

Aim

- To consider the role and responsibilities of a parent, and the qualities of good parenting and its value to family life [3.h]

Objectives

- To identify the most important qualities of fathers and mothers
- To try to understand parents' point of view
- To consider what kind of parent students hope to be

Materials needed

- 'Ancestor', pp 42-43 in AOLW

Teacher's Note: On reading poetry

Sometimes students are reluctant to read poetry. Remind them that, because poetry is a very concentrated and artful form of communication, it usually takes a few careful readings to really understand the messages. Often, poetry is like an iceberg, with a good deal of depth of meaning laying below the surface words. Also remind students that poetry should be read according to punctuation rather than line by line.

Exercise 1

As a class, brainstorm to create a list of the most important qualities a parent should have. You might want to have three sections on the board labelled 'fathers', 'mothers' and 'all parents'. Students might want to discuss whether there are major differences between the roles of mothers and fathers. (A good resource to use is the factsheet 'How do fathers fit in?' listed in Appendix E.)

Exercise 2

Read aloud the poem 'Ancestor' or ask a volunteer to read it aloud as students follow along.

Exercise 3

Ask the students to look at the different 'pictures' drawn by the children in the poem:

- Is the father different at different times?
- Is the image of the father different when the children themselves are different?
- Why is the father the way he is? (What kind of upbringing did he have himself?)
- Where is the mother in this poem?

Exercise 4

Class Activity: 'A Day in Court' as outlined on pages 44-45 of AOLW.

Exercise 5 or for homework

For boys, describe the kind of father you would like to be some day.

For girls, describe the kind of father you would like your children to have some day.

Aim

- To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully [3.f]

Objectives

- To recognise negative and positive reactions
- To consider the possibility of creative change
- To examine ways of creating positive and constructive relationships
- To develop ways of dealing creatively with conflict

Materials

- 'The Birthday Party' page 291 in AOLW
- Worksheets 6-A & 6-B
- Appendix D: Guidelines for Dealing With Conflict

Exercise 1



Observation Task: Look for negative reactions.

- Read 'The Birthday Party'.
- In groups complete the columns in Worksheet 6-A.
- Plenary session to share answers.

Exercise 2

- Ask students to fill in the columns on Worksheet 6-B - one sheet per student
- Plenary session to share any good suggestions for constructive change.

Exercise 3

- Ask the question, 'Sometimes, why can't you change?' (Don't want to – don't have the desire, the will to change?)
- Divide the class into groups and ask them to prepare a short sketch where change will be necessary to redeem the situation., e.g. two brothers come home from school and there is only one football shirt ready for the match that evening. The other one is still dirty. Neither of them likes any kind of housework. What can they do?
- The groups can then perform their sketch to the rest of the class and ask 'How might the situation be constructively changed?'

Distribute Appendix D: Guidelines for Dealing with Conflict



What winds you up?

In the columns below write down the things which make you angry and think of ways that you and/or others could help to change the situation

Things which make me angry	How I could change the situation	How others could help to change the situation

Aims

- To learn about the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances [3.i]
- To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully [3.f]
- To know about the statutory and voluntary organisations that support relationships in crisis [3.j]


Objectives

- To identify how changes in families can affect people
- To think about how to work through problems creatively

Materials needed

- ‘Welcome’, pp 66-75 in AOLW
- Worksheets 7-A
- Appendix D: Guidelines for Dealing With Conflict

Exercise 1

-  **Observation Task:** Put up the following sentence: ‘People keep rearranging themselves into families so they can take care of each other.’ Ask students to think about what this means as they read the story ‘Welcome’.

Read ‘Welcome’, perhaps with different students reading the parts of the narrator (Tina), Aunt Dessie, Mary, Noella, and Arley.

Exercise 2

In small groups, have students work on the questions on Worksheet 7-A.

Exercise 3

Come together as a class to discuss how the groups answered the questions.

Exercise 4

For homework, find a couple (it does not have to be the student’s parents) who have been together for 10 years or longer. Interview them to see how they have managed to deal with changes that have affected their relationship (such as having children, making a career change, suffering from ill health, moving house). Try to find out their strategies for working through problems rather than avoiding them. Also ask if there were any other people they turned to (such as family, friends, clergy, marriage counsellors) to help them.

1. Which character from the story is best described by each of the quotations that follow?
- A. "What is this—I hate changes."
 - B. "We grow, whether we're ready or not. We do the best we can."
 - C. He "could never have been anyone but James. Cool upwardly mobile James."
 - D. "a strange little person who keeps trying to saddle Tina with all her problems."
 - E. "All the things I didn't understand scared me. Losing the people I had belonged to. Letting a special person change my life someday."
 - F. "...your hobby is collecting little keys that lock out the things in your life that scare you. And lock you in."
 - G. "...it wasn't his fault he had to keep growing."
 - H. "I gazed at the crooked rows of her gray hair, wondering what age she had been when she stared into a mirror at her horse face and rawboned body and knew no man was ever going to love her."
 - I. She "came to me and held me close in her root arms."
 - J. "I had wanted so suddenly and urgently, back at the house, to stand up there with my kin."

Aims

- To be able to talk about relationships and feelings [3.e]
- To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully [3.f]
- To use assertiveness skills to resist unhelpful pressure [2.b]

Objectives

- To find the best ways of protecting yourself from unwanted pressure—without losing your friends.
- To learn about different styles of communication and how they influence solving problems in our relationships

Materials Needed

- 'Up on Fong Mountain' pp 201-218 in AOLW
- Worksheet 8-A

Exercise 1

Brainstorm with these questions:-

1. What sort of things do you argue about with your friends?
2. How do you deal with quarrels with your good friends?
3. Are your arguments with boy/girlfriends different? Do they really understand you?

Exercise 2

Read 'Up on Fong Mountain'.

Exercise 3

Brainstorm with the following questions. Write the students' ideas on a board or OHP.

1. Do boys and girls value different things about romantic relationships?
2. Do boys and girls communicate in different ways?

If the class needs direction, ask them to consider ways of communicating generally, e.g. physical (doing things together, displaying affection, facial expressions and body language), verbal (tone of voice, being direct or indirect). Also ask them what are some of the different purposes of communicating, e.g. to convey information, to comfort or sympathise, to solve a problem, to share or be intimate.

Remind the class that every individual is unique and many people don't fit the stereotypes of their gender.

Divide the class into groups to work on Worksheet 8-A. Then bring them together to discuss the different responses.

Exercise 4

Review the ways of resisting pressure listed on Worksheet 8-B. Divide the class into groups and have them devise skits demonstrating assertive responses to unwanted pressure. They can use the situations listed at the bottom of Worksheet 8-B or come up with their own ideas.

What purpose is being served by the following types of communication? (Hint: more than one answer might be correct)

Kate's best friend Mary telephones to talk about her day. She failed an exam, forgot her kit for the game after school, and her mum's been too busy at work, and with her little brother, to even talk to her. Kate responds, 'I'm really sorry things are going so badly for you right now. What a pain!' _____

A. Solving a problem

At breakfast, John's parents notice that he's not his usual cheerful self, and ask him if anything's wrong. After a few minutes of talking, John reveals that his football coach has switched him from playing centre-forward to full-back and he's not sure he can handle the job. John's mum gives him a quick hug, and his dad then declares that today would be a good day to spend some time together on the pitch. _____

B. Doing things together

Two-year-old Karen is singing her own version of the ABCs (lots of Ls and Fs!) when her Aunt Nicola walks in. Aunt Nicola smiles at Karen and joins in, leading her in a much more alphabetical rendition. _____

C. Sympathy

Tim's favourite cousin James has been away at school for months. When he comes home for the summer holidays, the two decide to spend the afternoon at the amusement arcade. _____

D. Affection

E. Teaching

What kind of communication is going on in these examples from 'Up on Fong Mountain'?

Anita and I made a huge bowl of popcorn tonight, then ate it watching TV. Then we were still hungry, so we made a pot of spaghetti, slathered it with butter, and ate it straight from the pot. We had a good time till Mark came over, then Anita acted like I didn't exist. p 202.

Also, today, I noticed when BD and I were hanging around school that he is another one whose most favourite subject is—myself. That is—HIMself. The thing is, I really like to listen to him go on because, mainly, I like him. But if he never wants to listen to me, after a while, I get this horrible lonely feeling. I think that's it. A lonely feeling. Sad. p 206

Today I tried to talk to BD. He says it's my fault we fight so much. He says I pick the fights, that I'm aggressive, he's peaceful. This might be true. He is peaceful when he gets his way. p 209.

I had missed BD an awful lot. I had thought about him nearly every single day. Sometimes I had loved him so much in my thoughts, in my mind, that I could hardly stand it. Sometimes I had hated him just as hard. Now here he was, not more than two feet from me, and all we were talking about was doughnuts. p 216.

But we still hadn't said anything. Neither of us. And we were just standing there, looking at each other. "BD," I said. "BD, do you want to be friends?" "That's what I mean," he said. And then he gave me a smile. "That's what I really mean, Jessie." P 218.

Strategies for dealing with unwanted pressure.

Be confident about your values and choices: When someone puts you down or questions your values, be ready with a confident response.



Use humour: When a date uses an insincere 'line' to pressure you, shoot back with a funny (but firm) response to let them know where you stand.



Soften the blow and provide other options: If a girlfriend or boyfriend tries to get you to do something you don't want to do just to please them, let them know that: (1) you do like them, but (2) that's something you've decided just isn't right for you, and (3) you'd still like to spend time together doing something else.



Switch to offence: If a boy or girl is pressuring you and you start to feel that you really have to defend yourself, switch to the offence and take action. Tell them how they are making you feel and that you'll have to walk away if they don't stop. And if they don't stop, Walk Away!

Use some of the strategies listed above to write a response to each of the following situations

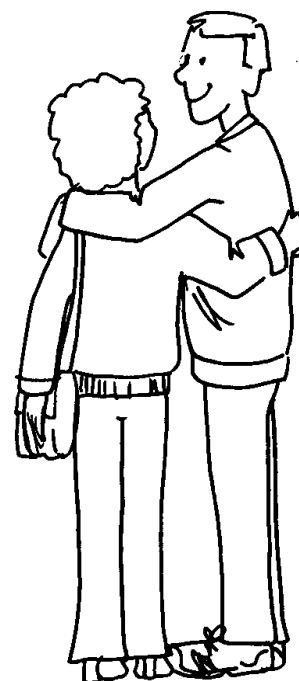
Norman is getting a hard time from his mates: 'You mean you're still a virgin?'

Rosie has decided she doesn't want to have sex yet, but her friends have other ideas: 'Everybody's doing it. What's wrong with you?'

Robert says to his girlfriend: 'If you really love me, you'll show me and go all the way.'

Janet says to her boyfriend: 'I've been thinking. All my friends have slept with their boyfriends. What's wrong with us?'

Ben's parents are going away for the weekend. He says to his girlfriend Emma: 'Why don't you come over tonight so we can spend some time together alone.'



Aims

- To think about the alternatives and long- and short-term consequences when making decisions about personal health [2.a]
- To consider the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make [2.e]
- In the context of the importance of relationships, to learn how different forms of contraception work, and where to get advice, in order to inform future choices [2.f]

Objectives

- To consider the meaning of 'safety'
- To determine which risks are worth taking and those which are not
- To explore the reality and consequences of teenage sex
- To learn about how to avoid unwanted pregnancy

Materials


- 'Judy's Story' pp 240-245 in AOLW
- Access to the Internet for Groups 1 & 3
- Newspapers and magazines for Group 2
- Worksheets 9-A & 9-B
- Appendix B: Facts about contraception

Exercise 1

- Look at Worksheet 9-A– what risks would students take and why?
- Brainstorm the words 'Safe' and 'Unsafe'

(Safe for whom? Physical safety? Emotional safety? Safety from pregnancy? From STIs?)

Exercise 2

 **Observation Task:** In this story, Judy says, 'Was I wrong! Was I ever wrong.'
When did things begin to go wrong and why?

- Read 'Judy's Story'
- Share results of Observation Task

Exercise 3

- In the story Judy said 'I figured I had nothing to lose.' Apart from her virginity what did she lose? Make a list of the answers in one column, e.g. her education, her self respect, her friends
- How can we guard against losing these kinds of things? How can we remain safe? List suggestions in the other column.

Exercise 4

- Divide the class into four groups and using Worksheet 9-B ask them to prepare a presentation for the rest of the class. (This may need to be completed at the beginning of the next lesson.)

Which risks would you take and why?

Risk	Yes	No	Why?
Tell your friend the his/her best friend is cheating on him/her			
Swim in an alligator-infested river			
Jump straight off a cliff			
Eat food that is out of date			
Cheat in an examination			
Smoking in a non-smoking train			
Go out even when your parents have forbidden it			
Jump ten centimetres off a cliff			

Group 1

Having a baby

What were the effects on Judy's life from the time she became pregnant?

1. Physical (Did her body react in a certain way?)
2. Emotional (How different did she feel? e.g. angry? anxious? etc)
3. Social (e.g. in her relationships with her friends, including Rob)
4. Using the Internet, devise a questionnaire about teenage pregnancy for the class, with at least five questions and three alternative answers, e.g. How many babies were born outside marriage to teenage mothers in Britain in 2000?

a) 5,000 b) 43,000 c) 25,000 Answer (b)

You can find other statistics on the Office of National Statistics website:

www.statistics.gov.uk

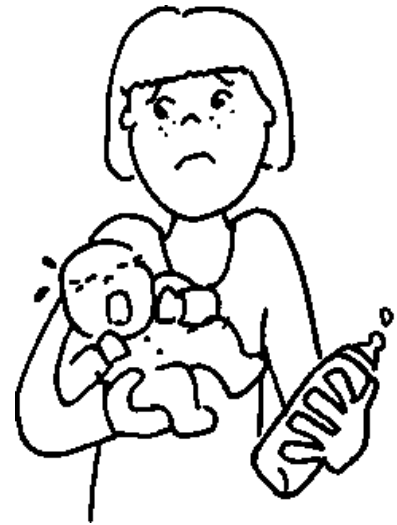
Group 2

Coping with a baby

Judy's Mum told her that she would have to give up school and go out to work if she decided to keep her baby.

Answer the following questions and then, using magazines and newspapers, devise a collage to show the pressures of coping with a young child.

1. Make a list of everyday activities which teens enjoy (e.g. sleeping, going out with friends). Then rank them in order of which would be most difficult for a teenage parent to do. (1 being the most difficult)
2. How do other people view young parents? Is this fair? Record your answers e.g. thoughtless; a nuisance etc.
3. How should families support young parents? record your answers.



Now make your collage remembering the things you have discussed about being a young parent.

Group 3

The cost of living

Judy realised that if she kept her baby it would be a burden both to herself and to her family.

Discuss and record your answers

1. Why would it be difficult for her parents?
2. Why would it be difficult for Judy if she stayed at home with the baby?
3. Why would it be difficult to live on her own?



Make up a quiz for the rest of the class to see if they can guess how much it might cost to look after yourself and a baby for one week. The Internet, e.g. Tesco or Sainsbury's web site will provide the cost of each item.

You will need to include at least 42 nappies, teething gel, powdered baby food, babysitter for two hours, repayment on loan for items like a cot and pram £5 per week, baby grow etc as well as the essentials for yourself. Gas, electricity, water and phone would cost £35 minimum.

See if you can find out the rate of income support the government currently gives to a single parent.

Group 4

Pregnancy—Planned or Unplanned?

When is the right time to have a baby?

What are some steps that people can take to prevent pregnancy?

What are the drawbacks of the different methods of pregnancy prevention? The benefits?

Interview a parent (it doesn't have to be your own parent) to find out when they think is the right time to have a baby.



Aims

- To be aware of exploitation in relationships [3.b]
- To learn about the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make [2.e]

Objectives

- To consider the effects of our behaviour on others and ourselves
- To examine how false impressions may have disastrous results
- To explore the consequences of a sexual relationship at an early age and the value of self-control
- To reflect on the meaning of respect and self-respect

Materials

- 'Houseparty' pp 222-224 in AOLW
- Worksheet 10-A
- Large sheets of paper and pens for each group
- Masking tape

Exercise 1

- At the beginning of the story the girl says, 'I'm having a wonderful time.'
- Ask the class what for them would be a wonderful time?

Exercise 2

- Read up to the end of the sentence half way down page 223: 'She took the drink and returned to the window.'
- Ask students to give their impressions of the relationship between the boy and the girl so far? Who is the one in control of the situation? Record their answers on a wipe board or OHP.
- Read the rest of the story. Have views of the students changed?

Exercise 3

- In groups ask students to complete Worksheet 10-A.
- Plenary session

Exercise 4

- Ask for a volunteer to come to the front of the class (you might suggest that you need someone who is able to tolerate pain).
- Tell your volunteer that he is to imagine that he has met the girl of his dreams. They share much in common and they enjoy being with each other. They promise each other that they will always love each other. They decide to make love with each other, which will create a bond between them.

- To symbolise this bond, take a bit of the tape and adhere it to the student's arm.
- Go on with the story, saying that, one of his girlfriend's parents took a wonderful job but, unfortunately, it is in a different country and she will have to move away.
- To symbolise the difficulty of breaking up, (slowly!) remove the tape from the volunteer's arm. Ask him whether this hurt.
- Go on with the story: it takes him a while to get over breaking up with his girlfriend, but soon he goes on to university, where he meets a new girl. They date for a while, and decide to have sex. Again, to symbolise the bond that sexual intimacy creates, place the same bit of tape on the volunteer's arm. Go on with the story: Unfortunately, after a while your girlfriend decides that she wants to date someone else, and you break up. Again, remove the tape. Go on with the story: after university, you meet another girl and begin dating. You become sexually intimate. Again, place the same bit of tape on his arm. Go on with the story: But then you break up. Remove the tape.
- Each time you remove the tape, it should hurt the volunteer less, and each time you try to create the bond by adhering the tape to his arm, it should adhere less strongly, until, finally, the tape does not adhere at all.
- Remind the students that the tape symbolises the bond created when you share sex with someone. The first time creates a strong bond, which can be very painful to break. Each successive time you have sex with someone, the bond becomes less strong, until finally sex has very little bonding power.
- Thank the volunteer.
- Ask the class at what point the boy and girl in the story are at. Would sex for them be a strong bonding experience? How would the characters feel as they accumulated more of these experiences over their lifetimes?

1. What attracted the boy to the girl?
 - She was beautiful?
 - She shared his interests?
 - She was his sister's friend?
 - She was 'a cinch' (easy)?
 - Something else? (list/explain)
2. What might be the consequences of the evening for the boy and girl if, when he got back to the window seat –

- He found that she had been taken home because she was so drunk?
- He got her so drunk that it was easy to persuade her to have sex with him?
- She refused the drink and suggested that he get her a coffee instead?

3. The boy didn't seem to have much respect for the girl. Why?

Tick any of the following

- She was a chorus girl
- She wasn't a college student
- She liked too much alcohol
- She spoke in a coarse manner
- She said he was 'cute'
- Something else? (list/explain)

4. Now complete the following sentence: -

'The boy didn't deserve respect because...'

Aim

- To be able to talk about relationships and feelings [3.e]

Objectives

- To consider the importance of inner qualities
- To explore the meaning of true love

Materials Needed

- Six large sheets of paper for Exercise 2
- 'Appointment with Love' pp 268-270 in AOLW
- Worksheet 11-A

Exercise 1

- Ask every student to write a short description of the person they might like to marry one day

Exercise 2

- Put up three large sheets around the room with the words 'Appearance', 'Lifestyle' and 'Inner Qualities' on them
- Ask students to add to the sheets the words they used in their descriptions according to the categories, e.g. Good looking (Appearance); Wealthy (Lifestyle); Loving (Inner Qualities)
- Look at the results and see which qualities are the most important.

Exercise 3



Observation Task: Tell students that you will stop reading the story at a certain point and ask them to predict the ending.

- Read the story 'Appointment with Love', stopping after the line near the bottom of page 260: 'her gray eyes had a warm twinkle.'
- Ask the students to predict what Lieutenant Blandford will do.
- Finish reading the story.

Exercise 4

- Using another three sheets with the same headings as Exercise 2, ask students to look at the story and write up phrases which tell us about the appearance, lifestyle and inner qualities of Lieutenant Blandford and Hollis Maynell. It might be a good idea to put a line down the centre of each sheet to indicate the two characters.
- Are they equally balanced? Or is there less about appearance because they met through words not visual attraction?

Exercise 5

- Using Worksheet 11-A, ask students to work together to find the answers.

Testing love

“That lady in the green suit begged me to wear this rose on my coat. And she said that if you asked me to go out with you, I should tell you she’s waiting for you in that restaurant across the street. She said it was some kind of test.”

What was Lieutenant Blandford’s test?

How might we be tested in a similar way in the future, e.g. when you start your first job and there’s a person working for the company who seems to be very aggravating?

Happy endings

Hollis Maynard and Lieutenant Blandford seem to have a strong attraction based on intellect as well as beauty. However, are there any indications that they might have problems in the future with honesty?

List how each character used deceit in different ways.

Do you think that there are times when it’s okay to lie a little bit?

What happened next?

Choose one of the following questions and write a few paragraphs about what happened next in the story.

1. At the end of the story, we assume that Lieutenant Blandford went to meet the real Hollis Maynard at the restaurant. Imagine what their conversation was like. Did Hollis apologise for her trick?

2. Imagine what happens to Lieutenant Blandford and Hollis Maynard next. Are they still together five years later? Ten years later? Twenty years later? What is their life like?

Aim

- To learn about the nature and importance of marriage for family life and bringing up children [3.g]

Objectives

- To examine the qualities of a good marriage and why they are important

Materials

- 'I Love You' pp 340-341 in AOLW
- Worksheet 12-A

Exercise 1

- Read 'I love you' possibly using different students for each paragraph

Exercise 2

- Using Worksheet 12-A ask groups of students to find matching sentences for the qualities listed. (See suggested answers on next page.)
- With the whole class together look at their suggestions and discuss why these qualities are important.

Exercise 3

- In groups or as individuals ask students to write their own set of marriage vows perhaps using some of the themes discussed in the lesson.

 **Copies could be displayed around the room and a second copy made to put into their AOLW File** 

Answers for - The Qualities of Marriage - Worksheet 12-A

Quality	Matching sentence (<i>Reason for importance in brackets</i>)
Long-lasting	'It is my deepest desire that we spend our days and years together' <i>(gives stability to couple and children)</i>
Uniting	'...a genuine union of hearts and lives' <i>(working together is stronger than working in opposition)</i>
Caring	'I shall cherish and care for you' <i>(Showing love not just saying it)</i>
Respecting	'I shall honour you for you intrinsically are' <i>(giving the other person a sense of worth)</i>
Valuing	'..to admire you for what you are, to recognise your potentialities.....' <i>(building up your partner instead of belittling them)</i>
Unconditional love	'I love you unconditionally, hoping for your love freely given in return.' <i>(realistic expectations avoids disappointment)</i>
Supporting	'I will seek ever to understand you' <i>(strengthening one another)</i>
Trusting	'I have faith in you and in our future together' <i>(gives security and stability)</i>
Passionate	'I love you now because I cannot help it' <i>(The marriage relationship needs constant attention and excitement)</i>
Releasing	'I say this freely, without any sense of being rapped or being under a compulsion which I resent.' <i>(freedom to be yourself within a secure relationship)</i>
Undemanding	'My love is not a demanding love' <i>(It is important to emphasis what you can give not what you will receive)</i>
Sharing	'I will share my hopes, my dreams' <i>(If you don't share what you're thinking, you might grow apart)</i>
Fun	'we shall...laugh together through it all' <i>(A sense of humour can often help to break the ice)</i>
Growing	'My love is the beginning of a great project, a new creation' <i>(Accepting that a relationship never stays the same – it is a journey)</i>
Maturing	'A family ...providing a soil in which love can flourish' <i>(Again it is a refining and developing relationship)</i>
Creating	'If there be children, they shall draw us closer together.' <i>(sharing in the work of creation – a partnership)</i>
Spiritual	'A union which has led us out of the realm of law and convention into a realm of the spirit' <i>(In marriage the relationship can have a depth beyond words)</i>

The Qualities of Marriage

Quality	Matching sentence
Long lasting	
Uniting	
Caring	
Respecting	
Valuing	
Unconditional love	
Supporting	
Trusting	
Passionate	
Releasing	
Submitting	
Sharing	
Beginning	
Growing	
Maturing	
Creating	
Spiritual	

Aim

- To learn about the nature and importance of marriage for family life and bringing up children [3.g]

Objectives

- To examine the meaning of love in a marriage relationship
- To recognise the value of special relationships
- To consider the qualities needed for a good marriage

Materials

- 'Experiences in a Concentration Camp' pp 311-313 in AOLW
- Worksheet A12-A

Exercise 1

Give the following instructions

1. Look at someone in the class and then close your eyes.
2. Now try to picture the face of the person you looked at.
3. Keep your eyes closed, and now think of someone special to you from your family or friends.
4. Open your eyes.
5. Which person could you visualise best? (It will normally be the second category).
6. Why do you think this was so?
7. What is special between you and that person? Complete section A on Worksheet A12-A.

Exercise 2

Read 'Experiences in a Concentration Camp' to the class

Exercise 3

Ask the following questions (either as a class or in groups)

1. Why could Victor remember the face of his wife so well?
2. Why did it help him to cope with his situation?
3. What experience made Victor Frankl say that he at last understood the meaning of the phrase, 'love is the ultimate and highest goal to which man can aspire'?
4. Why didn't Victor need to know whether his wife was alive?

Exercise 4

There are two ways of approaching this exercise.

1. A couple could be invited into the class to answer the questions on Worksheet A12-A, Section B. Care will be needed in choice of the couple and the class should be made aware of the need for respect and confidentiality.
2. Alternatively, pupils could use this task as a homework assignment.

Section A

What is special about the person you visualised?
Choose any of the following answers and add your own

- ___ I have known them a long time
- ___ We share the same interests
- ___ I can rely on them/trust them
- ___ They love me
- ___ They make me laugh
- ___ I feel comfortable with them
- ___ They will always be there for me



Section B: A Recipe for a Happy Marriage

- Find a married couple who are willing to answer these questions. For this assignment don't interview your own parents.
- At the end of the task you could share your findings with the whole class and then write down your conclusions about a recipe for a good and happy marriage.

Question	Answer
How old were you when you were married?	
At that time, what were your expectations of marriage?	
Has it turned out as you expected? What has been different?	
What has been the most difficult part of marriage?	
What is the best part?	
Do you have any advice about loving well?	
Can you recommend any books, poems, plays, films or songs that you believe are especially valuable in understanding love?	

APPENDIX A: Notes on loss and changing families

Bereavement and Loss

Bereavement means, literally, to be deprived by death. After someone close to you dies, you go through a process of mourning. Grief is the visible sign of that mourning and encompasses a wide range of physical and emotional symptoms that you experience after a loss. Bereavement is, however, not restricted to people who have lost someone they have known for a long time. People who have had stillbirths, abortions, miscarriages or lost a young baby also experience loss. And even the loss of things such as employment, health, a pet, a friend who moves away, or a marriage/family life can be extremely difficult.

Grief

Grief is vital in order to accept a deep loss and carry on with your life. If you do not grieve at the time of loss or shortly after, you may keep the grief bottled up inside you. This may cause emotional problems or physical illness later on. Working through your grief can be a painful process, but it makes all the difference to your future emotional and physical well-being.

The stages of grief

There is no single way to grieve. Everyone is different and each person grieves in his or her own way. However, people commonly experience some stages of grief when they are bereaved. It can be helpful to be aware of these stages and remember that intense emotions and swift changes in mood are normal.

Feeling emotionally numb is usually the first reaction to a loss, and perhaps lasts for a few hours or days. In some ways, this numbness may help the person get through the practical arrangements and family pressures that surround a funeral, legal process, making plans for a new home etc. But if this phase goes on for too long, it could be a problem.

The numbness may be replaced by a deep yearning for the person who has died, for the marriage that is lost, or for the home and family life you once had. People may feel agitated or angry, and find it difficult to concentrate, relax or sleep. You may also feel guilty. For example, young people often feel that it was their fault that their parents were divorced

This period of strong, often volatile emotions usually gives way to bouts of depression, sadness, silence and withdrawal from family and friends. During this time, there may be sudden outbursts of tears, set off by reminders and memories of the past.

Over time, the pain, sadness and depression begin to lessen. People start to see their lives in a more positive light again, although, it is important to acknowledge that the feeling of loss may still be around.

The final phase of grieving is to let go and move on with your life. This helps any lingering depression to clear, and sleeping patterns and energy levels return to normal.

Children's grief and loss

Contrary to what many people think, children are aware when a loved one dies and they feel that loss in much the same way as adults do. Children go through similar stages of grief, although they may progress through them more quickly. Some people make the mistake of trying to protect children from the death and grieving process. Instead, it is better to be honest with children about your own grief and encourage them to discuss their feelings of pain and distress.

The length of the grieving process

The grieving process takes time and should not be hurried. How long it takes depends on you and your situation. In general, though, it takes most people one to two years to recover from a major bereavement.

Coping with the process of grief and loss

There are many things people can do to help themselves cope during this time such as:

- Asking for help and support from family, friends or a support group, and trying to express whatever feelings are around be they anger, guilt or sadness.
- Accept that some things, like death and loss are beyond your control.
- Avoid making major decisions – your judgment may be off kilter and changes could increase stress levels.
- Allow yourself time and space to grieve. By doing so, people are able to mourn properly and avoid problems in the future.
- If necessary, seek professional help. The medical profession, especially the local doctor, can be invaluable for those coping with loss and change.

Helping a family member or friend who is grieving

The best thing you can do is spend time with that person, and listen to them work through their grief. Avoid saying phrases like 'with time, you'll get over this'. This is false comfort and denies the person their need to mourn properly. Offer practical help, such as cooking dinner or shopping for food - when a person is grieving, it is usually hard to focus on everyday tasks. Finally, if the person is reacting in extreme ways for a prolonged period, encourage him or her to seek professional help.

Where to go if you are having trouble grieving or feeling sad:

Try to find someone you like and trust. This might be a teacher, parent, carer, doctor, nurse, counselor, aunt, uncle, brother, sister, or friend. Sometimes it helps to call a helpline. They will help you understand what you are feeling and decide what to do next.

Here are some organisations that might be able to help:

Cruse Bereavement Care 0345 585565

Offers help to anyone who has suffered the loss of a relative or friend.

Youth Access 020 8772 9900

Youth Access can help you find appropriate local advice, information and counselling services.

The Samaritans 0345 90 90 90 or email at jo@samaritans.org.uk

Offers free support—24 hours a day—for anyone going through any problem.

MIND Infoline 0345 660163 or 020 8522 1728

Provides information about mental health and how to help someone who is suicidal.

Careline 020 8514 1177

Monday – Friday 10am-4pm and 7pm-10pm

Confidential telephone counselling for young people and adults.

APPENDIX B

Facts about Contraception and Family Planning

There are several types of contraception commonly used in Great Britain. This fact-sheet considers a selection of well-known methods.

ABSTINENCE or saving sex for a life-long monogamous marriage or partnership means refraining from vaginal, oral and anal sex and from touching a partner's genitals.

Advantages: 100% effective against pregnancy as well as all STIs. Waiting to have sex will also protect young people from the many emotional problems related to having sexual relations at an early age.

Disadvantages: There are no disadvantages, but it does require strong motivation and character to maintain. For those whose intention to abstain is not carried through, there is some evidence of lower rates of contraceptive use at first intercourse.

CONDOMS are barrier methods of contraception. That is, they block the sperm from fertilising the egg. Male condoms are made of latex or polyurethane (plastic) and are readily available from the chemist or doctor's surgery. Female condoms are made of polyurethane. Femidom is the only female condom available in the UK.

Advantages: When condoms are used correctly and consistently, they provide substantial protection against unplanned pregnancy. They also might provide some protection against some—but not all—STIs, such as HIV.

Disadvantages: Male condoms have about a 15% failure rate due to splitting, slippage or incorrect use. 80% of unplanned pregnancies are caused by condom failure. Although condoms do provide some protection against STIs, there is little evidence that they provide protection against Human Papilloma Virus (HPV), which can lead to cervical cancer or against Chlamydia, which can lead to infertility. There always remains a risk of contracting an STI if the condom is used outside a faithful monogamous relationship.

NATURAL FAMILY PLANNING (also known as NFP, the 'Rhythm Method', or the 'Billings Method') is a method which uses fertility awareness to recognise the fertile times and infertile times during the menstrual cycle, and to avoid intercourse during the fertile times. Various natural signs or indicators are observed and recorded each day of the menstrual cycle. For NFP to be effective in avoiding pregnancy, it should be taught by a specialist NFP teacher. Both partners must follow the guidelines very carefully, avoiding intercourse during the fertile time.

Advantages: NFP increases a woman's sense of awareness of her body. There are no negative side effects.

Disadvantages: NFP requires discipline. For this reason, effectiveness varies from 80-98%.

THE CONTRACEPTIVE PILL There are two main types of contraceptive pill.

The Combined Oral Contraceptive (COC, or 'The Pill') contains two hormones - oestrogen and progestogen. It works by thickening the cervical mucus and preventing ovulation in most cycles.

Advantages: When used correctly and consistently, the combined pill is 98% effective against pregnancy.

Disadvantages: The combined pill provides no protection against STIs and may enhance the risk of some. Prolonged use may increase the risk of breast and liver cancer. There is also a risk of raised blood pressure.

The Progestogen-only Pill (POP, or 'The Mini-pill') contains only progestogen. It works by making cervical mucus hostile to sperm and by interfering with implantation. It also might prevent ovulation.

Advantages: When used correctly and consistently, the Mini-pill is 98% effectiveness against pregnancy. There is no risk of raised blood pressure.

Disadvantages: The Mini-pill must be taken within three hours of the same time every day. It provides no protection against STIs and may lead to irregular periods.

DIAPHRAGMS AND CAPS are barrier methods of contraception. They fit inside the vagina and cover the cervix. Vaginal diaphragms are circular domes made of thin, soft rubber with a flexible rim. Cervical caps are smaller. To be effective, diaphragms and caps need to be used with a spermicide, which destroys sperm.

Advantages: The diaphragm is convenient, provides no serious health risks, and may provide some protection from some STIs.

Disadvantages: It can be difficult to learn how to insert the diaphragm. Women with histories of urinary infections, toxic shock syndrome or cystitis might have trouble using it. There also remains a risk of contracting an STI if the diaphragm is used outside a faithful monogamous relationship.

INTRAUTERINE DEVICE (IUD) is a small plastic and copper device that is fitted into a woman's womb and interferes with implantation of the egg. IUDs should only be fitted by a trained doctor or nurse. An IUD can stay in for three to five years, depending on type. The IUD used to be called a 'coil'.

Advantages: Provides continuous 98% protection against pregnancy for up to five years

Disadvantages: The IUD does not provide any protection against STIs and may, in fact, increase the risk of pelvic inflammatory disease. The device should not be used in women who have not already had at least one child. There can be serious side effects, so each woman should consult their doctor about whether this method is right for her.

EMERGENCY CONTRACEPTION, sometimes known as the 'Morning-After-Pill' consists of 2 high-dose progestogen pills taken 12 hours apart which interfere with implantation of the egg in the womb lining. It must be taken within 72 hours of unprotected sex.

Advantages: If taken within 24 hours of unprotected sex, the morning-after-pill provides 95% protection against pregnancy.

Disadvantages: It must be taken within 72 hours of unprotected sex (the most protection is afforded when taking it within 24 hours: 95%. Waiting 25 – 48 hours reduces the protection level to 85%; and waiting 49 – 72 hours reduces it to 58%). The morning-after pill provides no protection against STIs. There can be some side effects such as nausea and vomiting, and some women should not use the morning-after-pill because of other medical conditions. There also is some controversy regarding whether using the morning-after-pill constitutes abortion.

For further information, see <http://www.nhsdirect.nhs.uk/>

CHOOSING A METHOD

In choosing a method, there are several factors that a couple should consider. It is best if the couple discusses the decision with their doctor.

Before deciding which contraceptive method to choose, young people should ask whether sexual intercourse is an appropriate choice in their lives. Remember that abstinence is the only contraceptive method that is 100% effective against pregnancy and STIs.

Marriage is the ideal situation in which to engage in sexual intercourse. In this ideal situation, you will trust your partner and know their previous sexual history. You will be in a relationship that is committed enough to provide a bond that can sustain the psychological as well as the physical consequences of having sex.

APPENDIX C

Facts about Sexually Transmitted Infections (STIs)

The most important thing about STIs is that anyone who is having sex can get them—young or old, male or female.

Most can be treated if discovered early on, but some can cause long-term problems such as infertility.

There are many kinds of STIs, but the most common are:

Chlamydia is the most common treatable bacterial STI. It can infect a person's urethra, rectum or eyes or a woman's cervix. If untreated, Chlamydia can lead to pelvic inflammatory disease (PID) in women, which could lead to infertility. If untreated, Chlamydia in pregnant women can harm the baby, so all pregnant women should be screened. In men, Chlamydia could lead to Non-specific Urethritis (NSU), which could cause pain or a burning sensation when passing urine. If used correctly and consistently, condoms can provide some—but not perfect—protection.

Genital Herpes is caused by the Herpes Simplex Virus (HSV). Type I Herpes usually causes cold sores around the nose and mouth. Type II Herpes causes sores in the genital or anal area. Both types are spread by direct contact (including kissing if there are mouth sores). The sores might go away temporarily, but there is a strong likelihood that they will come back. Herpes is not curable, but it is manageable. If you think you have Herpes, you should see your doctor, who will explain how to manage the problem. There is no conclusive evidence that condoms offer substantial protection against HSV, though some research indicates that condoms give at least some protection to women against transmission from male partners.

Human Papillomavirus (HPV) is the most commonly diagnosed STI in the UK. Some types of HPV cause genital warts, which can appear anywhere on the genital area. Women may be unaware of an infection on the inside of the vagina or on the cervix. The warts can be treated at a Genito-Urinary Medicine (GUM) clinic or by your doctor. Other types of HPV can lead to cervical cancer in women (women with a history of HPV should be sure to have a cervical screening every year). HPV can be transmitted by both skin-to-skin contact and also by the virus present in genital fluids. There is little evidence that condoms provide substantial protection against this infection.

Gonorrhoea is a sexually transmitted bacterial infection that can infect the cervix, urethra, rectum, anus or throat. If left untreated Gonorrhoea can lead to pelvic inflammatory disease (PID) in women, which can cause fever, lower abdominal pain and backache and could lead to infertility or problem pregnancies. For men, Gonorrhoea can cause inflammation of the testicles and the prostate gland, which causes pain. Without treatment a narrowing of the urethra or abscesses can develop. Gonorrhoea can be cured by antibiotics. When correctly and consistently used, condoms can provide substantial protection against Gonorrhoea.

Hepatitis A, B or C is an inflammation of the liver. Symptoms might include: flu-like illness, nausea, diarrhoea, weight loss, jaundice (yellow skin and whites of eyes), dark yellow urine, or itchy skin. If untreated, Hepatitis can cause serious liver problems.

Human Immunodeficiency Virus (HIV) is the virus that causes **Acquired Immune Deficiency Syndrome (AIDS)**. There is no cure for HIV or AIDS, which is spread through vaginal or anal intercourse, sharing needles or syringes with an HIV-infected person, or from an infected mother to her baby during pregnancy, at birth or through breast feeding. Using condoms correctly and consistently provides some protection against transmitting HIV.

Syphilis is rare in the UK, but common in some other areas of the world. It is a bacterial infection which usually is sexually transmitted. In the first stage, a small sore will appear on the infected area. In the second stage, symptoms might include rash, warts, flu-like illness, swollen glands, white patches on the tongue or roof of the mouth, or patchy hair loss. If untreated, Syphilis can cause damage to the heart or nervous system.

Some general symptoms of STIs are:

- An unusual discharge from the penis or vagina
- Rashes
- Itchiness
- Sores
- Blisters
- Pain in the genital area
- A burning sensation when you pass urine or have sex
- Urinating more than usual

If you think you might have an STI, it is important to get medical advice straight away. You can go to either a Sexual Health clinic, a Genito-Urinary Medicine (GUM) clinic or to your own doctor.

Prevention

When used correctly and consistently, condoms can provide some protection against HIV and gonorrhoea, but the degree of protection against other, more common diseases is less clear.

Other contraceptive methods (like the pill, the morning-after-pill, or the IUD) do not protect against STIs.

The best way to prevent STIs is to abstain from sexual activity and to save sex until some point in the future. Many people choose to save sex for marriage, in which they make a promise to remain faithful and monogamous for the rest of their lives. The idea is that sex is saved for a time when the relationship between the partners is at such a level of intimacy and commitment that they are able to make a reasoned decision that, once having made love, they will go on making love exclusively with each other for the rest of their lives.

Anyone who has been sexually active should discuss their sexual health with their doctor or with someone at a GUM clinic.

For further information, you can contact your doctor or check the NHS online at:

<http://www.hpe.org.uk/sexualhealthresources.htm>

APPENDIX D

Guidelines for dealing with conflict

1. Agree on some rules of discussion if you can and stick to them, e.g. a time limit, no shouting.
2. Avoid getting really angry or out of control—stay calm.
3. Try to choose the right setting for your discussion, e.g. maybe not at the dinner table or just before a lesson/exam.
4. Allow everyone time to have their say.
5. Keep to the topic and don't bring up the past.
6. Listen to each other even if you don't like what is being said.
7. If you don't understand a point of view ask for further explanation.
8. Be ready to compromise and negotiate.

Are there any other guidelines you can think of?

APPENDIX E

Further useful resources

2-in-2-1: www.2-in-2-1.org.uk

Care for the Family: www.care-for-the-family.org.uk

Civitas: The Institute for the Study of Civil Society: www.civil-society.org.uk

Family Education Trust: www.famyouth.org.uk

Lord Chancellors Department Marriage Support Services web page lists many additional organisations, which may be helpful www.lcd.gov.uk/family/marsup/famtxtfr.htm

Family Policy Studies Centre: www.fpsc.org.uk

Institute for Fiscal Studies: www.ifs.org.uk

Institute for Social and Economic Research (ISER): www.irc.essex.ac.uk

Joseph Rowntree Foundation: www.jrf.org.uk/home.asp

London School of Economics – Department of Social Policy: www.lse.ac.uk/Depts/spa/

Jewish Marriage Council: www.jmc-uk.org

Mothers Union: www.themothersunion.org

Muslim Marriage Guidance – no website - address is Muslim Marriage Guidance Council, 8 Caburn Road, Hove, Sussex, BN3 6EF, Tel: 01273 722 438.

National Family and Parenting Institute: www.nfpi.org.uk

Office for National Statistics: www.statistics.gov.uk

One Plus One: www.oneplusone.org.uk

Oxford Brookes University – School of Social Sciences and Law: www.brookes.ac.uk

Queens University of Belfast – Centre for Social Research: www.qub.ac.uk/csr/

Relate: www.relate.org.uk

Tavistock Marital Studies Institute: www.tmsi.org.uk

University of Leeds – Centre for Research on the Family, Kinship and Childhood, Department of Social Policy: www.leeds.ac.uk/family

University of Essex – Institute for Social and Economic Research: www.iser.essex.ac.uk

University of Hull – Centre for the Social Study of Childhood: www.hull.ac.uk/cscc

University of Newcastle upon Tyne – Relate Centre for Family Studies: www.ncl.ac.uk

University of Wolverhampton – Department of Sociology and Social Policy: www.wlv.ac.uk

Useful books

Chicken Soup for the Teenage Soul edited by Jack Canfield et al
Stories of life, love and learning; Published by Vermillion, ISBN 0-09-182640-3

For Better or Worse A booklet containing information and useful statistics on marriage and cohabitation; Published by CARE, Tel: 020 7233 0455

Made for Eachother by Michele Guinness
Reflections on the opposite sex; Published by Triangle, ISBN 0-281-04859-2

Marriage-Lite by Patricia Morgan
The rise of cohabitation and its consequences; Published by Civitas, ISBN 1903 386-04-7

The Family: Is it just another lifestyle choice? Edited by John Davies
Three studies of family life; Published by IEA Health and Welfare Unit, ISBN 0-255 36276-5

The Marriage Book by Nicky and Sila Lee
A guide to building a lasting relationship; Published by HTB, ISBN 1-902750-26-8

The Penguin Book of Marriage
An anthology of poems and prose; Published by Penguin Books ISBN 0-14-013904-4

Sex Under Sixteen
Young people comment on the social and educational influences on their behaviour
Published by Family Education Trust, ISBN 0-906229-15-4

Marriage A teaching document from the House of Bishops of the Church of England
ISBN 0-7151-3829-4

The Safe Sex Hoax
A book for teachers, parents and students based on logic and facts for the health of young people,
ISBN 0-9533454-0-8

Challenging Thinking
A booklet on love, sex, marriage and relationships from Christian Family Welfare Project,
58 Hanover Gardens, London SE11 5TN

Useful factsheets

(can be downloaded for free from the internet)

The Facts Behind Cohabitation, www.civitas.org.uk

How Do Fathers Fit In?, www.civitas.org.uk

Experiments in Living: The Fatherless Family, www.civitas.org.uk

Lessons from Dutch Mythology, www.famyouth.org.uk

Facing the Facts...Young People and the Morning-After Pill, www.famyouth.org.uk

Some Facts About Abstinence Education, www.famyouth.org.uk

The Condom Controversy: Safe Sex or Russian Roulette? www.famyouth.org.uk

Useful Videos/CD ROMs

The 3 Rs of Family Life, www.famyouth.org.uk

The M Word, www.celebratingmarriage.com

Exploring Marriage with Newsdesk CD ROM, www.celebratingmarriage.com