



Pilot project

Unit: Identity, Tradition and Belonging

Lesson 3: Traditions and beliefs – Conflicting, generational beliefs and practices about marriage in the 21st Century: Does the purpose of marriage still have worth in the UK in the 21st century? How far young people should chose whom to marry and how much they should choose to follow religious and family traditions?

Gateway documents to support: Gateway 1:3, 1:4/5/6, 1:7, 1:8, 2:2, 2:1/4, 2:6/9, 2:7/8, 3:2, 4:7

Learning objective		Learning Questions	
1. To understand the different purposes of marriage (AT1) 2. To identify contentious issues related to marriages in Great Britain from religious, cultural and secular groups (AT1 & 2) 3. To evaluate arguments around the purpose and value of marriage and beliefs in this country		1 . What is the purpose of marriage according to religious and non religious people? 2 What are some of the key issues that surround marriage in families from different faiths in the 21 st century? 3. Should we accept all traditions and beliefs around marriage?	
Learning Outcomes: <i>by the end of the lesson, all/most/some students will be able to:</i>			
All: Level 4 show and understand words such as marriage, civil ceremonies, vows, promises, eternity, arranged marriages, forced marriages (AT1) Apply the idea of learning from discussion to develop one’s own understanding of marriage and values (AT2)		Most: L5 explain what can be learned from examining views about the purpose and value of marriage in the UK (AT1) Identify and explain similarities and differences of belief about the purpose of marriage and contentious issues surrounding marriages (AT1&2) Express insights clearly about religious and non religious people believe about marriage (AT2)	
Some: L6 interpret sacred texts/teachings to given an informed account of similarities and differences in views about marital issues from several religious, cultural and secular backgrounds (AT1&2) Express insights of my own about the purpose and value of marriage, especially religious beliefs about it. (AT2)			
Key concepts	Marriage; commitment; love; partnership; identity; arranged marriages; forced marriages; civil partnerships	Key Skills/ Links	Explanation Synthesis : Express insights Interpretation: Application
Learning Activities		Learning Outcome	Resources

<p>Starter: Groups of 3. Watch the clip from You tube on ‘Forced marriages in Birmingham’. (See resource 1 web site link) Each member to take on one role to consider the following question from either the perspective of teenager from a non religious background in UK, a teenager from a strong religious faith back ground in the UK and one from a parent from a strong religious background.</p> <p>The question is: What are the problems/issues from your point of view? Think, note down briefly and then share responses amongst the group. Compare group responses and identify common issues emerging. Identify on post it notes some of the challenges</p> <p>Main Activities</p> <p>Link up beliefs and practices to religions and the law of the land card sort game (see resource 2) and the correct answers given by the teacher. Teacher to explain differences between religious practices may be due to cultural background rather than religious teachings. It is important to separate the religious beliefs and teachings from culture.</p> <p>Discuss : What are the reasons given for marriage in the UK? How much are we influenced by our parents? Why are so many marriages failing? How much should children take into consideration parental wishes when choosing a partner? What are some of the issues between law and religious law in UK over marriage?</p> <p>Either Develop an argument using the writing frame to express views (Resource 3) Think, pair and share activity</p> <p>Or Role play scenarios to demonstrate the issues. Set the scene cards to act out, leading to thought tapping exercise (resource 4 is an exemplar/model) Use the sheet of religious teachings to help present views in the role play.</p> <p>Or Conduct a conscience alley exercise or hot seating task (resource 5)</p> <p>Plenary</p> <p>Conclude: How far should we accept different traditions and beliefs in this country? Decide who influences you most? What would you do? Why?</p>	<p>Resource 1 YouTube Forced Marriages in Birmingham http://www.youtube.com/watch?v=Cg5LyKtHQcc&feature=related</p> <p>Resource 2 Card sort What do religious people say about marriage? Activity Resource 1</p> <p>Resource 3 Writing Frame Resource 4 Role Play Scenarios Resource 5 Conscience Alley exercise</p> <p>Resource 6 Information for teacher on Sacred Texts/teachings</p> <p>For information from faith community see the following:- The Inter-Faith Network for the UK www.interfaith.org.uk Faith, Identity and Belonging: Educating for a Shared Citizenship www.interfaith.org.uk/publications/sharedcitizenship.pdf</p>
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