

# CHRISTIAN MARRIAGE

Joan Wilson

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# **CHRISTIAN MARRIAGE**

**Joan Wilson**

## **Introduction**

I have been teaching Religious Education for six years in an Integrated College in Northern Ireland. Like all integrated schools it is co-educational, embraces all faiths and cultures and is mixed ability. As a supporter of mixed ability education, I do find it quite alarming that there is a lack of materials for children with learning difficulties, especially for Key Stage 4. Resources seem to focus on the more able or average child for which exam results are a priority. For the pupil who is unable to achieve GCSE standard, resources are too difficult, often complex and highly demanding.

The WJEC in Religious Education is an examination designed for lower attaining pupils for whom GCSE is not appropriate. Pupils study two options for this exam and one of those options is called 'Christian Practice and Morality.' I have decided to focus on one topic in this option, Christian Marriage. I have split the topic of Christian Marriage into 14 sections and produced both a teacher's manual and pupil workbook.

The teacher's manual and pupil workbook should be regarded as a working and flexible resource. Teachers should feel free to incorporate their own ideas. It is hoped that the manual and workbook will encourage R.E teachers to try new approaches with SEN pupils and engage in practical, interactive learning. If R.E is taught in a more meaningful way to pupils then they will understand its importance and relevance to their lives.

## **TEACHER'S MANUAL**

Special needs is a factor in all education institutions. There are many different levels of special educational needs that result in learning difficulties. My background is in mainstream secondary education and therefore I have experience teaching pupils with mild/moderate learning difficulties. These children often lack self-confidence in their learning ability and it is my belief that an underlining problem is insufficient and inappropriate teaching resources.

The WJEC in Religious Education is an examination geared towards these students for whom GCSE would be too difficult. Resources for this exam are limited especially regarding the morality section which I feel is a neglected area. It is therefore my intention to provide a teacher's manual and pupil work book on the topic of Christian Marriage for KS4 pupils with learning difficulties.

The teacher's manual incorporates 14 lesson outlines which suggest an introduction to each of the lessons. Each introduction follows the Concept Cracking approach as advocated by Trevor and Margaret Cooling (1994). This approach has two main components;

1. **Identifying a focus.** The teacher must be clear about what belief/idea she wants the children to understand. ‘If we are confused, we are more likely to ramble and our teaching will lack pace and be boring.’ (Cooling, 1994, p.7)
2. **Relating to pupil experience.** The aim is to relate the religious beliefs to the children’s experience so that they can make sense of them. ‘R.E must have an experiential dimension and that teaching must take seriously children’s experience of the world.’ (Cooling, 1994, p.9)

The benefits of using this approach with SEN pupils is it allows teachers focus on an idea/belief without confusing and overloading pupils with information. Christian teaching and beliefs are related to their experiences and taught in a more active and meaningful way.

I hope this manual is both helpful and inspirational.

## **HOW TO USE THIS MANUAL**

This manual is a resource for teachers of Religious Education to KS4 pupils with learning difficulties. The area of study is Christian Morality focussing on Christian Marriage. The theme of marriage is broken down into a number of sections, these will be the topics for each lesson (refer to Lesson Topics). For each topic there is a lesson outline, which is broken into sections.

### **The Objective of the lesson.**

**The Introduction.** This is a suggested approach to begin the lesson based on the Concept Cracking approach (see introduction).

**Resources and Related Activities.** This indicates the relevant worksheets and teacher materials related to the topic. All pupil worksheets are incorporated into a separate booklet, teacher sheets and guidance material are include in this manual. For ease of use lesson plans will use the following abbreviation to indicate pupil worksheet and page, PW2=pupil worksheet page 2. The worksheets are designed to incorporate knowledge and understanding. The tasks and activities encourage group discussion but also require some independent study. Teachers are expected to take part in discussion with the student and the worksheets are only as a means of follow up or form of assessment.

**Follow up Activities.** This indicates a variety of different activities that could be done to reinforce the learning process. All of the activities focus on the experiential and practical. Pupils are encouraged to work in groups and engage in active learning strategies such as role-play, talking and listening.

**Evaluation table.** Evaluating the lesson allows teachers to reflect on what strategies were successful/unsuccessful and include any new approaches.

**Additional Information** includes a useful part on ‘Inviting a Speaker Into School’ and Resources.

## CHRISTIAN MARRIAGE LESSON TOPICS

LESSON	TOPIC
1	Love
2	Christian Love
3	Is Love Enough?
4	What Is Marriage?
5	Why Do People Marry?
6	Christian Teaching On Marriage
7	Preparation For Marriage
8	The Wedding Service
9	The Wedding Vows
10	Mixed Marriages
11	Parenting
12	A Biblical Example Of Parenting
13	Reasons For Marital Breakdowns
14	Christian Teaching On Marital Breakdowns

### Lesson 1

Topic: Love

Objective: To understand the different meanings of love.

Introduction: Play a love song or read a love poem. Pupils are asked to finish the sentences 'I love.....' Note on board their different answers. Using their examples explain there are many different types of love, love of friends, love of pets, girl friend/boyfriend etc...and we respond to each one differently.

Resources and Related Activities

Pupil questionnaire 'Love: What do you think?' PW1 Students complete this beginning of lesson. Discuss answers (could be done to finish section)  
Pupil worksheets 'Love' PW2 and PW3  
Examples of love music/poetry.

Follow up Activities

Role play the different types of love

Read lyrics in a well known love song/poem, underline words that describe the feelings of love

Draw a poster which indicates the four different types of love

Write a love song/poem

Date	Lesson 1 Evaluated

## Love Questionnaire

### LOVE

Statements	Agree	Strongly Agree	Disagree	Strongly Disagree
Love for your parents is important				
Loving a friend is more important than your family				
Love is important in friendship				
Love is the most powerful feeling of all				
It is possible to love a stranger				
We should still love those who hurt us				
Love is the most important factor in marriage				
We can love more than one person				

We use the word love in many different ways. For example:

I love my dog

I love Liverpool

I love God

I love to be with my friends

Q: Complete the sentences below using your own examples

I love .....

I love .....

There are four different types of love.

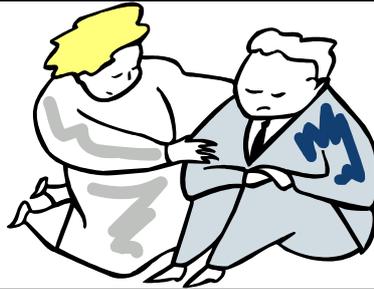
1. Storge	Affection
Love for things and animals	

2. Philos	Friendship/family
Love of family and friends	

3. Eros	Sexual Love
Sexual love	

4. Agape	Christian Love
----------	----------------

Christian love based on respect and care for everyone.



Write out the type of love these sentences describe

- I love football .....
- I love my boyfriend .....
- I love my computer .....
- I love giving to charity .....
- I love my grand parents .....

## Lesson 2

Topic: Christian Love

Objective: Pupils examine the Christian teaching of love and its relevance to marriage.

Introduction: Explain to class the Christian teaching on love is a love to all humans regardless of race, religion and sex. Ask pupils to give examples of how we can show this love e.g. shaking hands, helpful to neighbours etc. Using examples show where Christian love is evident e.g. Charity work, (Children in Need), Gordon Wilson, refer to current articles in paper. Encourage students to understand that our relationships with people (and especially a married couple) should be based on love given from God and in the Bible it teaches us what this love should be like.

### Resources and Related Activities

Pupil worksheet 'Christian Love' PW4. Read over Biblical passages and complete true/false exercise.

Read passage 1 Corinthians 13 PW5, see Teacher's Guidance  
Newspaper/magazine articles on examples of Christian love.

### Follow up Activities

Cut from newspapers/magazines examples of Christian love and make a collage  
Pupils write a poem on 'Christian Love'

Date	Lesson 2 Evaluated

### CHRISTIAN LOVE

Christian love is rather different from other kinds of love. It covers love for people that we are not attracted to and even people we don't like. The Bible explains what this love means.

'Love your neighbour as yourself' Mark12:31

'Dear friends, let us love one another, for love comes from God' 1John:4

'Love must be sincere. Hate what is evil; cling to what is good be devoted to one another in brotherly love' Romans 12:9 and 10

Task: Are the following sentences 'True or false'

Christian love is giving money to charity .....

Christian love is visiting the sick .....

Christian love is wanting revenge .....

Christian love is holding grudges .....

Christian love is for Protestants only .....

A very popular reading at weddings is taken from Saint Paul's First Letter to the Corinthians.

Love is patient, love is  
kind. It does not envy,  
it does not boast, it is not proud. It is  
not rude, it is not self-seeking, it is not



## Teacher's Guidance

'Saint Paul's First Letter to the Corinthians'

Read passage with pupils

Activities and Ideas for discussion

What is their first reaction? Surprised at any words? Do they agree this is what love is/is not? Is it still relevant for married couples today?

Pupils underline words that describe what love should be like. Feedback.

What does Saint Paul say love should not be like? Ask for different examples

Use pupils words to replace Paul's description of what love should be like and what it should not be like (could be done in pairs or whole class, teacher could put passage on an overhead)

## Lesson 3

Topic: Is Love Enough?

Objective: To recognise the qualities in a partner that are required for a happy marriage

Introduction: Show pictures of well known couples from the media (could be done in pairs) pupils are asked if they seem a good or bad match, encourage them to give reasons for their answers. Note on board their answers in two columns.

Discuss with class that happy marriages are based on things such as care, respect etc...

- Resources and Related Activities
- Pupil worksheet ‘Is Love Enough.’ PW6 and PW7. Refer to Teacher’s Guidance, copies of Word sheet required
- Follow up Activities
- Write an advertisement for their ideal wife/husband in a personal column in newspaper (use examples to help)
- Pupils write their own love poem/song on the meaning of love

○ Date	• Lesson 3 Evaluated
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- Teacher’s Guidance
- ‘Is Love Enough?’
- Distribute sheet of words and read over them.
- Pupils cut up words and decide which table they should go under either
  - Top 5 bad qualities in a partner or
  - Top 5 good qualities in a partner
- Pupils arrange words for each table in order of importance (1-5) and stick them on.
- With a partner pupils discuss their choice. Did they agree or disagree with any words/statements?
- 5. In pairs pupils try to think of any good or bad qualities for a partner. Whole class input.

## IS LOVE ENOUGH?

GOOD LOOKING	WEALTHY
GREEDY	INTELLIGENT
SELFISH	SPORT
SAME FAITH	KIND
RUDE	POPULAR
FORGIVING	IMPATIENT
HONEST	BIG HEADED
GENEROUS	FUNNY

TOP 5 GOOD QUALITIES IN A PARTNER


IS LOVE ENOUGH?

TOP 5 BAD QUALITIES IN A PARTNER



- Lesson 4
- Topic: What Is Marriage?
- Objective: Pupils to understand marriage as a commitment that has responsibilities.
- Introduction: Discuss term 'commitment'. Use various examples i.e. if you are committed to a football team you will be loyal and devoted to them. You will want to watch them every time on television, buy tickets to see them playing, have posters in your bedroom, you will sacrifice things to buy their memorabilia. Allow pupils give other example of commitment e.g. to their family, pop group etc.... Explain when two Christians are committed to each other they decide to get married.
- Resources and Related Activities
- Pupil worksheet 'What is marriage?' PW8. This should be done as a follow up to discussion about commitment and responsibilities.
- Worksheet of table on husband's/wife's responsibilities PW9.
- Follow up Activities
- Make a collage of things the class are committed to e.g. pictures of football team, family etc...
- Make a collage of things associated with marriage.

○ Date	• Lesson 4 Evaluated
•	•

- WHAT IS MARRIAGE?

- Marriage is a commitment.

***Commitment means being completely devoted to another person or something, because you want to. It is about keeping and making promises.***

- 2.....
- 3.....
- The commitment in marriage comes with responsibilities.

***A responsibility is a duty you are expected to carry out.***

- Task: What do you think your responsibilities are to
  - your parents?
  - your friends?
  - your neighbours?
- Task: Below is a table listing
  - Responsibilities for a married couple.
  - Complete the table below by putting a tick if you think the responsibility is for the husband, wife or both.

• Responsibilities	Husband's responsibility	Wife's responsibility	Both responsible
• Cooking meals	•	•	•
• Doing the gardening	•	•	•
• Looking after the children	•	•	•

• Doing any DIY	•	•	•
• Cooking meals	•	•	•
• Doing the shopping	•	•	•

- Lesson 5
- Topic: Why Do People Marry?
- Objective: To consider the reasons why couples decide to marry.
- Introduction: Conduct a survey with the class asking ‘Who would like to get married?’ Put results on board as
  - Yes
  - Don’t know
  - No
- Encourage students to give reasons for their choice. Can they suggest reasons why? Consider looking at celebrity marriages.
- Resources and Related Activities
  - Pupil worksheet ‘Why Do People Marry?’ PW10. Refer to Teacher’s Guidance and copies required of sentences sheet.
- Follow up Activities
  - Devise a questionnaire to ask married couples (teachers, family) why they got married.
  - Conduct a survey with all students in their year group asking them on their attitude towards marriage. Specify gender in survey.

○ Date	• Lesson 5 Evaluated
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- WHY DO PEOPLE MARRY?

• FOR FRIENDSHIP
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<ul style="list-style-type: none"> <li>• THEY WANT A FAMILY</li> </ul>
<ul style="list-style-type: none"> <li>• THEY HAVE FALLEN IN LOVE</li> </ul>
<ul style="list-style-type: none"> <li>• FOR SECURITY</li> </ul>
<ul style="list-style-type: none"> <li>• THEY WANT A BIG DAY</li> </ul>
<ul style="list-style-type: none"> <li>• THE GIRL IS EXPECTING A BABY</li> </ul>
<ul style="list-style-type: none"> <li>• TO DEVELOP A SEXUAL RELATIONSHIP</li> </ul>
<ul style="list-style-type: none"> <li>• TO HAVE A LIFE LONG PARTNER TO SHARE INTERESTS</li> </ul>

- Put the reasons for getting married in order of importance

<ul style="list-style-type: none"> <li>• WHY DO PEOPLE MARRY?</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>

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## Lesson 6

Topic: Christian Teaching On Marriage.

- Objective: To examine the Christian teaching on marriage with reference to the Bible.
- Introduction: Discuss concept of a guidebook/handbook and give an example such as the Highway Code, Recipe Book etc. Encourage pupils to consider why we need such books and what the consequences would be if we didn't follow them. Convey in the same way the Bible is a guidebook for Christians. Tell them if we want to find out what the Christian teaching on marriage is we have to revert to the Bible.
- Resources and Related Activities
- Pupil worksheet 'Christian Marriage' PW11. Read and discuss Biblical texts with pupils.
- Worksheet of table, complete using Bible PW12.
- Follow up Activities
- Write a recipe for a happy Christian Marriage
- Invite members of the clergy to talk about Christian Marriage. (See section on inviting visitors)
- Research (using internet, library) on what other World Religions teach about marriage.

o Date	• Lesson 6 Evaluated
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- CHRISTIAN MARRIAGE
- What does the Bible teach about marriage?
- It is part of God's plan for man and woman to be together.
- Genesis 2:24 and Matthew 19:5.

- Marriage is for life.
- Mark 10:9
  
- Both partners should be faithful to each other.
- Exodus 20:14 and Matthew 5:28
  
- The unity and love between a husband and his wife is a symbol and a sign of the love that exists between Christ and his church.
- Ephesians 5:25-33
  
- Sex should only take place in an equal relationship within marriage.
- 1 Corinthians 7:4
  
- Task: Using your Bible complete the following table

	BIBLE REFERENCES
• Genesis 2:24	•
• Matthew 19:5	•
• Mark 10:9	•
• Exodus 20:14	•
• Matthew 5:28	•
• 1 Corinthians 7:4	•

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- Lesson 7
- Topic: Preparation For Marriage
- Objective: To understand the importance of marriage preparation.
- Introduction: Discuss meaning of preparation pupils are asked how they might prepare for important events such as their exams, going on holiday etc. (teacher may give more examples). Encourage pupils to realise the importance of preparing for such events e.g. get better results, don't forget anything vital etc. Explain that marriages also require careful planning.
- Resources and Related Activities
  - Pupil Worksheet 'Preparation For Marriage' PW13, case study
  - Pupil Worksheet 'Marriage Preparation Classes' PW14 read and discuss, refer to Teacher's Guidance
- Follow up Activities
  - In groups role play a marriage preparation class
  - Design a leaflet to advertise and encourage couples to attend marriage preparation classes.
  - Ask a married teacher or a teacher who is getting married to share with the class how she prepared/will prepare for her wedding (class could prepare questions).
  - Invite a member of the clergy to discuss marriage preparation classes. (See section on inviting visitors).

○ Date	• Lesson 7 Evaluated
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- PREPARATION FOR MARRIAGE

**Case Study**

**Jenny and Steven have been dating for three years and have set their wedding date in six months time. They are both Christians and want to marry in a church.**

## **Jenny and Steven's Wedding Preparations**

- Marriage Preparation Classes
- The Christian Church believes it is important for couples to be prepared for marriage as it is a life long commitment. Many churches expect couples to attend courses before their wedding.

Things they might discuss are;

- The wedding ceremony
- Coping with conflict
- Having children
- Money issues
- The importance of communication in a marriage

Teacher's Guidance

- Marriage Preparation Classes

The questions below are discussion ideas on Marriage Preparation Classes.

- What other important issues should a couple consider when preparing for marriage?

### Examples

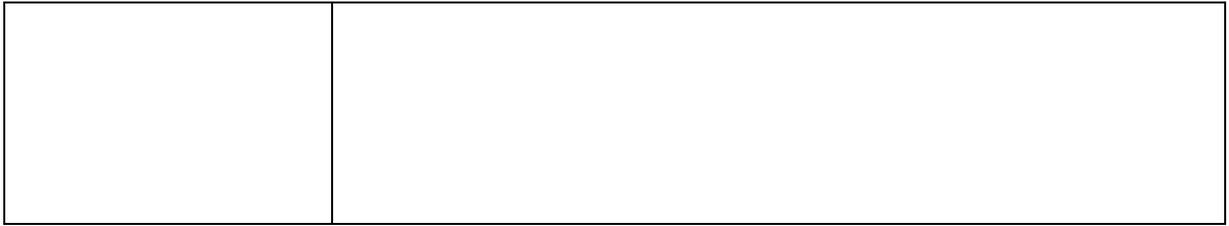
- Where will we live?
- What church will we attend when we are married?
- What church will we baptise our children?
- Write answers on board, pupils could note these on back of sheet.
  
- Do you think these classes are a good idea? Why? Pupils should give reasons for their answers.
  
- Do you think these classes should be compulsory?

### Lesson 8

#### Topic: The Wedding Service

- Objective: To learn the basic structure of the wedding ceremony and appreciate that differences occur in the service depending on the church and couple's own preferences.
  
- Introduction: Ask students if any had been to a wedding. Encourage them to describe what the ceremony was like, ask if they liked any part, if there was music etc. Using a few examples discuss the common features that these weddings have and also the differences between them (could do this as a diagram on the board)
- common to all weddings and
- differences.
  
- Resources and Related Activities
- Pupil worksheet 'The Wedding Service' PW15 read and discuss
- Pupils worksheet 'The Wedding Service' PW16 sequencing pictures and matching up with correct sentences.
- Christian Weddings - Group Activity. See pupil worksheet PW17 and refer to Teacher's Guidance. Could be done as an IT exercise.
- Wedding Video – watch a ceremony in class to support learning
  
- Follow up Activities
- Invite a member of the clergy (or more than one) to speak about weddings in their church. (See section on 'Guest Speakers')
- In groups re-enact a wedding ceremony, could be done as whole class.

○ Date	• Lesson 8 Evaluated
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## THE WEDDING SERVICE

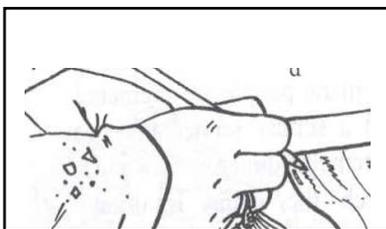
The wedding service varies slightly in all of the Christian Churches however they all share the basic shape as follows:

- Introduction (the purpose of marriage is stated)
- The Vows
- Giving and receiving of rings (the rings represent never ending love and commitment to each other)
- Warning (the minister says ‘Therefore what God has joined together, let man not separate’ Mark10:9)
- The couple are pronounced man and wife
- Signing of the register

## THE WEDDING SERVICE

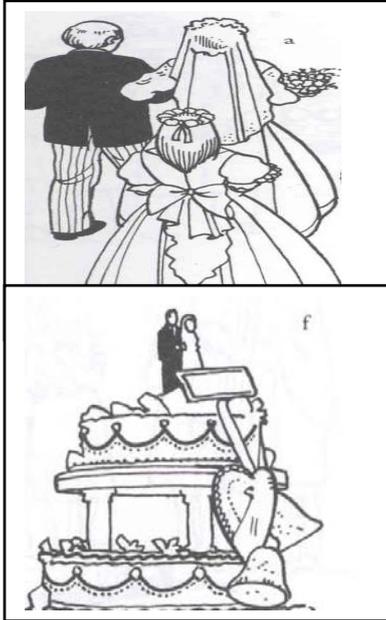
Below are pictures of a wedding service.

- Number them in their order 1-5 and
- Match the pictures with their correct description



### Description of picture

- Once the wedding vows are said the bride and groom exchange rings as a token of their love
- The bride enters the church usually with her father the bridesmaids are behind



### Christian Weddings – Group Activity

- In groups plan an order of service for a Christian wedding use the structure given on page 15.

Include the following

- A front cover with the name of church, date of wedding, time of service and name of couple (pretend if you wish)
- Hymns/songs (your teacher will give you some ideas)
- Bible readings
- Prayers (you could make one up)
- Will there be Holy Communion?
- Will there be any music during the signing of the register?
- Teacher's Guidance

- Christian Weddings – Group Activity
- Additional information and preparation needed for each of the six tasks
  - Provide samples of orders of service to see layout.
  - Hymns/songs (provide hymn books) e.g. ‘Love Divine All Love Excelling’ ‘O Perfect Love’ ‘Praise My Soul The King of Heaven’ ‘All Things Bright and Beautiful’
  - Bible Readings see 1 Corinthians 13 page .....
  - Prayers. Students write their own.
  - Explain to students Roman Catholic weddings frequently take place during a special mass called a wedding or Nuptial Mass. It is not compulsory but a popular choice. After the Priests introduction and sermon there would be the vows and giving and receiving of rings. The mass would then occur and the priest would give a special blessing called the Nuptial blessing to the couple. For Catholics, the couple’s love as they give themselves to one another in marriage is a powerful symbol of the love of Christ who gives himself to Christians in the Eucharist.
  - Discuss with students that often in weddings during the signing of the register there is music e.g. a soloist, flute, harp.

## Lesson 9

### Topic: The Wedding Vows

- Objective: To realise the importance of the wedding vows as promises before God.
- Introduction: Ask pupils to think of the last time they made a promise to someone, allow for feedback. Discuss with them what a promise is and ask if anyone has ever broken a promise. Discuss feelings they may have had e.g. guilt, angry.  
State that married couples also make promises to each other however these are said before God.
- Resources and Related Activities
- Pupil worksheet ‘The Wedding Vows’ PW18 read and complete passage
- Follow up Activities
- Pupils make up their own wedding vows
- Design a questionnaire to ask married couples on how they keep their vows

- Invite a member of the clergy to talk about the importance of the vows.

○ Date	• Lesson 9 Evaluated
•	•

- THE WEDDING VOWS
- During the wedding ceremony both partners make promises to each other, these are called the WEDDING VOWS. The wedding vows are very similar in all Christian churches, here is an example below.
- Complete the vows using the words below

**I (name) do take thee (name) to be my -----**

**wedded wife/-----, to have and to ----- from this**

**day -----; for better, for -----, for -----**

**for poorer, in sickness and in -----, to love and to**

**-----, till death us do -----.**

Lesson 10

Topic: Mixed Marriages

Objective: To understand the issues relating to mixed marriages

Introduction: Discuss how the class is mixed in many different ways, encourage them to think how eg mixed in sex, ability, religion, talents etc. Explain when couples from two different faiths (differences in their doctrine) marry it is called a mixed marriage.

#### Resources and Related Activities

Pupil worksheet 'Mixed Marriages' PW19 discussion needed  
'Problem Page' PW20 and 'Follow-Up' worksheet PW21, discussion and feedback needed.

#### Follow up Activities

Invite a speaker (could be a member of the clergy to talk about their attitude to mixed marriages, someone who is from a mixed marriage, a pupil, teacher etc.)

Conduct a survey on attitudes to mixed marriages

Role play a member of the clergy interviewing a Protestant and Roman Catholic couple who want to marry

Dramatise a scene where the couple tell the news to their family/friends

Write a letter to advise your friend what to do as she wants to marry a Protestant/RCatholic

o Date	• Lesson 10 Evaluated
•	•

#### MIXED MARRIAGES

There are many different groups or denominations within the Christian Church.

The four largest denominations in Northern Ireland are;

- Presbyterian
- Methodist
- Church of Ireland
- Roman Catholic

**When couples marry from two different denominations we call this an interdenominational marriage.**

**In Northern Ireland when a couple marry from both a Protestant and Roman Catholic background we call this a mixed marriage.**

Task 1: Read the following sentences about mixed marriages and underline if you agree or disagree with them.

- Children from mixed marriages are more open-minded (Agree or Disagree)
- Most Christians agree with mixed marriages (Agree or Disagree)
- Couples are unsafe if they are in a mixed marriage (Agree or Disagree)
- Children in mixed marriages should not belong to either denomination (Agree or Disagree)

#### Problem Page - Ask Jackie

Dear Jackie,

My boyfriend Shane and I want to get married this summer. He is a Roman Catholic and I am a Presbyterian. Unfortunately both of our parents are not very happy, infact they have never even met. They both think we should reconsider getting married.

My parents say that mixed marriages are not easy and we will face many difficulties. Shane and I have thought of some problems we might face and we have written them down. Can you give us some advice? Shane and I are madly in love and want to spend the rest of our lives together.

Please help us!

Susan

#### Problem Page Follow-Up

The table below includes Susan's problems.

- How do you think Jackie should reply? With a partner try to suggest a solution for each problem.

SUSAN'S PROBLEMS	SOLUTION
<ul style="list-style-type: none"> <li>• What if our family and friends won't go to our wedding?</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Where will we</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

marry?	
<ul style="list-style-type: none"> <li>• Where will we live?</li> </ul>	•
<ul style="list-style-type: none"> <li>• What school will we send our children to?</li> </ul>	•
<ul style="list-style-type: none"> <li>• In what church will we baptise our children?</li> </ul>	•

## Lesson 11

### Topic: Parenting

- Objective: To appreciate that being a parent is a demanding and responsible job.
- Introduction: Pupils think of a well known parent perhaps in the soaps, allow them to consider what qualities make them a good parent and what qualities make them a poor parent (teacher could give examples e.g. Gail in Coronation Street, Pauline in Eastenders). Encourage students to consider being a parent is not easy and in order to do the job well parents have several responsibilities, allow pupils to brainstorm what they are e.g. education, health....
- Resources and Related Activities
  - Pupil worksheet on 'Parenting.' PW22
  - Pupil worksheet with pictures, PW23 teacher discussion needed.
- Follow up Activities
  - Make a list of all the qualities of a good parent and a poor parent
  - Make a collage of the responsibilities of being a parent
  - Write a job application for a parent
  - Invite guest in to speak about parenting e.g. Ginger Bread Representative, Childline, Parent from class, clergy etc..
  - Research the work of a charity that is related to parenting e.g. Childline,

○ Date	● Lesson 11 Evaluated
●	●

## PARENTING

For many couples an important part of getting married is the possibility of having children. With this comes responsibilities.

Below is a list of children's needs match them up with the correct parent responsibility.

### CHILDRENS NEEDS

- 'I'm hungry'
- 'I'm feeling sick'
- 'I feel lonely'
- 'I have to say sorry'
- 'I hate school'
- 'Does God exist?'

### PARENTS RESPONSIBILITY

- EDUCATION
- DISCIPLINE
- FOOD
- RELIGION
- LOVE AND CARE
- HEALTH

Each picture refers to the responsibilities that come with parenting, write them underneath.



2. ....



4.





Topic: A Biblical Example Of Parenting

- Objective: By examining 'The Parable of the Lost Son' to understand its meaning for parents.
- Introduction: Ask pupils to think of a time they let down their parents. How did they feel (guilty, sorry etc...). Discuss their parent's reaction but encourage them to understand it didn't mean their parents stopped loving them and didn't forgive them. Explain that the parable they will read shows how God, who represents the parent forgives his son who turns away from him.
- Resources and Related Activities
  - Pupil sheet of 'Parable of the Lost Son,' PW24 read with class
  - Pupil worksheet Questions on The Parable of The Lost Son PW25
- Follow up Activities
  - Pupils draw a storyboard of the parable
  - Pupils re-enact the parable, perhaps in modern day language
  - Write a modern version of this parable.

○ Date	• Lesson 12 Evaluated
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THE BIBLE AND PARENTING

In the Bible (Luke 15:11-32) Jesus tells a Parable Of The Lost Son

**A man had two sons. One day his younger son came to him and asked him for his inheritance. So his father gave him his share of the money and the son went off to a far off country. He drank, gambled and wasted his money until it had gone. He looked for a job and the only one he could get was on a pig farm. As he slogged away at his job he thought that his fathers' servants had a better life. He decided to return home and ask his father for a job on his farm.**

**When his father could see his son returning he ran out to greet him, kissed and threw his arms around him. To celebrate his sons return they had a big party.**

- What job did the son get? .....
- Why did he decide to return home? .....
- In this story God is the parent. What is the message of the parable, underline the correct answer.
  - parents should not forgive their children when they have hurt them,
  - parents are not responsible for their children, or
  - parents should at all times accept and forgive their children even if they hurt them

Lesson 13

Topic: Reasons For Marital Breakdowns

- Objective: To recognise the different reasons for marital failures
- Introduction: Brainstorm with class the many different pressures that married couples have to face, perhaps look at a couple in the media and think of why they are having marriage problems. With phrases/words on board discuss with class if any are good reasons for divorce and are there some bad reasons for divorce.
- Resources and Related Activities
- Teacher’s manual ‘Reasons for Marital Breakdowns’ (copies required for each pupil to discuss and cut up)
- Pupil worksheets PW26 and PW27. Pupils put reasons in order of importance on separate tables on sheet.
- Follow Up Activities
- Organise a visit from Relate or Accord (two organisations which help with marriage problems)
- Find articles on marital breakdowns from newspapers/magazines and look at why they happened

○ Date	• Lesson 13 Evaluated
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### REASONS FOR MARITAL BREAKDOWNS

• Money problems
• Lack of communication
• Health problems
• Unfaithfulness of one partner
• Unemployment has put pressure on the marriage
• Pressures of caring for children
• Married life isn’t what they thought it would be
• Sexual problems within the marriage

- |   |
|---|
| <ul style="list-style-type: none"> <li>• One partner has found someone else</li> </ul>                |
| <ul style="list-style-type: none"> <li>• Bored with each other, they are no longer friends</li> </ul> |

**MARITAL BREAKDOWNS**

Marriage is not easy. Many married couples would agree it is not always a romantic way of life and there are no arguments or disagreements. Today many marriages breakdown and end in divorce.

<ul style="list-style-type: none"> <li>• I WOULD AGREE WITH DIVORCE ON THE FOLLOWING GROUNDS</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>
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<ul style="list-style-type: none"> <li>•</li> </ul>

<ul style="list-style-type: none"> <li>• I WOULD NOT AGREE WITH DIVORCE ON THE FOLLOWING GROUNDS</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>
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Lesson 14

- Topic: Christian Teaching On Marital Breakdowns
- Objective: To understand the Biblical and Church teachings on divorce
- Introduction: Discuss with class change in fashion, perhaps provide or explain a few examples such as hairstyles, miniskirts etc... Explain how fashion changes and our ideas about it and therefore in the same way so does our views and opinions about different issues. Explain that in the Bible divorce was disapproved of, although Jesus did say if there was unfaithfulness it was allowed. Over time many of the churches have begun to acknowledge divorce.
- Resources and Related Activities:
  - Pupil worksheet ‘The Bible and Marital Breakdowns’ PW28
  - Pupil sheet on ‘What do the Churches say?’ PW29 Read and discuss
  - Conclude with Questionnaire on Divorce, PW30.
- Follow up Suggestions
  - Invite a minister/priest to discuss their teaching and views on divorce.
  - Devise a survey on attitudes to divorce
  - Research current statistics in relation to divorce in this country

○ Date	• Lesson 14 Evaluated
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THE BIBLE AND MARITAL BREAKDOWNS

The Bible makes many references to divorce and it teaches what marriage should be like.

- It tells how married couples should behave

<p><b><u>Exodus 20:14</u></b></p>
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- It says marriage should be for life

**Matthew 19:6**

- It says divorce is only allowed for sexual unfaithfulness

**Matthew 5:31-32**

**WHAT DO THE CHURCHES SAY?**

Christians believe it is important that couples should try to avoid separating. The churches have different views about divorce.

The Presbyterian Church, Methodist and Church of Ireland all accept divorce as the law allows it. The remarriage of divorced persons is permitted only if the minister will agree to it.

The Roman Catholic Church does not accept divorce. It believes marriage is a sacrament that cannot be ended. Even if a divorce is permitted it believes in the eyes of God that the couple is still married. Some marriages can be annulled (declares it never took place) where there are good reasons e.g. in the case of mental instability where one partner said the vows without understanding them.

**MARITAL BREAKDOWNS –  
WHAT DO YOU THINK?**

• STATEMENT	AGREE	DISAGREE
• Marriage should only be allowed for over 21's	•	•
• Divorce is too easy to get	•	•
• Couples do not try hard enough to make their marriages work	•	•
• Couples should be made go to counselling before applying for a divorce	•	•

• If more couples talked through problems there would be fewer divorces	•	•
• Children suffer the most in divorces	•	•
• Couples should stay together for the sake of their children	•	•
• Compulsory Marriage preparation classes would reduce the number of divorces	•	•
• The churches could do more to reduce divorce numbers	•	•
• The Bible's teaching on divorce is out of date.	•	•

## INVITING A SPEAKER

### Preparation

- Inform Principal and HOD of your intentions to invite a speaker, specify date, class, time etc.
- Contact the minister/guest. The class might want to write a letter explaining what they are doing.
- Obtain parental permission.
- Class prepare questions that they want to find out (send a sample of questions to the guest)

### On the Day

- Pick a few students to greet the guest(s)
- Seat the class in an informal way that is relaxing for the guest (perhaps in a semi-circle)
- Direct the line of questioning if necessary
- Arrange refreshments for the guest(s)
- Arrange for a student to thank the guest(s) at the end of the lesson.

### Follow-up work

- Up-date class with answers to questions. A list of the questions and answers photocopied would be useful for their notes.
- Class do some form of assessment on the lesson e.g. write a brief report on the visit,
- Write a letter of thanks to the speaker, include class letters also.

## Resources

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Wright, Chris, 1997. Life Issues. A Christian Perspective. Lion Publishing plc.