

FGM Lesson Plan - secondary schools

Year group:	Subject: PSHE	Date Time
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<u>Lesson Objective:</u>	To understand how FGM can change someone's ability to join in certain lessons and have a detrimental effect on their social and emotional well-being and well as the physical effects.
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<u>Learning outcomes</u>	<p>Students will</p> <ul style="list-style-type: none"> • know what to do if they are concerned that a friend might have undergone or is about to undergo FGM. • know how to help protect themselves and others • know who to go to in order to get support . 	<p>EAL differentiation - key vocabulary:</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FGM Female Genital Mutilation Illegal Child protection Withdrawn Social and Emotional well-being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>Make sure you have read and understood the guidance for teachers that comes with this lesson plan. Please ensure that students are clear of confidentiality.</p> <p>Divide the students into three discussion groups.</p> <p>Using the accompanying power point presentation, discuss FGM - definition and prevalence. Be prepared to answer additional questions Ensure you reinforce the following -</p> <ol style="list-style-type: none"> 1. What FGM is 2. FGM is illegal 3. FGM can carry serious consequences for a girl or woman 	<p><u>Resources</u></p> <p>Interactive whiteboard Film Different coloured post it notes. Whiteboard or flipchart paper pens</p>
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<p>40 mins</p>	<p><u>Main</u></p> <p>Watch the film</p> <p>You must decide whether your students are mature enough to watch this together (boys and girls) or whether they would be better to watch and discuss separately.</p> <p>After watching the film start the session off by allowing the students to turn to discuss in their groups and just share their thoughts and feelings about what they have watched.</p> <p>Ask the groups to articulate what did they thought was happening in the film – what did they see? Make notes on white board to gather ideas – accept all ideas, but only allow correct language.</p> <p>Ask the students to now take a moment to think about what was inferred in the film but not explicitly said. Record these ideas in a different colour pen. (You can always add your own)</p> <p>Next ask the students to say how they felt when they were watching the film. In another colour pen, record these feelings.</p> <p>You should now have three different coloured words or phrases.</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>The words or phrases left on the board should give you enough stimuli to talk about discussion points arising from the films. The following questions can be made into speech bubbles:</p> <ul style="list-style-type: none"> • Why might the girl have changed since Primary School? • What might be going on for her? • Could there be other reasons why she is withdrawn and doesn't want to do PE? • Why do you think she didn't want to come out of the toilets? • What do you think the two girls should do now? • Put yourself in this situation – what would you do? <p>Allow the pupils to talk to each other and on tables to generate some really productive talk.</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><u>ICT</u></p> <p>Use of IWB Computer Internet connection DVD/TV if computer not possible</p>
<p><u>Assessment</u></p>	<p>Peer evaluation (Assessment for Learning)</p> <p>Throughout the session keep a note of the contributions that are made by students.</p> <p>Check their understanding of words and phrases.</p> <p>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>	

<u>Additional adaptations needed</u>	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 pupils to go if they become distressed or upset.	
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