# Title: Who am I? What does our choice of partner say?

**Key Questions:** How important is a sense of belonging to believers? How can we ensure that everyone experiences a sense of inclusion? Can we think of any examples of people who are modest? How do people show that they belong to different groups and organisations? How can I ensure that everyone experiences a sense of inclusion?

**Key Concepts:** identity, self-awareness, commitment, symbols, kosher

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| **Learning objectives** | **Activities** | **Resources** |
| Be able explore and consider how choice of partner may reflect someone’s sense of identity | * Show clip about the history of marriage. Students discuss one thing they didn’t know or found the most interesting
* Discuss the question ‘Why do people marry?’ Students put one reason on a whiteboard/post-it and share with class
* Students are given statements about marriage (e.g.: Married people look dull and bored, Marriage is an ideal way to live, People shouldn’t get divorced no matter how bad the relationship is, Falling in love isn’t really a good reason for getting married, Marriage is the best framework to have a stable family, There’s no point in getting married, You can just live together, Girls have duty to prepare themselves for marriage and motherhood.) and are asked to peg them on to a continuum line/washing line- Strongly Agree at one end Strongly Disagree at the other.
* Individual students asked to pick one statement and say if they agree/disagree with where it is on the line - move the statement if required – have to justify their reasoning.
* Students then write a paragraph saying what they think marriage is and what their view says about them as a person.
* Qualities auction: ask students to agree a long list of qualities attributes they would look for in a marriage partner. They will bid for these qualities in the auction – each quality may need to be auctioned twice depending on number of students. Students are allocated a sum of money (e.g. £250), they must record how much they spend. Once money is spent they can no longer bid. Teacher/a student to be the auctioneer – students bid for the qualities/attributes they would look for in an ideal marriage/life partner.
* Discuss: What was the most expensive thing you bought? What else did you buy? Do you think that there should have been anything else for sale? If so, what? Which things did you want to buy but couldn’t?
* Write a lonely hearts ad from the point of view of someone looking for love. This should show what the person is looking for in an ideal partner and say something about their sense of identity.
 | The history of marriage – Alex Gendler<https://www.youtube.com/watch?v=ZZZ6QB5TSfk>StatementsWashing line/pegsAuction sheets with £s on and key questions, gavel/toy hammerExemplar lonely hearts adverts |