

'Everybody's Business'
FGM Lesson Plan - secondary schools

Year group:	<u>Subject:</u> PSHE	<u>Date</u> <u>Time</u>
-------------	----------------------	----------------------------

<u>Lesson Objective:</u>	To provide a safe space for staff and young people to overcome barriers in terms of discussing FGM. To reinforce human rights To enable staff and students in a secondary school setting to better understand and overcome barriers facing young people and staff when trying to safeguard girls from FGM .
<u>Learning outcomes</u>	Students will <ul style="list-style-type: none"> • develop an understanding of the different kinds of abuse • consider and discuss the concept of collective responsibility in terms of safeguarding and reporting • understand that FGM is a form of abuse • know who to go to in order to get support • feel confident discussing FGM and abuse with peers and staff • with staff, devise positive steps that can be taken to support girls who have been subjected to FGM or girls at risk of FGM
Preparation:	Print out the cards on slide 6 and put into envelopes. These cards will be on tables ready for discussion. Print out the cards on slide 11 and choose four of these for discussion in groups according to the needs of your cohort. Keep the final two to discuss as a class. Put post it notes on the tables for student questions or comments.

<u>Time</u>	<u>Starter / Introduction</u>	<u>Resources</u>
10 mins	<p>Starter / Introduction</p> <p>Set up safe classroom practice.</p> <p>Divide the students and staff into four discussion groups</p> <p>Introduce the session, explaining that they will watch a film and be given questions to discuss, and that later, the groups will be reshuffled. (You may wish to give each student a number and refer to numbers when rearranging groups) Invite students to write comments or questions they may have on post it notes.</p> <p>Before showing the film, use the accompanying power point presentation to discuss abuse - definition and different types. Be prepared to answer additional questions</p> <p>Ensure you reinforce the following -</p> <ol style="list-style-type: none"> 1. What ABUSE is 2. Different types of abuse 3. Human rights 	<p>Interactive whiteboard Film</p> <p>Large sheets of paper, pens</p> <p>Whiteboard or flipchart to record feedback.</p> <p>Post it notes on tables.</p>

	<u>Main</u>	<u>ICT</u>
50 mins	<p>Watch Everybody's Business, <u>stopping the film after the shooting.</u></p> <p>Ask the whole group to discuss what the SAW in the film, make brief notes on the whiteboard or flipchart.</p> <p>Activity 1 - questions: Explain that each group has a question inside the envelope on their table. Ask them to discuss and feedback orally.</p> <p>Invite feedback for each question from the groups, record main issues centrally on the whiteboard or flip chart. Invite others to comment.</p> <p>Start to pull together the ideas on the board and clarify the misconceptions that may have been aired then rub these out.</p> <p>Move to slide 7 and 8: Ask the whole group what they know about FGM, prevalence, background. Be prepared to answer further questions.</p> <p>Show slide 9: Ask the class to consider the girl crying on the pavement - did they miss that scenario? Discuss what might be different in this girl's case. Why isn't it so noticeable?</p> <p>Distribute the cards for slide 11 and ask the groups to discuss the scenario on the card in terms of what they could, should and would do. Ask the groups to feedback to the class.</p> <p>Group discussion: At this point, if time permits, you may wish to use the final two questions from slide 11.</p> <p>Slide 12 - Invite students to discuss the title of the film in the light of the questions they have just answered, and feedback to the group.</p> <p>Play the film again, through to the end, then show slide 13. Illicit the phrase 'blood on your hands' and discuss the relevance in terms of the film they have just watched.</p> <p>Additional activity: Ask if anybody noticed the song the young woman in the film was humming. Discuss the irony.</p> <p>If time permits, show the additional film 'Behind the Scenes'. This documentary can also be used for a follow up lesson.</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>Use of IWB Computer Internet connection Whiteboard pens and paper on tables</p> <p>Question cards in marked envelopes for differentiation</p>
Assessment	<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>	<p>Please ensure that materials are adapted with additional support for learners with English as an additional language.</p> <p>Ensure that vocabulary is clear and explained to students throughout the lesson.</p> <p>Have a space/person available for students to go if they become distressed or upset.</p>	
---	--	--