

## Francesca – Young Carer animation transcript

An animation of hand drawn young girl and boy appear on screen. There is a female voice over and we see young girl talking in the animation. The voiceover says, “Hi I’m Francesca I’m 16 years old and I’m a young adult carer for my autistic brother.”

Text on screen appears that reads ‘My autistic brother is non-verbal, so I have to help him communicate.’ We then see two hands on screen, signing ‘rock and roll’ and ‘perfect’. Francesca says, ‘My autistic brother is non-verbal, so I have to help him communicate.’

Different text appears on screen that reads ‘This can be through things like’ followed by an animation of hands, fist bumping, hand shaking and high fiving. Francesca says, “This can be through things like fist bumping, hand shaking and high fiving others to greet them.”

We then see the animation of the young boy on screen as his tops/jumpers keep changing. Animations of coat hangers and leaves are seen around him, and he raises his arm in the air once he’s got a shirt on. Francesca says, “I also have to help him get ready for various occasions like school and getting ready just to go outside”.

We then see text on screen that reads ‘And I look after him when my mum and dad can’t.’ as Francesca says, “And I look after him when my mum and dad can’t.’

We then see the young boy on screen, two hands appear, and they start to tickle him. Text behind him reads ‘Haha!’ ‘Lol!’ and ‘Hehe!’ Francesca says, “I enjoy playing with my brother, tickling him is always funny as he giggles a lot.”

A cake appears on screen, different baking utensils and baked goods are moving behind on screen. The cake then gets bigger and text that reads ‘My brother’s cake’ and an arrow. Francesca says, “I also enjoy baking with my brother, and it turns out that he’s a better cook than I’am.”

Text on screen appears that reads ‘I also feel proud and happy about my caring role’.

We then see the young boy holding his arms up and giving a thumbs up, text appears next to him that reads ‘I’m happy to be the one that makes him happy’ and Francesca continues to say, “with him as I’m happy to be the one that makes him happy in his life.”

The young boy appears on screen again, it slowly zooms in, and the animation shows the young boy screaming and text behind him reads ‘Screech’, ‘Screech’ and ‘Screeches’ We hear Francesca say “However, I do find it challenging as, as he’s getting older he’s getting more moody and screeches as a way of arguing with me”

We then see a living room space, the word ‘meltdown’ appears on screen and looks as though it’s melting/dripping. The text disappears and the animation zooms in, and we see the top of Francesca animation pop up behind the chair. Francesca says, “and then those screeches can turn into melt downs which I don’t know what to do and I run away and hide as a result.”

The next clip shows Francesca’s animation and the young boy walking, with lots of trees behind them and eyes popping up and disappearing. Francesca says, “I also didn’t like it when I was younger that people would stare at us when we were going out because they knew he was different.”

We then see Francesca's animation stood in front of a school as she has her finger to her mouth, thinking. She says "In primary and secondary school I didn't get any extra support or help because my teachers at the time didn't know that I was a young carer. But at that moment, neither did I.

As Francesca speaks, text on screen appears that reads 'My teachers at the time didn't know that I was a young carer.'

Followed by a clip of Francesca's character with her finger to her mouth and question marks around her.

Text on screen appears that reads 'I thought it was normal to care for a sibling in this manner'.

Francesca says, "I thought it was normal to care for a sibling in this manner, however, I did find things like homework difficult to do as he would used to scribble on all my pieces of homework as he thought it was drawing paper and his next big art project."

We see her character on screen looking frustrated and pulling at her hair. Sheets of paper surround her saying 'project' and 'deadline'.

As Francesca speaks, a hand is then seen holding a pencil and scribbling, this zooms out to show the scribble framed on the wall.

A school appears on screen and then slides into a dark arrow that reads 'family action' in the middle and that then slides into a college and a young carer pops up on screen. We then see Francesca's character stood looking up at a clock with numerous watches on each wrist. Followed by a desk with a computer on that is showing a presentation on the screen.

Francesca says "The school referred me to Bridge Carer Service. Then I started collage and got support from a young carer worker, and she helped me get extra support with things like extra time with deadlines and access to lesson PowerPoints."

A group of young teens are then seen on screen, a speech bubble appears above one of them saying 'Hello!' followed by two other characters popping up on screen with speech bubbles that say 'Hi, I'm a young adult carer too!' and another one that says, 'And me!'

Francesca says, "She also did a peer session with another young carer who was in a similar caring role to me which was beneficial because I didn't feel alone, and it was also good to know that there was more people out there like me."

Text on screen appears that reads 'It's important to support young adult carers.'

A handwritten list is seen on screen, the title reads 'What to do at 16?' and we see lots of scribbles, ticks and question marks appear.

Francesca says, "It's important to support young adult carers as once you get to the age of 16 you don't know what you want to do."

We then see Francesca's character, lay on her front and is scrolling on a laptop. Different boxes of text appear above her with arrows in between saying 'University', 'Carer', 'Job'.

Francesca says, "Like some may not know if they want to stay in the caring role as they might want to move house, or they may want to stay at home."

The 'Family Action' arrow appears on screen and then quickly disappears to show Francesca's character looking at a big list. Text boxes above that list with arrows in between, all linking back to each box say 'Aim', 'Ambition dreams', 'Goal', 'Target'.

The character is then seen to be sat up right, with arrows pointing up behind her as she holds paper above her head with a star on.

Francesca says, "Bridge young carers then trying to help young adult carers with these decisions to see what aspirations they can have whilst being a young adult carer."

Francesca's character is then see holding up a CV document. Followed by her walking through a supermarket, following a shopping list.

She says, "They can also help them find support around things like jobs and finances as that's a new scary part to add more complications to the young caring role."

Francesca and her young brother's characters appear on screen, she is talking to him. Text on screen appears that reads 'I want to achieve this by becoming a special needs teacher.'

Francesca says, "My goal is to help other kids with special needs like my brother and I want to achieve this by becoming a special needs teacher. I would like to do this because I find the joy in helping others and I can also apply some of the skills I've learnt from my caring role to help like communication and having a lot of patience with them learning things."

Six small screens appear, showing different clips throughout the animation as Francesca speaks.

Text on screen appears that reads 'Communication and patience' followed by two hands, signing 'rock and roll' and 'perfect'.

We then see both characters on screen stood next to each other, followed by the Family Action logo, Durham County Carers Support logo, Caring for Carers logo and Durham County Council's logo.

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