

Lesson: Does the popularity of getting married change over time?		
Learning Objectives:		
<ul style="list-style-type: none"> Understand the basis/workings of marriage in the UK. Consider personal qualities of individuals/partnerships. Interpret data and investigate trends. 		
Starter: Look at the time series graph on marriages since 1840. Pupils answer questions on the graph.	Pupils Interpret graph and answer questions.	Teacher Show graph to pupils (OHT or Sheets). Ask pupils questions about trends in the graphs. Facilitate discussion.
Main: Either, use ONS site to investigate changes in marriage or do 'Building Blocks of Marriage' activity. Use link to help investigate trends in; age at marriage, type of ceremony, births outside marriage, state of parental marriage, names, etc. Produce a report. Use 'Building Blocks' sheet. Pupils write on qualities that would make a good marriage. Build a 'wall' as a classroom display bringing together everyone's ideas.	Pupils Participate in chosen activity, complete tasks set.	Teacher Choose the appropriate activity for the class, make sure resources are in place (are the pupils going to work online?). Support pupils in their work.
Plenary: Either feedback to whole class on trends found, or use the 'Divorce' graph to discuss the trend in divorce and how a marriage can break down. Brainstorm ideas. Break down the wall you have created.	Pupils Either feedback ideas or participate in class discussion.	Teacher Choose activity, facilitate class discussion.
Outcomes:		
All Pupils Will: Try to interpret data, further investigate marriage/divorce trends, think of some qualities for a good marriage.		
Most Pupils Will: Produce a number of 'Building Blocks', contribute to class discussion, accurately investigate trends.		
Some Pupils Will: Give good reasons for their ideas, think carefully about marriage and social relationships.		
Resources: Internet connection, starter and divorce graphs, copies of 'Building Blocks', Scissors, wall display materials, resources if working offline.		
Classroom Management: Whole class teaching/discussion, Individual/paired work for main activity, consider use of computer facilities.		
Keywords: Marriage, Divorce, Personal Qualities, Trends, Data, Line Graph.	KS3 Strategy Links/NC/Cross-Curricular Links: Maths: MA4 Handling Data NNS (pages 248-276) Interpreting Graphs. PSHE: 1/2a/3d,f,l Citizenship: 2 (Looking at relationships)	
Prior Knowledge: Simple graph interpretation. Research using the web.		
Assessment of Learning: Class discussion, Output of main activity, Brainstorm from plenary.		
Extension Activity: Investigate ways people can help/support their marriage, Produce graphs from the ONS data which support conclusions made.		
Homework Ideas: Simple quiz/ wordsearch.		



This resource was created by the Office for National Statistics at www.statistics.gov.uk

Notes:

Starter: (Question ideas)
Which year does the data start from? In which year did most marriages take place? (1972, estimate from graph) Describe the trend in number of marriages from 1840 to 2000. Why do you think there is a peak in 1920? There are some gaps in the graph. Where? And why do you think there are gaps?

Main:
Use this link to help investigate trends in marriage.
<http://www.statistics.gov.uk/CCI/SearchRes.asp?term=marriage>
Other useful links:
<http://www.marriagecare.org.uk/index.asp?sid=2>
<http://www.2-in-2-1.co.uk/>
<http://www.relate.org.uk/>
<http://www.spartacus.schoolnet.co.uk/Wmarriage.htm>

Other question ideas:
Why do people get married?
Why is marriage less popular now days?
What makes a good marriage?
How much does it cost to get married?
How do you plan a marriage?

Your own notes/questions:

Notes on lesson/evaluation