**Made4Love**

|  |
| --- |
| **Lesson topic: 4 – Fruitful Families**  |
| Teacher |  | Date |  |
| Year |  | No. of students |  |
| Set/MA |  | Support staff |  |

|  |  |
| --- | --- |
| **Learning objectives** | Know what it means to be ‘fruitful’.Understand how the role of the family is important for society and the Church.  |
| **RECD:** |  |
| Meeting the individual needs of the students (details of students with SEN/G&T etc…) | Students are provided with scaffolding and modelling of thought processes in order to promote individual reflection. Challenges are embedded throughout the lesson and sign-posted as S&C.  |
| **Pre-supposed knowledge/ possible concepts/ misconceptions** | Gospel values and themes of mercy, understanding, faith and family. Jesus’ own family life as shown in the Gospels.  |
| **Resources:** | Lesson 4 PPT Made4Love Booklet |

|  |  |  |  |
| --- | --- | --- | --- |
| **Sequence of learning activities** | **T& L activities** | **Differentiation:** (planned stretching / simplifying activitiesReference to: SEN; G&T; underachievers; relevant dept target groups(name students here) | **Sign post for progress**(when is progress going to be assessed and how? What alternative activities are planned if students do not understand?) |
| **Starter** **5mins** | **Prayer**Students are to think about the statement: “you can’t have a family without dreams.”To place on the continuum in their booklets how far they agree with the statement.  | Clarify dreams within the aspiration context.  | Provide examples of dreams a family might have – eg. children becoming doctors or being able to move to a nicer area.Unplanned pregnancies – these sometimes are not part of a dream but can make a couple’s life more fruitful What about crushed dreams? Can dreams distract?  |
| **Development** | Teacher-led:Clarify that the quote from the starter is a quote from Pope Francis and dreams are an integral part of a Catholic couple’s life. Activity 1, [student-led]:Students to think-pair-share the different dreams a couple may have at:First dateEngagement Married for 5+ yearsAdd to table in booklet.Students then to highlight the common dreams that might appear in two or three columns in the table. Students to think and decide what is the most important dream a couple can have – write explanation in booklet.What is fruitfulness? Ask the class if they have ever heard the phrase: “I am yet to see the fruits of the labour”. Teacher to clarify that fruitfulness is more than just reproduction Linking back to the Gospels is key when looking at the Church teaching on family life. Highlight Jesus’ own family life was challenging at times – displacement and concern about the future of Jesus the child. Activity 2, [student-led]: Students to read through the different accounts provided in their booklet. This can be completed individually, in pairs or in small groups. Student reflection:How can families embed these themes throughout their lives?How might you have seen these themes in your home lives? Are there any parts of your life that seem lacking? How can they be adapted?Activity 3, [student-led]:If you had to describe your family life in three words what would they be? Share as many words as possible with the class on the board – this should be diverse and lots of different adjectives. Pope Francis clarifies that such is life – chaotic, complicated and busy. Unpack the variety of family life in the class – variety is important here. The variety of feelings should be heard and understood. No family is perfect! All challenges can be conquered through love. Students then to reflect and add in where they can see the Gospel themes of mercy, faith, family bonding and understanding in their family life. Think-Pair-Share:Describe what you believe would be the most desirable family lifeActivity 4, teacher and student discussion:Teacher to pose the question – what would the Church be without families? 1. What is the experience of love in families? Give examples.
2. Why are families so important for the Church?
3. ‘Healthy marriages = a healthy Church’ How far do you agree with this statement?

Plenary:Think-Pair-Share:How reasonable is it to expect families to ensure they are being fruitful in the modern world? This activity is to link with the next lesson and think forward to the challenges to family life. Should be an extended paragraph of reflection with a final conclusion.  | Model examples of dreams that a couple might have:ChildrenHappinessStabilityChallenge the group to clarify a dream that fits into all three columns.Ask students to think about the labour found in the home, the parental labour of protecting and looking after children. The mother’s role in the family. Teacher can model example of the Wedding at Cana and share where faith and belief are found in the family event in the NT. Teacher to be aware of the sensitivity when discussing family life for some students.Teacher can model examples of different families and examples of the themes seen in family life. When a sister refuses to help with coursework that she has completed previously, when a brother doesn’t help with the chores and chooses to play video games. Teacher can model an example [doesn’t have to be their own] eg. fun, chaotic, driven? Teacher should attempt to steer the discussion towards the awareness and the witnessing of love in all parts of family life. The family is the first place of love [for most-be mindful of this] and is the place where love is the answer to all questions. The manifestations of faith, mercy and family bonding are key to successful families in the eyes of the Church. Teacher can lead on discussion; historical context of the Church and the sociological influence of the family within the Church. Teacher can support with further probing questions:Is there time to embed faith within families today?Are families key within society today, let alone the Church?How has the role of the family changed over the past century? | Discussion should lead to students being aware of joint-dreams and the union of individual dreams when a couple comes together. If students haven’t heard of the phrase, ask students what they think it is.Students should be able to note the themes throughout the accounts and be aware of the family life of Jesus. Students can also be given the different themes and highlight in the accounts where they see them if struggling to guess what the themes are.Self-assessment of the themes.Awareness of the weaknesses and strengths of family life is not to be assessed but students are to learn from their reflections.Students should be aware of the variety of family life as a result of discussion. Students should be able to discuss and understand the importance of families for the Church. This will be seen in their written answers in their booklets. The answers can be self-assessed. For the statement question, students should be able to argue their point with explanations and examples. The plenary paragraph should have a reflective element but also pose a question moving forward into the next lesson. Are families able to be fruitful in this modern, busy world? |

|  |
| --- |
| **Assessment opportunities and homework** |
| **Students to leave thinking about the role of the family, the ways in which the Gospel values can be and are embedded within families and what fruitfulness is.** **Students can research different families in the public eye that have embedded Gospel values.**  |
| **Opportunities for SMSC** |
| Opportunities to reflect on dreams and how dreams might change as students get older. Reflection on Jesus’ experience with familiesReflection/analysis of personal experiences when it comes to family – this SOW is aimed more so at a ‘learning from’ perspective so students should be reflecting deeply on their own circumstances.  |