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

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<th>Year group:</th>
<th>Subject: PSHE</th>
<th>Date: Time</th>
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**Lesson Objective:**
To provide a safe space for staff and young people to overcome barriers in terms of discussing FGM.
To reinforce human rights
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.

**Learning outcomes**
Students will

- develop an understanding of some of the wider issues that can hinder reporting in relation to FGM.
- know how to help protect themselves and others
- know who to go to in order to get support
- feel confident discussing FGM with peers and staff
- with staff, devise positive steps that can be taken to support girls who have been subjected to FGM or girls at risk of FGM

**EAL differentiation - key vocabulary:**
FGM
Female Genital Mutilation
Illegal
Child protection
Withdrawn
Social and Emotional well-being

**Time**
10 mins

**Starter / Introduction**
Set up safe classroom practice.

Divide the students and staff into three discussion groups according to the colours shown on the powerpoint.

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.

Before showing the film, use the accompanying power point presentation to discuss FGM - definition and prevalence. Be prepared to answer additional questions
Ensure you reinforce the following -

1. What FGM is
2. FGM is illegal
3. FGM can carry serious consequences for a girl or woman

**Resources**
Interactive whiteboard Film
Large sheets of paper, pens
Whiteboard or flipchart to record feedback.
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<th>50 mins</th>
<th><strong>Main</strong></th>
<th><strong>ICT</strong></th>
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|         | **Watch clip 1**, press pause when instructed. | Use of IWB  
Computer  
Internet connection |
|         | **Activity 1 - two slides:** 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. |  |
|         | Invite feedback for each question from the groups, record main issues centrally on the whiteboard or flip chart. Invite others to comment. |  |
|         | Start to pull together the ideas on the board and clarify the misconceptions that may have been aired then rub these out. |  |
|         | **Watch clip 2**, press pause when instructed. |  |
|         | **Activity 2 - one slide:** repeat the procedure above, writing comments on the board and inviting feedback from other groups. |  |
|         | **Watch clip 3**, press pause when instructed. |  |
|         | **Activity 3 - one slide:** repeat the procedure above, writing comments on the board and inviting feedback from other groups. |  |
|         | Invite all staff and students to discuss the questions on the final slide and write up comments on the board or flip chart. |  |
|         | 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. |  |

| **Assessment** | 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. |

| **Additional adaptations needed** | 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. |