

## Role play for assembly or drama lesson

There are two activities in this appendix. Activity 1 is more suitable for primary pupils and Activity 2 is more suitable for secondary pupils.

### Activity 1

Primary

This activity is more effective if working with an entire class rather than numerous smaller groups.

#### Set up

Set up a domestic setting, perhaps a kitchen or living room, using visual aids like a chair, table, bed, kitchen equipment, etc.

Ask for three volunteers to role play the parts of a young carer, a sibling and a parent who has a disability or illness. Ask the actors to role play. But explain that whenever you say “freeze” they must freeze! When you say “go” they should resume acting.

#### Getting started

Ask the parent their name, their disability and how it affects them.

Ask the young carer their age and what they like doing, such as football or playing music, and add “*But you don’t get much chance to do that these days, do you?*”

Ask the younger sibling their age and their favourite game.

Then suggest some scenes to act, using phrases like “*Mum is hungry and would like something to eat. The younger brother/ sister just wants to play*”. Begin the role play with “Go” then at appropriate times call out “Freeze” and ask each actor what they are thinking or how they feeling.

#### Other scenarios

- The younger sibling needs looking after and mum needs her medication.
- Two friends have come to ask the young carer to come out to play (use extra volunteers from the audience), but the washing up and the ironing need to be done and the young carer’s brother has spilt his drink over the sofa.
- The young carer takes their younger sibling to school and sees his/her friends walking in a group.

- At school the young carer falls asleep in class. The teacher tells the young carer that they should go to bed earlier and not watch so much TV.
- A teacher asks why the young carer has not done their homework, in front of the class.

Use these storylines, characters, settings and questions to begin and then adapt your own. Discuss what the pupils have learnt about being a young carer. Emphasis should be given to the responsibilities that young carers actually have and how their own opportunities for friendship, leisure, extra curricular and even ordinary school work may be restricted by the tasks they do.

## Activity 2

Secondary

This activity is generally more effective if classes are separated into smaller groups to allow for group discussion but if time is short the activity can be done with everyone in the class working together on one case study.

Each group will be given one of the case studies of a young person having to care for someone in their family.

Pupils should read the case study, discuss what is happening and agree on a scenario to act out. Two or three members from each group should take on roles within the scenario. One pupil should be the young carer with the others being members of the family or friends/teachers etc. The rest of the group can support with role play ideas. When working together pupils should think about any responsibilities, thoughts, worries, problems and feelings that their young carer may have.

The class should act out and discuss each groups role play. Emphasis should be given to the responsibilities that young carers in the case studies actually have and how their own opportunities for friendship, leisure, extra curricular and even ordinary school work may be restricted by the tasks they do.