

**‘Anita’s Dilemma’  
FGM Lesson Plan - secondary schools**

Year group:	<u>Subject:</u> PSHE	<u>Date</u> <u>Time</u>
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<u>Lesson Objective:</u>	<p>To provide a safe space for staff and young people to overcome barriers in terms of discussing FGM.</p> <p>To reinforce human rights</p> <p>To enable staff and students in a secondary school setting to better understand and overcome barriers facing young people and staff when trying to safeguard girls from FGM .</p>
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<u>Learning outcomes</u>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• develop an understanding of some of the wider issues that can hinder reporting in relation to FGM.</li> <li>• know how to help protect themselves and others</li> <li>• know who to go to in order to get support</li> <li>• feel confident discussing FGM with peers and staff</li> <li>• with staff, devise positive steps that can be taken to support girls who have been subjected to FGM or girls at risk of FGM</li> </ul>	<p><b>EAL differentiation - key vocabulary:</b></p> <p>FGM Female Genital Mutilation Illegal Child protection Withdrawn Social and Emotional well-being</p>
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<p><u>Time</u> 10 mins</p>	<p><u>Starter / Introduction</u></p> <p>Set up safe classroom practice.</p> <p>Divide the students and staff into three discussion groups according to the colours shown on the powerpoint.</p> <p>Introduce the session, explaining how the video is divided into small clips and examines the issues from the perspective of 2 young women, a teacher and the child protection lead.</p> <p>Before showing the film, use the accompanying power point presentation to discuss FGM - definition and prevalence. Be prepared to answer additional questions</p> <p>Ensure you reinforce the following -</p> <ol style="list-style-type: none"> <li>1. What FGM is</li> <li>2. FGM is illegal</li> <li>3. FGM can carry serious consequences for a girl or woman</li> </ol>	<p><u>Resources</u></p> <p>Interactive whiteboard Film</p> <p>Large sheets of paper, pens</p> <p>Whiteboard or flipchart to record feedback.</p>
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<p>50 mins</p>	<p><b><u>Main</u></b></p> <p><b>Watch clip 1</b>, press pause when instructed.</p> <p><b>Activity 1 - two slides:</b> Introduce the questions about the clip providing a few minutes for each slide allowing groups to discuss their allocated question from the perspective of that character – ask for a scribe from each group to record main points.</p> <p>Invite feedback for each question from the groups, record main issues centrally on the whiteboard or flip chart. Invite others to comment.</p> <p>Start to pull together the ideas on the board and clarify the misconceptions that may have been aired then rub these out.</p> <p><b>Watch clip 2</b>, press pause when instructed.</p> <p><b>Activity 2 - one slide:</b> repeat the procedure above, writing comments on the board and inviting feedback from other groups.</p> <p><b>Watch clip 3</b>, press pause when instructed.</p> <p><b>Activity 3 - one slide:</b> repeat the procedure above, writing comments on the board and inviting feedback from other groups.</p> <p>Invite all staff and students to discuss the questions on the final slide and write up comments on the board or flip chart.</p> <p>Conclude the discussion when you as a practitioner feel that the learning outcomes have been met and assess what needs to happen in a further lesson.</p>	<p><b><u>ICT</u></b></p> <p>Use of IWB Computer Internet connection</p>
<p><b><u>Assessment</u></b></p>	<p>Peer evaluation (Assessment for Learning) Throughout the session keep a note of the contributions that are made by students. Check their understanding of words and phrases. Keep the post-it notes of before and after along with questions to review at the end of the session to see if any misconceptions are evident.</p>	
<p><b><u>Additional adaptations needed</u></b></p>	<p>Please ensure that materials are adapted with additional support for learners with English as an additional language. Ensure that vocabulary is clear and explained to students throughout the lesson. Have a space/person available for students to go if they become distressed or upset.</p>	