**Made4Love**

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| **Lesson topic: 5 - Fruitful Families 2** |
| Teacher |  | Date |  |
| Year |  | No. of students |  |
| Set/MA |  | Support staff |  |

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| **Learning objectives** | Know how the Catholic Church responds to challenging circumstances for families. Understand the responsibilities of parents within the Catholic faith.Investigate challenges for families in fulfilling their fruitfulness.  |
| **RECD:** | * The human experience of faith, faithfulness and the challenge of commitment;
* Church life - in family, parochial and diocesan situations both locally and internationally;
* the witness offered in the Church and in society by Christian marriage and the Domestic Church;
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| Meeting the individual needs of the students (details of students with SEN/G&T etc…) | Modelling and differentiated questionsS&C throughout  |
| **Pre-supposed knowledge/ possible concepts/ misconceptions** | Nuclear families  |
| **Resources:** | Lesson 5 PPT Made4Love Booklet |

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| **Sequence of learning activities** | **T& L activities** | **Differentiation:** (planned stretching / simplifying activitiesReference to: SEN; G&T; underachievers; relevant dept target groups | **Sign post for progress**(when is progress going to be assessed and how? What alternative activities are planned if students do not understand?) |
| **Starter** | PrayerHow fairly does this image depict an image of the modern family?  | Recap of the term nuclear family from RSHE. What does it suggest about families?What questions does it raise? What advantages and disadvantages might it have?What are the challenges to this image?S&C: How can the crab link to the image – the gymnastic move of a crab, single parent families have to be the shelter as one person. | Students should be able to share different types of families: single parent, blended families etc. Crab analogy: This can be for a number of reasons: death of a spouse, abandonment, separation etc. |
| **Development** | Activity 1, student led:Think-pair-share what do you think the key challenges are for families in the modern world. a) Students can work individually, in pairs or in group. Consider the issues the different couples are facing. What are the options that the couples have and think about how the themes from last lesson as shown in the Gospels can help support in these times. Activity 2, student/teacher-led:Students to correlate data from the class – can do hands up collection or if students are more comfortable not sharing could do an anonymous vote. Share results on the board with tally for each choice. Teacher then to probe students with the reasons for the class’ findings. Activity 3:Teacher-led: Teacher to teach about the olive shoot analogy. The importance of the role of the parents needs to be clear here to the students. The responsibility for Catholic couples is not just to reproduce but to also nourish and support children within the faith. Student-led:Think-pair-share:What do you think are the key things families should do to embed a strong foundation of Gospel values within the household? Teacher-led: Teacher to clarify the three key responsibilities of the parents: daily prayer, reading the Bible and sharing the Eucharist. Students to think and write down all the challenges that families might have fulfilling these responsibilities. Activity 4:Watch the clip on Pope Francis’ 8 tips to improve family life: [https://www.youtube.com/watch?v=Tb\_DEDs9u6k#action=share](https://www.youtube.com/watch?v=Tb_DEDs9u6k)Students can discuss and answers questions in their booklets:1. Describe in your own words what you believe the ‘culture of comfort’ to be.
2. How does the ‘culture of comfort’ undermine the duty to be fruitful?
3. Why might technology be problematic within families?
4. What do you think the biggest challenge to families today?

Plenary:What is the best way to find the right balance between being in the world and being separated from its negative influences? | Teacher can pick one of the case studies and clarify the challenges and how the themes of the Gospels can be embedded. This also includes those with no faith – what was most influential In their choices. Teacher can also model their own example/story of faith. OR give an example of an unknown person; no faith at home but in school it was developed or at university. If students are struggling to think in faith terms, teacher to give an example of a mother and baby, how does a household ensure manners are taught? How can that also link to embedding Gospel values? There is also an opportunity to link to other faiths here and how faith journeys develop in other faith homes, including different Christian denominations. S&C: What do you think the key routines of the family should be to be able to be valid and purposeful teachers of faith?Providing real life examples of the busy lives of families – can ask a student to share their typical evening OR use an anonymous example and share how difficult family life can be in the modern world. Clarify what striving, forgiveness, prayer and dedication look like using real life examples.  | Link back to lesson 4 and the idea of fruitfulness.Recap from last lesson on Gospel values.Group discussion sharing different views and options for the couples. Misconceptions from student discussion to be clarified here. Self-assessment as a result of discussion. Extended paragraph – promotion of evaluative skills, is it possible to find the right balance? If yes, why and why might that be a problem for others? If no, why and why might it be possible for others? |

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| **Assessment opportunities and homework** |
| **Link to final assessment – is the fruitful family possible in the modern day?**  |
| **Opportunities for SMSC** |
| Reflection on modern families, commitment to faith and the pressures that families experience in the modern world.  |