

## 'An Unequal World' Part 1: FGM

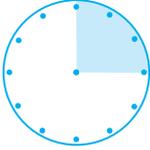
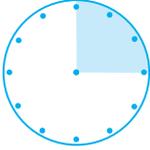
Oppression/sexual oppression, FGM, abuse, gender equality/inequality

### Aim

- The aim of this session is to develop students' knowledge and awareness of issues related to sexual oppression both in terms of specific oppressive practices and in terms of the broader issue of how oppression operates in society.
- This session focuses on FGM and is the first Part of 2 such sessions. Part 2 focuses on forced marriage.

### Objectives

- To develop awareness and understanding of how oppression, inequality and power imbalance works
- To develop specific knowledge and awareness of aspects of FGM and its consequences: physical, psychological / emotional, social/cultural and legal.
- To be aware of the law and other means of combating oppressive practices

Session 11.6 Brief Outline	Approx timing
<p><b>1. Introduction &amp; Ground Rules</b></p> <ul style="list-style-type: none"> <li>● Introduce the session.</li> <li>● Agree/revisit Ground Rules.</li> </ul>	 <p>10 minutes</p>
<p><b>2. 'Our Unequal World?'</b></p> <ul style="list-style-type: none"> <li>● The whole class engages in a short exercise that raises awareness of how oppression, inequality and power imbalance works.</li> <li>● Key issues are quickly drawn out.</li> <li>● This session is the first part of 2 about specific oppressive practices.</li> </ul>	 <p>15 minutes</p>
<p><b>3. 'An Unequal World: Hard Facts, Hard Feelings'</b></p> <ul style="list-style-type: none"> <li>● Brief input using a PowerPoint (containing direct links to 'You Tube') encompassing: <ul style="list-style-type: none"> <li>→ FGM as an abusive, dangerous and illegal practice</li> <li>→ A definition of FGM</li> <li>→ A description of FGM and types of FGM</li> <li>→ Legal and health issues</li> <li>→ Religious and cultural issues</li> <li>→ Survivors' experiences and the need to end this oppressive practice</li> </ul> </li> <li>● <b>NB</b> there is a choice of a/v material from which the teacher should select.</li> </ul>	 <p>35 minutes</p>
<p><b>4. 'Now it's over to you...' Part 1: The Brief</b></p> <ul style="list-style-type: none"> <li>● Students told they are now the investigators, educators presenters and campaigners.</li> <li>● The class is divided into 5 teams.</li> <li>● Each team picks an envelope containing an unseen 'brief' + background information</li> <li>● The team briefs focus on different aspects of FGM and require a creative approach.</li> <li>● They have 10 minutes to prepare to present their brief to the rest of the class.</li> </ul>	 <p>10 minutes</p>
<p><b>5. 'Now it's over to you...' Part 2: Presentations</b></p> <ul style="list-style-type: none"> <li>● Each team gives a short presentation – 4 minutes max. per team.</li> <li>● They invite their audience to suggest anything else they might have added.</li> </ul>	 <p>15 minutes</p>
<p><b>6. Conclusion &amp; Reflection</b></p> <ul style="list-style-type: none"> <li>● The class is thanked for their work.</li> <li>● Key points are made about the importance of preventing FGM and protecting girls/women.</li> <li>● Helpline numbers are shown; all students note them so that they can "help others" if needed.</li> </ul> <p><b>Important Note</b></p> <ul style="list-style-type: none"> <li>● Although we have structured this so that Part 1 on FGM can be delivered in one session (with Part 2 on Forced Marriage to follow) you might want to spread FGM over two sessions as there is a lot of material here.</li> </ul>	 <p>35 minutes</p>

## The session

### 1. Introduction & Ground Rules

#### Introduction to the session

- Tell the class that this session is going to tackle some sensitive subjects, which you will say more about shortly.
- In this session it is going to be particularly important to get the right atmosphere for discussing issues and to observe the Ground Rules which have been agreed and followed in previous sessions.
- Put up the 3 Key Ground Rules:
  - No personal comments/questions
  - No put downs
  - Listen to each other
- Also put up any others that have already been agreed.
- Ask people if there are any they think have been missed.
- Briefly discuss and affirm agreement to continue to follow them.
- Remind people of the shared responsibility (between the students and yourself) for keeping these rules.



**PUT UP  
Ground Rules**

#### Important note:

- It will be particularly important in this session to reaffirm that there should be no personal questions to individuals, individuals will not be asked to disclose anything personal in the class and that there should be no personal comments.
- Our customary note about confidentiality might therefore have increased significance in this session:

#### NB. 'Confidentiality'

- If students suggest this as a Ground Rule point out that this can't be guaranteed because:
  - Teachers sometimes have to pass things on (say if somebody was being hurt) but only to the person they have to report to
  - We can't prevent students from talking outside the classroom.
- Clarify that you are therefore not going to discuss personal facts and you need the students not to talk about themselves, or any other named individuals.

### 2. 'Our Unequal World?'

- This preliminary activity must be run very quickly and briefly.
- It is designed to serve 2 important purposes in a way that students can relate to:
  - It explores how oppression, inequality and power imbalance works.
  - It raises awareness of the inappropriateness of making assumptions and generalisations about or stereotyping particular groups of people in society.
- The latter point can be referred back to during discussion of the difficult topics that follow.

#### Buzz groups and feedback

- Divide the class into 5 small groups and give each group a piece of flipchart paper and marker pen.
- To save time, you should already have a heading on each paper as follows:

**Groups 1 and 2:** THINGS PEOPLE\* SAY ABOUT TEENAGERS (\* i.e adults in general, the media)

**Group 3** WAYS PEOPLE TREAT YOU BECAUSE YOU ARE YOUNG

**Group 4** THINGS YOU ARE REQUIRED/MADE TO DO JUST BECAUSE YOU ARE YOUNG

**Group 5** THINGS YOU CAN'T DO BECAUSE YOU ARE YOUNG



**WORK IN  
GROUPS**

- Tell them they have 2 minutes to get as many things on their paper as they can – tell them it must be quick – gut reactions – don't discuss just call out while one person writes.
- Emphasise that it is a group response – individuals will not be identified in the feedback.
- Call 'time' and stick all the lists up on the wall.



- Give people a minute to look at the lists then get a quick reaction by asking:

**? How do you feel... about the things people say ...how people treat young people ... what you have to do?**

- Whereas there might be some positive things on the lists, the chances are that most of the things will be about things they consider to be stereotyping, putdowns, restrictions and unfair treatment.
- Ensure that you draw particular attention to those responses.
- Show **Slide 11.6.1** – the first slide in **11.6 PowerPoint 'An Unequal World'**.
- Compare the definitions of **oppression** on that slide with the things they have said.

*'A situation in which people are governed in an unfair and cruel way and prevented from having opportunities and freedom.'*

*'Prolonged cruel or unjust treatment or exercise of authority.'*

- Point out that the examples they have given of ways in which they might feel 'oppressed' as a group in society (i.e. young people in general) are not as extreme as some forms of oppression, but could be said to reflect some elements of the experience of being oppressed – certainly a feeling of inequality.
- Tell the group that **the rest of the session concerns significant oppression that people experience** and that they could keep in mind some of the things they felt in relation to the lists they made.
- Stress that, just as they might have disliked being stereotyped as young people, it will be important not to stereotype any group in society as they consider the information they will be presented with next.

### 3. 'An Unequal World: Hard Facts, Hard Feelings'

- Tell the class they are about to see some information, including some media items that could be found distressing (if you too found it distressing it's OK to share that – feelings are important in this).
- Explain that they are going to get some information about FGM
- They will then have a task to do, working in teams, responding to the implications of what they have heard and seen.
- Show **11.6 PowerPoint 'An Unequal World' slides 11.6.1 to 11.6.8** quite quickly with a brief commentary ([See Teacher Notes](#)). You will show the final slide **11.6.9** at the end.

#### Important Teacher Notes

- **Slide 11.6.8** contains direct links to brief documentary material from which you can choose, that has been produced by:
  - Channel 4 (on You Tube) *3 consecutive video clips: total viewing time 6 mins 24 secs*
  - NSPCC (on You Tube) *Educational video: total viewing time 8 mins 20 secs*
  - FORWARD\* (on You Tube) *'Think Again: The Film': total viewing time 7 mins 40 secs*
- **NB** Ensure you have appropriate internet access to go direct to You Tube.
- **It is essential that you review this material** carefully before you show it – you will need to choose what is best for your class and. Reviewing all the a/v resources will also enhance your own understanding and provide further background material on issues to raise.

#### [See Teacher Notes on Pages 6 to 9 for information on presentation/film content](#)

- We recommend that **for the FGM input** you **choose either** the complete NSPCC video **or** the FORWARD film 'Think Again' or all three short Channel 4 clips showing them in the order they are listed. The NSPCC video is the most comprehensive and contains the most graphic descriptions, but none of the options show visual images of FGM.

\*Foundation for Women's Health Research and Development



**SEE 11.6  
POWERPOINT  
'An Unequal  
World'**



**SEE 11.6  
POWERPOINT  
'An Unequal  
World'**

**With direct links on  
Slide 11.6.8:**

**Channel 4  
Documentary:**

[Clip1](#)

[Clip2](#)

[Clip3](#)

**[NSPCC Documentary](#)**

**[FORWARD  
Documentary](#)**

**[See Teacher Notes](#)**

## The session

### 4. 'Now it's over to you...' Part 1: The Brief

- Give people an opportunity to express their immediate thoughts and feelings on what they have seen.
- Be prepared for a wide range of possible reactions: stunned silence, embarrassment, anger, distress etc. Acknowledge all of these as valid.
- Be sure you highlight the sources of support available outside of these sessions.
- Indicate that it is information that could be used by them to support others so at the end of the session they should all note the sources of support; this will enable people to do so without implying personal need.
- They are to become journalists, educators, presenters and campaigners following on from the people who produced the material in our presentation.
- The class is divided into 5 teams.
- Tell them that you have a set of 'files' (envelopes, folders – whatever you prefer to use) – one for each team that contains their 'brief' – **Handout H1a-H1e** – and background information related to one aspect of what they have just seen presented.
- Print multiple copies of the team brief in each 'file' – it will save time if everybody has one.
- Each team is invited to pick a brief without seeing the contents.
- Each team brief gives the team a name.
- Provide each team with flipchart paper and marker pens.
- Their task is to work together on the brief they have been given ready to present their work to the rest of the class.
- **Give the teams 10 minutes for the task and tell them they will have 4 minutes per team for their presentations.**
- While they are working circulate round the groups clarifying any aspect of their brief and the information they have been given, that they are unsure. Use the questions posed by the brief as useful general prompts to help them think but don't do the task for them.

[See Teacher Notes on Pages 10 to 17 for the team briefs and background information.](#)



**HANDOUT H1a-H1e**  
Team Tasks

[See Teacher Notes on Pages 10 to 17](#)

### 5. 'Now it's over to you...' Part 2: Presentations

- Bring the class back together.
- Each team is asked to present to the rest of the class, what they have created to meet their brief.
- Ask the teams to present in order:
  - a. 'The Legal Eagles' – FGM and The Law
  - b. 'The Medics' – Physical aspects of FGM, its health consequences and dangers
  - c. 'The Counsellors' – Psychological/emotional aspects of FGM & its consequences
  - d. 'The Culture Crew' – Traditional, cultural and (non) religious aspects of FGM
  - e. 'The Protectors' – Preventing FGM and protecting girls and women
- The order is important. **'The Protectors' go last because their presentation incorporates ideas for your school to act on further FGM education and prevention.**
- **This is relevant even if you are an all-boys school – engaging boys and men is important.**
- After each team's presentation thank them for their contribution.
- Following each of the first 4 presentations remind people that each presentation is just one aspect of FGM.

## 6. Conclusion & Reflection

- Following the final presentation thank the team for their contribution.
- Pick up particularly on the element of their presentation that relates to what more could be done about FGM in school. (If you are an all-boys school highlight that working with boys and men to prevent FGM is really important)
- Tell people that if they have any other ideas about what more could be done about FGM they will get an opportunity to put suggestions in a box when they leave
- Show **Slide 11.6.9** and ask **everybody** to note the Helpline numbers “...because you never know when you might need to help somebody by giving them a number”
- Congratulate everyone on their work and ask people to reflect on what they have learned in the session.
- Give out small slips of paper and ask them to write on the paper:
  - ‘I have learned...’ and write the most significant thing that comes to mind
  - ‘Something else we could do about FGM..’ and write a suggestion.
- As they leave they place their slips of paper in a box you have prepared.



**SEE 11.6  
POWERPOINT  
'An Unequal  
World'**



**HANDOUT  
slips of paper**

### Teacher Notes

*The information written on the slips of paper will not only enable you to plan follow-up to the session but will also contribute to assessment of student learning – including self-assessment.*

## Teacher notes

These notes provide further guidance on the content and use of the material and additional background information for teachers

### The PowerPoint

- The PowerPoint should be run at a fast pace with brief commentary leading up to the a/v material. The team tasks provide students with more material.
- **Suggested key points for commentary are given below.**



**SEE 11.6  
POWERPOINT  
'An Unequal  
World'**



#### 11.6.1

- Compare what is on the slide with the things they have said about young people in society.
- Their examples of feeling 'oppressed' as a group in society (i.e. young people in general) are not as extreme as some forms of oppression, but could be said to reflect some elements of the experience of being oppressed.



**KEY POINTS**



#### 11.6.2

- "We are now going to look at one type of significant oppression that people experience.
- Just as people in this group might have disliked being stereotyped as young people, it will be important not to stereotype any group in society as we consider the information presented next."



**KEY POINTS**



#### 11.6.3

- Click 1: "How many people have heard of FGM? Do you know what FGM stands for?"
- Click 2: Reveal answer.



**KEY POINTS**



#### 11.6.4

- Click 1: 'Is FGM...' put your hand up if you think any of these is correct
- Clicks 2,3,4: show options
- Click 5: reveal answer.



**KEY POINTS**

## Teacher notes

These notes provide further guidance on the content and use of the material and additional background information for teachers

**FGM Facts**

**FGM is child abuse**  
 It can have serious long-term health consequences and can even be life threatening  
 FGM is illegal in the UK  
 It has been a criminal offence in the UK since 1985  
 In 2003 it also became a criminal offence for UK nationals or permanent UK residents to take their child abroad to have female genital mutilation  
 Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

### 11.6.5

- “FGM is something usually done to young girls – often as young as 5 to 8 year olds, sometimes older as preparation for ‘becoming a woman’. It is therefore a form of child abuse.
- It is physically and psychologically extremely harmful and can be life threatening.
- It is a very serious crime.”



KEY POINTS

**What is FGM?**

“... all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons”  
 World Health Organisation

It is also sometimes referred to as ‘cutting’ or ‘female circumcision’ or ‘sunna’

**Important: FGM is NOT the same as male circumcision** - where a small piece of foreskin covering the end of the penis is removed, without harm to the penis - which is legal.

**There are no health benefits to FGM and it is recognised internationally as a human rights violation.**  
 FGM is classified into four major types...

### 11.6.6

- “This is the World Health Organisation definition – any practice that involves non-medical removal of or injury to, female genitals.”
- **NB** ensure people understand ‘genitals’ – you might need to ‘translate’ as ‘private parts’.
- “You might have heard FGM called other things – cutting, female circumcision or sunna. It has NO benefits and is recognised in many countries as violating human rights.
- It’s NOT the same as male circumcision, which doesn’t harm the penis and is legal.
- There are 4 main types of FGM.”



KEY POINTS

**FGM: 4 major types**

**Type 1: Clitoridectomy**  
 Partial or total removal of the clitoris - the small, sensitive part of the female genitalia that becomes hard/erect when stimulated and gives pleasure : in very rare cases, only the the fold of skin surrounding the clitoris is removed.

**Type 2: Excision**  
 Partial or total removal of the clitoris and the labia - the labia are the ‘lips’ that surround the vagina.

**Type 3: Infibulation**  
 Narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris.

**Type 4: Other**  
 All other harmful procedures to the female genitalia for non-medical purposes, eg. pricking, piercing, cutting scraping and cauterising (burning) the genital area.

### 11.6.7

- Click 1: ‘FGM 4 Major Types.’
- “As we go through these, think about the ways in which FGM would be harmful and dangerous.”
- Clicks 2,3,4,5: The language used to describe the categories is very clinical – it could be helpful to read these out as you reveal them, checking understanding.
- **NB Before showing the next slide be sure you have appropriate internet access as the links take you direct to You Tube.**



KEY POINTS

**FGM**

**3 brief clips from Channel 4 Documentaries:**  
<https://www.youtube.com/watch?v=H1A1pH4uY>  
<https://www.youtube.com/watch?v=-6-w77Rj6ZY>  
<https://www.youtube.com/watch?v=qNCQA9GMyps>

**NSPCC Video**  
<https://www.youtube.com/watch?v=04qA05ZzZdY>

**‘Think Again: The Film’ produced by FORWARD**  
 (Foundation for Women’s Health Research and Development)  
<https://www.youtube.com/watch?v=kzBN1R7t0E>

### 11.6.8

- “We’re now going to see some documentary material on FGM.
- It uses real life experiences, provides information on how and why it happens and explains how people are affected.
- We can’t show all these films – there isn’t time – so I’ve chosen enough to cover what we need to know.
- We won’t see any pictures of FGM and we won’t see it happening, but it still might be upsetting.”



KEY POINTS

- Use the content summary of your chosen film(s) to plan any introduction needed.
- See page 14 for Slide 11.6.9

## Teacher notes

You will need to review all the A/V resources summarised here and be selective. Choose according to time available, the issues raised and the suitability of the approach for your students. There will not be time to show them all.

### A/V resources: synopses of the content

#### Channel 4: 'The Cruel Cut' (on You Tube) (2013)

Total viewing time 6 mins 24 secs

If you use this show all 3 clips in order

##### Clip 1: 'The Cruel Cut: What is FGM?'

- Basic definition
- Defining FGM
- Global statistics
- Makes the point that the 'cutters' are paid to do come to UK and do it here

##### Clip 2: 'The Cruel Cut: FGM Testimonies'

- Women describing their experiences (very briefly)
- UK Statistic – estimated 24,000 at risk.

##### Clip 3: 'The Cruel Cut: Speaking out about FGM'

- An FGM survivor now an adult instigates a family discussion
- She and her sister share feelings with their mother about their experience of FGM.
- Mother says if she had known then what she knows now she would not have initiated FGM.
- Mother talks about pressure to conform and the threat of her daughters' ostracism from the community.
- Mother left the house during FGM because she didn't want to hear her daughters scream.
- Mother asks for forgiveness and her daughter talks of mother's feelings that daughters went through as bad an experience as she had when young.

#### NSPCC: 'Ending Female Genital Mutilation' (on You Tube) (2104)

Total viewing time 8 mins 20 secs

- FGM **survivors**, now adults, give descriptions of their experiences of FGM.
- Descriptions are quite graphic.
- A **health professional** defines FGM and describes the procedure – instruments used and lack of anaesthetic.
- Survivors describe what occurred following the procedure.
- A **doctor** explains immediate dangers: excessive bleeding, shock, infection, tetanus, possibly death.
- A **Muslim faith leader** emphasises that there is nothing in the Qu'ran that requires FGM and that there are no sources in Islam that identify a requirement for "...such a mutilation..."
- A **Christian faith leader** emphasises that there is nothing in the Bible that requires FGM.
- Survivors talk about the long-term physical and emotional effects: trauma, humiliation, feelings of anger and betrayal, depression, nightmares.
- Health professionals identify long-term health effects such as obstructed labour and pain during intercourse.
- Survivors talk of: problems giving birth and experiencing flashbacks.
- A survivor talks of still loving her family and speculates that they were unaware of the effect on her; the Christian faith leader talks of the need to get the message across to families not intending to harm but blindly pursuing a practice that is all they've known.
- A **women's rights worker** gives out the message not to do it, stressing the adverse impact on physical and mental health and that because people love their children they should keep them safe and happy.



SEE 11.6  
POWERPOINT  
'An Unequal  
World'

Channel 4  
Documentary:

[Clip1](#)

[Clip2](#)

[Clip3](#)

NSPCC  
Documentary



SEE 11.6  
POWERPOINT  
'An Unequal  
World'

NSPCC  
Documentary

- The Muslim faith leader emphasises the illegality/criminality of FGM.
- The help available is highlighted – NSPCC Helpline, stressing the non-judgemental approach.  
**0800 028 3550 or visit <http://www.nspcc.org.uk/fgm>**
- There are final clear messages about the abusive nature of FGM.

### **FORWARD: ‘Think Again: The Film’ (on You Tube) (2010)**

*Total viewing time 7 mins 40 secs*

- This is a **dramatised** presentation by young actors.
- It is a thought-provoking film that follows a 12-year-old’s struggle between family honour and the facts about FGM.
- On discovering that her mother wants to take her back home to be ‘cut’ she explores the implications FGM has for her life and the misconceptions that explain why the practice persists.
- It shows her talking to her school friends, who are aware that something is wrong and who, when her predicament is revealed, present the arguments against FGM, urging her to resist and get help.
- “Think Again” depicts the cultural context in which FGM is practised and the intergenerational conflict of holding down tradition in a new and foreign environment.
- The physical and psychological impact of FGM is ongoing, life-long and remains taboo to discuss even between mother and daughter. “Think Again” aims to address a complex issue with sensitivity and creativity, breaking the silence and inspiring change.
- The storyline for the film is based on real-life experiences of women and young people in the UK who have undergone FGM.

**The description above uses text provided by FORWARD on You Tube.**

FORWARD is an African diaspora-led campaign and support charity, established in 1985.

FORWARD works to advance and safeguard the sexual and reproductive health and rights of African women and girls, particularly those affected by female genital mutilation (FGM).

The Young People Speak Out project is led by FORWARD to engage young people from FGM practising communities to educate and empower their peers and their community to abandon the practice of FGM.

**On pages 10 to 13 we have reproduced, for your convenience, the ‘team briefs’ with background information, from Handout H1a-H1e.**



**SEE 11.6  
POWERPOINT  
‘An Unequal  
World’**

**FORWARD  
Documentary**

## Teacher notes: team briefs reproduced

### Team: 'The Legal Eagles'

Your brief is to raise awareness and get across important points related to **FGM and The Law**. Some background information is provided to help you create your presentation.

You can choose how to present this – here are a few ideas:

- As an interview or report for the news on TV
- As a very short scene from a police or courtroom drama or other role play
- By writing, as a team, a leaflet on 'FGM and The Law' and reading it out
- By creating an info graphic to go on a website – use the flipchart paper and markers to create a draft version you can present.
- Be creative, but work fast! You only have 10 minutes to put it together and only 4 minutes max to present it! Use your own language but be accurate.

Some questions you need to answer:

- ? If this was part of a campaign, who would need this information? What would you want it to achieve? So what are the most important points to make?

Some background information:

- **FGM is illegal in the UK.**
- That means mutilation of the whole or any part of a girl's or woman's genitals. (NB this doesn't mean surgical procedures for genuine medical reasons).
- **It is an offence for any person (regardless of their nationality or the country they live in) to:**
  - perform FGM;
  - assist a girl to carry out FGM on herself ;
  - assist (from inside the UK) a non-UK person to carry out FGM outside the UK on a UK national or UK resident.
- **If it takes place here, the nationality of the victim is irrelevant and the country they live in is also irrelevant – it's a crime.**
- If FGM is committed against a girl **under the age of 16**, each person who is responsible for the girl at the time the FGM occurred could be guilty of the offence of **failing to protect her** from risk of FGM.
- **It is also a crime for a UK national or UK resident to do these things abroad, even in countries where FGM is not illegal:**
  - perform FGM abroad, or assist a girl to perform FGM on herself outside the UK
  - assist (from **outside the UK**) a non-UK person to carry out FGM outside the UK on a UK national or UK resident.
- **'Failing to protect a girl from risk of FGM' can be committed wholly or partly outside the UK** by a person who is a UK national or UK resident.
- These offences are intended to cover taking a girl abroad to be subjected to FGM.

**Example 1:** A person who arranges by telephone from England for his UK national daughter to have FGM carried out abroad by a foreign national (who does not live permanently in the UK) is committing an offence.

**Example 2:** If a person in the UK advises his UK national brother over the telephone how to carry out FGM abroad, he is guilty of an offence.

**Example 3:** A permanent UK resident who takes his permanent UK resident daughter to the doctor's surgery in another country so that FGM can be carried out, is guilty of offence.



HANDOUT H1a

- **Anyone who commits FGM faces up to 14 years in prison, a fine, or both.**
- **Anyone found guilty of failing to protect a girl from risk of FGM faces up to 7 years in prison, a fine, or both.**
- There is general law that applies to all criminal offences. As it applies to FGM, it is also an offence to:
  - aid, abet, counsel or procure a person to commit an FGM offence;
  - encourage or assist a person to commit an FGM offence;
  - attempt to commit an FGM offence; conspire to commit an FGM offence
- **Any person found guilty of these offences faces the same maximum penalty.**
- **The law also guarantees lifelong anonymity for victims of FGM. So it's illegal to publish anything that could identify somebody as a victim of FGM,** even if there is no eventual court case.
- The law introduces FGM Protection Orders – new civil orders to protect victims or potential victims of FGM.

**Example:** An order could include, a requirement for a passport to be surrendered to prevent a girl being taken abroad for FGM.

- **The law also requires health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s to the police** ('mandatory reporting duty'). The duty came into force on 31 October 2015. (The corresponding law in Scotland doesn't include this).
- **NB FGM is not the same as male circumcision,** where a small piece of foreskin covering the end of the penis is removed, without harm to the penis. **Male circumcision is legal.**

## Teacher notes: team briefs reproduced

### Team: 'The Medics'

Your brief is to raise awareness and get across important points related to the physical aspects of FGM and its health consequences and dangers. Some background information is provided to help you create your presentation.

You can choose how to present this – here are a few ideas:

- As an interview or report for the news on TV
- As a very short scene from a police or courtroom drama or other role play
- By writing, as a team, a leaflet on 'FGM and Health' and reading it out
- By creating an info graphic to go on a website – use the flipchart paper and markers to create a draft version you can present.

Be creative, but work fast! You only have 10 minutes to put it together and only 4 minutes max to present it! Use your own language but be accurate.

#### Some questions you need to answer:

- ? If this was part of a campaign, who would need this information? What would you want it to achieve? So what are the most important points to make?

#### Some background information:

- The term FGM covers all harmful procedures to the female genitalia for non-medical purposes.
- There are four types – all have serious health risks.
- FGM ranges from pricking or cauterising (burning) the genital area, through partial or total removal of the clitoris, cutting the labia (vaginal 'lips') and narrowing the vaginal opening.
- Even partial removal or 'nipping' can risk serious health problems for girls and women.
- FGM is usually performed by someone with no medical training.
- Girls are given no anaesthetic, no antiseptic treatment and are often forcibly restrained.
- The cutting is made using instruments such as a knife, pair of scissors, scalpel, glass or razor blade.
- FGM can be extremely painful and dangerous. It can cause:
  - severe pain
  - shock
  - bleeding
  - infection such as tetanus, HIV and hepatitis B and C
  - organ damage
  - blood loss and infections that can cause death in some cases
- There are serious long-term effects. Girls and women who have had FGM may have problems that continue through adulthood, including:
  - difficulties urinating or incontinence
  - frequent or chronic vaginal, pelvic or urinary infections (affecting the bladder and/urethra – the 'tube' you pee through)
  - menstrual problems (problems with periods)
  - kidney damage and possible failure
  - cysts and abscesses
  - pain when having sex
  - infertility
  - complications during pregnancy and childbirth
  - emotional and mental health problems\*.
- **FGM has no health benefits at all**

\* Another team is dealing with this.



HANDOUT H1b

## Teacher notes: team briefs reproduced

### Team: 'The Counsellors'

**Your brief is to raise awareness and get across important points related to the psychological/emotional aspects of FGM and its consequences. Some background information is provided to help you create your presentation.**

**You can choose how to present this – here are a few ideas:**

- As an interview or report for the news on TV
- As a very short scene from a drama (or other role play) where a survivor of FGM is talking about the effects and their feelings.
- By writing, as a team, a leaflet on 'FGM and psychological health' and reading it out.
- By creating an info graphic to go on a website – use the flipchart paper and markers to create a draft version you can present.

Be creative, but work fast! You only have 10 minutes to put it together and only 4 minutes max to present it! Use your own language but be accurate.

**Some questions you need to answer:**

- ❓ If this was part of a campaign, who would need this information? What would you want it to achieve? So what are the most important points to make?

**Some background information:**

- FGM is child abuse – both physical and emotional abuse.
- As well as the physical effects of FGM there are major psychological and emotional effects
- Young girls are often terrified by the experience which stays with them into adulthood
- Women who are survivors of FGM often suffer severe psychological trauma, including:
  - Having 'flashbacks' (where they 're-live' the experience)
  - Depression
- Psychological/emotional distress can be caused both by the extreme pain, fear and often humiliation felt at the time and the inability to talk about it afterwards.
- They might have a feeling of shame or fear the consequences of speaking about it.

**The following account of one woman's experience as a child and the effect it had on her is a short extract from a 'case study' from 'Female Genital Mutilation (fgm) The facts' published by the Home Office:**

*"When I was 'circumcised' I was five or six. It started as a ceremony – I was bought clothes, gold earrings and bangles. I had henna put on my hands and feet, it was like a celebration and I was the centre of attention.*

*The equipment they use is handmade: a sharp curved knife which is not sterilised. And I was given no anaesthetic. They left a little hole for urination. There were no stitches but they treated the wound with herbs, salt and water. It bled a lot and I was in great pain. I was horribly frightened and crying."*

**She goes on to say...**

*"Many families in Britain take girls to their country of origin to have FGM carried out. It is a holiday, they see family and the countryside and are then 'circumcised'. When they return, they tell the girl not to talk about it. They say the Government will take her away from her family, and that she will lose all she has in the UK."*

Visit [www.gov.uk](http://www.gov.uk) and search for female genital mutilation

- Women who survive FGM can suffer long-term effects on their relationships – both sexual relationships and others.
- They might be angry at family members involved in their FGM.
- There might be mixed feelings. For example she might still love her mother, perhaps accepting that she was under pressure, maybe recognising that she thought she was doing the right thing for her daughter – but at the same time could feel really angry at what her mother caused or allowed to happen.
- **Many people say it never goes away.**



HANDOUT H1c

## Teacher notes: team briefs reproduced

### Team: 'The Culture Crew'

Your brief is to raise awareness and get across important points related to the traditional, cultural and (non) religious aspects of FGM. Some background information is provided to help you create your presentation.

You can choose how to present this – here are a few ideas:

- As a very short scene from a drama or other role play where a survivor of FGM is talking about the situation in which their FGM took place e.g. related to their family, cultural traditions.
- By writing, as a team, a leaflet on 'FGM tradition, culture and faith' and reading it out.
- By creating an info graphic to go on a website – use the flipchart paper and markers to create a draft version you can present.

Be creative, but work fast! You only have 10 minutes to put it together and only 4 minutes max to present it! Use your own language but be accurate.

#### Some questions you need to answer:

- ? If this was part of a campaign, who would need this information? What would you want it to achieve? So what are the most important points to make?

#### Some background information:

- **The practice is supported by traditional beliefs, values and attitudes.**
- FGM is practised in more than 28 countries in Africa, parts of the Middle East, South East Asia, Europe, America and other countries where migrants from FGM-affected communities live. FGM is also practised in the UK on girls from FGM affected communities.
- In the UK, the Home Office has identified girls from the Somali, Kenyan, Sudanese, Sierra Leonean, Egyptian, Nigerian, Eritrean, Yemeni, Kurdish and Indonesian communities as most at risk.
- It is common for it to happen to girls aged 5 to 8 but also happens to teenagers – it can also happen at any age before getting married or having a baby. It is estimated that 23,000 girls under 15 could be at risk.
- Usually it is a girl's parents or her extended family who are responsible for arranging FGM.
- **Some of the reasons given for the continued practice of FGM include:**
  - Protecting family honour
  - Preserving tradition
  - Ensuring a woman's chastity
  - Cleanliness (\*NB it is a **myth** that the vagina will be 'dirty' without FGM. In fact FGM can make the vagina less hygienic)
  - As a preparation for marriage.
- In many countries FGM must happen before a woman can marry and marriage is vital to a woman's social and economic survival. It is believed by some African women that if their daughters are not circumcised they won't get a husband.
- So, families often see FGM as an act of love, rather than cruelty – but it causes significant harm and is physical and emotional abuse. FGM is considered to be child abuse in the UK and is a violation of the child's right to life, their bodily integrity as well as of their right to health.
- **FGM is not only illegal in the UK but it is also illegal in a growing number of countries where this cultural practice has been common, such as:** ● Benin ● Central African Republic ● Chad ● Cote d'Ivoire ● Djibouti ● Egypt ● Eritrea ● Ethiopia ● Ghana ● Guinea ● Kenya ● Niger ● Nigeria ● Senegal ● Tanzania ● Togo ● Uganda
- **So, FGM is rooted in culture. Some believe it is done for religious reasons, but FGM is not supported by any religious teaching.** It has not been confined to a particular culture or religion.



HANDOUT H1d

## Teacher notes: team briefs reproduced

- **Any kind of FGM, including a symbolic prick to the clitoris, has no link with Islam.** It has not been mentioned in the Qu'ran and is neither a requirement nor a 'Sunna' in Islam. Globally most Muslims do not practise FGM.
- In fact The Islamic Shari'a Council, the Muslim College and the Muslim Council of Britain (MCB) have condemned the practice of FGM within the Muslim community.
- Here is a quote from an Islamic leader:

*"In Islam it is forbidden to mutilate the body, in this sense Female Genital Mutilation is condemnable as it irreversibly harms the woman. It is also prohibited to compel an individual to undertake this operation."*

### **Imam Abu Sayeed Chairman of the Islamic Shari'a Council**

- FGM is not supported either, by Christian or Jewish teachings, or the Bible or Torah (Jewish law).
- **FGM is not the same as male circumcision**, where a small piece of foreskin covering the end of the penis is removed, without harm to the penis. **Male circumcision is legal.**
- **So, contrary to what many people think, FGM is not a religious requirement or obligation.**

## Teacher notes: team briefs reproduced

### Team: 'The Protectors'

Your brief is to raise awareness, get across important points and to come up with some ideas for this school related to preventing FGM and protecting girls and women. Some background information is provided to help you create your presentation. You can choose how to present this – here are a few ideas:

- As an interview or report for the news on TV .
- As a very short scene from a drama set in a school or other role play where a class is being taught about FGM, students are planning a campaign or staff are responding to FGM.
- By creating an info graphic to go on a website – use the flipchart paper and markers to create a draft version you can present.
- **NB: Your presentation should give ideas for what could be done in this school and other schools to help people get educated and to prevent FGM & protect girls – even in an all boys school.**

Be creative, but work fast! You only have 10 minutes to put it together and only 4 minutes max to present it! Use your own language but be accurate.

#### Some questions you need to answer:

- ? If this was part of a campaign, who would need this information? What would you want it to achieve? So what are the most important points to make?

#### Some background information:

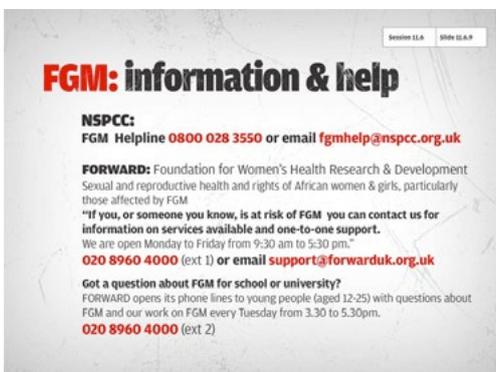
- **What to look out for before FGM happens:**
- A girl at immediate risk of FGM may not know what's going to happen. But she might talk about:
  - being taken 'home' to visit family
  - a special occasion to 'become a woman'
  - an older female relative visiting the UK.
- She may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.
- **Suspicious may arise in a number of ways that a child is being prepared for FGM to take place abroad. These include:**
  - knowing both that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school.
- The child may also talk about a special procedure/ceremony that is going to take place.
- **What if it might have already happened and she needs help?**
- A girl or woman who's had FGM may:
  - have difficulty walking, sitting or standing
  - spend longer than normal in the bathroom or toilet
  - have unusual behaviour after an absence from school or college
  - be particularly reluctant to undergo normal medical examinations
  - ask for help, but may not be explicit about the problem due to embarrassment or fear.
- If a child has already undergone FGM she should be offered medical help and counselling. Professionals should also take action to protect any other children in the family and to investigate possible risk to others in the community.
- **What do you do if you are concerned about someone who is at risk of FGM?**
  - FGM is child abuse and against the law. Professionals and other people who are worried a child is at risk can call the FGM Helpline on **0800 028 3550**.
  - Families who practise FGM don't think of it as abuse. Professionals need to give families advice and information that is sensitive to their culture and beliefs, but they need to make clear that FGM is illegal.



HANDOUT H1e

## Teacher notes: team briefs reproduced

- If a local authority has reason to believe a child is likely to suffer FGM it can apply for a court order to prevent the child being taken abroad for mutilation. This should be to prevent the child from undergoing FGM rather than removing her from her family.
- It is the law that all regulated health and social care professionals and teachers in England and Wales. must make a report to the police, if, in the course of their duties they are informed by a girl under the age of 18 that she has undergone an act of FGM or they observe physical signs that an act of FGM may have been carried out on a girl under the age of 18.
- **What should a girl do if she is worried she may be at risk of FGM?**
  - Talk to someone she trusts, maybe a teacher or a school nurse. They are here to help and protect her.
  - She should remember that no one is allowed to hurt her physically or emotionally, and FGM is not allowed in this country. Also nobody is allowed to take or send girls out of the country for FGM.
  - She can get help: **call the NSPCC FGM Helpline on 0800 028 3550 for more information or email them at [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)**
- **NB** FGM is a term used by most health professionals. Women themselves may however refer to it as circumcision – although it is not like male circumcision. Although “mutilation” is accurate can be seen as judgemental and can be offensive and in some situations the term Female Genital Cutting is a more sensitive term to use.



### 11.6.9

- "The last team has given us information on people who can help if we are worried that somebody we know might be at risk of FGM or affected by FGM.
- Would everybody please make a note of the Helpline numbers and e-mail addresses shown here *because you never know when you might need to help somebody by giving them a number.*"

