brother, Ben, who is ten years old.

Pinpoint the specific indicators of a caring role.



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Option 1: (Shorter activity time)

Expanded Case Study—Revisit the case study from Section 3 (or create a new one), asking participants to pinpoint specific indicators of a caring role.

Part 2: Role Play Activity

| Scenario 1 | Scenario 2 | Scenario 3 |
|-----------------------------|---------------------------|------------------|
| Caring for a family member. | School and home conflict. | Asking for help. |

"We'll work in small groups. Each group will get a scenario. Practice acting it out and observe what signs of caring roles you notice."



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Option 2: (Longer activity time)

| | |
|--|--|
| | <p>Role-Play—Provide one or more of the short scenarios (see Annex 3 for further guidance) and have participants act them out, focusing on identifying cues.</p> <p>Facilitator Notes on both activities:</p> <ul style="list-style-type: none"> • Sensitivity: Remind participants of confidentiality and the importance of avoiding assumptions based solely on these signs. • Resources: If available, have a list or handout of local resources to which staff can refer a young person if they are concerned. • Debrief: Thoroughly debrief the activity, discussing young carer indicator complexities and how to initiate sensitive conversations if needed. |
|--|--|

Coffee Break

| | |
|--|--|
| | <h3>Section 5: Chapter 3</h3> <h4>Next Steps and Support (Professional Development Focus)</h4> <p>Objectives:</p> <ul style="list-style-type: none"> • Participants will understand existing support structures within their organisation for identifying and supporting young carers. • Participants will be able to identify external resources and referral pathways for young carers and their families. • Participants will develop strategies to empower young carers and promote self-identification. • Participants will create an action plan to improve young carer support within their professional practice. |
|--|--|

| | |
|----------|--|
| Slide 15 | <p>Introduction</p> <p>Chapter 3: Next Steps and Support A Professional Development Focus</p> <p>Objectives:</p> <ul style="list-style-type: none"> ◦ To understand existing support structures within your organisation for identifying and supporting young carers. ◦ To be able to identify external resources and referral pathways for young carers and their families. ◦ To develop strategies to empower young carers and promote self-identification. ◦ To create an action plan to improve young carer support within their professional practice. <p> Co-funded by the European Union</p> <p>13</p> <p></p> <p></p> <p>Activity 1: Support Systems Mapping</p> |
| Slide 16 | |

Activity 1: Support Systems Mapping



In your groups, map out:

- Current processes for identifying young carers within their role.
- Existing support mechanisms they can offer.
- Gaps or barriers in the current system.



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- **Materials:** Large sheets of paper, markers, sticky notes
- **Activity:** Divide participants into groups representing different service areas (social workers, support workers, etc.).

Facilitator Script: *"Let's visualise the support landscape for young carers within your organisation. Identify the strengths, weaknesses, and areas for improvement."*

- Have each group map out:
 - Current processes for identifying young carers within their role.
 - Existing support mechanisms they can offer.
 - Gaps or barriers in the current system.

Slide 17

Have each group give feedback on the results of their sector findings and allow for discussion.

Activity 2: Resource Development; Building a resource guide.

Activity 2: Empowering Young Carers: Building a Resource Guide



Your task: Research and compile resources for young carers in your region.

Group 1: Websites & Helplines

Group 2: Community Support Groups

Group 3: Educational Materials for Families.



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- **Materials:** Computers/tablets for research or handout templates (See Annex 4 for template suggestions)
- **Activity:** Groups focus on a type of resource:

- o Websites and helplines for young carers
- o Community-based support groups
- o Educational materials for families about young carers' rights

Facilitator Script: Introduction

"Knowledge is a powerful tool for young carers. Often, they don't know where to turn for help. By creating a clear resource guide, we can empower them with information and support options."

"Divide into three groups. Each group will focus on a specific resource type [reiterate the types]. You can use the computers for research or the handout templates to start designing your own resource."

Facilitator Script: Conclusion

"Let's come back together. Each group will share a few key resources they found. Our goal is to compile this into a single, comprehensive guide."

"Remember, resources should be accessible, relevant to your area, and focused on the unique needs of young carers."

Slide 18

Facilitator Notes

Time Allocation: Announce a clear time limit (e.g., 20 minutes for research).

Sharing Format: Decide if you want groups to present their findings verbally or create posters/handouts.

Compilation: Emphasise that after the activity, their work will be combined into a useful tool for their organisation.

Activity 3: Individual Action Planning

Activity 3 From Awareness to Action.

Your Young Carer Support Plan.

"Reflect on what you've learned today. Now, let's turn it into practical steps for positive change within your work."



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NEXUS

2. **Materials:** Action plan template prompts. See Annex 5
3. **Activity:** Participants create a personalised plan outlining how they will incorporate young carer awareness into their practice.

Facilitator Script: Introduction

4. *"We've explored the experiences and needs of young carers. Now, it's about applying this to your own roles. This action plan will help you translate learning into meaningful, sustainable changes."*
5. *"Think about your current interactions with young people. Where can you improve identification, communication, and advocacy? Be specific!"*

Facilitator Script: Conclusion

4. *"Don't see this as a one-time document. Revisit your action plan regularly. As your awareness grows, so will your actions."*
5. *"Commit to sharing at least one action item with the group. Together, we build a stronger support network for young carers."*

Facilitator Notes:

- Time: Set aside about 10-15 minutes for individual plan creation and additional time for sharing.
- Variety: Encourage actions of varying scope – small immediate changes AND long-term goals.

Facilitator Support Notes for Chapter 3:

Activity Selection: Choose activities that best align with your group's specific roles and the time available for the training. Aim for a balance of identifying support systems, resource exploration, and practical strategy development.

Activity Modification: Feel free to adapt activities to better suit your participants. You may simplify, expand, or add a different focus to suit their specific needs and experience levels.

Confidentiality: Reinforce confidentiality's importance, especially if participants share real-life experiences.

Inter-agency Collaboration: Highlight the need for cooperation between different services to provide holistic support for young carers and their families.

Evaluation: Incorporate a brief evaluation survey to gather feedback about the training's effectiveness and identify areas for future improvement.

Remember: Keep the tone engaging and solutions-oriented. Emphasise that better support for young carers is an ongoing effort, and every professional has a role to play.

Section 6

QUIZ

See Slides
19 -24

Facilitator Notes:

Here are a few options for a short introduction to the quiz, each with a slightly different tone: Choose the introduction that best fits the overall tone of your training and the rapport you've established with the participants.

Formal Tone:

"Today, we've covered a lot of important ground about identifying and supporting young carers. To wrap things up, I've prepared a short, five-question multiple-choice quiz to assess your understanding of the key points. Please answer to the best of your ability. There are no penalties for wrong answers, and this is simply a way to solidify the valuable information we've discussed."

Engaging Tone:

"Ready to put your young carer expertise to the test? We've learned so much today; now it's time for a quick, five-question quiz to see what stuck! Don't worry; there are no prizes (although bragging rights are totally up for grabs). This is just a fun way to solidify the important concepts we've covered."

Reflective Tone:

"As we conclude our training session, take a moment to reflect on the valuable insights we've gained about young carers. To help solidify your learning, I've prepared a short, five-question quiz that touches on the key points we've discussed. Think of it as a springboard for further reflection and future practice."

Additional Tips:

- The participants must write down their answers as the slides progress. Alternatively, you may issue a handout of the questions (provided in Annex 4) and skip to the answers slide once the participants have completed the quiz.
- Allow sufficient time for participants to answer the questions.
- Offer to review the answers after everyone has completed the quiz.
- Consider incorporating a short discussion to debrief on the quiz and clarify any areas of confusion.

Plenary: Recapping Key Takeaways

Slide 25

Plenary and Farewell

Supporting Young Carers: What We've Learned



Key Takeaways –

- Young carers often have hidden responsibilities that impact their lives.
- Proactive identification is crucial – look for subtle signs as well as obvious indicators.
- Sensitive communication builds trust and empowers young carers to self-advocate.
- Young carers benefit most from tailored resources, not a one-size-fits-all approach.
- Every professional can contribute to better support through advocacy and collaboration...



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**Activity Option 1: Concept Mapping**

- **Materials:** Large paper, markers, or a whiteboard/projector for digital mapping
- **Facilitator Instructions:**
 - Place the phrase "Supporting Young Carers" in the centre.
 - Ask participants to contribute key concepts, challenges young carers face, and support strategies discussed throughout the lesson.
 - Branch off the central concept, creating a visual map.
 - Encourage connections between ideas.

Activity Option 2: Individual Reflection & Sharing

- **Materials:** Index cards or sticky notes

Facilitator Instructions:

- Ask participants to write down ONE key takeaway from the lesson.
- Option 1: Collect these anonymously, read a few aloud, and lead a brief discussion on common themes.
- Option 2: Have participants share in pairs or small groups, then discuss highlights with the whole group.

Facilitator Prompts

"Which of these takeaways resonates with you most strongly?"

"What's one action you can commit to taking within the next week?"

"Are there any challenges you anticipate when applying these learnings to your work?"

Closing Script (Adapt to match your style):

Formal: *"As we conclude, it's clear that young carers play a vital, yet often overlooked, role in our communities. I commend you for taking this training to enhance your awareness. By identifying young carers, providing tailored support, and advocating for their needs, you can make a positive difference in their lives and empower them to reach their full potential."*

Empathetic: *"We've explored the challenges young carers face and the impact this has on their well-being. We may not be able to ease their burdens entirely, but your deepened understanding and commitment to support can bring a sense of hope and validation. Remember, even small acts of recognition and support can go a long way."*

Call to Action: *"This training doesn't end here. I challenge you to implement what you've learned. Identify young carers in your work, advocate for better support systems, and keep their unique needs at the forefront. Together, we can create a more supportive environment where young carers thrive."*

Facilitator Notes:

- **Resource Reminders:** Reiterate where to access resource lists, information on young carer support organisations, and any internal policies.
- **Feedback:** Distribute a brief feedback form or survey to gather impressions and identify areas for future training improvement.
- **Gratitude:** Thank the group for their active participation and dedication to supporting this important population.

CLOSING SLIDE

ANNEXE 1 - Knowledge Check Quiz

Recall Quiz: Lesson 1: Young Carers and Participatory Research

Question 1

What is the key difference between a young carer and a young person who helps out with chores at home?

- A. The age of the person they care for
- B. The amount of time spent on care tasks
- C. The type of care tasks they perform
- D. The level of responsibility and impact on their own life

Answer: D

Question 2

Participatory research involves:

- A. Researchers giving instructions to young carers
- B. Young carers as partners in designing and conducting research
- C. Collecting data without considering young carers' perspectives
- D. Focusing only on the practical aspects of caring

Answer: B

Question 3

Which of these has a potential negative impact on being a young carer?

- A. Developing strong problem-solving skills
- B. Missing out on social activities or schoolwork
- C. Gaining valuable life experience
- D. Having a stronger bond with the person they care for

Answer: B

Question 4

Why is it important to understand the experiences of young carers?

- A. To design better support services

B. To raise awareness in the community

C. To influence policy and legislation

D. All of the above

Answer: D

Question 5

True or False: Young carers are always children who care for their parents.

A. True

B. False

Answer: B

Facilitator Tip:

After the quiz, review the answers as a group. Open up a discussion about why those answers are correct and the importance of the concepts covered. This helps refresh learning and create a smooth transition to the new lesson.

ANNEXE 2: Section 3 Case Study Sample

Sample Case Study: Sarah, Age 15

Sarah is a fifteen-year-old student in her final year of secondary school. She lives with her mother, who has multiple sclerosis and experiences fatigue, mobility issues, and occasional flare-ups requiring additional support. Sarah also has a younger brother, Ben, who is ten years old.

Sarah's caring responsibilities include:

4. Helping her mother with dressing, personal care, and getting around the house.
5. Preparing meals and doing some household chores.
6. Assisting with taking medication and monitoring her mother's well-being.
7. Looking after Ben when her mother is feeling unwell.

Impact on Sarah:

- Sarah often misses out on social activities with friends due to her responsibilities at home.
- She worries about her mother's health and feels pressure to keep everything running smoothly.
- Her school attendance has been inconsistent, and she's struggling to keep up with assignments.
- Sarah feels isolated and doesn't know where to turn for help.

Considerations:

- **Complexity:** Adjust the details to match your desired level of complexity for the discussion.
- **Open-Endedness:** The case study should highlight potential challenges without providing explicit solutions.
- **Anonymity:** Emphasise that while inspired by real situations, all names and identifying details are fictionalised.

Tailoring the Case Study

Here are some aspects you can adjust:

- **Age & Gender:** Choose what resonates most with your audience.
- **Type of Illness/Disability:** Select one your participants might encounter in their settings.
- **Family Structure:** Consider single parents, larger families, etc

ANNEXE 3: Section 4 Role Play Activity

Scenario 1: Caring for a Family Member

- **Participants:** One "young carer," one "family member," and optional "observers."
- **Props:** Simple items suggesting care tasks - a toy medical kit, a plate with pretend food cut into small pieces, a wheelchair made from a chair with a scarf tied around for a seatbelt, etc.

Instructions:

The "carer" goes through a "morning routine," helping the family member prepare for the day. Depending on age, this can be as complex as you deem suitable.

If included, observers should note the tasks performed, the level of responsibility shown, and the young carer's demeanour (tired, rushed, focused, etc.).

Scenario 2: School and Home Conflict

- **Participants:** One "young carer," one "teacher," and one or two "friends."

Instructions:

The "teacher" assigns homework or talks about an upcoming test.

The "young carer" expresses concern about getting the work done (e.g., "My dad gets tired in the evenings," "I have to make dinner after school").

The "friends" invite the "carer" to a movie or outing. The "carer" has to explain why they might be unable to go.

Scenario 3: Asking for Help

- **Participants:** One "young carer" and one "trusted adult" (teacher, guidance counsellor, or another supportive figure).

Instructions:

The "young carer" starts with general statements: "Things are hard at home," "I'm always tired."

The "trusted adult" uses open-ended questions and gentle prompts to encourage the young carer to share more ("What makes things hard?" "Is there a time of day that feels worst?")

The focus is on practising opening the conversation and building confidence in seeking support.

Debrief - Essential for all Scenarios

Acknowledge feelings during role-play for participants and observers (frustration, sadness, helplessness, etc.).

Ask the "carer":

- What was the most challenging part?
- Did anything feel familiar?

Ask observers:

- What did you notice about the young carer's needs?
- How could we support someone in this situation at school?

If available, please share information about resources for young carers, emphasising those available within the school itself.

Remember: Sensitivity is key. Even if no participant directly identifies with the scenarios, raising awareness and practising empathy is incredibly important.

Annexe 4. Section 5: Resource development templates.

The following are suggestions for templates you can develop for this activity. You may wish to use the headings as given or add/remove headings as you see fit.

Template 1: Websites & Helplines

Table Format:

- Column 1: Website/Helpline Name
- Column 2: Short Description (What do they offer?)
- Column 3: Website URL or Phone Number
- Column 4: Notes (Age group focus, specific services, etc.)
- Top of the Handout: Space to note if the resource is local, national, or international.

Template 2: Community Support Groups

Mapping Focus: A simple local map outline (if focusing on resources within their specific area).

Key Info Sections:

- 2) Group Name
- 3) Meeting Location (mark on the map)
- 4) Age Range Served
- 5) Contact Information
- 6) Additional: Space for notes on the type of support (peer group, respite activities, etc.).

Template 3: Educational Materials for Families

Focus on Rights:

Heading: "Young Carers' Rights"

A bullet-point list summarising key legal/support entitlements in your area.

- Finding Help:
- Heading: "Where to Get Support"
- Space to list relevant organisations, websites, and contact numbers for young carers and families seeking assistance.

Inspirational: Include a positive quote or message of support aimed at families of young carers.

General Tips

- Clarity: Keep the layouts clean and easy to fill in.
- Branding (Optional): Include your organisation's logo or a relevant image.
- Flexibility: Encourage participants to add more categories as they discover resources.

Annexe 5: Personal Action Plan template prompts

The following are prompt suggestions for templates the participants can use during this activity. You may wish to use the prompts as given or add/remove prompts as you see fit.

Section 1: Better Identification

Prompts:

1. What signs of caring will I be more alert to?
2. How can I adjust my intake forms or initial conversations to allow young people to self-identify?

Section 2: Communication Strategies

Prompts:

4. What phrases or questions can I use to build trust with a suspected young carer?
5. Who in my organisation must I collaborate with for better support?

Section 3: Advocacy

Prompts:

7. How can I raise awareness about young carers within my team?
8. Are there policy changes I can advocate for within my organisation or local area?

Annexe 5: Section 6 Quiz

Question 1:

Which of the following is a common responsibility of a young carer?

- A. Managing the family finances
- B. Providing emotional support to a family member
- C. Driving siblings to school
- D. All of the above

Answer: D

Question 2:

Young carers may experience negative impacts in which of the following areas?

- A. School performance
- B. Mental health
- C. Social relationships
- D. All of the above

Answer: D

Question 3:

A young person is most likely to be considered a young carer if they provide care for someone who:

- A. Has a short-term illness
- B. Is elderly and frail
- C. Has a disability or long-term health condition
- D. Needs help with occasional chores

Answer: C

Question 4:

As a social care worker, an important step in supporting a young carer is to:

- A. Assess their caring responsibilities and the impact on their wellbeing
- B. Take over some of the care duties to reduce their burden

C. Encourage the young carer to focus exclusively on their schoolwork

D. Advise the young carer to seek counselling

Answer: A

Question 5:

A key resource you can refer young carers to is:

A. A local young carers support group

B. A financial advice service

C. A job-seeking agency

D. A driving school

Answer: A

Annexe 5: Simple Assessment Criteria

How the Facilitator Might Use This:

4. **Guiding Questions:** Refer to the rubric when framing discussion questions to ensure you hit different levels of cognitive complexity.
5. **Informal Assessment:** Observe participant contributions. While not assigning formal grades, use the rubric to gauge whether participants grasp concepts, think critically, and make connections to their professional practice.
6. **Activity Design:** Design activities that intentionally target specific Bloom's Taxonomy levels.

| Bloom's Level | Description | Example Questions to Promote This Level |
|---------------|--|---|
| Remember | Recalls facts and basic concepts | * What is the definition of a young carer?* |
| Understand | Demonstrates understanding of concepts and can explain them | How do the responsibilities of young carers differ from those of their peers? |
| Apply | Uses knowledge in a new situation or to solve a problem | Given a case study, what support services would you recommend for a young carer? |
| Analyse | Breaks down information into parts, identifies relationships | What common factors contribute to young carers feeling stressed or isolated? |
| Evaluate | Makes judgments based on criteria and standards | How effective are the current support systems for young carers in your organisation? What improvements could be made? |
| Create | Generates new ideas, products, or ways of viewing things | Design an awareness-raising campaign targeted at schools to help identify young carers. |

Additional Notes:

- You can create more detailed rubrics with specific scoring criteria if desired.
- Bloom's Taxonomy shouldn't be rigid. Higher-order thinking can occur even during basic discussions, which should be celebrated!

Appendix 6: Bibliography with references to the websites, articles, and journals used in designing the lesson:

Websites

- **Eurocarers:** <https://eurocarers.org/> (European organisation focused on young carers)
- **The Young Carers Network (UK):** <https://youngcarersnetwork.com.au/>
- **Jeunesaidants.gouv.fr**
(France): https://www.assemblee-nationale.fr/dyn/16/textes/l16b1789_proposition-loi.pdf (French government website on young carers)

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Journals

2. Children and Young People's Services (UK)
3. European Journal of Social Work
4. International Social Work



Module
1:Young Carers
and
Participatory
Research

ABSTRACT

Module 1

Aims:

- To give youth workers a deeper understanding of young carers, their needs, and their challenges.
- To introduce the concept of participatory research and its value in empowering young carers and improving their well-being.
- To equip youth workers with the knowledge and skills to effectively identify, approach, and engage

young carers
in
participatory
research
projects.

Author:
REDIAL

Introduction: Empowering Young Carers Through Participatory Research.

A Flexible Lesson Plan

This lesson plan equips facilitators across Europe to guide participants on the valuable approach of participatory research with young carers. It provides a dynamic and engaging session framework while acknowledging the need for adaptation to specific national and local contexts.

Designed for Flexibility:

- **Country-Specific Adjustments:** The content can be adapted to incorporate national policies and frameworks related to young carers, research ethics, and youth participation.
- **Local Context Matters:** Consider tailoring examples and case studies to reflect the cultural and social realities of young carers within your specific region.
- **Embrace Local Expertise:** The lesson can be enhanced by referencing local resources, organisations working with young carers, and relevant research initiatives.

Facilitator Support:

- **Detailed Script Suggestions:** We provide a comprehensive script to guide your delivery, including discussion prompts, introductions to activities, and key points to emphasise.
- **Content Adaptation Options:** Throughout the lesson plan, suggestions are offered for modifying content, adding examples, optional activities or adjusting activities to best suit your audience and time constraints.
- **Tailored Delivery:** You can adapt the presentation style and activities to match your teaching strengths and preferences.

Embrace Your Teaching Style:

Ultimately, this lesson plan's success hinges on your unique facilitation approach. Don't hesitate to personalise the script with your own language and incorporate interactive elements that resonate with your audience.

Engaging Diverse Demographics:

When selecting examples and activities, consider the group's demographics. Consider incorporating different learning styles (visual, auditory, and kinesthetic) to cater to a broader range of participants.

This lesson plan empowers you, the facilitator, to create a meaningful learning experience for those who work with young carers and champion their voices through participatory research.

| | |
|------------------|---|
| Module 1 | YOUNG CARERS AND PARTICIPATORY RESEARCH |
| Lesson 3 | DESIGNING A PARTICIPATORY RESEARCH PROJECT |
| Duration | 1 HOUR |
| Developer | REDIAL |
| Sources | See Appendix |
| Trainers | |

Aims of the Lesson

- To provide participants with a clear understanding of the steps involved in designing a participatory research project.
- To empower participants to develop relevant research questions focused on the lived experiences of young carers.
- To introduce participatory research methods suitable for engaging young carers in the research process.
- To explore strategies for meaningful collaboration with young carers at all stages of a research project.

OBJECTIVES OF THE LESSON

- **Research Fundamentals:**
 - Participants will be able to outline the key stages in designing a research project.
 - Participants will define a research question focused on the needs and experiences of young carers.
- **Participatory Methods:**
 - Participants will identify and describe participatory research methods appropriate for working with young carers.
 - Participants will brainstorm how to adapt research methods to be inclusive and empowering for young participants.
- **Collaboration:**

- Participants will understand the principles of co-design in research projects with young carers.
- Participants will discuss strategies for facilitating young carers' meaningful contributions throughout the research process.

Topics

T1: Key steps in designing a participatory research project

T2: Participatory research methods suitable for young carers.

T3: Co-designing interventions with young carers: concepts and techniques.

Intended Learning Outcomes

Remember

- List the key steps involved in conducting a research project
- Define what a "research question" is and its purpose.

Understand

- Explain the concept of participatory research and how it differs from traditional research approaches.
- Describe the benefits and potential challenges of using participatory research with young carers.

Apply

- Develop a research question that is relevant, insightful, and focused on young carers' needs.
- Select appropriate participatory research methods and explain why they are suitable for working with young carers.

Analyse

- Evaluate the strengths and limitations of different participatory research methods in different contexts.
- Identify how traditional research methods can be adapted to be more participatory for young carers.

Evaluate

- Assess the ethical considerations involved in conducting research with young carers
- Formulate strategies to ensure inclusivity and empowerment for young carers throughout the research process.

Create

- Outline a basic research plan with young carers, including their role as active collaborators.
- Design activities or tools that encourage young carers' participation in research (e.g., interview guides co-designed with young people).

| Assessment Criteria | |
|--|---|
| <ul style="list-style-type: none"> Participation in discussions: Demonstrates understanding by offering insights and questions. Reflective questions: Prompts for participants to consider how the lesson content applies to their work context. | |
| Materials | IAW/Whiteboard/flipchart, markers, presentation materials, policy summaries (if available). |
| Notes | The PowerPoint presentation will support these activities with visuals, relevant data, and case study examples. |

Lesson 3: Designing Participatory Research with Young Carers

Summary

This lesson empowers participants to design participatory research studies that meaningfully engage young carers as collaborators. Participants will explore the steps of research design, learn about participatory methods, and discuss the importance of co-designing interventions through genuine partnerships with young people.

Key Activities

- **Project Design Overview:** Participants learn the fundamental stages of research, from defining the question to disseminating results.
- **Brainstorming:** Facilitated group activity to generate relevant research topics and questions centred on young carers' experiences.
- **Participatory Methods:** Exploration of methods suited explicitly to engaging young carers (e.g., interviews, focus groups, creative expression, photovoice).
- **Collaboration:** Discuss building partnerships with young carers, ensuring their voices are heard and respected throughout the research process.

Target Audience

This lesson is designed for professionals working with or supporting young carers (social workers, educators, healthcare providers, researchers, etc.). It assumes basic familiarity with young carers' issues and primarily focuses on research skills.

Key Takeaways

- Understanding research design is essential for impactful work with young carers.
- Participatory methods empower young carers, leading to research that reflects their actual needs.
- Collaborating with young carers ensures ethical research that has real-world impact.

Facilitator Notes:

- **Adaptability:** This lesson plan offers a foundation for participants to tailor to specific contexts and research interests.
- **Resources:** Remember to gather participatory research examples with young carers to share with the group.
- **See Appendix for further facilitator guidance**
-

Module 1: Lesson 3

Lesson 3: Designing Participatory Research with Young Carers

| | |
|------------|--------------------------------------|
| Slides 1,2 | Activity 1: Welcome and introduction |
|------------|--------------------------------------|

WELCOME BACK, EVERYONE!



In our previous sessions, we explored the lived experiences of young carers and the importance of participatory research. Today, we'll take that to the next level by learning how to design research projects that put young carers at the center."



2

Key Points:

- Welcome message (Slide 2)
- Brief recap of Lessons 1 and 2 (focus on the participatory research concepts introduced previously)

Facilitator Script: Welcome & Introductions

"Welcome back, everyone! In our previous sessions, we explored the lived experiences of young carers and the importance of participatory research. Today, we'll take that to the next level by learning how to design research projects that put young carers at the centre."

Introductions - Tailor this to your group size and time constraints: brief icebreaker, name/role sharing, or ask what participants hope to gain from this lesson.

Refer to the plenary slides for lessons 1 & 2 to recap participatory research concepts introduced previously.

Slide 3

Activity 2: Lesson Objectives

Lesson Objectives



- **By the end of the lesson, you will be able to:**
- **Fundamentals:**
 - To outline the key stages in designing a research project.
 - To define a research question focused on the needs and experiences of young carers.
- **Participatory Methods:**
 - To identify and describe participatory research methods appropriate for working with young carers.
 - To brainstorm how to adapt research methods to be inclusive and empowering for young participants.
- **Collaboration:**
 - To understand the principles of co-design in research projects with young carers.
 - To discuss strategies for facilitating young carers' meaningful contributions throughout the research process.



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Facilitator Script: Review Objectives (Display the Lesson 3 objectives slide)

"Let's revisit our goals for today." (go through the objectives displayed. Alternatively, you may wish to issue a handout)

"By the end of this session, you'll have tools to design research that is not just about young carers, but truly with them."

Facilitator Notes:

- **Energy:** Project enthusiasm for this hands-on lesson!
- **Link to Prior Learning:** Briefly asking participants what stood out from previous sessions helps connect the lessons.

Slide 5,6

Activity 3: Project Design Overview (15 minutes)

Objective: Participants will understand the key steps involved in designing a research project.

Research Roadmap

The Stages of a Research Project



Defining the Question > Choosing Methods > Data Collection > Analysis > Sharing Findings



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5



Facilitator Script

"Think of research like taking a journey. This roadmap shows our main destinations."

9. **Defining the Question:** *"This is our starting point. With young carers, focus on what matters most in their lives and the questions they want answered."*
10. **Choosing Methods:** *"How will we gather information? Participatory research favours methods where young carers can actively share their insights – interviews, creative activities, etc."*
11. **Data Collection:** *"This is the active phase of gathering the information to help us answer our research question."*
12. **Analysis:** *"We make sense of our findings. Young carers can be crucial in interpreting the data, ensuring it reflects their truths."*
13. **Sharing Findings:** *"Research should never stay in a drawer! Consider how your results can help other young carers, inform services, or influence policy. Young carers can be powerful advocates in dissemination."*

- o **Note:** Emphasise that young carers collaboration should ideally occur in each stage of participatory projects.
- o **Visuals:** Use arrows on your diagram to suggest that the process can be iterative and that you may revisit earlier stages.
- o **Youth Voice:** Repeatedly emphasise that the goal is to design research **with young people**, not just about them.

It starts with a question...



Focused on the lived experiences of young carers

Clear and researchable (not too broad, not too narrow)

Relevant to practice or policy change



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6



Facilitator Script

- o *"All research begins with a question you want to answer. When working with young carers, keep their unique needs at the forefront."*
- o *"There's no 'one size fits all' process, but these stages provide a foundation. With participatory work, collaboration with young carers occurs throughout."*
- o *"Let's focus on the starting point - your research question!"*
- o *"A good question will guide every subsequent decision you make in your project."*

Activity Option: Example Analysis

If time allows, provide 2-3 sample research questions related to young carers from the suggestions below:

- o **Experience-focused:** How does being a young carer impact a young person's sense of identity and peer relationships?
- o **Impact on Education:** What are the main barriers young carers face in accessing and succeeding in education?
- o **Support Systems:** How do young carers perceive the effectiveness of current support services, and what changes would they like to see?
- o **Resilience:** What factors contribute to resilience and positive coping strategies in young carers?
- o **Policy-Oriented:** How can local policies and service provision be improved to recognise better and address the needs of young carers?

Have participants discuss in pairs:

4. What is this question trying to uncover?

5. What might its impact be?

Facilitator Tips:

- When presenting these, emphasise that the "best" question depends on the researcher's specific goals and the community context.
- Don't Overwhelm: This is an overview, not in-depth training on each research stage.
- Connect to Experience: Invite participants to share past research experiences and what they learned about question development.

| | |
|----------------|--|
| Slide 7 | Activity 4: Brainstorming: Generating Research Topics (20 minutes) Objective: Participants will work collaboratively to identify potential research topics and questions relevant to young carers' needs and experiences. |
|----------------|--|

Finding the Questions that Matter.



Key point: Young carers' voices are essential in identifying what to research .

Brainstorming Prompts:

- **Challenges:** What are the biggest difficulties young carers face that need further exploration?
- **Positive Impacts:** Are there less-discussed ways caring might benefit young people? How can research illuminate this?
- **Gaps in Knowledge:** What do we NOT know enough about regarding young carers' lives?
- **Asking Young Carers:** If you could ask young carers themselves, "What should we research about your experiences?" what would they say?



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Introduction- Brainstorming Time.

Materials:

- Whiteboard/flipchart or a large shared document for recording ideas
- Markers or online collaborative tools

Facilitator Script:

- *"Now that we understand the research journey, let's generate ideas! Our goal is to identify potential research topics that centre on young carers' real-life challenges and strengths."*

- "Divide into groups of 3-4. Each group will be our think-tank for the following brainstorm..."

Each sub-group can be allocated one or more prompts per the group's demographic and available time.

Facilitator Script: Sharing and Refinement

"Let's share! Each group presents a few top ideas."

"As we listen, let's refine these into potential research questions. Does the idea have a clear focus? Is it relevant to improving support?"

Facilitator Notes

4. Record Everything: Every idea has value, even if not fully formed initially.
5. No Judgement: Emphasise that this is about generating lots of possibilities, not finding the "perfect" question right away.
6. Time Management: Be mindful of time to allow for sharing and refinement.

Slides 8,9,
10,11,12

Activity 5: Participatory Methods (15 minutes)

Objective: Participants will familiarise themselves with various participatory research methods and discuss their suitability for working with young carers.

Beyond Traditional Methods Engaging Young Carers as Researchers

Key point:
*Participatory
research unlocks
the best insights
from young carers.*

- Interviews (individual or focus groups)
- Creative expression (art, journaling, drama)
- Photovoice
- Youth-led surveys



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8

NEXUS

Facilitator Script:

"Traditional methods like surveys alone can miss the nuances of young carers' lives. Let's explore these options that put them in the driver's seat."

As you progress through the method slides:

"Think about how this method could be used to answer the kinds of questions we brainstormed earlier. Discuss how each method works and why it's valuable from a participatory perspective."

Activity Option: Method Adaptation

- Small Groups: Assign each group a method. Have them brainstorm how to adapt it to be even more:
 - Age-appropriate
 - Sensitive to potential power imbalances between adult researchers and young participants.
 - Sharing: Groups present their adaptations.

Facilitator Notes

- Examples: If possible, share short examples of participatory research projects with young carers that used these methods.
- No "Right" Answer: Each method has strengths and limitations depending on the research question and context.

Method 1: INTERVIEWS

One-on-one or small group conversations guided by open-ended questions.

- **Empowering:**
 - They give young carers space to share their experiences in their own words.
 - They allow for building rapport and exploring complex issues in depth.
- **Challenges:**
 - Requires good listening and facilitation skills on the researcher's part.
 - Ensuring a comfortable setting for the young carer is crucial .



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NEXUS

One-on-one or focus groups allow young carers to share in depth using their own words.

Tips: Build trust first, create a safe space, and let the young person guide the pace.

Method 2: CREATIVE EXPRESSION

Using arts-based activities (drawing, writing, drama, etc.) for young carers to express their experiences and perspectives.

- **Empowering:**
 - Offers an alternative form of communication, especially valuable for those less comfortable with verbal sharing.
 - It can reveal insights that might not emerge in a traditional interview.
- **Challenges:**
 - Requires researchers to have some facilitation skills in creative methods.
 - Interpretation needs to be done sensitively, in collaboration with the young artists.



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It invites alternative forms of sharing, which is great for those less comfortable verbally.

Tips: Don't over-analyse; let young people explain their work in their own way.

Method 3: PHOTOVOICE

Young carers take photos representing their experiences, then discuss their meaning in individual or group settings.

- **Empowering:**
 - Puts control in young people's hands – they decide what aspects of their lives are important to document.
 - Photos can be a powerful tool for advocacy and raising awareness.
- **Challenges:**
 - Ensuring ethical use of photographs, especially if shared publicly.
 - Requires time for photo-taking and thoughtful discussion afterwards.



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Young people use photos to tell their stories, sparking powerful discussions.

Tips: Be clear on ethical photo use, and focus on the meaning behind the images.

Method 4: YOUTH-LED SURVEYS

Young carers design and distribute surveys to their peers, gathering data on a larger scale.

- **Empowering:**
 - Positions young people as experts, deciding what questions are important to ask.
 - Can reach a wider group of young carers efficiently.
- **Challenges:**
 - Requires some guidance on survey design for accurate results.
 - May need adult allies to help with distribution and data analysis
 - ..



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Young carers design and distribute surveys, gathering insights from a wider group.
Tips: Offer support with survey design and data analysis if needed.

Additional Considerations:

Combine Methods: A mix often provides the richest results!

Age-Appropriateness: Adjust activities to match the developmental stage of participants.

Collaboration: Involve young carers in interpreting findings, not just data gathering.

Ethics: Prioritise consent, confidentiality, and protection of young people throughout.

Resources:

[Link to a helpful website on participatory methods with young people, if you have one]

Slides 13,14

Activity 6: Collaboration (10 minutes)

Objective: Participants will discuss the importance of true partnership with young carers in the research process, ensuring inclusivity at each stage.

More Than Participants.

Co-Researchers: Building Partnership with Young Carers



Key point: Young carers' expertise enhances our research and its real-world impact.

- How can we involve them in shaping the question?
- What role can they play in data analysis and making sense of the findings?
- How do we share results in ways that empower young carers rather than just studying them?



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Facilitator Script: Discussion

- *"We've talked about methods, but it goes deeper. How can we ensure young carers are collaborators throughout the entire research journey?"*

Benefits of Collaboration.

Why Partnership Matters



Key point: Collaboration with young carers leads to better, more impactful research.

- Gaining deeper, more nuanced insights
- Designing research that is relevant and addresses real needs
- Ensuring ethical practice, putting young carers' well-being first
- Results more likely to lead to positive change



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- **Facilitator Script: Discussion:** *"Collaboration can be challenging, but it makes our research infinitely stronger!"*

Facilitator Notes

4. **Highlight Success Stories:** If possible, share a brief example of a project where youth collaboration had a tangible impact.
5. **Honesty:** Acknowledge that this shift in mindset takes ongoing effort on the part of researchers.

Activity Option: Barrier Brainstorm

- **Small Groups:** Each group identifies potential barriers to collaboration (power imbalance, time constraints, etc.). Then, brainstorm solutions or strategies to overcome them.
- **Sharing:** Discuss as a whole group.

Slide 15

Activity 7: PLENARY

Key takeaways from the lesson

PLENARY

Empowering Young Carers Through Research



Key Takeaways

- Well-designed research can be a tool for improving young carers' lives.
- Participatory methods unlock young carers' unique perspectives.
- True collaboration with young carers at every stage is essential



16

Facilitator Script: Summary

"We've covered a lot – designing projects, choosing methods, and prioritising young carers as partners.

"Remember, this isn't just about better research; it's about creating change alongside young carers themselves."

Bridging to the Workshop

"In our workshop, we take this to the next level! We'll simulate how to engage young carers directly in research recruitment."

"Get ready to apply everything we've learned, working together to develop strategies and materials that truly resonate with young people."

Facilitator Notes

- Handout: If desired, provide a handout version of the key takeaways slide for participants to keep.
- Enthusiasm bBuild excitement for the workshop, emphasising its hands-on, solution-focused nature.

Display Slide 16

Thank you for your dedication and commitment to supporting young carers. Your participation and insights throughout this lesson have been invaluable."

Appendix 1: Lesson 3 - Designing Participatory Research with Young Carers

Content Summary

- **Research Design:** Key stages of a research project, emphasising how young carers can be involved at each step.
- **Participatory Methods:** Exploration of methods like interviews, creative expression, photovoice, and youth-led surveys, highlighting their suitability for empowering young carers.
- **Collaboration:** Discuss the ethical and practical considerations of building genuine partnerships with young carers as co-researchers.

Sources

Websites/Organisations:

- **The University of Melbourne's Centre for People with Disabilities:** <https://www.unimelb.edu.au/disability-information/disability-information>
 - This website offers a wealth of resources on youth participation, including research methods and ethical considerations.
- **The International Research Centre on Young People (IRCYP):** <https://www.arcyp.ca/>
 - IRCYP is a leading organisation promoting youth participation in research. Their website includes resources and publications on various participatory methodologies.
- **The United Nations Children's Fund (UNICEF):** <https://www.unicef.org/>
 - UNICEF emphasises the importance of youth participation in all aspects of society, including research. Their resources provide guidance on creating youth-friendly research environments.
- **The World Health Organization (WHO):** <https://www.who.int/>
 - WHO acknowledges the value of youth as research partners. Their resources address ethical considerations and best practices in youth engagement.
- **European Commission's Directorate-General for Education, Youth, Sport and Culture:** <https://youth.europa.eu/> (<https://youth.europa.eu/>)
 - This website provides information on EU policies and initiatives related to youth, potentially including research funding opportunities that emphasise youth participation.

Academic Articles:

- **Article 1:** Mitra, S., Mukhopadhyay, S., & Gillespie, A. (2020). *Methodological considerations in participatory research with young carers: A scoping review*. Children and Youth Services Review, 119, 105582. [Link to be added based on your preferred journal access]
 - This article offers a helpful overview of methodological considerations specifically for participatory research with young carers.

Delivery Notes

8. **Group Size:** Ideal for groups of 10-25 participants to allow for rich discussions.
9. **Adaptability:** Encourage participants to consider how content can be tailored to their specific contexts and research interests.
10. **Participant Expertise:** Assume a basic understanding of young carers. Focus on deepening research skills, not introductory young carer awareness.
11. **Time Allocation:** Adjust activity timing as needed, ensuring adequate discussion on the topic of collaboration.

Additional Facilitator Tips

- **Visuals:** Enhance slides with relevant images and consider using a whiteboard/flipchart to capture group ideas.
- **Experience Sharing:** Invite participants to share any past experiences with research, highlighting the value of youth participation.
- **Link to Workshop:** Remind participants how the skills developed in this lesson will be applied directly in the upcoming recruitment simulation workshop.



MODULE 1:
YOUNG CARERS
AND
PARTICIPATORY
RESEARCH

**Lesson 4: WORKSHOP:
SIMULATION OF A
RECRUITMENT DRIVE**

Author: REDIAL

Introduction: Empowering Young Carers Through Participatory Research and Bringing those Skills to Life Through Recruitment Strategies

A Flexible Lesson Plan

This lesson plan empowers facilitators across Europe to guide participants on the valuable approach of participatory research with young carers. It provides a dynamic and engaging session framework while acknowledging the need for adaptation to specific national and local contexts.

Designed for Flexibility:

- **Country-Specific Adjustments:** the content can be adapted to incorporate national policies and frameworks related to young carers, research ethics, and youth participation.
- **Local Context Matters:** consider tailoring examples and case studies to reflect the cultural and social realities of young carers within your specific region.
- **Embrace Local Expertise:** the lesson can be enhanced by referencing local resources, organisations working with young carers, and relevant research initiatives.

Facilitator Support:

- **Detailed Script Suggestions:** we provide a comprehensive script to guide your delivery, including discussion prompts, introductions to activities, and key points to emphasise.
- **Content Adaptation Options:** throughout the lesson plan, suggestions are offered for modifying content, adding examples, optional activities or adjusting activities to best suit your audience and time constraints.
- **Tailored Delivery:** you can adapt the presentation style and activities to match your teaching strengths and preferences.

Embrace Your Teaching Style

Ultimately, this lesson plan's success hinges on your unique facilitation approach. Don't hesitate to personalise the script with your own language and incorporate interactive elements that resonate with your audience.

Engaging Diverse Demographics

When selecting examples and activities, consider the group's demographics. Consider also incorporating different learning styles (visual, auditory, and kinesthetic) to cater to a broader range of participants.

This lesson plan empowers you, the facilitator, to create a meaningful learning experience for those who work with young carers and champion their voices through participatory research.

| | |
|--|--|
| Module 1 | YOUNG CARERS AND PARTICIPATORY RESEARCH |
| Lesson 4 | WORKSHOP: SIMULATION OF A RECRUITMENT DRIVE |
| Duration | 2 Hours |
| Developer | REDIAL |
| Sources | The sources used for this workshop have been derived from the source material from the previous three lessons. |
| Trainers | |
| Aims of the Workshop | |
| <ul style="list-style-type: none"> • To equip participants with the skills to design effective recruitment strategies for participatory research projects focused on young carers. • To deepen participants' understanding of the unique challenges and considerations in reaching and engaging young carers as research participants. • To foster a collaborative environment where participants share best practices and learn from each other's approaches. | |
| Objectives of the Workshop | |
| <ul style="list-style-type: none"> • Understanding Target Audience: Participants will be able to define the ideal participant profile for a young carers research project and identify factors influencing inclusion. • Outreach Strategies: Participants will brainstorm diverse outreach channels suitable for reaching young carers, considering access barriers and preferences. • Crafting Persuasive Messages: Participants will develop engaging recruitment messages that resonate with young carers, highlighting the value of participation. • Application: Participants will create a recruitment plan for a hypothetical participatory research project, showcasing their understanding of the concepts covered. | |

Topics

T1: Defining the Target Audience

- Who are the ideal participants for your young carer research?
- Understanding factors like age, types of caring roles, and potential barriers to participation.

T2: Inclusive Outreach Strategies

- Where can you reach young carers (schools, support groups, online, etc.)?
- Overcoming access barriers and tailoring outreach to diverse young people.

T3: Crafting Persuasive Messaging

- **What will motivate a young carer to want to participate?**
- Emphasising the benefits of research, ensuring language is youth-friendly and respectful.

T4: Developing a Recruitment Plan

- Combining the previous elements into a cohesive strategy.
- Considering timelines, resources, and how to measure the success of the recruitment drive.

Note: Even with these distinct topics, the workshop should promote a sense of flow between them, to demonstrate how each aspect of recruitment interconnects.

Intended Learning Outcomes

By the end of the workshop, the participants will be able to:

Remember

- List factors to consider when defining the target audience for a participatory research project with young carers.
- Identify diverse outreach channels suitable for reaching young carers.

Understand

- Explain why tailoring recruitment strategies is essential when working with young carers.
- Describe how to craft persuasive messages that resonate with young carers, highlighting the value of participating in research.

Apply

- Develop a comprehensive recruitment plan for a hypothetical participatory research project focused on young carers.
- Select appropriate outreach channels and messaging strategies based on the research project and target audience.

Analyse

5. Evaluate the strengths and weaknesses of different recruitment strategies for engaging young carers.

6. Identify potential barriers to participation and how to overcome them.

Evaluate

14. Assess the effectiveness of a proposed recruitment plan in terms of its inclusivity and potential to reach the desired participants.
15. Formulate ethical considerations for recruitment materials and outreach processes when working with young carers.

Facilitator Notes:

- o You might not cover every single outcome explicitly with all participants.
- o Real-world discussion and group work will naturally spark higher-order thinking!
- o For further guidance on the ILO, see Appendix 1.

Assessment Criteria

- **Participation in discussions:** Demonstrates understanding by offering insights and questions.
- **Reflective questions:** Prompts for participants to consider how the lesson content applies to their work context.

| | |
|------------------|---|
| Materials | IAW/Whiteboard/flipchart, markers, presentation materials, policy summaries (if available). |
| Notes | The PowerPoint presentation will support these activities with visuals, relevant data, and case study examples. |

Lesson Plan: Summary

Workshop: Simulation of a Recruitment Drive

Summary

This interactive workshop helps participants develop effective strategies for recruiting young carers into participatory research projects. Emphasising collaboration with young people, participants will explore how to tailor recruitment to this unique population.

Key Activities

7. **Project Overview:** Participants are presented with a hypothetical participatory research project on young carers.
8. **Small Group Planning:** Groups collaborate to design a recruitment plan, including:
 - Defining target audience
 - Brainstorming outreach channels
 - Crafting persuasive messages
9. **Presentations & Feedback:** Groups share their plans and receive feedback for refinement.
10. **Reflection** Participants discuss takeaways and how to apply strategies to real-world research.

Target Audience

Researchers, support service providers, youth workers, and anyone involved in designing or conducting participatory research with young carers.

Key Takeaways

- Understanding young carers' motivations and potential barriers to participation is crucial for successful recruitment.
- Tailored outreach strategies are essential for reaching diverse young carers.
- Persuasive messaging should highlight the benefits of research participation and respect young carers' experiences.
- A collaborative planning process leads to more robust recruitment strategies.

Facilitator Notes

- **Experience Levels:** Accommodate participants with varying degrees of prior research experience.
- **Youth Voice:** If possible, invite a young carer to co-facilitate or offer insights during the workshop.
- **Resources:** Provide examples of successful recruitment materials (flyers, social media posts, etc.) for inspiration.

Module 1: YOUNG CARERS AND PARTICIPATORY RESEARCH

Lesson 4: WORKSHOP: SIMULATION OF A RECRUITMENT DRIVE

Slides 1,2,3

Welcome and introduction
Workshop objectives

From slide 2 to 3:

Workshop Objectives

Finding the Right Participants: Recruitment Strategies for Young Carers Research



By the end of the workshop

- 1. Understanding Target Audience:** You can define the ideal participant profile for a young carers research project and identify factors influencing inclusion.
- 2. Outreach Strategies:** You will brainstorm diverse outreach channels suitable for reaching young carers, considering access barriers and preferences.
- 3. Crafting Persuasive Messages:** You will develop engaging recruitment messages that resonate with young carers and highlight the value of participation.
- 4. Application:** You will create a recruitment plan for a hypothetical participatory research project, showcasing their understanding of the concepts covered.



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NEXUS

Facilitator Script: Welcome & Objectives (from slide 2)

- o "Welcome back, everyone! It's great to see you ready to put your participatory research skills into action. In our previous lessons, we explored designing research and choosing methods that empower young carers. Today, we focus on the crucial first step: inviting young carers to be part of that research journey."
- o "Let's take a look at our objectives for this workshop." [Display the objectives slide 3]
- o [As you review each objective, offer a brief link to prior lessons]:
- o "Remember designing your research question? Understanding your target audience is just as important for recruitment."
- o "Which outreach channels seem most respectful of young carers? This builds on our discussions of power imbalances and sensitivity with this group."

Facilitator Notes:

6. **Keep it Conversational:** This shouldn't feel like a lecture. Encourage participants to share their own "aha" moments when they realise how the lessons connect.
7. **Gauge Understanding:** If the group seems unsure about participatory research concepts, spend more time on the project overview.

Activity 1: Project Overview

Example Research Project with Young Carers

A process template:

Question: [A focused question about young carers' experiences]

Method(s): [Example: Interviews, focus groups, creative activities]

Goal: [How findings could improve support for young carers]



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NEXUS

Facilitator Script:

We want to design and implement a research project with young carers. This is our starting point—the research process.

Facilitator note: briefly go through the stages of research and invite comments.

Facilitator Script: To make this realistic, let's examine a participatory research project.

- *Your task is to consider how to recruit young carers who would be a good fit for this kind of study.*

Facilitator Tip: You have three examples of participatory research projects to choose from (see slides 5, 6, and 7). Depending on the group demographic and research focus, you can select which example to display and present to your group.

When presenting the example, emphasise that the project details matter less today than figuring out how to find the right young people to participate!

- **Read the project description aloud:** Ensure the question is clear and focused on young carers' experiences.
- *"Think about the participatory methods we discussed in our last lesson. Which ones might be a good fit for this kind of research?"* [Briefly generate some ideas]
- *"Our mission today is to design a recruitment drive to find young carers interested in participating in a study like this."*

Facilitator Notes

7. Example Variations: Here are ways to tailor the example project:
8. Method Focused: If you want groups to consider a specific method, include "Method: Focus groups" in your description.
9. Age Focus: Specify an age range of young carers if relevant for your participants.
10. Linked to Support: Mention if the research aims to improve a particular type of support service.
11. Clarity is Key: Avoid overly complex research questions for this simulation.
12. Time Check: If the discussion gets lively about methods, don't let it take over. The focus should be on recruitment.

Example Option 1

Research Project with Young Carers

Example 1: Experience-Focused

Question: How does being a young carer impact relationships with friends and peers?

Method(s): Interviews, focus groups, creative expression (art, journaling)

Goal: Understand the social challenges and support needs of young carers from their own perspectives.

Your task is to consider how to recruit young carers who would be a good fit for this kind of study.



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Example Option 2

Research Project with Young Carers

Example 2: Support Systems

Question: What makes young carers feel supported or unsupported by their schools? ?

Method(s): Interviews, youth -led surveys within schools

Goal: Gather young carers' ideas for making schools more responsive to their unique needs.

Your task is to consider how to recruit young carers who would be a good fit for this kind of study.



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Example Option 3

Research Project with Young Carers

Example 3: Policy Impact

Question: What barriers do young carers face in accessing [specify a type of service: respite care, counseling , financial aid]?

Method(s):Interviews, photovoice project to document challenges

Goal: Use findings to advocate for policy changes that improve service accessibility for young carers.

Your task is to consider how to recruit young carers who would be a good fit for this kind of study.



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Slide 8

Activity 2: Small Group Planning (50 minutes)

Objective: Groups design inclusive recruitment strategies, including defining the target audience, identifying outreach channels, and drafting persuasive messages.

Activity 2: Small Group Planning



Objective: In your groups, design inclusive recruitment strategies for the research project, including defining the target audience, identifying outreach channels, and drafting persuasive messages.



Facilitator notes and guidance:

You have options regarding which project example to use for this group activity. Consider the whole group size, specialisms, experience, and demographics.

Options:

- Use the project example slide you selected in Activity 1
- Use either of the example project slides that were not used in Activity 1
- Use both or all three examples (slide 5, 6, 7), allocating a different research project amongst three working groups. (This will require the groups to be given a relevant handout with the research project example)
- You may wish to tailor the slides (including slide 9, shown below) to highlight the most important considerations for your specific group of participants.

Materials

- **Worksheet:** A simple worksheet for each group with the following sections:
 - Target Audience:
 - Outreach Channels:
 - Key Messages:
- **Large Paper/Whiteboard** For groups to sketch out visuals like posters or social media posts.
- **Markers, sticky notes, etc.**

Facilitator Script: Introduction

- *"Now you become the recruitment team! Divide into groups of 3-4. Remember our project example [briefly recap the question or modify the script to match your choice of project example]*
- *Your job is to design a plan to reach the young carers who would be ideal for this research."*
- *"Use your worksheets and get creative! Think outside the box when it comes to how you'll connect with young carers."*

Facilitator Prompts

6. **Inclusivity:** "Is there anyone your recruitment plan might miss? How could you broaden your reach?"
7. **Feasibility:** "That sounds great, but how would you actually get this idea into schools or social media?"
8. **Ethics:** "Does this message respect young carers' time and experiences? Could it feel intrusive?"
9. **Connection to Methods:** "You mentioned interviews – where would you find young carers open to having that kind of conversation?"

Guidance during Work

- **Circulate:** Listen to group discussions, offering targeted questions:
 - "Who might this message exclude?"
 - "How does this idea fit with the types of methods we're using?"
- **Time Checks:** Give periodic reminders of how much time remains.
- **Encourage Collaboration:** "Make sure everyone in your group has a chance to contribute ideas."

Activity Notes

- **Group Size:** Adjust based on participant numbers.
- **Differentiation:** If some groups finish early, offer an additional challenge: "What ethical concerns should you keep in mind with your strategies?"

Slide 9: This slide is intended to be tailored to the option(s) you have chosen for Activity 2.

Activity 2: Key Points

Think Inclusivity: "How can we reach ALL young carers who might be interested?"



Project Reminder: Briefly display the project question from the "Example Research Project"

Target Audience Considerations:

Age range?

Types of caring roles?

Where do they spend time?



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COFFEE BREAK (5-10 Minutes)

Slide 10

Activity 3: Presentations & Feedback (40 minutes)

Objective: Each group presents its recruitment plan, followed by feedback discussions

Activity 3: Presentations & Feedback



Objective: Each group presents its recruitment plan, followed by feedback discussions.



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Facilitator Script: Setup

"Time to share your brilliance! Each group has [specify a time limit, e.g., 5 minutes] to present your recruitment plan."

"Remember, the focus is on getting feedback to make these plans even stronger. Listen actively to each other's ideas!"

During Presentations

Taking Notes: Encourage participants to jot down key points and ideas that resonate from other groups' plans.

Facilitate Smoothly: Help with transitions between groups, ensuring each has their allotted time.

Feedback Structure

- **Start Positive:** Ask, "What's one thing you loved about this plan?"
- Constructive Suggestions: "How could they make this even more effective? Are there potential barriers they haven't considered?"
- Open Discussion: Invite questions from the whole group to the presenters.
- Ethical Considerations: Prompt reflection on whether the plan is sensitive and respectful to young carers.

Facilitator Notes

- **Timekeeper:** Be mindful of timing so no group is rushed. If feedback gets lively, shorten the final presentations if needed.
- **Highlight Variety:** Emphasize that there's no single "right" way to recruit. Different approaches can all be successful.
- **Themes:** Listen for common themes in the feedback – these are your takeaways for the reflection!

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| Slide 11 | <p>Activity 4: Reflection (20 minutes)</p> <p>Objective: Participants discuss challenges and opportunities encountered during the simulation and connect learnings to their real-world practice.</p> |
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Activity 4: Reflection



Objective: Discuss challenges and opportunities encountered during the simulation and connect learnings to your real-world practice..



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Materials:

- Large paper/whiteboard or online sharing tool
- Markers or sticky notes

Facilitator Script: Introduction

"We've covered a lot today about reaching and engaging young carers. Let's take a moment to reflect on what we've learned."

Discussion Prompts (Select 2-3 that spark the most discussion)

- **Biggest Challenge:** What was the hardest part of designing your recruitment plan?
- **A-ha! Moments:** What surprised you or led to a shift in your thinking about recruiting young carers for research?
- **Real-World Connections:** How will the ideas discussed today change how you approach research with young carers in your own work?
- **Barriers and Solutions:** What are common barriers young carers face in participating in research, and how can we overcome them?
- **Lingering Questions:** What do you still want to learn about recruitment strategies for young carer research?
- **Tailored prompts:** The facilitator can include additional discussion prompts tailored to the participants' typical roles.

Sharing Method options:

12. **Small Group Buzz:** Participants discuss in pairs/trios, then share key takeaways with the whole group.
13. **Collective Notes:** The Facilitator writes takeaways on the board/shared document as participants share them.

Facilitator Notes

- **Theme Spotting:** Listen for recurring ideas that emphasise your workshop's core lessons.
- **Honesty:** Acknowledge that recruiting young carers can be challenging! This sets the stage for future resource sharing and support.

Slide 12

Closing Activity

Reaching Young Carers: Lessons Learned



"Young carers are not just subjects of research, they are experts in their own lives. Their active participation is vital to creating meaningful change."



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Facilitator Script suggestions: Final Words

- "We've come a long way together! You now have a solid foundation for designing research that is truly with and for young carers."
- Recap the key takeaways from the group work
- "Remember, this is an ongoing journey. Collaboration with young carers and staying attuned to their needs is essential at every stage, from recruitment to sharing your findings."
- "I encourage you to continue sharing your experiences and learnings. Building a strong network is key to improving support for young carers through research."

Optional Additions

- **Resource Reminder:** Briefly mention any handouts or a website where participants can find further tools/research on participatory methods.
- **Call to Action:** Suggest one small step participants can take in the next week to implement something they've learned.

Facilitator Notes

- **Sincerity:** Project enthusiasm for the potential impact participants can have on the lives of young carers through their research.
- **Openness:** Leave time for questions from participants if needed.
- **Thank the group for their participation, enthusiasm, and hard work throughout this important Nexus module on Young Carers in Participatory Research.**
(display Thank You slide 13)

Annexe 1:

Facilitator Guide: Tailoring Learning Outcomes

1. Consider Participant Roles:

- Are they primarily researchers? Focus heavily on the "Apply" and "Analyse" outcomes related to strategy development.
- Do they work in support services? Emphasise "Understand" level outcomes about young carers' needs and how to translate that into messaging.
- Is it a mixed group? Ensure your activities allow everyone to connect the workshop to their own work.

2. Pre-Workshop Survey (Optional):

- A few simple questions can reveal participants' existing knowledge or specific challenges they face with recruitment.
- This informs where you spend the most workshop time.

3. Use the Outcomes as a Checklist:

- Don't feel you have to hit every outcome with equal depth. The workshop structure already lends itself to this progression.
- Refer to the outcomes during the workshop: "Now we're shifting to analysing different strategies..." This keeps things focused.
- Example: Participant-Specific Outcomes

If your group is primarily social workers:

7. Prioritise outcomes on understanding young carers' motivations for participating and overcoming access barriers.

If your group is researchers at a university:

8. Spend more time on 'evaluating' ethical recruitment materials and analysing the effectiveness of different strategies.