

RELATIONSHIPS EDUCATION

MODULE A Families

O4(ii) - Commitment in family life

Year 4
Autumn Term: Lesson 2



Lesson Overview

Lesson 2: Commitment in family life

**Engage
&
Activate**

Whole Class & Paired Activities

Extended family



10 minutes

**Explore
&
Explain**

Whole Class & Group Activities

Commitment barometer



20 minutes

**Elaborate
&
Reflect**

Whole Class Activity

Parents and elders



20 minutes

**Evaluate
&
Review**

Whole Class & Paired Activities

Ties of kinship



10 minutes

Lesson Plan

Lesson 2: Commitment in family life

Aim

To explore commitment in family life and recognise the importance of sharing each other's lives

Lesson Objectives

In this lesson pupils will:

Define what is meant by extended family

Consider ways to show commitment to our family members

Explore the status of parents and the elderly in Islam and the importance of maintaining ties of kinship

Learning Outcomes

By the end of this lesson pupils will have:

Defined what it means to be committed to someone

Explored how to show commitment to our family members

Identified the rewards for maintaining ties of kinship and the punishments for not

Key Vocabulary

commitment

kinship

decreed

oppression

Resources



A3 Paper



Pens / Pencils



Resource sheets



Felt tips /
Markers



Scissors



Glue stick

Lesson Plan

Engage
&
Activate

Lesson 2: Commitment in family life

Whole Class & Paired Activities

Extended family

Ask pupils about our close family members and our extended family. What is the difference?

Explain that our **close family** members are generally those that live with us, e.g. parent/parents and siblings and we see them daily and our **extended family** members generally do not live with us, and we see them less often, e.g. aunts, uncles and cousins.

Ask pupils to **raise** their hands if they:

- see a member of their extended family at least once a week
- go on holiday to visit extended family
- live with any extended family members such as cousins

Ask pupils to **give** some details of their relationship with their extended family.

- How do they feel when they see them?
- On which occasions do they meet up with them?

Discuss responses and **inform** pupils that this lesson will focus on how we treat, show commitment to and respect our family members including our extended family and why sharing our lives with them is important.

Introduce learning objectives and learning outcomes.

Discuss key vocabulary and **share** definitions.

commitment to be dedicated to something or someone

kinship someone you are related to by blood

decreed ordered, commanded

oppression a situation in which people are treated in an unfair and cruel way and prevented from having opportunities and freedom

Lesson Plan

Engage
&
Activate

Lesson 2: Commitment in family life

Whole Class & Paired Activities

Extended family

Ask pupils to **elaborate** on one of the keywords introduced: commitment.

In pairs, pupils **discuss** the answer to the question:
What does it mean to be committed to someone?

Responses could include:

- Be dedicated to them
- Show them loyalty
- Spend time with them
- You trust them
- You enjoy being in their company
- You help them when they are in need

Record pupil responses on the whiteboard and **ask** pupils to **reflect** on who they are committed to and why.

Take feedback.

Lesson Plan

Explore
&
Explain

Lesson 2: Commitment in family life

Whole Class & Group Activities

Commitment barometer

Preparation: Photocopy Resource 1b:

Commitment barometer on A3 paper.

Ask pupils: How can we show commitment to our family?

Read the suggestions from **Resource 1a**: Showing commitment to family.

Place pupils into groups of **three**.

Give each group a copy of **Resource 1a**, and an **A3** copy of **Resource 1b**, a pair of scissors and a glue stick.

Ask pupils to **complete** the blank boxes on **Resource 1a** with their own suggestions on how they can show commitment to their families.

Once completed, **instruct** pupils to **cut** out all the boxes and to **discuss** whether each suggestion shows **high**, **moderate** or **low** commitment and then to **stick** each box in the appropriate place on the 'Commitment barometer'.

During feedback, **refer** to cards and **ask** pupils:

- Why do you think this card shows **high - low** commitment?

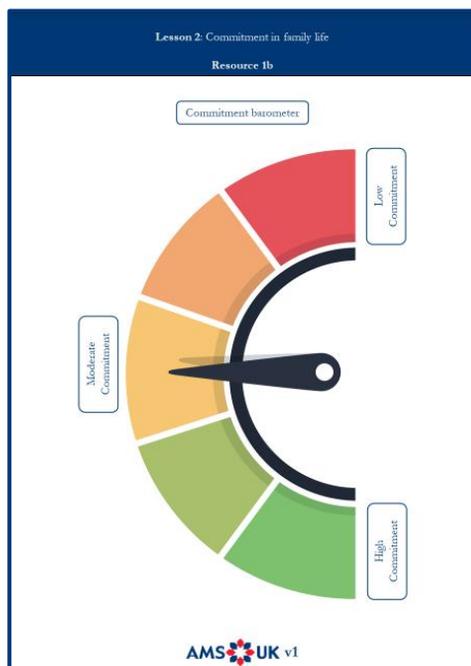
Ask pupils to **set** themselves **one** target to improve their level of commitment; **discuss** with their group and **share** with the class.

Lesson 2: Commitment in family life
Resource 1a

Showing commitment to family

Keep in contact with extended family regularly by calling/emailing/writing letters to them	Visit family you don't live with, often	Help grandparents/elderly family members with their daily chores, e.g. putting the bins out, washing the dishes
Help cousins/siblings with their homework		

AMS UK v1



Lesson Plan

Elaborate
&
Reflect

Lesson 2: Commitment in family life

Whole Class Activity

Parents and elders

Explain that alongside commitment we should show respect to our family members.

Read the verse:

Allah the Exalted, states in the Qur'an:

‘And your Lord has decreed that you worship none but Him. And that you be dutiful to your parents.’

17:23

Read the hadith:

‘An old man came wanting to see the Prophet ﷺ and the people did not make way for him. The Prophet ﷺ said: ‘He is not one of us who does not show mercy to our young and respect our elders.’’

Tirmidhi

Ask pupils: What do you learn from this hadith and the verse from the Qur'an?

Explain that:

- Islam places great importance on showing respect to our parents and elders
- Allah often accompanies the command to honour parents with the command to believe in Allah alone, thereby stressing its importance
- Being merciful to the young is also an important characteristic to have

Lesson Plan

Evaluate
&
Review

Lesson 2: Commitment in family life

Whole Class & Paired Activities

Ties of kinship

Read the Hadith:

The Messenger of Allah ﷺ said:

‘There is no wrong action more likely to bring punishment in this world in addition to what is stored up in the next world than oppression and severing ties of kinship.’

Al-Adab Al-Mufrad

Explain to pupils that ‘severing ties of kinship’ means cutting off your relationship with family by, for example, not speaking to them, not visiting them, not showing them love, kindness and respect etc.

Ask pupils: What do we learn from this hadith?

- If cutting off your relationship from your family leads to punishment in this life and the next, then keeping good relationships with them brings great reward in this life and the next.
- Being committed to and treating members of your family with love, kindness and respect is from the best of good deeds a person can do and is something very rewarding in Islam.

Review learning by referring to learning objectives and learning outcomes.

Pose questions to check understanding and clarify misconceptions using **think, pair, share**:

- Name **two** ways we can show commitment to our family.
- How can we show respect to our parents/elders? Give **three** examples.
- What are the rewards of maintaining kinship and how can we do this?

Resource 1a

Showing commitment to family

<p>Keep in contact with extended family regularly by calling/emailing/writing letters to them</p>	<p>Visit family you don't live with, often</p>	<p>Help grandparents/elderly family members with their daily chores, e.g. putting the bins out, washing the dishes</p>
<p>Help cousins/siblings with their homework</p>		

