

Rights and Responsibilities

Extended Teacher Follow up Activities

Arranged and Forced Marriage

The activities provide pupils with opportunities to achieve Key Stage 4 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales

The aim of this section is to help pupils in KS4 to understand the differences between arranged and forced marriage.

Teacher Note

The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)
- Breaching a Forced Marriage Protection Order is also a criminal offence.

The civil remedy of obtaining a Forced Marriage Protection Order through the family courts will continue to exist alongside the criminal offence so victims can choose how they wish to be assisted.

Forcing someone to marry can result in a sentence of up to 7 years in prison.

Disobeying a Forced Marriage Protection Order can result in a sentence of up to 5 years.



	Links with the PSE Framework for 7 to 19 year olds in Wales	
	Skills	Range
Introductory Activity 1.a My Ideal Partner	(Not applicable)	(Not applicable)
1.b. Hot Seat Activity	<ul style="list-style-type: none"> • Take different perspectives into account when making informed decisions and choices effectively 	<ul style="list-style-type: none"> • Develop a positive attitude to personal relationships • Develop respect for themselves and others
2. Family Matters	<ul style="list-style-type: none"> • Make and maintain friendships and negotiate behaviour effectively in relationships 	<ul style="list-style-type: none"> • Understand the range of values and principles by which people live • Develop a positive attitude to personal relationships
3. True or False	<ul style="list-style-type: none"> • Use prior knowledge to explain links between cause and effect and make predictions 	<ul style="list-style-type: none"> • Understand the range of values and principles by which people live • Develop a responsible attitude towards personal relationships
4. Different Marriages	<ul style="list-style-type: none"> • Resolve conflict with a win/win situation 	<ul style="list-style-type: none"> • Value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights
5. Case Study Activity	<ul style="list-style-type: none"> • Take different perspectives into account when making informed decisions and choices effectively • Communicate personal feelings and views effectively in a wide range of situations through a wide range of situations 	<ul style="list-style-type: none"> • Value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights • Understand local and global contemporary issues and events • Understand the range of values and principles by which people live • The risks involved in sexual activity including potential sexual exploitation



This topic is a challenging one for teachers to deal with in the classroom. There is a need to ensure balance and sensitivity when discussing sensitive issues such as arranged and forced marriage in PSE. It is the teacher's responsibility to give an opposing view more prominence if the overall class view is one-sided or narrow.

For further advice and support please refer to the teachers' support notes- Teaching Sensitive Issues. The document is available on this website.

Introductory Activity

Activity 1a My ideal partner

Introduce the topic of my ideal partner to the pupils and reinforce the need for ground rules and the need to respect each other's views. Begin by showing the class the photo-montage (Resource 1a) which illustrates different people, gender, age, ethnicity, physical appearance etc.) and establish that although different we have some things in common such as the fact that most people live and share their life with a partner. We value the friendship and companionship of other people.

Divide the class into small groups and ask the pupils to think of three qualities that are important to them and that they would look for in their ideal partner. Feedback and record suggestions on the whiteboard. It may be necessary to suggest other qualities to provide a balanced profile e.g. loyalty, security, kindness, fidelity, friendship etc.

Discuss that we all may look for *different things* in our ideal partner.

Activity 1b Hot-seat activity

Key messages:

- We all look for certain qualities in our ideal partners
- There will be various things that influence how and who you choose as your life partner
- Some young people do not choose their life partners
- Arranged marriages can be happy successful relationships.

Before the lesson begins select two pupils who agree to take part in a hot seating activity about relationships.

Suggest to the class that the two selected pupils would make a good couple and justify the choice made by giving particular reasons e.g. both pupils live in the same area; the pupils parents know each other well; both have brown eyes; both like watching football etc.

Invite the 'couple' to the front of the class (in the hot seat) and using the qualities identified earlier, (in 1a) as prompts, ask each pupil what they think about their new 'partner'. Explore with the couple how they feel about being **told** that they were being paired up/the teacher making such an important decision for them.



Divide the class into small groups and ask the pupils to discuss their views on someone else choosing who their partner will be. Feedback their views to the whole class.

Discuss with the class that many young people have loving, happy and successful arranged marriages.

Activity 2. Family Matters

Explain to the class there are large numbers of young people who have arranged marriages. If appropriate, refer back to the School Community Police Officer's lesson 'Rights and Responsibilities' and/or make use of current news articles related to the topic.

In pairs, ask the pupils to answer the following question:

What is an arranged marriage?

Feedback to whole class and record the pupils' responses on the board.

Display the definition of arranged marriage (Resource 2a) and emphasise the fact that although the family may make arrangements for the marriage the choice of partner remains with the young people.

Divide the class into small groups to discuss the following question:

Why do families arrange marriages?

Possible answers may include:

Status	Caste
Culture	Religion/Belief
Honour/Izzat	Tradition
Economic reasons	Prevent unsuitable relationships
Family commitments	Strengthening family links
Citizenship	

Feedback and collect answers on the whiteboard.

Add some further answers from the list above. It may be necessary to develop and explain some of the answers given.



Teacher Note

What is Honour or Izzat?

Izzat refers to the idea of honour found in some cultures. It applies in Hindu, Muslim and Sikh communities and across genders. Maintaining the reputation of oneself and one's family (especially women) is part of the concept of izzat, as is the taking of revenge when one's izzat has been violated. Some individuals are subject to what is called Honour Bound Violence. This can be very serious. Some people have been attacked and killed in the name of 'honour'.

What is the caste system?

A *caste system* places people in occupational groups. It has been part of Indian society for centuries. It has its basis in religion and on the division of labour. Castes are ranked in hierarchical order are an aspect of Hindu religion. Other religions in India do not follow this system. The caste system, decides the type of jobs a person can have and the social interactions they might have (including marriage).

Distribute a set of sorting cards (Resource 2b) to each group. Ask the groups to sort the cards into statements that describe arranged marriages and those that describe free choice or love marriages. Feed back results to the whole class. Discuss that there are positives and negatives in any relationship - be it an arranged marriage or a love marriage. It should be apparent that many of the statements apply to both types of marriage arrangements.

Activity 3 True or False?

A paired/small group activity to challenge myths and develop an accurate understanding of arranged and forced marriage.

An arranged marriage is defined as:

when the families take a leading role in choosing the marriage partner, but the choice of whether to enter the marriage is left to both people.

The marriage is entered into with the full and free consent of both people. (Resource 2a)

Forced marriage is defined as:

when one or both people do not- or cannot consent to the marriage and pressure or abuse is used. (Resource 3a)

A PowerPoint of the quiz (Resource 3b) is available to support the activity and a worksheet (Resource 3c) for pupils to fill in their answers.

1. Forced marriage is only found in the Asian community.

False; Forced Marriage can occur in any community. For example there are cases involving families from Middle East, Europe and Africa.



2. Forced marriages only happen overseas.

False: Some forced marriages take place in the UK with both young people living in the UK, while others involve a partner coming from overseas.

3. The tradition of arranged marriage has been practiced in many countries for centuries.

True: where the families of both young people take a leading role in choosing the marriage partner for cultural or religious traditions but the choice whether or not to accept the arrangement remains with the young people.

4. Forced marriage is an issue that only affects women.

False: Most cases involve young women and girls aged between 13 and 30, although there is evidence that as many as 15 per cent of victims are male.

5. Parents have the right to choose who their children marry.

False: The United Nations Convention on the Rights of the Child (UNCRC) protects young people's rights to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account. (Article 12) and Governments should ensure that children are properly cared for, protect them from violence, abuse and neglect by their parents or anyone else who looks after them. (Article 19)

*For further information see

www.uncrcletsgetitright.co.uk and www.cymru.gov.uk

6. Forced marriage is illegal in the UK.

False: There is no specific criminal offence of 'forcing someone to marry' within England and Wales. However, criminal offences may nevertheless be committed such as abduction and rape. Perpetrators - usually parents or family members - could be prosecuted for offences including conspiracy, threatening behaviour, assault, theft (of passport), threats to kill and imprisonment. A change to the law is proposed in 2013. Forced marriage will then become a criminal offence.

7. Forced marriage can be justified on religious grounds.

False: Every major faith condemns forced marriage. Freely given consent is a prerequisite of Christian, Jewish, Hindu, Muslim and Sikh marriages.

8. Arranged marriages can be successful and happy.

True

9. Nothing can be done to stop a young person being taken out of the UK by their parents for a forced marriage.

False: A forced marriage protection order (FMPO) can be granted by a court in the UK to prevent a young person being taken out of the UK by their parents.



10. Arranged marriages can allow young people to choose their partner.

True: Although the families may choose prospective partners for their children the individuals will have the chance to choose who they like. They are able to reject those they do not like!

Activity 4. Different Marriages

Divide the class into small groups. Distribute one social networking site message card (number 1 -3) to each group. (Resource 4a). The cards are numbered to allow feedback in chronological order. Ask the groups to discuss the case study and answer the questions posed on the cards. (In larger classes you may need to prepare 2 sets of cards and have 2 groups dealing with the same message). Feedback cards taking care to reveal the 'story' by dealing with the social networking site message cards in turn. (There is a key below to explain the abbreviations used and one that can be printed off as part of Resource 4a).

:) - Smiley
:(- Sad face
:D - Laughing or happy face
:/ - Concerned or worried face
:) - Winking face
:L - "lol" face
O.o - Confused face
Lol - laugh out loud

soz - sorry
whysa - why's that?
tbh - to be honest
bf - boyfriend
dyou - do you
wanna - want to
probs - probably
yanno - you know

On the social network site there are several characters sending messages to each other, in the same way as you would on facebook in a group message.

There is a house party coming up in a few days and the conversation is about who is going. Hand out or display the first scenario.

Descriptions of the scenario resources are given below for the teacher's use.

Description of Scenario 1

One of the characters called Jo, who is 19 years of age on his profile, states that he will probably not be allowed to go to the house party. The other characters are messaging him asking why he can't go.



After a brief conversation, Jo reveals that his father is against drinking alcohol as in the past his father used to get violent toward him and he believes that some of the youths will bring alcohol to the party. He is afraid Jo will get involved.

Ask the pupils to give advice to Jo. What should he do? Discuss with the class. Consider issues such as the legal age to buy alcohol (18) and if it is sensible to drink alcohol at all before that age. As Jo is 19 should his parents have any say at all?

Description of Scenario 2

One of the other characters, Amina, replies to the conversation that she can't go to the party as she is meeting a boy that her parents have arranged for her to meet. One of the other characters called Nadia asks if he is her boyfriend to whom she replies no - they just want her to get to know him and uploads a picture. Amina then invites the other youngsters to say what they think.

In groups ask the pupils to write a response to Amina's message. Feedback to the whole class.

Description of Scenario 3

The messaging continues with Suba telling the group of friends that his parents are making arrangements for him to go abroad to marry a girl he has never met instead of going to university as he really wanted to do.

Ask the pupils in groups to discuss what advice they should give to Suba.

Feedback to the whole class

Distribute the social networking message card, Scenario 4, (number 4) to each group. Ask the groups to consider the final message and answer the questions set.

Description of Scenario 4

The messages on the social network now begin to discuss the idea of forced marriage and not being able to make your own choice of partners. The final question is posed asking if there is anyone that Suba can talk to and get help.

Discuss the possible course of action for Suba. There are many serious consequences for him and potentially for his family and his intended bride. Direct the pupils to the list of agencies (Resource 6a)

The pupils will probably not know of many sources of help and support for young people in this position. Feedback to the whole class.



Activity 5. Case study activity

Divide the class into small groups.

There are alternative methods of delivery which can be used.

Either:

Play a set of 3 short DVDs created the Forced Marriage Unit called: Right to Choose - Spotting the Signs of Forced Marriage

http://www.youtube.com/results?search_query=spotting+the+signs+forced+marriage

Each DVD clip presents forced marriage from a different perspective.

a) Nayana

In this clip Nayana talks about a holiday during which she will meet a 'hot' suitor. She has a very idealized view of the arrangements. Her parents have deceived her and the reality is disturbing. She will be forced to marry and stay overseas.

b) Jess

Jess, a school friend of a victim of forced marriage is worried about her friend but is sorry that she did not do something to keep her safe.

c) Azim

This DVD presents forced marriage from the perspective of a boy called Azim who is being forced to marry a girl of his parents' choice. His family is concerned about the *shame* Azim is causing by being in a relationship with a local girl.

After you have shown each clip ask the groups to consider the following questions (Resource 5a):

1. Describe the situation shown in the DVD clip
2. How do you think the character feels?
3. What do you think might happen next?
4. What advice would you give the main character?

Or alternatively:

Distribute a scenario card (Resource 5b) to each group. Ask the groups to read the scenarios and answer the questions on the cards. Feedback to whole class.

Teacher Note

The scenarios vary in complexity. Some of the scenarios present the most extreme outcome because the victim dies. There is some ambiguity as to the cause of the death - but the suggestion is made that the death has been caused by a family member/s. You may wish to refer to the definition of arranged marriage (Resource 2a) and forced marriage (Resource 3a).



The following information is given so that the teacher can discuss the actual outcome of the scenario with the pupils if appropriate.

Rashida's story

Rashida's mother with the help of the foreign office was able to bring Rashida back to Britain. Her brothers and sisters are still in Pakistan.

Rahala's story

Rahala moved in with her grandmother who supported her and helped to protect her from her father. He continued to threaten Rahala and made plans to send her away to marry. Rahala had to go into hiding with her grandmother's help.

Shafna's story

The police were notified that Shafna had died from 'food poisoning' and that she had been buried in Pakistan.

Delight's story

Delight's behaviour and attitude worsened and she missed several exams. Her friends said that she had recently told them that she feared a forced marriage or at least being left in Nigeria. She was never heard from again.

Fatima's story

After the wedding Fatima was left in Pakistan while her parents returned home.

Suzy's story

The Local Authority was told that Suzy had fallen to her death during a family outing whilst overseas with her parents. Suzy's parents were the only witnesses.

Forced Marriage Protection Orders can be issued to help protect people in danger of being forced or who are in a forced marriage. The Order will contain legally binding conditions and directions that change the behaviour of the person/s trying to force the victim to marry. Someone who disobeys the Order can be sent to prison for up to 2 years.

It is important to make clear to the pupils that if they are potential victims of forced marriage they do not have to accept the situation. Going against their family's wishes will be difficult but there is help available. They can talk to their School Community Police Officer (SCPO) who will help them get the help and support they need.

It is also important that friends who may have concerns about their peers also tell a trusted adult. Again, this could be the SCPO or their Head of Year or Pastoral Support in school.

The Forced Marriage Unit www.fco.gov.uk/forcedmarriage provides detailed advice and can give guidance on all aspects of the topic.



Teacher Note

If a child discloses information about forced marriage please contact your School Safeguarding Teacher and the Police immediately. Do not contact the parents or family members.

ORGANISATIONS THAT CAN HELP

The information provided below is available as a resource that can be printed and given to pupils, (Resource 6a).

Forced Marriage Unit

The Forced Marriage Unit (FMU) is a joint-initiative with the Home Office. Contact the FMU for details of regional services or go to

www.fco.gov.uk/forcedmarriage

As well as the Forced Marriage Unit, there are a number of organisations that can give confidential advice and information:

Karma Nirvana www.karmanirvana.org.uk/contact/ operates the National Honour Network Helpline, tel. **0800 5999 247**, which is not only for victims but also for professionals in need of guidance. All call-handlers have experience in risk assessing cases of forced marriage and honour based abuse. The helpline is open between 9:30 a.m. and 5.00 p.m. Monday to Friday (except the first Monday of every month when it is open between 1.00 p.m. and 5.00 p.m.).

BAWSO (Black Association of Women Step Out) 029 2064 4633

Henna Foundation (Cardiff) 029 2049 6920

MEWN Cymru (Minority Ethnic Women's Network Wales) www.mewn-cymru.org.uk

Welsh Women's Aid Cymru 02920 390 874



Other organizations that can offer information:

Forward 0208 960 4000
(For African women)

Honour Network 0800 5999 247
(Advice for both men and women)

Iranian and Kurdish Women's Rights Organisation (IKWRO) 0207 920 6460

National Domestic Violence Helpline 0808 200 0247
(24 hour Freephone)

NSPCC Child Protection Helpline 0808 800 5000

Police - In an emergency - 999

Shelter 0808 800 4444
(For housing advice)

Respond 0207 383 0700
(Learning disabilities)

