**Made4Love**

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| **Lesson topic: 6 – Love Remains** | | | |
| Teacher |  | Date |  |
| Year |  | No. of students |  |
| Set/MA |  | Support staff |  |

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| **Learning objectives** | Know how the Church responds to some of the challenges to families today.  Understand love’s role within families and how it sustains.  Investigate the development of divorce in the past century. |
| **RECD:** | * natural law, relationships and marriage * signs of the influence of Christian values in social situations; * reconciliation as a human value for all community life |
| Meeting the individual needs of the students (details of students with SEN/G&T etc…) | Differentiated questioning, modelling and S&C throughout |
| **Pre-supposed knowledge/ possible concepts/ misconceptions** | Church teaching on support for married couples/Church’s view on separation when the very best for those involved |
| **Resources:** | Lesson 6 PPT  Made4Love Booklet |

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| **Sequence of learning activities** | **T& L activities** | **Differentiation:** (planned stretching / simplifying activities  Reference 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** | Prayer   1. Before watching the clip, what do you think the secret to a long and happy marriage is? 2. Discuss as a class and share views – what is the most popular view? Get students to think about why they have that view. Why might some disagree with them? 3. Watch the clip: <https://www.youtube.com/watch?v=ZkJqRNtnR04> how far do you agree with Annie and Dodie’s view on the secret to longevity? 4. If you could ask Annie and Dodie two questions about their married life, what would they be? | Model examples of virtues married people grow and develop throughout life eg. patience.  Forgiveness is key – how far do the students agree with this? Could probe further and link back to past lessons, what cannot be forgiven in their opinion? |  |
| **Development** | Activity 1, student-led:  Students to add to their table the better and worst parts of a couple’s life.  This activity is to prepare for activity 2 – thinking about the challenges a couple may have in their lifetime. This discussion should be detailed and student-led.  Activity 2 teacher/student led:  Show image of the lighthouse. Students to write down what the lighthouse could symbolise.  Link further to the light in the darkness of marriage – what is the light in the darkness? The love that remains, supports the couple and nourishes them throughout both the good and bad times.  Teacher-led: Share the Church teaching on challenging circumstances and the pastoral duty of the Church to support couples in their most challenging times.    Student-led: Students to work individually, in pairs or small groups to read through examples of the couples and how the couples can overcome their problems – embedding mercy and love even in the hardest time and remembering their vows. The students are to write down what the Church would teach and then what they think the couple should do.  Activity 4, student-led:  Think-Pair-Share:   1. Why might some think families are a ‘problem’? 2. What would be the best way to end the sentence from Pope Francis’ address? 3. What is your opinion on families and marriage as we come to the end of this topic?   Activity 5 student-led:  Continuum on what they think the number per 1000 men and women who got divorced in 2018. The continuum is deliberately wide – some might think far more than 7.5, however the data needs to be analysed further. Latest data is for 2018  Class is to explore the issue of data and the reasons behind the data – how many marriages were there in 2018? That number not released. For 2016 number per 1000 was 8.9 for both men and women had a divorce. 2016: 242774 marriages and 106959 divorces, are those numbers relevant? Average duration of marriage of those getting divorced in 2018 was 12.5 years.  Could pose the question – what might be worse for the Church, less marriages or more divorces?  Statistics are available from : <https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/divorce/bulletins/divorcesinenglandandwales/2018>  Plenary:  Can love conquer all?  This should be a longer discussion that delves into the challenges covered in the lesson. The teacher and students should not shy away from the view that this is hard to fully understand and practice. This should be part and parcel of the understanding of the importance of marriage and the surety that comes with joining together with someone for a lifetime. | Clarify what indissoluble is again – link back to lesson 2.  S&C: Are there any times when the ‘better’ can make a marriage harder?  Share what the image is – a lighthouse and its historical use on coasts to give hope to sailors in the dark and to warn/protect the boat from crashing into the coast.  Teacher can model one case study with class.  S&C: Students can create their own case studies for all of the couples.  Thought provokers:  Think about the implications having a family has on a life.  Opportunity to: love, forgive, develop, grow, renew, please God etc. etc.  Could use historical statistics such as 1 out of 4 marriages ends in divorce.  Class to discuss the issues tying into this scheme of work, family life and fruitfulness within the family unit.  A recap of the topic to support with the question | Recap from lesson 2.  Examples of S&C answers would be – new jobs, a new job is usually seen as a good thing for a person but it can place extra pressure on a family eg. training to teach or training to become a doctor. Could also discuss pay progression and roles within the household.  Self/peer assessment when discussing. Teacher able to correct misconceptions.  Class-based discussion.  Students should be able to fluently use vocabulary learnt whilst sharing their opinions on families and marriage.  Self-assessment of questions.  Extended written paragraph in booklet. |

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| **Assessment opportunities and homework** |
| **The paragraph plenary will feed into final assessment – the idea of love conquering all, is it wishful thinking or is it actually possible in this modern world?** |
| **Opportunities for SMSC** |
| Reflection on divorce in the UK over the past century.  Real-life case study reflections of family life. |