

FGM Lesson Plan

First published in Great Britain by FORWARD
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A FORWARD publication
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This FGM Lesson is taken from the FGM Schools Resource Pack; a new and comprehensive resource pack developed to support schools to holistically engage on FGM.

We would like to thank our generous funders who enabled us to develop both the FGM Lesson Plan as well as the FGM Schools Resource Pack:

Esmée Fairbairn Foundation
Trust for London
Rosa Fund for Girls
John Lyon's Charity
London Councils
European Commission – Daphne III Funding
Maria Marina Foundation.

A special mention to all the people who dedicated their time and effort to developing this FGM Lesson Plan and its accompanying FGM Schools Resource Pack; this would not have been possible without you.

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Introduction

Importance of Schools

There are 24,000 girls under the age of 15 who are at risk of the most severe form of Female Genital Mutilation (FGM) in the UK. FGM is a practice that can drastically affect a girl's health and well-being. Therefore FGM is, not only a growing concern in the UK, but is also illegal and classed as a form of child abuse. As such it is essential that girls are not only protected from the practice but also that girls who have undergone the practice are supported. Schools play a vital role in this.

Pupils who fear they may be at risk of FGM often come to the attention of or seek support from a teacher or other educational professionals (before they seek help from the police or social services). Therefore schools and educational professionals are ideally situated to not only raise awareness of the practice but also to safeguard and support girls. In addition, as FGM is predominantly happening to minors (under the age of 16), schools and colleges are ideally placed to identify girls who are both at risk or have undergone the practice.

Although FGM is surrounded by much cultural sensitivity it is essential that the taboo is broken and that spaces are created that allow for safe and open discussions. It is important that all young people increase their awareness about this human rights issue. Additionally it is essential that girls and young people (particularly those from communities where FGM occurs) are able to discuss the issue, know how to access support and learn how they can keep themselves and their peers safe.

“Educational establishments should aim to create an ‘open environment’ where pupils feel comfortable to discuss the problems that they are facing – an environment where FGM can be discussed openly and support and counselling are provided routinely. Pupils need to know that they will be listened to and their concerns are taken seriously”

Multi-Agency Guidelines on Female Genital Mutilation

Purpose of FGM Lesson Plan

This FGM Lesson Plan has been developed to raise awareness of the practice of Female Genital Mutilation (FGM) within a school setting. The FGM lesson has been designed to help inform and facilitate the exploration of attitudes around FGM.

The lesson has been developed in an easily adaptable format and can be used for a variety of years within secondary schools; however we suggest it is taught in Year 8 when pupils/pupils may already have a basic knowledge of the external female genitalia.

It is important for young men as well as young women to take part in the lessons; however this must be done sensitively. A space for girls and young women to discuss the issue further should be created and clearly signposted. We also strongly recommend that this is taught to the whole class and not just to pupils that the school or teacher identifies as a target group or coming from an FGM affected community. This reduces the risk of stigmatization of specific communities.

The lesson is also adaptable to be used in various formats however it is recommended that it is incorporated within PSHE lessons. The Multi-Agency Guidelines on Female Genital Mutilation highlight areas where FGM lessons and information can be introduced into the curriculum including:

- Personal, Social and Health Education (PSHE) in England and Personal and Social Education (PSE) in Wales – particularly in ‘Sex and the Law’ for Key Stages 3, 4 and 5, and ensuring

naming of body parts in Key Stage 1 which can be the first stage in ensuring that girls are aware of their bodies and rights

- Citizenship
- Religious Knowledge
- Drama
- History
- Sociology

The FGM Lesson Plan Contents

1. FGM Information for Teachers: basic information
2. Guidelines and Preparation: including what to do in the event of a disclosure
3. FGM Lesson Outline
4. Facilitation Notes and Detailed Explanation of Activities
5. Materials for FGM Lesson
6. Evaluation of FGM Lesson

FGM Information for Teachers

What is Female Genital Mutilation (FGM)?

- FGM is a practice that involves partial or total removal or injury of the girl or a woman's external genitals
- FGM is sometimes called Female Genital Cutting (FGC) or female circumcisions or excision. However many communities also use local terms to refer to the practice e.g. 'Tahoor' 'Sunna' 'Gudiniin' 'Halalays' 'Bondo'
- There are different types of FGM, based on the extent of the cut made. This includes Type 1, Type 2, Type 3 or Type 4. The type practiced differs from community to community and can depend on a community's tradition and reason for the practice.

Health Complications of FGM

- Possible health complications of FGM include:
 - Loss of Blood
 - Pain or shock
 - Difficulties in passing urine
 - Difficulties with menstruation
 - Increased risk of recurrent urinary tract infections
 - Complications in pregnancy or childbirth
 - Psychological difficulties
- It is important to note that not all girls who have undergone FGM experience health problems and some may not be aware of these problems or may not relate them to FGM.

Who is at risk?

- FGM can take place when a girl is still a baby, during childhood, adolescence or at the time of marriage.
- FGM is practiced in at least 28 countries in Africa, parts of the Middle East and South East Asia.
- It is estimated that 24,000 girls in the UK are at risk of the most severe form of FGM.

Why is FGM practiced?

- Many reasons have been given for the practice of FGM, including:
 - Protecting tradition and religion
 - Improve hygiene and cleanliness
 - Improving a girls' marriage prospects
 - Promoting cultural identity
 - Increasing fertility
 - Rite of Passage into womanhood
- There is often more than one reason given by communities for FGM. The majority of these reasons are based on myths and misinformation.
- As FGM is a social norm and communities believe there are perceived benefits, there is a lot of pressure on individuals to continue the practice FGM.

FGM and the Law

- FGM is illegal in the UK and is considered a form of child abuse.
- It is illegal to help, support or arrange for FGM to be performed on a girl in the UK.
- It is also illegal to take a girl outside of the UK to have FGM carried out.

For more information:

- **FGM Fact-sheet:** found at the end of lesson plan; this is a useful way to share information with other staff at your school.
- **Useful Resources Section:** details where you can find more specific information.

Guidelines and Preparation

Creating a Safe and Open Environment

As FGM is a sensitive and emotive subject it is essential that a safe and enabling environment is created. This will ensure that pupils are able to learn, explore and discuss sensitive issues and learn where to access further help and support.

Schools should have a whole schools approach to dealing with FGM. This approach should include:

- A comprehensive safeguarding procedure that includes FGM
- Training (as part of safeguarding or child protection) for staff to identify signs that a girl may be at risk of or have already undergone FGM
- Ensuring that the designated member of staff with responsibility for safeguarding children is well versed in the issues around FGM
- Identified organisations or establishments to provide support (physical and emotional) for girls who may have undergone the practice.
- Circulation and displaying of materials about FGM, including support services that girls can access

Before teaching about FGM, it is essential that other staff; particularly form tutors, heads of year, pastoral care staff, education welfare officer, school counsellor, school nurse are aware that FGM will be discussed with pupils. It is also important to have support from senior staff. This will help to ensure that the school is prepared to respond to any concerns that arise, including child protection concerns.

Teachers should be aware that some of the pupils may be directly or indirectly affected by the content of the FGM lesson. Teachers should always be mindful that there may be girls and young women who have undergone FGM in their class. As such the topic should be dealt with sensitively and no assumptions should be made. It is also essential that signposting for support services is included in all FGM lessons and discussions.

When teaching sensitive topics there are two factors to consider:

1. **Distancing:** using methods (e.g. DVDs, characters, scenarios) to illustrate the issues being explored, without expecting young people to talk about their personal issues openly in the classroom. Techniques to teach sensitive issues safely include:
 - Question Box: allows pupil to ask questions anonymously.
 - There are a lot of difficult questions around FGM for some examples and answers of difficult questions please refer to **FGM Frequently Asked Questions**
 - Language: agree language you will use to describe issues as they come up in lessons. Challenge prejudice and discrimination as well as modelling alternatives.
 - As FGM is a sensitive subject avoid words that indicate judgement; e.g. 'normal' when referring to genitalia instead use 'natural'; stating that FGM is 'wrong' instead use 'harmful' or 'illegal'.
 - Images: challenge stereotypes by ensuring that images used reflect the diversity of the UK and avoid reinforcing stereotypes.
 - Avoid framing FGM as an 'East African', 'Muslim' or 'Somali' issue. The range of communities from different countries, culture and religions should be explained. When specifying countries or communities during the lesson it is important to reflect and question if this would lead to stereotyping. It is also beneficial to frame FGM as a human rights violation, a form of violence against women and

girls and a violation of bodily integrity – these are universal concepts and framing it this way avoids ‘othering’ FGM as only a cultural practice.

- Signposting: signpost young people to where they can get help and support in the school, community and wider.
 - It is essential that teachers have an awareness of local support services (that are accessible to young people) on FGM which can address the young people’s various needs. For some support organisations and services please refer to **FGM Information, Services and Support Guide**.
- Teaching and Learning Activities: use active learning techniques to enable discussion to take place in a structured way. Techniques include: scenario cards, questions and discussions, video clips, role play, consequences, continuum, word storms.

2. Learning Agreement or Ground Rules: need to be used to control respectful discussion and challenge prejudices. Examples of things to include:

- Have respect for who people are and what they say
- Everyone has the right to their own opinion you may not agree but you should respect it
- Listen to each other
- Don’t ask personal questions – no one has to disclose personal information
- Don’t disclose someone else’s personal information to the group without permission. If you want to ask about or share a personal story or experience do so in third person ‘someone I know’, ‘a friend’, ‘something I heard about’
- Confidentiality: what is said in the room stays in the room and is not for discussion outside of the lesson. However it is important to explain that confidentiality will be broken if someone discloses something that could be harmful to them or another young person. That information would have to be passed on in order to ensure they are safe.

What to do in the event of a disclosure

If you have concerns that a girl is at risk of FGM (either in the UK or abroad) or if a girl has made a disclosure concerning herself, a family member or a friend you must report this immediately.

FGM is against the law, is harmful to girls and is a form of child abuse and must be dealt with like any other form of child abuse.

“If you are worried about someone who is at risk of FGM or has had FGM, you must share this information with social care or the police. It is their responsibility to investigate and safeguard and protect any girls or women involved.”

Multi-Agency Practice Guidelines: Female Genital Mutilation

For guidelines on how teachers, educational professionals and schools should respond to disclosures please see:

- **Multi-Agency Practice Guidelines: Female Genital Mutilation –‘9.2. What to do when you are concerned that a pupil may be at risk of, or has already undergone FGM’.** This is included in the Resource Package.
- London Safeguarding Children Board: ‘Safeguarding Children at Risk of Abuse through Female Genital Mutilation

Anyone who is concerned that a girl’s welfare is at risk because of FGM can contact:

- Local Authority’s Social Services
- FORWARD: 0208 960 4000; support@forwarduk.org.uk
- NSPCC FGM Helpline: 0800 028 3550 (24-hours); fgmhelp@nspcc.org.uk

FGM Session Outline

Learning Outcomes:

1. Pupils understand what FGM is
2. Pupils understand that FGM is harmful
3. Pupils know that FGM is illegal in the UK and abroad
4. Pupils know where and how young people can get help and support around FGM

Session Outline:

Timeframe: 90 minutes

	Activity	Timing	Resources and Materials
1.	Introduction Ground Rules	5 min	
2.	Female External Genitalia	10 min	Resource A: Female External Genitalia – unlabelled Resource B: Female External Genitalia – labelled
3.	What is FGM	15 min	Resource C: FGM Statements – Questions Resource D: FGM Statements – Answers True/False Cards (optional) Resource E: Types of FGM Cards (optional)
4.	Think Again	15 min	Think Again DVD
5.	Why does FGM happen	15 min	Resource F: Character Statements Cards
6.	FGM is harmful	10 min	Resource G: Health Complications Cards Resource H: Health Complications - Explained
7.	FGM in the UK	5 min	
8.	Where can girls get help	10 min	Resource H: Saynab’s Story - Scenario Resource I: Support Spaces Cards Resource J: Support Services – Explained
9.	Closing	5 min	FGM Resources – ISS Guide, FGM FAQs FGM Support Card Evaluation Forms (optional)

- The session may be divided into two lessons; and it is suggested that activities 1 – 4 are completed in Lesson 1; with activities 5 – 8 in Lesson 2 used as a way to reinforce information gained in Lesson 1.
- If delivered as two lessons is it important that ground rules are discussed in both lessons

- The session outline is adaptable to timings of lessons and so activities can be completed in longer or shorter times depending on the amount of time available. The notes sections explain how this can be done.
- Samples of the above listed resources are included in the FGM Schools Resource Pack. For additional resources please complete the order form found in the FGM Schools Resource Pack.

Additional Activities:

Evaluation from FORWARD's Schools Sessions indicate that pupils enjoyed being able to take action on FGM. These additional activities may be suitable for older age groups (Year 11 or 6th form) or pupils wanting to take further action.

Activity	Resources
<p>Debate:</p> <p>Ask the pupils to debate an issue around FGM. This can be a way to consolidate information or alternatively as a way for them to share information with other pupils, their peers, or their community.</p> <p>It is important that the pupils have a good understanding of FGM before starting this activity.</p> <p>Ideas for debate topics include:</p> <ul style="list-style-type: none"> ▪ Medicalization of FGM ▪ FGM and cultural relativism ▪ Male circumcision and FGM ▪ FGM and consent ▪ Female Genital Cosmetic Surgery and FGM <p>The FGM Frequently Asked Questions booklet can serve as a guide to responding to these issues.</p>	<p>FGM Frequently Asked Questions</p>
<p>What can young people do?</p> <p>Pupils may feel impassioned by the subject of FGM and may want to take action in their school or local community to address the issue of FGM. Teachers can discuss and support young people to organise local action.</p> <p>Examples of things that young people can do:</p> <ul style="list-style-type: none"> ▪ Film screenings ▪ Fundraising activities ▪ Poster competition ▪ Inviting a speaker to come in and speak ▪ Joining the campaign through social media <p>The 16 Ways to Help End FGM booklet has ideas for young people who want to get involved in the campaign ranging from small actions (tweet about it) to large scale projects (make a video about FGM).</p> <p>The short film – ‘The making of: Think Again’ may also serve as a source of inspiration for young people wanting to take action.</p>	<p>16 Ways to Help End FGM</p> <p>The Making of Think Again</p>

Teachers' Facilitation Notes and Detailed Explanation of Activities

Activity 1: Introduction and Ground Rules

Timing: 5 min

Resources: none

- Tell the class that the lesson is about a sensitive subject – Female Genital Mutilation (FGM). Explain that issue will be discussed sensitively.
- Explain that different people may know FGM by different names including female circumcision, cutting, sunna or other local terms e.g. tahoor, gudinni or bondo.
- Inform the pupils that there might be people in the class who are affected by the lesson either directly or indirectly; they might have personal experience of FGM, know someone who has experiences of FGM or are worried about someone else. Let the pupils know that the school can provide someone to speak to or support them and that everyone will receive more information including a support resource.
- Explain to the class why it is important for them to know about FGM as it is a taboo issue which means that girls do not know where to get help. It is important for young people to know so that they can get help for themselves or friends and also to keep their friends safe.
- As this is a sensitive subject it is important that the class understand and stick to the learning agreements or ground rules.
- Discuss and agree on the learning agreement or ground rules or alternatively if there is already a learning agreement or ground rules that the pupils are aware of they should be recapped.
- The learning agreement or ground rules should include, but not limited to:
 - Respecting and listening to what others are saying
 - No personal questions
 - Do not name names
 - Do not force someone to say anything they don't want to
 - Confidentiality

Also refer to Page 8 for more ground rules

Activity 2: Female External Genitalia

Timing: 10 min

Resources: Resource A: Female External Genitalia Sheet – unlabelled (one for each pupil)

Resource B: Female External Genitalia Sheet – labelled (for reference)

- This activity is to ensure that pupils are aware of the different parts and functions of the external female genitalia.

- Explain that as the issue is about female external genitalia is it important that everyone knows what the different parts are and what their purposes are. This is also a good way to make sure the class is aware of correct terminology and it comfortable using it.
- Hand out **Resource A: Female External Genitalia – unlabelled** to each pupil. Ask the pupils to label the different part of the female external genitalia.
- Ask the class to feedback on their work. Answers should be checked with reference to **Resource B: Female External Genitalia – labelled**.
- Discuss and explain the functions of all the parts of the external female genitalia.

Activity 3: What is Female Genital Mutilation

Timing: 15 min

Resources: Resource C: FGM Statements – Questions

Resource D: FGM Statements – Answers

Resource E: Types of FGM Cards (optional)

True/False Cards (optional)

- Explain that FGM is a practice that involves altering, changing, cutting or removing any part of the female external genitalia. Ensure that you clearly state that the practice is done to natural and health genitalia and there is no medical reason for the practice.
- Divide the class into groups and hand each group an FGM statement from **Resource C: FGM Statements – Questions**. All the statements should be handed out and distributed evenly among the groups. Ask the pupils to work in groups to read the statements and decide if the statement is true or false. Give each group 2 – 3 minutes to complete (time can be adjusted depending on how many statements each group gets). State that the groups will be explaining to the class their answer.
- Ask each group to read out the statement they were given, tell the class if they thought it was true or false and explain to the class why they thought it was True or False. Answers should be checked with reference to **Resource D: FGM Statements – Answers**
- To run the activity in a shorter time:
 - Read out each of the statement in **Resource C: FGM Statements – Questions**. After each statement ask the pupils to raise a 'False'/Red card if they think the answer is false and a 'True'/Green card of they think the answer is true.
 - Ask for volunteers to explain why they chose true or false.
 - Once pupils have answered and explained; the correct answer should be given with reference to **Resource D: FGM Statements – Answers**

- Statement 8 regarding the types of FGM is a good entry point into further discussion of the types of FGM. This should only be done if it is appropriate. To facilitate this explanation find below the different types of FGM and please refer to **Resource E: Types of FGM Cards**.
 1. FGM Type 1: is where the clitoris or the clitoral hood is cut or removed
 2. FGM Type 2: is when the clitoris and inner lips (labia minora) are cut or removed
 3. FGM Type 3: is when the clitoris, inner lips (labia minora) and outer lips (labia majora) are cut and sewn or sealed together, leaving only a very small opening.
 4. FGM Type 4: is all other harmful practices which could include pricking, piercing, cutting, scraping and burning female genitalia.

Activity 4: Think Again

Timing: 15 min

Resources: Think Again DVD

- Explain that the class is going to watch a short film made by young people in the UK. The film is about a young girl in this country who knows that her family want to take her back to her country of origin to be circumcised (undergo FGM).
- Reassure the pupils that there is nothing graphic in the film and it will not show girls being cut.

A copy of Think Again is included in this Resource Package. The DVD also includes the 'Making of: Think Again' and a video explaining the Types of FGM.

Additional copies of the 'Think Again' DVD can be ordered using the order form found in the FGM Schools Resource Pack.

'Think Again' can also be viewed here : <http://www.youtube.com/watch?v=kzBNTtR7toE>

Activity 5: Why does FGM Happen

Timing: 15 min

Resources: Resource F: Character Statement Cards

- Explain that this activity is about some of the reasons why people may or may not want to practice FGM.
- Explain that some people refer to FGM as female circumcision; which is what they might see on the character cards. It is important to clearly state that FGM or female circumcision is harmful and illegal in the UK.
- Divide the class into groups and hand each group the character cards from **Resource F:**

Character Cards. Each group should get a set of all of the character cards

- Ask the pupils to work in groups to read the character cards and answer some questions. Give each group 2 – 3 minutes to complete. State that the groups will be explaining to the class their answer.
- The questions that the groups have to answer are:
 - Find three characters that give reasons for why FGM happens. (It should be three different reasons)
 - Find the characters that give reasons against the practice of FGM.

After the activity:

- Explain the reasons for why FGM is practiced. Reasons for the practice include:
 - Protecting tradition and religion
 - Improve hygiene and cleanliness
 - Improving a girls' marriage prospects
 - Promoting cultural identity
 - Increasing fertility
 - Rite of Passage into womanhood
- Explain that there is often more than one reason given by communities for FGM. The majority of these reasons are based on myths and misinformation.
- It is important to de-bunk the myths around FGM; particularly the idea that FGM is a religious obligation. Explain that there is no evidence to suggest that Islam, Christianity, Judaism or any other religion supports FGM. Other myths around FGM and their responses can be found in **FGM Frequently Asked Questions**
- The reasons against the practice should be clearly identified and reinforced. The reasons against the practice include:
 - FGM is harmful
 - FGM is illegal in the UK and many other countries
 - FGM is a violation of a lot of children's rights
 - FGM is not a requirement of any religion

Activity 6: FGM is Harmful

Timing: 10 min

Resources: Resource G: Health Complications

Resource H: Health Complications – Explained

- Explain that this activity is to talk about some of the health complications. Tell the pupils that they will be referring back to the diagrams and functions of the external female genitalia and will use the information they received to complete an activity on 'what health problems might FGM cause?'

- Divide the class into groups and hand each group the health complications from **Resource G: Health Complications**. Each group should get a set of all of the health complications cards.
 - Ask the pupils to work in groups to read the health complications and answer some questions. Give each group 2 – 3 minutes to complete. State that the groups will be explaining to the class their answers.
 - The questions that the groups have to answer are:
 - Health complications caused by FGM
 - Health complications **NOT** caused by FGM
 - Ask the groups to feed back. As you go through each complication caused by FGM, explain briefly why this complication would occur; this should be done using **Resource H: Health Complications - Explained**. If there is time (and it is appropriate) you can ask the pupils if there was any health complication that they found surprising.
- After the Activity:
- Explain that some of the health problems can last for a long time and some girls and women can be living with the effects of FGM for their whole life.
 - It is important to explain that not all girls and women who have undergone FGM experience health problems, girls may not be aware of the problems or many not link their problems to FGM, especially if the problems occur several years after the procedure.
 - It is also essential to state that there are places that girls can get support if they have any problems. It is important that girls be encouraged to tell a nurse or a GP if they have any problems, infections or pain so that they can get the right help and support. Explain that support can include 'deinfibulation' which is a medical procedure that opens a girl or a woman who has been sewn up. This could help them with some of their problems.
 - The language used and the amount of details given to explain the health complications should be modified depending on the year group and the classes previous knowledge and understating of the body and biology.

Activity 7: FGM in the UK

Timing: 5 min

Resources: none

- Explain that FGM is happening in the UK to girls living in the UK. Girls may be taken to another country to have the practice done to them and then brought back to the UK. State that in 2007 it was estimated that over 24,000 girls under the age of 15 could be at high risk of FGM in the UK. If local statistics are known these should also be stated here.
- Explain that there are also girls and women who have undergone FGM, and may be having health problems, that are living in the UK. Explain that it is important that we help and protect

these girls and women.

- Explain that FGM is illegal in the UK. No one is allowed to arrange for FGM to happen to anyone while they are in the UK. Also explain that it is also illegal for someone to take a girl outside of the UK to have FGM.
- It is important to tell pupils that there are places in the UK that they can get help and support if they are worried about FGM or have any problems. Explain that the school would be able to help and protect them if FGM is something they are worried about.

Activity 8: Where can Girls get Help

Timing: 10 min

Resources: Resource I: Saynab's Story – Scenario

Resource J: Support Spaces Cards

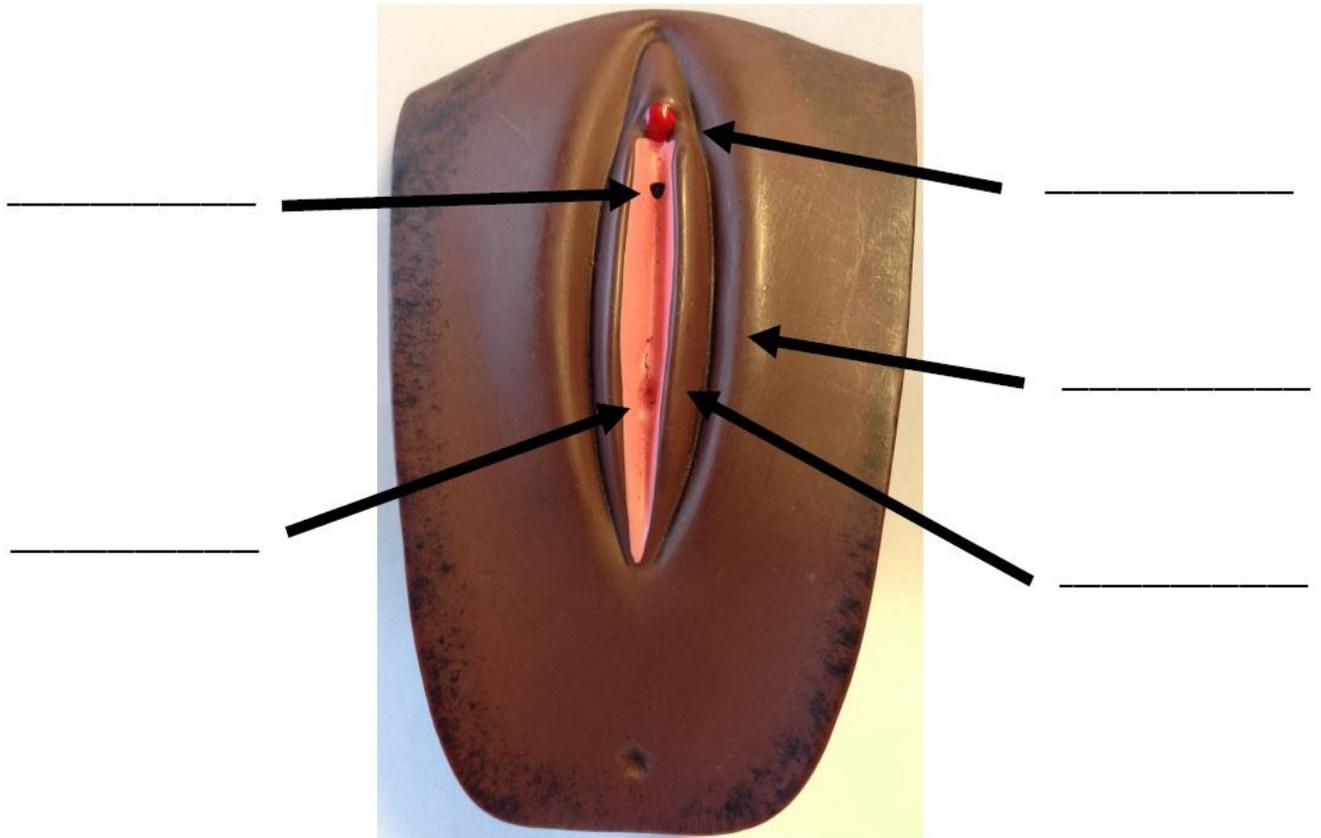
Resource K: Support Services Explained

- Explain that this activity is to talk about some of the places that girls and young people can go for support.
- Read out to class Saynab's Story from **Resource I: Saynab's Story – Scenario**. Ask the class to think about what help Saynab might need as the Story is being read out.
- After reading the story divide the class into groups and hand each group a Support Space card from **Resource J: Support Spaces Card**. All the support space cards should be handed out and distributed evenly among the groups.
- Ask the pupils to work in groups to examine the support cards given to them. As a group they should then pick two support space cards. Explain that as a group they will be answering two questions. Give each group 5 minutes to complete. State that the groups will be explaining to the class their answers.
- The questions that the groups have to answer are:
 - How can the person/place on your support card help Saynab get support and protect her?
 - How can Saynab's friends encourage her to get help?
 - As a prompt it may be helpful to ask pupils: 'Are there things that might make it hard for Saynab to get help?'
- Ask the groups to feed back. As they go through each support space, explain briefly how this support place can help using **Resource K: Support Services Explained**
- This provides a good opportunity for the distribution of the additional support resources that are included in the FGM Schools Resource Pack e.g. Support Card

Materials for FGM Session

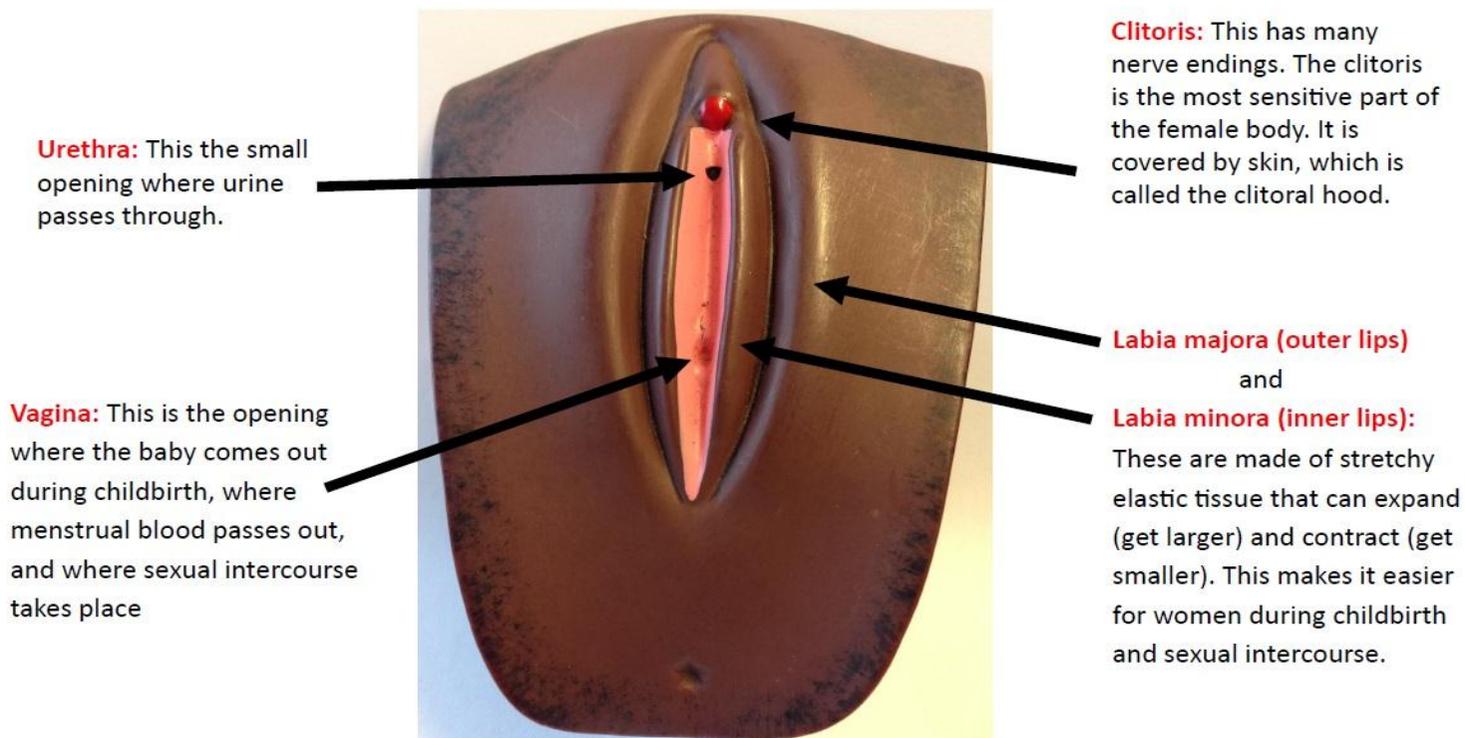
Resource A: Female External Genitalia – unlabelled

Natural External Female Genitalia



Resource B: Female External Genitalia – labelled

Natural External Female Genitalia



Resource C: FGM Statements – Questions

<p>FGM only happens to baby girls and they don't remember it when they are older</p>	<p>FGM happens in South East Asia and parts of the Middle East</p>
<p>When you have FGM you are usually given an injection to make you fall asleep</p>	<p>There are 125 million women and girls worldwide who have undergone FGM</p>
<p>FGM is practiced using unclean equipment</p>	<p>FGM is something that happens in only a few countries.</p>
<p>FGM is alright because doctors are practicing it</p>	<p>There are four types of FGM</p>

Resource D: FGM Statements – Answers

	Statement	Answer
1.	FGM only happens to baby girls and they don't remember it when they are older	FALSE – FGM is often performed on girls between the ages of 5 – 8 years old. However FGM can be performed on babies, teenagers and sometimes even on adult women. The age differs from community to community.
2.	When you have FGM you are usually given an injection to make you fall asleep	FALSE – FGM is usually carried out when a girl is awake and without any painkillers or anaesthetic (a medicine that numbs the area to reduce pain).
3.	FGM is practiced using unclean equipment	TRUE – In many affected communities, FGM is often performed by older women in the community who are known as 'circumcisors' or 'excisors'. It is often performed using unclean or unsterilized equipment (like razor blades or knives).
4.	FGM is alright because doctors are practicing it	FALSE - FGM is usually practiced by older women in the community who may not have medical training. In some communities and areas FGM may be performed by medical professionals like doctors. However this does not make the practice alright as FGM is harmful regardless of how it is performed. Also FGM is a human rights violation, regardless of how it is done, because no one should have someone touch or change their body without permission.
5.	FGM is something that happens in only a few countries.	FALSE – FGM is practiced in more than 28 countries in Africa, parts of the Middle East, South East Asia. FGM also happens in Europe, America and other countries where people from FGM affected communities live. FGM is also practiced in the UK on girls who come from countries where FGM is practiced.
6.	FGM happens in South East Asia and parts of the Middle East	TRUE - FGM is practiced in more than 28 countries in Africa, parts of the Middle East, South East Asia.
7.	There are 125 million women and girls worldwide who have undergone FGM	TRUE - It is estimated that 125 million women and girls have undergone FGM worldwide.
8.	There are four types of FGM	TRUE – There are four different types of FGM, based on the extent of the cut made. The type practiced may depend on the community's tradition and reasons for practicing FGM.

Resource E: Types of FGM Cards

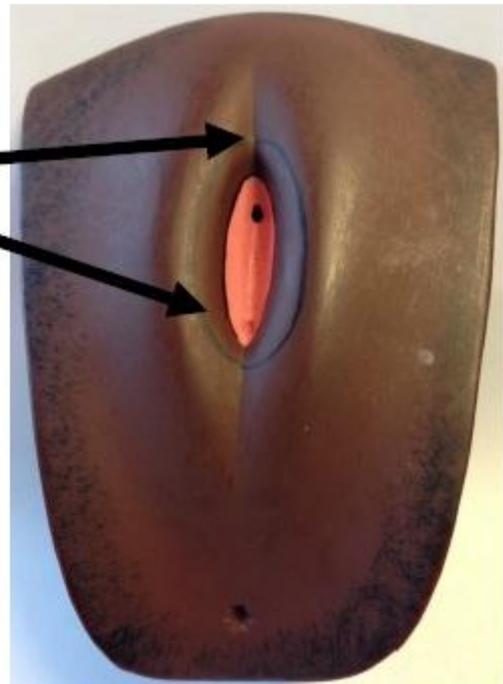
FGM Type 1



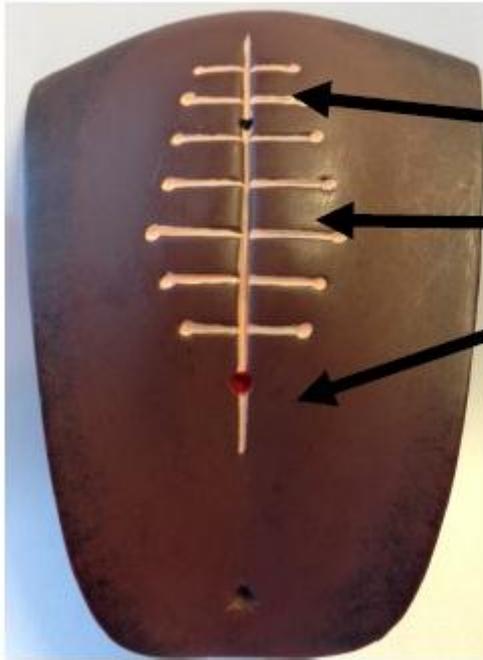
This is a model of FGM Type 1. This is when part or all of the **clitoris** is removed, or part or all of the **hood of the clitoris** is removed.

FGM Type 2

This is a model of FGM Type 2. This is when the **clitoris** and the **inner lips (labia minora)** are removed.



FGM Type 3



This is a model of FGM Type 3. This is the most severe form of FGM. Here, the **clitoris** and **inner lips (labia minora)** are removed, as well as part of the **outer lips (labia majora)**. The outer lips are then sewn together and heal as scar tissue. This seals over the opening of the urethra and part of the vaginal opening and only a small opening is left for urine and menstrual blood to pass through.

FGM Type 4

There is no model for FGM Type 4. This is because FGM Type 4 is a category that includes many different practices – anything that is done to the external female genitalia that is not the first 3 types. For example, in some cultures this would be small pricks to the clitoris or the lips. Sometimes the lips are stretched, or special herbs are put in that are said to tighten the vagina.

Resource F: Character Statements Cards



Asha, 12 years old: My mother didn't have me circumcised. That's because she was taught about the consequences of FGM. Now she knows that it is bad for a girl's health. When I grow up, I won't have my daughter go through it either.



Nija, 9 years old: My sister and I were circumcised at the same time. My mother didn't want it to be done, but my father and grandma did. When my mother was away for a few days, my grandma had us circumcised.



Amina, 12 years old: I was circumcised because everyone said that I wouldn't be clean if I wasn't. My mother had a really difficult type of circumcision and she had a really hard time giving birth to me. That is why I only had a little bit removed. My auntie told me that having just a little removed was Sunna, but other people say that it is not, so I'm not really sure.

Fauziya, 14 years old: My sister was circumcised but then my family moved away to the Netherlands. I didn't have to be circumcised because girls here aren't allowed – it is illegal.



Hoda, 20 years old: I was circumcised when I was 7 and I didn't know much about it. Now I am older and I have my first boyfriend. All my friends talk about sex, and I don't know what it will be like for me – people say that because of the circumcision it will hurt or I won't enjoy it. I am really nervous about it.

Nawal, 16 years old: "I was circumcised and my older sister was too. My younger sister isn't going to be circumcised. An Imam visited us recently and he told us that the Koran doesn't say that girls should be circumcised. That's why my mother doesn't want to have my younger sister circumcised.



Hayat, 16 years old: I wasn't circumcised because my mother said no. When I was younger, I was so angry with her because all of the other girls had it done and they made fun of me and called me names. I really wanted to fit in. Now that I am older I am happy about of my mom's decision and I feel bad for all the arguments I had with her.



Samira, 13 years old: I was circumcised because this is what happens when you get older – it means that you are a woman now and can make decisions like an adult.

Sara, 11 years old: I was circumcised because my family thinks the Quran says you should do it. My religion is very important to me and I am happy to follow what is required



Janice, 14 years old: I was circumcised because it is more beautiful and feminine to have it this way. Also, my mother says that if you don't get circumcised, bad things might happen, like you might not be able to have children.



Hibo, 15 years old: I was circumcised because if I wasn't I wouldn't be able to find a good husband. Nobody would want to marry a girl who didn't have it done. It is important to me and my family that I marry well and have children, otherwise it would be shameful. Also, what would my future look like if I didn't get married?



Najib, 10 years old: All my 4 sisters and I were circumcised because it is what you should do – it is our tradition and it is important for me to follow my culture.

Resource G: Health Complications Cards

Severe Pain and Shock	Bleeding
Broken Bones	Backaches
Malaria	Infection
TB	Tetanus
Urine Retention	Eczema
Cancer	Urinary Tract Infections
Tissue Damage	Infertility
Cysts	Hormone Imbalance
Difficulties in Menstruation	Increased risk to flus and colds
Jaundice or yellowing of the skin	Complications in pregnancy and child birth
Increased risk of Fistula	Liver Damage
Risk of heart disease or failure	Sexual Dysfunction
Emotional Health Problems	Dementia

Resource H: Health Complications – Explained

Health Complications caused by FGM	
Complication	Explanation
Basic – suitable for Year 8, 9,10	
Bleeding	Whenever you cut any part of your body it bleeds. The external genital area has a lot of blood vessels and so cutting to this area will lead to a lot of bleeding. In some cases girls loose too much blood and this could lead to them dying.
Severe pain and shock	The external genital have a lot of nerve endings and so if girls are cut (especially without any medication to numb the area – anaesthetic) it will cause a lot of pain. Girls can go into shock because they are in too much pain.
Infections	If girls are cut with unclean (unsterilized) instruments they can get infections e.g. tetanus from rusty metal.
Urinary Tract Infections	Particularly when girls are sewn up (Type 3) this can make it very difficult for the urine to leave the body (as the opening is very small). This could lead to infections e.g. urinary tract infections.
Difficulties with menstruation	Particularly when girls are sewn up (Type 3) this can make it very difficult for blood to leave the body (as the opening is very small). This may make periods very painful and they could last for a very long time.
Complications in pregnancy and child birth	FGM may cause difficulties in delivering because the external female genitals have been cut – particularly when girls are sewn up (Type 3) because this makes the opening for the baby to leave the body smaller. In some cases a woman might need a caesarean section.
Difficult or painful sex	FGM may cause difficulties with sexual intercourse because the external female genitals have been cut – particularly when girls are sewn up (Type 3) and the opening is smaller. Some girls and women also have a lot of pain in the genital area which would make it difficult or painful to have sexual intercourse.
Emotional health problems	FGM is not usually explained to girls and may be a painful and traumatic experience; this may cause emotional or mental health problems. These can include anxiety, lack of trust, not wanting people to touch them, flashbacks from when they were cut.

Extensive – suitable for Year 11, Sixth Form or Health and Social Care Pupils		
Backaches	Girls can have lots of different types of pain as they grow older; women and girls who have undergone FGM frequently describe having backaches this may be due to chronic pelvic infections.	
Tissue Damage	Because FGM is not performed by a medical doctor the practice may cause damage to the tissue and organs in the area.	
Broken bones	Because girls are awake they may be struggling or moving around when FGM happens. This could lead to them having broken bones.	
Tetanus	If girls are cut with unclean (unsterilized) instruments they can get infections. Tetanus is a blood infection caused by rusty blades.	
Urine retention	When girls are cut this may cause damage to their urinary system (the organs that help you urinate). This may lead to difficulties with urinating – urine retention.	
Cysts	When the cut skin doesn't heal properly it can cause cysts.	
Infertility	This may be caused by damage to the area. In some cases it can be caused by menstrual blood remaining in the uterus and cause tissue to be infected so the uterus has to be removed making a woman infertile.	
Increased risk of fistula	Fistula is a medical problem where there is an abnormal opening that happens in the body. Fistulas can happen when there is a difficult or long labour (delivery of baby). This leads to tears or openings happening between different organs (bladder – contains urine and uterus - holds foetus). This could lead to girls and women being unable to control urine.	
Health Complications NOT caused by FGM		
Malaria	Hormone Imbalance	TB
Cancer	Eczema	Jaundice or yellowing of the skin
Liver Damage	Increased risk to flus and colds	Risk of heart disease or failure

Resource I: Saynab's Story - Scenario

Saynab is 11 years old and in Year 9. She has a good group of friends and she likes spending time with them - mostly going to the movies, hanging out after school, and going shopping on the weekends.

Last week she was talking to her mother, who told Saynab that they will be visiting their country this half term. Saynab is excited because she will get to go to the beach, and she will be able to see her grandmother who she hasn't seen since she was 7.

Her mother also told her that she will be having a celebration which will mean she will become a woman. Her mother said that she will need to stay longer than just half term because of the celebration. That made Saynab a little bit worried because she will have exams after half term and she knows she shouldn't be missing school.

Saynab spoke to her grandmother on the phone, who seemed very happy that she was coming, and was making all the preparations for the celebration.

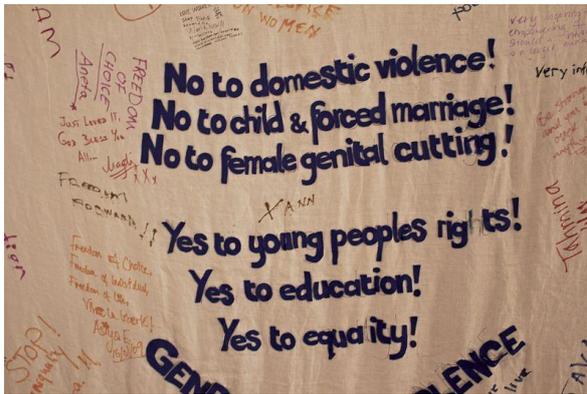
Resource J: Support Spaces Cards



TEACHER



SCHOOL NURSE



FGM ORGANISATION



FRIENDS



CHILD-LINE



POLICE



SOCIAL SERVICES

Resource K: Support Services – Explained

Support Place	How they could help
Teacher	<p>Teachers can help with any concerns about FGM. If there is concern that a girl is at risk of FGM or has undergone FGM, a teacher needs to share this with the child protection officer at school who will start a child protection referral. This means that the child protection officer will need to tell social services to make sure that girls are protected and supported.</p> <p>Teachers can also provide more information about any questions that girls may have and also help girls get support that they need (more information about FGM, where to get medical attention and where they can speak to someone about FGM).</p>
School Nurse	<p>School nurses can help with any concerns about FGM. If there is concern that a girl is at risk of FGM or has undergone FGM, a school nurse needs to share this with the child protection officer at school who will start a child protection referral. This means that the child protection officer will need to tell social services to make sure that girls are protected and supported.</p> <p>The school nurse can also provide more information about any questions that girls may have and also help girls get support that they need (more information about FGM, where to get medical attention and where they can speak to someone about FGM).</p>
Friends	<p>Friends can be a good place of support; they can help girls who are at risk of FGM or have undergone it by being someone to talk to and can encourage them to get help. It can be very scary to speak to an older person or professional about your problems and friends can go with you to speak to a teacher or school nurse.</p>
Child-line	<p>Child-line is a special helpline just for young people. They can provide girls with someone to talk to about any issue that is a problem for them, not just FGM. The NSPCC (a national charity that protects children) has a specific number for FGM. This means that you will speak to a trained adult who knows all about FGM and will be able to tell you how to get help and support. This is also a good number to call if you are worried about someone else and want to help them but don't want to give your name or for other people to find out that you called. The helpline is anonymous – meaning you don't have to give your name. The NSPCC FGM Helpline works closely with social services and police so if they are concerned that FGM might happen, they have to tell the police and social services so that a girl can be protected and supported.</p>
Social Services	<p>Social services will be able to help if someone is worried about FGM – they will treat any concern seriously. When social services are called about cases of FGM, they usually meet (with a lot of other professionals; teachers, police, FGM organisations) to discuss the case and see what the best thing to do is. Social services will usually work with the police to investigate or find out if FGM might happen or has happened. Social services will make sure that the girl is protected and supported. This can mean that they give information about FGM (and that it is harmful and illegal) to the whole family, get medical support if it is needed, and also find someone that the family can talk to.</p> <p>It is important to know that a girl will NOT automatically be taken away from her home if there is a concern about FGM. Social services will always do what is best to protect children from harm.</p>

<p>Police</p>	<p>Police will be able to help if someone is worried about FGM – they will treat any concern seriously. Police will usually contact social services if they believe there is a concern about FGM. They will then work very closely with social services to discuss the case and decide on the best thing to do. Police will usually work with the social services to investigate or find out if FGM might happen or has happened. Police will make sure that the girl is protected and supported. It is important to know that FGM is illegal in the UK and is classed as child abuse. This means that police will be investigating to see if someone has broken the law. Police receive training on FGM to make sure they handle these cases in a sensitive way.</p>
<p>FGM organisation</p>	<p>FGM organisations know a lot about FGM and have a lot of experience working with lots of different people on FGM. These organisations can be a good place to call if you want more information about FGM or you are not sure what to do next. They can help girls to speak to an adult and make sure that girls are safe and supported. FGM organisations can also help girls to go to a doctor or nurse that can help them; FGM organisations work closely with a lot of clinics that focus specially on FGM and know how to handle any of the health problems caused by FGM. Some FGM organisations can even go with a girl to see a doctor (if this is something she wants). FGM organisations can also be a good place if girls want to talk more about how they are feeling about FGM. A lot of FGM organisations have people who are trained to work with girls and young people. Like all other professionals if there is a concern that a girl might undergo FGM, FGM organisations have to report this to social services.</p> <p>Young people can always contact FORWARD for support – 0208 960 4000</p>

Evaluation for FGM Lesson

Had you heard about FGM before this lesson?

Yes

No

What is FGM?

I learnt something new: (please answer on a scale of 1 – 5)

Not at all

1

2

3

4

5

Very much

What are some of the most important things you now know about FGM?

Things that girls and young people can do to get help on FGM are:

Do you think it is important for young people to know about FGM? Why or why not?

What will you do with the information you learnt about today? Please give examples.

How did the lesson make you feel?

I would like to learn more about?
