FGM Direct Work Toolkit

How to do direct work on FGM with children, young people, parents and carers
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About the National FGM Centre

The National FGM Centre (NFGMC) is a partnership between Barnardo’s and the Local Government Association (LGA) working to achieve a system change in the provision of services for children and families affected by Female Genital Mutilation (FGM). Funded by the Department for Education as part of its Children’s Social Care Innovation Programme, the Centre works closely with key partners from local authorities, health, education, police, and the voluntary sector to achieve its vision and aims. In 2017, the Centre’s remit was extended to include Breast Ironing/Flattening and Child Abuse Linked to Faith or Belief. Further information can be found at www.nationalfgmcentre.org.uk.

The National FGM Centre’s social care model aims to equip social workers with the knowledge, skills, tools and confidence to assess FGM and other harmful practices cases and confidently conduct direct work with girls and their families. The Centre’s work was, and continues to be, independently evaluated and the 2017 evaluation highlighted that the Centre’s model ‘empowers families with information and supports them to maintain protective factors for themselves and their children” (p8).

The NFGMC aims to carry out direct work with children as part of the intervention provided to a family. To date, the NFGMC has worked with over 300 children. A case study from the above mentioned evaluation summarises the direct work undertaken with families as follows:

“The PW introduced herself to the children as a Barnardo’s worker, who was there to help them to keep safe. FGM was only later raised with the daughter, who knew nothing about FGM or its practice. Sessions were varied in nature and framed within a rights-based approach. They included creative exercises focused on how the body works, understanding different forms of abuse (sexual, physical and emotional), and managing
and expressing worries. FGM was introduced to the daughter in a one-to-one session; she then made a poster to teach her brother what she had learned about the practice. The children’s mother emphasised that the PW, ‘always made it fun’ for the children, so that they ‘didn’t feel bombarded.’ The family appreciated that the PW was always open, honest and consistent in her approach, which they felt had not been their experience with some SWs. The NFGMC PW worked with the family through therapeutic whole-family and one-to-one sessions. In addition to this work, the PW supported the children’s mother to apply for a FGM Protection Order, connecting her with a lawyer to work on the case” (p21)

Purpose of this Activity Pack

The aim of this guide and session pack is to provide social workers with the National FGM Centre’s session plans to enable them to carry out direct work with families and girls at risk of FGM/who have undergone FGM. All sessions are aimed at children 7 years and older.

The activity plans are underpinned with a human rights based approach and the independent evaluator reported that they “…put protective factors in place, by building the child resilience through direct work, safety planning with the parent(s)/carer(s)”.. (p24). The first two sessions can be used as precursors to exploring any topic around safeguarding with children, for example domestic abuse and child sexual exploitation. It is important for the sessions to also be delivered to boys and men in the family as their participation is crucial to ending FGM.

Icon Key

- Print for session
- Cut out for session
- View on laptop for session
- Copy for session
- View on phone/tablet for session
How to prepare for the session

We recommend that social workers:

- Attend training on FGM prior to undertaking any direct work with children using this activity pack.
- Use the FGM Assessment Tool and Guidance, as well as resources provided (e.g. genogram and service mapping activity).
- If a different social worker carries out the direct work from the one who carries out the assessment, information should be shared after every visit.
- Read through all the activity plans to familiarise themselves with the content and resources required prior to using them.
- Determine the number of sessions that will be carried out and which activity plans will be used. Depending on the case and work already carried out, it may not be essential to use every activity plan.
- Use their professional judgement to determine whether the children they are working with are mature enough to understand the information in the activity plan.
- Plan sufficient time with the children in the family to carry out the activities.
- Deliver all 6 activity plans in the order that they appear in this document.
- If you are time limited, we recommend that you deliver the activities highlighted in the “Time Limited” chapter - Section 3.
- Work with siblings together to provide support and encourage older siblings to help the younger ones engage, but also to make it more fun.
- Always ask the children what they learnt/what they thought was the most fun about the session at the end. Incorporate their likes into following sessions.
Recording and tracking progress of the case

It is important that social workers monitor the progress and impact of direct work with children, and families. At the Centre, we recommend that social workers:

- Start by asking the child what they know about the topic you will be exploring before you commence the session
- Ask the child to list 3 things they learnt at the end of each session as a debrief
- Ask the child to recap learning from the previous session before starting a new one
- Encourage each child to keep completed drawings and activity sheets they have done as a record of their learning and to revisit in future sessions.
- Constantly review work completed by the child to ensure that they are able to link each session to one another
- At the start of the next session recap, to praise and reinforce the great work they are doing.

Practice reflection

Reflecting on cases not only after an intervention but also during an intervention is an effective method of monitoring whether you are achieving your outcomes. At the Centre, we recommend social workers use the practice reflection tool, during supervision with managers. The tool will help you to reflect on what you have achieved thus far on the case, and could possibly highlight further areas where you could target your intervention.

Top tip!

Don’t forget to take photos of child’s work for your own record. Remember to blank out any identifiable data before sharing.
10 Tips for working with parent(s)/carer(s)

**One**
Common Ground
Start from the common ground of both yourself and them wanting what is in the 'best interests' of the child(ren). You both ultimately want the same thing, and it is about how you work together to achieve this.

**Two**
Cultural Competence
Understanding a family's background; cultural/religious heritage is integral to building strong sustainable relationships with them. Do your own research, but also ask questions and be curious. Show them that you are taking an active interest in their lives.

**Three**
Acknowledgement
Acknowledge a parent's expertise, and the challenges they may face and have faced in their lives. Take every experience they share with you on board and use it to plan your intervention for maximum impact.

**Four**
Listen and Hear
It may be that the family you are working with have other issues they are trying to resolve. Listen to their concerns, and try to help wherever possible with any wider issues, to establish stronger rapport and engagement.

**Five**
Empowerment
Encourage parents by giving them a voice; ask what they want to happen, ask what their understanding of why you are involved is - show them that you are listening.

**Six**
Strengths Based Approach
It is common to focus your time looking at risk of course - this is what we want to minimise! However, don't forget to look what strengths there are too, and work on building upon them so they become sustainable for when you close the case.

**Seven**
Multi Agency Working
If you are aware that the family have a good relationship with another professional, where appropriate, try to arrange a joint visit with them. They will be a great advocate for you, and you will also find establishing a relationship that little bit easier.

**Eight**
Whole Family Approach
Where you feel it is appropriate, allow parents to join in on direct work sessions with the child(ren). This will show them they are part of the process, and particularly when doing fun activities, will help strengthen your relationship with them.

**Nine**
Integration
Invite parents along to events and conferences that you know of which would be appropriate for them to attend. This will provide them with an opportunity to meet other parents and decrease social isolation.
10 Tips for working with children

**Pace**
Follow the child’s lead and allow them to explore topics at their own pace. Allow them to feel that they have control over their learning.

**Time Limited Activities**
Aim to keep direct work sessions up to an hour long, unless of course the child(ren) are fully engaged and willing to continue. Aim to spend no longer than 20 minutes on each activity, ensuring that you have enough variation.

**Questioning**
Avoid asking leading or closed questions. Give the child(ren) plenty of opportunity to speak, and repeat back what they say to confirm you have heard them.

**Inclusivity**
Different learning styles. Try to be creative and include touch, such as with felt or sand, movement, smell and colours in activities.

**Feedback**
Constantly seek feedback from the child(ren) throughout the sessions to ascertain whether they are absorbing the learning as well as to monitor positive outcomes.

**Switching Roles**
Allow the child(ren) to lead on activities, particularly if you are delivering a session with siblings, in which case each sibling can take a turn to lead on an activity.

**Child’s Interests**
Wherever possible, try to incorporate the child’s interests into the sessions. For example, if the child(ren) interests are dance, start and end the session with a dance to their favourite (appropriate) song.

**Laugh Together**
Remember that you are not only looking at risk, but also strengths. Build strong relationships by establishing healthy rapport where you are able to teach the child(ren) about how to keep themselves safe, but are also able to have a giggle with them once in a while.

**Books and Other Resources**
Take books which are related to the subject matter you are exploring that the child(ren) may want to borrow until the next visit. Giving child(ren) this option gives the possibility for continued learning past the session.

**Praise, Praise, Praise!**
Provide praise every step of the way to encourage the child(ren) and show that they are doing a fantastic job. Prepare certificates where you think a piece of work has been exceptional, give stickers for excellent answers, and praise them in front of parents.


1. Sessions Plans: Parent(s)/carer(s)

**Session plan 1:** Introduction to FGM

**Session plan 2:** Safety Planning with Parent(s)/carer(s)
Session Plan 1: Introduction to FGM for parents/carers

1 HOUR

Activity: a session designed to educate parent(s)/carer(s) on FGM, its health and legal consequences, as well as the fact that it is child abuse.

This session is to be delivered using the ‘Introduction to FGM for Parent(s)/carer(s)’ PowerPoint.

It is recommended that this session be undertaken with parent(s)/carer(s):
- Separately to ascertain whether they hold similar or differing views regarding FGM.
- Before sessions with children to ensure that parent(s)/carer(s) are aware of what will be discussed with child.

Objectives:

✔ To understand what child abuse means
✔ To understand that FGM is child abuse and illegal in the UK
✔ To understand the safeguarding implications of FGM
✔ To understand that FGM causes both short term and long term harm to a girl

Outcomes:

✔ Better understanding of why FGM is child abuse
✔ Greater understanding of the law in relation to FGM
✔ Improved knowledge of the health consequences of FGM
✔ Increased awareness of where to go for support

REMEMBER!

• Ask whether the parent feels more comfortable with a female or male worker. You are discussing a topic that needs to be broached with cultural sensitivity.
• Assess whether an interpreter is needed prior to commencing direct work.
# Session Plan 1: Introduction to FGM for parent(s)/carer(s)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Set mutual ground rules with parent(s)/carer(s). For example, ‘to respectfully learn together. I may teach you things you didn’t know, and you may teach me things I don’t know, so let’s work together’.</td>
<td>Slide 2</td>
</tr>
<tr>
<td>5 mins</td>
<td>Go through outcomes with parent(s)/carer(s). Ask whether they would like to gain anything else.</td>
<td>Slide 3</td>
</tr>
<tr>
<td>5 mins</td>
<td>Ask what the parent(s)/carer(s) understand about child abuse. Go through the different categories of child abuse</td>
<td>Slide 4</td>
</tr>
<tr>
<td>5 mins</td>
<td>Ask what the parent(s)/carer(s) know about FGM. Ask how this relates to child abuse/safeguarding and how it connects to why social care is involved with their family</td>
<td>Slide 5</td>
</tr>
<tr>
<td>5 mins</td>
<td>Explain that FGM is child abuse in the UK and explore the ages at which it can happen. Be curious and ask whether they knew this/whether it is the same in their community</td>
<td>Slide 6/7</td>
</tr>
<tr>
<td>5 mins</td>
<td>Explain that FGM is called different things in different languages. Give some examples and find out whether they know of any more terms</td>
<td>Slide 7</td>
</tr>
<tr>
<td>10 mins</td>
<td>Explain what the different types of FGM are, using the diagram in slide 7. Use only simple language: Type 1 - removing the clitoris Type 2 - removing the labia Type 3 - closing of the vulva, and leaving a small hole for urination and menstruation Type 4 - any other damage</td>
<td>Slide 8</td>
</tr>
<tr>
<td>10 mins</td>
<td>Talk through the different health implications FGM can have. Ask if there are any listed implications that the parent(s)/carer(s) do not understand, and to discuss and explain to them, If you are aware that you are working with a survivor, ask whether they have been affected by any of the listed consequences and explore whether they would require support</td>
<td>Slide 9</td>
</tr>
<tr>
<td>5 mins</td>
<td>Ask the parent(s)/carer(s) why they think FGM is practised. Using the slide, pick out different reasons and discuss. Ask the parent(s)/carer(s) what they think of the different reasons to generate discussion.</td>
<td>Slide 10</td>
</tr>
</tbody>
</table>

**Tip:** Explain that FGM is very harmful, violates a girl or woman’s rights and is ultimately illegal in the UK.
Session Plan 1: Introduction to FGM for parent(s)/carer(s) presentation

<table>
<thead>
<tr>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Use the National FGM Centre world FGM map to talk through where FGM happens. If the parent(s’)/carer(s’) country of origin or heritage is an affected country, use this as an opportunity to look at the prevalence of FGM within that country, and to see what they think of it</td>
<td>Slide 11</td>
</tr>
<tr>
<td>10 mins</td>
<td>Explain the UK law on FGM, and how parts of it like FGM Protection Order’s can be used to protect girls from undergoing FGM.</td>
<td>Slide 12/13</td>
</tr>
<tr>
<td>5 mins</td>
<td>Talk through where parent(s)/carer(s) can seek advice and information.</td>
<td>Slide 14/15</td>
</tr>
<tr>
<td>5 mins</td>
<td>Quiz: ask parent(s)/carer(s) to complete quiz to test learning</td>
<td>Resource 1b</td>
</tr>
<tr>
<td>5 mins</td>
<td>Feedback: What did parent(s)/carer(s) think about the session? What did they find most interesting? How does the learning apply to their lives?</td>
<td></td>
</tr>
</tbody>
</table>

REMEMBER!

- Parent(s)/carer(s) may have never spoken about FGM in such detail. Be cautious that this could be re-trauma-tising for some women. Take active steps to assess the parent(s)/carer(s) emotions on an ongoing basis, and ensure you take breaks to ask how the parent(s)/carer(s) are feeling.

- Consider whether parent(s)/carer(s) are displaying disguised compliance. You will need to assess this throughout your intervention. Remember that learning from serious case reviews has highlighted a need for professionals to establish the facts and gather evidence about what is actually happening, rather than accepting parents’ presenting behaviour and assertions. (NSPCC)
Resource 1: FGM Intro for parent(s)/carer(s) - Slides

FGM Introduction

for parent(s)/carer(s)

Ground Rules

Objectives

• To gain a basic awareness of FGM
• To understand that girls with disabilities are particularly vulnerable to FGM

Child Abuse

• Physical
• Emotional
• Sexual
• Neglect

Questions

• Have you heard about FGM?
• What do you know about FGM?

What is FGM?

"All procedures which involve the partial or total removal of the external genitalia or injury to the female genital organs whether for cultural or any other non-medical reasons"

The World Health Organisation

What is FGM?

FGM is child abuse.

Young girls between infancy and the age of 15 – most commonly between 6 and 8 years old.

Other terms for FGM

- Female Genital Circumcision
- Female Genital Mutilation
- Female Genital Cutting
- Sunnah
Resource 1a: FGM Intro for parent(s)/carer(s) - Slides

Types of FGM
- Type 1
- Type 2
- Type 3
- Type 4

Potential Health Implications of FGM
- Short Term
- Long Term

Why is FGM Practiced?
- Local norm or tradition
- Rule of passage
- Religious obligation
- Family honor
- Beauty
- Hypocrisy
- To protect girls

Where is FGM Practiced?

The Law in England and Wales
- It is illegal to:
  - Perform FGM on a girl in UK
  - Bring a girl outside of the UK to have FGM done on a habitual resident of the UK
  - Aid the act of FGM in any way
    - Buying flights
    - Paying cutter etc.

Mandatory Reporting and Protection
- Serious Crime Act 2015
- FGM protection orders
- Mandatory reporting
- Parental responsibility

Advice and Information
- Call the National FGM Centre on 02084987137
- Call the NSPCC Helpline on 0800 028 3550 for advice and support on FGM.
- Download FGM Passport to show family or friends who may be putting pressure on you.
- Call the police if you or a girls are in immediate danger.

Do you have any questions?
Quiz!

FGM acceptable in some religions
   True   False

A small prick to the genital area can cause long term damage
   True   False

FGM can cause long-term mental health issues
   True   False

FGM can be extremely distressing for a girl
   True   False

FGM is legal in the UK if only a small drop of blood is released
   True   False

FGM is only practised in Africa
   True   False

FGM is safe if it is performed in a hospital
   True   False

Name one health consequence of FGM

Should ‘less harmful’ types of FGM be allowed?

What can you do to ensure your daughter(s) are protected from FGM?
Resource 1b: FGM Quiz for Parent(s)/carer(s) - Answers

Quiz!

FGM acceptable in some religions
True  False

A small prick to the genital area can cause long term damage
True  False

FGM can cause long-term mental health issues
True  False

FGM can be extremely distressing for a girl
True  False

FGM is legal in the UK if only a small drop of blood is released
True  False

FGM is only practised in Africa
True  False

FGM is safe if it is performed in a hospital
True  False

Name one health consequence of FGM

Should ‘less harmful’ types of FGM be allowed?
No, any type of FGM can cause serious short and long term health consequences

What can you do to ensure your daughter(s) are protected from FGM?
Session Plan 2: Safety Planning with parent(s)/carer(s)

1 HOUR

Activity: a session designed to complement the education of parent(s)/carer(s) on FGM. This session focuses on safety planning around FGM.

It is recommended that this session be undertaken with parent/carer(s):
- After all the sessions with the child/ren have been completed, to enable social workers to provide feedback on the work achieved.
- Together with both parent(s)/carer(s) if possible.

Objectives:

✓ For parents and carers to feel confident in applying the knowledge learnt, in order to safeguard their children from FGM.
✓ For parent(s)/carer(s) to be able to demonstrate a willingness to protect their girls from FGM.

Outcomes:

✓ Improved ability to apply learning on FGM safety planning
✓ Enhanced ability to give relevant and practical examples of how they will protect their daughter(s)
# Session Plan 2: Safety Planning with parent(s)/carer(s)/carer(s)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Explain that the session will focus on safety planning around FGM</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Recap on the learning undertaken in the previous session - ask what parent(s)/carer(s) remember learning, and what they found interesting. Did they have any thoughts after the session?</td>
<td></td>
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**Tip:** As a social worker, you would have completed a genogram at the start of your intervention with the family. Use the genogram during this session to look at different people in the family's life who could pose a risk and who could be a protective factor.

| 5 mins | Explain that you will now do work on safety planning. Ask what the parent(s)/carer(s) understanding is of safety planning, and give a clear straightforward explanation. | Resource 2a |
| 30 mins | Work through the activity together. It will be your role to ask questions and challenge answers. For example, parent(s)/carer(s) may say “no one will ask me to do this to my daughter” - which could be the case, but in order to create sustainable change beyond your intervention, you need to be sure that at any point, parent(s)/carer(s) have the confidence and know how they will respond in such circumstances - regardless of whether they think they will be asked or not. | Resource 2a |

**Tip:** Use the genogram to give hypothetical scenarios, for example, a member of their family/community suggesting FGM take place on their daughter(s) or someone else in the community. Ask what they would do/say in that situation. How would parent(s)/carer(s) argue that FGM should not be performed? What reasoning would they give? Who would they turn to for support?

| 5 mins | Debrief |           |
Resource 2: Safety planning
parent(s)/carer(s)

Safety Planning

What would you do if a family member suggested that you perform FGM on your daughter(s)?

What would you do if a community member suggested that you perform FGM on your daughter(s)?

If you were to go on holiday/return to your country of origin, and someone suggested that you perform FGM on your daughter(s), what would you say/do?

If you thought a friend/family member was thinking of having their daughter(s) undergo FGM, what would you say/do?
2. Sessions Plans: Children

**Session plan 1:** My Rights! 7 years +

**Session plan 2:** Body Mapping: 7 years +

**Session plan 3:** Introduction to FGM 7-10 years
   Introduction to FGM: 10 years +

**Session plan 4:** Understanding the psychological implications of FGM: 7 years +

**Session plan 5:** Abuse is never acceptable: 10 years +
Session Plan 1: My Rights!

1 HOUR  AGES 7+ YEARS

Activity: for child(ren) aged 7+ to explore human rights and the way they apply to their lives.

This session should be used to explore safeguarding with child(ren) or young people, and to explore the foundations upon which they were based, through the use of education on their rights, and the laws that protect them. This activity is designed for child(ren) to know and understand what their rights are, and whose duty/responsibility it is to ensure they are protected.

This session should be used to explore human rights. Download a copy of the United Nations Convention on the Rights of the Child Articles in child-friendly language and print before this session.

Objectives:

✓ To understand that all children have ‘rights’, and with rights come responsibilities
✓ To have an understanding of some of the rights within the UNCRC
✓ To understand that any form of abuse on a child would go against their rights, and be called ‘child abuse’

Outcomes:

✓ Improved understanding of the UNCRC and the articles within it
✓ An awareness that any form of child abuse would go against a children’s rights
✓ Be confident on who to go to for support

QUICK TIP!

- Prior to commencing this session, enquire whether the child’s school has taught them Sex and Relationships Education. If they have, it would be important for you to know what the child has learnt already.
# Session Plan 1: My Rights!

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resources</th>
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<tbody>
<tr>
<td>5 mins</td>
<td>Ensure that you explain the session is a safe place where questions can be asked at any point, either verbally or written down if they would prefer not to say it out loud</td>
<td>Scraps of paper</td>
</tr>
<tr>
<td>10 mins</td>
<td>Explore key words you will be using to highlight rights according to the age group</td>
<td>Resource 1a</td>
</tr>
<tr>
<td>5 mins</td>
<td>Give the child(ren) a short quiz to fill out.</td>
<td>Resource 1b</td>
</tr>
<tr>
<td>10 mins</td>
<td>Discuss answers the child(ren) or young person has given to the questions. Encourage the young person to expand on their answers by asking for examples relating to their lives. It may be likely that the child(ren) or young person does not know the answer to question 5. Work on exploring the acronym with them, and what it means. You can explain what the UNCRC is by saying: ‘Your rights are protected by our government. Most governments around the world have a special agreement to protect child(ren), and they wrote it all down. It’s called the Convention on the Rights of the Child, where they have promised to keep all children safe and healthy and to make sure they are protected from harm, have food, clean water, shelter, can go to school; shall we take a look at what they wrote?’</td>
<td>Resource 1b</td>
</tr>
<tr>
<td></td>
<td><strong>Tip:</strong> Try to keep your explanation for child(ren)’s rights as simple as possible using the above as a guide. Use language the child(ren) or young person is familiar with, and give examples where appropriate.</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Show the child or young person to the different articles that are within the UNCRC</td>
<td>UNCRC Articles (Appendix 3)</td>
</tr>
<tr>
<td>20 min</td>
<td>Start moving through various articles of the UNCRC by picking one, reading it out loud, and explaining what the article means by the use of examples</td>
<td>UNCRC Articles</td>
</tr>
<tr>
<td></td>
<td>Encourage the child(ren) or young person to pick articles, read them aloud and explain what they mean. Ask questions such as, ‘do you think that is an important right?’ ‘what is the most important right to you?’ If you know that the child(ren)/young person knows about FGM, discuss how the articles link to FGM, showing how it is against the UNCRC.</td>
<td>UNCRC Articles</td>
</tr>
<tr>
<td>5 mins</td>
<td>End by explaining that the child(ren) or young person is entitled to having all the rights that were spoken about in the session respected, and explore who they can go to for support if they felt their rights were not being upheld</td>
<td></td>
</tr>
</tbody>
</table>
Rights

Things people need in order to live happy and healthy lives. For example: food, clean water, shelter.
Every child(ren) around the world has the right to live happy and healthy lives, no matter who they are, where they come from or what they believe.

Nation

Another word for country.

Articles

Different rules.

Abuse

Treating someone badly or unfairly.

Neglect

When an adult does not give the food, care and a place to live that a child needs. It is also when an adult does not protect a child that they care for from harm.
Quiz!

1. What are rights?
   - □ a list of laws the government made
   - □ things people need in order to live happy and healthy lives
   - □ boring rules that adults have to follow

2. Who has rights?
   - □ adults
   - □ child(ren)
   - □ everyone

3. Name two rights you have

4. Name a right that not all child(ren) have around the world

5. What is the UNCRC?
Resource 1b: “Quiz - My Rights” - Answers

Quiz!

1. What are rights?

- a list of laws the government made
- things people need in order to live happy and healthy lives
- boring rules that adults have to follow

2. Who has rights?

- adults
- child(ren)
- everyone

3. Name two rights you have

4. Name a right that not all child(ren) have around the world

5. What is the UNCRC?
Examples of child(ren) completing the activity and sharing learning:

Top Tip!

Try to vary where you see the child(ren), mix visit locations between home, school, child(ren)’s centres etc.
Session Plan 2: Body Mapping

1 HOUR  AGES 7+ YEARS

Activity: for child(ren) aged 7+ to be able to have a clear understanding that every part of the human body has a purpose and function, and should not be damaged or removed. This activity also aims to give child(ren) the correct terms for different parts of the body.

This session and the activity should be used to explore body rights and key statements such as 'no one has the right to hurt or touch your body' and 'your body is yours.

You will need to download and print a copy of the NSPCC Pants Rule (Appendix 2) before the session.

Objectives:

✓ To understand that every part of the human body has a function
✓ To understand that no part of the human body should be removed unless for medical reasons
✓ To understand that no one has the right to touch or harm their body

Outcomes:

✓ Increased understanding that no one has the right to touch or harm their body
✓ More knowledge of different parts of the human body using the correct terms and not slang or informal words
✓ More confident about who to go to for support
## Session Plan 2: Body Mapping

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Ensure that you explain the session is a safe place where questions can be asked at any point, either verbally or written if they would prefer not to say it out loud</td>
<td>Scrap bits of paper</td>
</tr>
<tr>
<td>10 mins</td>
<td>Explore key words you will be using according to the age group</td>
<td>Resource 2a/b</td>
</tr>
<tr>
<td>10 min</td>
<td>Introduce the session by – explaining that every part of the body has a function. For example, eyes are for being able to see, ears are for hearing etc. Ask the child(ren) to label the outline of the body (printed or drawn by them) and include the functions of each part.</td>
<td>Resource 2c</td>
</tr>
<tr>
<td>5 mins</td>
<td>Ask child(ren) what they know about ‘keeping safe’ and ‘body rights’.</td>
<td>NSPCC PANTS rule (Appendix 2)</td>
</tr>
</tbody>
</table>

**Tip:** When labelling the genitalia, use the correct terminology (resource 2a/b). Always remind the child(ren) to use the correct words so it is clear what they are describing.

| 20 mins| Using pieces of paper notes, cover one body part the child(ren) labelled, and ask “what would happen if you didn’t have this body part?” E.G: “what would happen if I took away the eyes?” to which the child(ren) should reply “you wouldn’t be able to see”. Continue this for a few different labelled parts. Discuss with the child(ren) that every part of the body, including genitalia, has a function, and removing it would remove its function. | NSPCC PANTS rule (Appendix 2)  |

**Tip:** When covering the genitalia, and asking what the child(ren) thinks would happen if the area was damaged or removed, link their answers back to the reflection undertaken at the start of the session, around body rights and keeping yourself safe. Again, reiterate that every part of the body has a function, and removing it would remove its function too.
# Resource 2a: Science Vocabulary

<table>
<thead>
<tr>
<th>KS/year</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, penis, testicles, vulva</td>
</tr>
<tr>
<td>Year 2</td>
<td>As above + baby, toddler, child(ren), teenager, adult</td>
</tr>
<tr>
<td>Year 3</td>
<td>As above + pollination, pollen, male, ovule, female, seed</td>
</tr>
<tr>
<td>Year 4</td>
<td>As above + pollination, pollen, male, ovule, female, seed</td>
</tr>
<tr>
<td>Year 5</td>
<td>As above + sexual reproduction, sperm, ovum, internal fertilisation, external fertilisation, egg, live birth, gestation period</td>
</tr>
<tr>
<td>Year 6</td>
<td>As above + sexual reproduction, sperm, ovum, internal fertilisation, external fertilisation, egg, live birth, gestation period</td>
</tr>
</tbody>
</table>

# Resource 2b: PSHE Vocabulary

## Key Vocabulary to use according to age group

<table>
<thead>
<tr>
<th>KS/year</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>Boy, girl, gender, penis, testicles, vulva, pregnant, baby, child(ren), teenager, elderly, life cycle, change, grow, feelings, love, care, comfortable feeling, uncomfortable feeling</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>Boy, girl, gender, penis, testicles, vulva, pregnant, baby, child(ren), teenager, elderly, life cycle, change, grow, feelings, love, care, comfortable feeling, uncomfortable feeling</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>As above + change, grow, mature, feelings, emotions, excited, up and down, worried, reproductive organs, sperm, egg</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td>As above + puberty, change, grow, mature, private parts, genitals, vagina, labia, vulva, clitoris, penis, testicles, breasts, feelings, excited, up and down, attraction, worries, internal, inside, reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, menstrual cycle, period, blood, discharge, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, masturbation, what, body odour, sanitary towel, tampon</td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td>As above + puberty, change, grow, mature, private parts, genitals, vagina, labia, vulva, clitoris, penis, testicles, breasts, feelings, excited, up and down, attraction, worries, internal, inside, reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, menstrual cycle, period, blood, discharge, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, masturbation, what, body odour, sanitary towel, tampon</td>
</tr>
<tr>
<td><strong>Year 6</strong></td>
<td>Puberty, change, grow, mature, private parts, genitals, strong feelings, reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, vagina, labia, clitoris, vulva, penis, testicles, scrotum, sperm, semen, erection, ejaculation, egg, sexual intercourse, conception, embryo, pregnant, birth, contraception, condom, consent</td>
</tr>
</tbody>
</table>
Resource 2c : Body Mapping
Resource 2c: “Body Mapping” - Answers

- Head
- Eye
- Mouth
- Breasts
- Arm
- Tummy
- Vulva
- Hand
- Legs
- Feet
Examples of children completing the activity and sharing learning:

Top Tip!

Don’t be afraid to use the words ‘genitalia’ ‘penis’ and ‘vagina’. If parent(s)/carer(s) are anxious, show them resource 2a/b to highlight what words the should be familiar with.
Session Plan 3: Introduction to FGM - 7 years +

1 HOUR  AGES 7+ YEARS

Activity: This activity aims to introduce the topic of Female Genital Mutilation to children aged 6-10 years. To be delivered using FGM Intro for Children PowerPoint and Appendix 3: UNCRC Rights

Practitioners are to deliver this after human rights and body rights have been explored

Objectives:

✓ For the child(ren) to understand what Female Genital Mutilation is physically.
✓ For the child(ren) to understand why people may practice Female Genital Mutilation.
✓ For the child(ren) to understand that Female Genital Mutilation is illegal in the UK.

Outcomes:

✓ Improved understanding why FGM is child abuse
✓ Increased awareness that FGM is against the UNCRC and illegal in the UK
✓ Knowledge that no one has the right to touch or harm their body
✓ Increased confidence about who to go to for support
### Session Plan 3: Introduction to FGM - 7 years +

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Ensure that you explain the session is a safe place where questions can be asked at any point, either verbally or written down if they would prefer not to say it out loud.</td>
<td>Scrap bits of paper</td>
</tr>
<tr>
<td>5 mins</td>
<td>Introduction to topic about body: explain that in this activity the child(ren) will be exploring growing up and the ways they can keep themselves safe. Explain that they will be doing some drawing and lots of talking.</td>
<td>Slide 2</td>
</tr>
<tr>
<td>10 min</td>
<td>Ask the child(ren) to draw a picture of them as a baby. Ask them to write down or discuss; What did you do when you were a baby? What couldn’t you do as a baby? Who helped you when you were a baby?</td>
<td>Slide 3</td>
</tr>
<tr>
<td>10 min</td>
<td>Ask the child(ren) to draw a picture of themselves. Ask them to write down or discuss; What can you do now? How has your body changed since you were a baby? Who helps and supports you now? Encourage the child(ren) thinking about how their body has developed since they were a baby</td>
<td>Slide 4</td>
</tr>
<tr>
<td>10 mins</td>
<td>Ask the child(ren) to draw a picture of them grown up. Ask them to write down; What will you be doing? How do you think your body will change? Who will help and support you in the future?</td>
<td>Slide 5</td>
</tr>
</tbody>
</table>
# Session Plan 3: Introduction to FGM - 7 years +

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Ask the child(ren) whether they agree/disagree/unsure about the following statements and ask why.</td>
<td>Slide 6</td>
</tr>
</tbody>
</table>
|        | My body is **MINE**  
|        | Nobody has the right to **HURT** my body  
|        | Nobody has the right to **CHANGE** my body  
|        | Explain that these are called ‘**body rights**’  
|        | Explain, using the child(ren)’s drawings, that as they grow up, their bodies will change naturally - just like they have since they were a baby. Other than the body changing on its own, no one else has the right to purposely hurt or change their body, as this would go **against** their body rights, and **against the UNCRC** |           |
| Tip: Refer to resource 1c in the ‘My Rights!’ session plan to link the body rights to children’s rights |                                                                                                           |           |
| 10 min | Explain that there is something called FGM - ask if they know what it is. Explain what FGM is, using ChildLine’s definition. “**Female Genital Mutilation (FGM)** (sometimes called female circumcision or cutting) is when a girl’s external genitals (private parts) are cut away or damaged.”  
|        | Explain that FGM is wrong, and that it goes against human rights. Explain some people believe in order to grow up and become a woman that girls need to have their private parts changed and cut. Some wrongly people believe it makes the girl cleaner or that it is part of their religion.  
|        | However, FGM is...  
|        | Very painful  
|        | Does not need to happen to make a girl into a woman.  
|        | Not required by any religion.                                                                                                                   | Slide 7   |
| 10 min | Explain that **FGM is not allowed (illegal) in the UK** – it’s also not allowed for girls to be taken out of the country to have FGM. Explain that it is harmful to a girl's health as her private parts may not be able function as they did naturally | Slide 8   |
| 5 mins | Ask the child(ren) what they think of FGM: how does it make them feel?  
|        |                                                                                                                                           | Slide 9   |
| 10 mins| Explain that if they ever felt in danger or that a friend was in danger of FGM, that they should always speak to a trusted adult, or the NSPCC helpline. Explain that if they are in immediate danger, they should call the police on 999. | Slide 10  |
Resource 3a: Slides

Nobody Changes MY Body!

Today's Plan
- We are going to learn about:
  - Growing up
  - Staying Safe

Draw a picture of you as a baby

Draw a picture of you now

Draw a picture of you in the future

My rights
- My body is **MINE**
- Nobody has the right to HURT my body
- Nobody has the right to CHANGE my body

FGM is...
- when a girl's private parts (genitals) are cut away or damaged
- very painful and goes against children's rights

FGM is...
- Illegal!
- Harmful to a girls health!
How has learning about FGM made you feel?

What should I do if I am worried?

999
NSPCC Helpline
Trusted Adult

Questions?
Session Plan 3: Introduction to FGM - 10 years +

1 HOUR       AGES 10+ YEARS

Activity: This activity aims to introduce the topic of Female Genital Mutilation to child(ren) 10 +. To be delivered using Introduction to FGM for Young People Presentation (Page 84 - 87).

Practitioners are to deliver this after human rights and body rights have been explored.

Objectives:

✓ For the child(ren) to understand what Female Genital Mutilation is.
✓ For the child(ren) to understand why people may practice Female Genital Mutilation.
✓ For the child(ren) to understand that Female Genital Mutilation is illegal in the UK.

Outcomes:

✓ Improved understand why FGM is child abuse
✓ Increased awareness that FGM is against the UNCRC and illegal in the UK
✓ Increased recognition that no one has the right to touch or injure their body
✓ Increased confidence on who to go to for support
# Session Plan 3: Introduction to FGM - 11 years +

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Ensure that you explain the session is a safe place where questions can be asked at any point, either verbally or written down if they would prefer not to say it out loud.</td>
<td>Scrap bits of paper</td>
</tr>
<tr>
<td>5 min</td>
<td>Recap on the previous discussions around human rights that you have undertaken.</td>
<td>Slide 3</td>
</tr>
<tr>
<td>5 mins</td>
<td>Ask the young person(s) what they have learnt so far about body safety.</td>
<td>Slide 4</td>
</tr>
<tr>
<td>5 mins</td>
<td>Explain that you are now going to speak to them about a particular body rights violation and its called FGM. Ask them whether they have heard about it/what they know about it</td>
<td>Slide 5</td>
</tr>
<tr>
<td>5 mins</td>
<td>Explain what FGM is using the definition provided.</td>
<td>Slide 6</td>
</tr>
<tr>
<td>5 min</td>
<td>Explain that FGM is called different things in different languages. Give some examples and find out whether they know of any more terms</td>
<td>Slide 7</td>
</tr>
<tr>
<td>5 min</td>
<td>Recap on previous learning about body functions to introduce what a healthy vulva looks like. Talk through the different labels on the diagram</td>
<td>Slide 8</td>
</tr>
</tbody>
</table>

**Use your professional judgement to decide if the child has sufficient maturity and understanding to view the different types of FGM.**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 mins</td>
<td>Explain what the different types of FGM are, using the diagram in slide 8. Use only simple language: Type 1 - removing the clitoris Type 2 - removing the labia Type 3 - stitching the vulva, and leaving a small hole for urination and menstruation Type 4 - any other damage</td>
<td>Slide 10</td>
</tr>
<tr>
<td>5 min</td>
<td>Explain that FGM is very harmful, against the UNCRC and violates a girl or woman rights</td>
<td>Slide 13/14</td>
</tr>
</tbody>
</table>

**Refer to resource 1c in the ‘My Rights!’ session plan to link the body rights to child(ren)’s rights**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Talk through the different health implications FGM can have. Ask if there are any listed implications that the young person(s) do not understand, and to discuss them.</td>
<td>Slide 15</td>
</tr>
<tr>
<td>5 min</td>
<td>Ask the young person(s) why they think FGM is practiced. Using the slide, pick out different reasons and discuss. To prompt discussion, ask the young person(s) what they think of the different reasons.</td>
<td>Slide 17/18</td>
</tr>
</tbody>
</table>
Session Plan 3: Introduction to FGM - 11 years +

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Explain that FGM can happen from when a girl is a baby, or even when she is an adult woman, and that the time it happens depends on the family/community</td>
<td>Slide 19</td>
</tr>
<tr>
<td>5 min</td>
<td>Use the National FGM Centre world FGM map to talk through where FGM happens. If the young person(s) country of origin or heritage is an affected country, use this as an opportunity to look at the prevalence of FGM within that country, and to see what they think of it</td>
<td>Slide 21</td>
</tr>
<tr>
<td>10 min</td>
<td>Give the young person(s) a quiz to complete</td>
<td>Slide 22/ Resource 3a</td>
</tr>
<tr>
<td>10 min</td>
<td>Explain the UK law on FGM, and how parts of it like FGMPO’s can be used to protect girls from undergoing FGM.</td>
<td>Slide 24/25</td>
</tr>
<tr>
<td>5 mins</td>
<td>Talk through what a girl can do if she is worried about FGM. Does the young person(s) know this?</td>
<td>Slide 26</td>
</tr>
</tbody>
</table>

**QUICK TIP!**

This session may prompt the young person to ask whether FGM is something their mother or other female relatives have experienced. It is important to explore the possibility of this arising with parent(s)/carer(s) to come to an agreement about how best to approach this. The NFGMC believes that if a decision is made to tell the child(ren) that their mother or other female relatives have experienced FGM, it should be done with a professional and mother present. It should be approached with sensitivity.
Quiz!

FGM is OK if a doctor does the procedure

True  False

Without FGM, a girl/woman will smell

True  False

FGM can make a woman infertile

True  False

A girl only becomes a woman when she has FGM

True  False

FGM is a religious requirement for some people

True  False

FGM can make the vagina less hygienic

True  False

The clitoris stops growing after puberty

True  False
Resource 3a: Quiz - FGM - Answers

Quiz!

FGM is OK if a doctor does the procedure
- True
- False

Without FGM, a girl/woman will smell
- True
- False

FGM can make a woman infertile
- True
- False

A girl only becomes a woman when she has FGM
- True
- False

FGM is a religious requirement for some people
- True
- False

FGM can make the vagina less hygienic
- True
- False

The clitoris stops growing after puberty
- True
- False
Examples of child(ren) completing the activity and sharing learning:

Top Tip!

Familiarise yourself with the language that the child(ren) uses, and adopt the correct language into your conversations to build rapport.
Session Plan 4: Understanding the Emotional Impact of FGM

1 HOUR  AGES 10+ YEARS

Activity: This activity aims to enable children/young people to have a clear understanding around the psychological implications of FGM. This activity gives children/young people the language and understanding of what different types of mental health are, and how they apply to FGM.

This activity should be used alongside introducing FGM to child(ren), or after FGM has been explored and explained.

Objectives:

✓ To understand that FGM can affect a child’s emotional health
✓ To understand what different types of mental health are and how they apply to FGM
✓ To understand that FGM is illegal and child abuse

Outcomes:

✓ Enhanced ability to explain why child abuse is not acceptable
✓ Improved understanding why FGM can have serious impacts on a child’s and adult’s emotional health
✓ Increased confidence on who to go to for support
### Session Plan 4: Understanding the psychological implications of FGM

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Ensure that you explain the session is a safe place where questions can be asked at any point, either verbally or written down if they would prefer not to say it out loud</td>
<td>Scrap bits of paper</td>
</tr>
<tr>
<td>10 mins</td>
<td>Go through the list of key words you will use during the session, explaining what they mean using examples. Take time to ensure the child(ren) has a good understanding of each term.</td>
<td>Resource 4a: key words: feelings</td>
</tr>
<tr>
<td>15 mins</td>
<td>Ask the child(ren) to match the emotion picture card with the appropriate emotion. Ask question such as “what makes you think this is what she is feeling?” “do you think you can feel more than one emotion at a time?” “how can this emotion affect someones life?”</td>
<td>Resource 4b: emotions picture cards</td>
</tr>
<tr>
<td>5 mins</td>
<td>Using the emotion definition cards, label the feelings to the emotions picture cards. Some feelings can be labelled to more than one emotion - use this as an opportunity to ask questions such as “can you explain how they can be applied to both emotions?”</td>
<td>Resource 4c: emotion definition cards</td>
</tr>
</tbody>
</table>

**Tip:** Reflect on the learning already undertaken about FGM as a recap. What has the young person learnt? Explain that you will now explore the different ways that FGM can affect a child or young person.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-20 mins</td>
<td>Explain that you are going to give the child a story that is incomplete, and it is up to them to fill in the blanks using the cut out words. Explain that the activity is to try to help them to understand the emotional impact that FGM can have. Use professional judgement to determine which story is most appropriate for the young person you are working with.</td>
<td>Resource 4d: (choose according to age/competence of child)</td>
</tr>
<tr>
<td>5 mins</td>
<td>Use the ‘FGM Emotions’ tool to start to unpick some of the emotions and issues a girl may face after having undergone FGM. Ask the child(ren) to use some of the feeling and emotion cards (appendix 2 and 3) to label the girl</td>
<td>Resource 4e: FGM emotion</td>
</tr>
<tr>
<td>5 min</td>
<td>Debrief: how has it felt to learn about the emotions a survivor may have? End by explaining that the negative emotional effects FGM can have on a girl is part of the reason why it is considered child abuse, and therefore illegal in the UK</td>
<td></td>
</tr>
</tbody>
</table>
Resource 4a: Key Words - Feelings

**Emotions**
Feelings that a person has
E.g. happy, excited, sad, angry, confused, scared

**Mental Health**
How good or bad a person feels
E.g. If a person has good mental health, they may feel happy. If a person has bad mental health; they may feel down or sad.

**Pain**
A physical or emotional feeling which is not pleasant
E.g. pain in your stomach

**Mental health**
A person's psychological health, which can impact their emotional well-being. It can impact how a person thinks, acts and feels.
E.g. A person with good mental health may feel happy and content with their life. A person with bad mental health may be unhappy, which then affects how they think, act and feel. It can cause isolation, low energy, low mood and mood swings.

**Mutilation**
Cutting or injuring a part of the body
For example mutilating a hand would be to cut and damage it so it was not the same as it had been before it was mutilated.
Resource 4a: Key Words - Feelings

**Depression**

Sometimes called a mood disorder. This is when negative feelings and thoughts over a long period of time affect a person’s ability to function.

For example they may feel down a lot, may not be able to sleep properly, be irritable, moody or sad. A person might not always show this on the outside, and may instead hide these feelings.

**Anxiety**

Excessively worrying about things, and always thinking of the worst that could happen.

For example excessively worrying about school, friends, family or other issues in a person’s life.

**Flashbacks**

Memories of past experiences that were traumatic. A person who experiences flashbacks may feel that they are able to hear, smell and see the event, and even feel the event taking place again. Flashbacks can cause panic attacks, anxiety and claustrophobia.

**Honour**

To treat someone with respect and to do what is morally right.

For example to honour a family member, you may speak to them politely, listen carefully and be kind, to show respect.
Resource 4b: Emotion Cards

HAPPY

SAD

ANGRY
Resource 4b: Emotion Cards

- Confused
- Worried
- Frustrated
Resource 4b: Emotion Cards

SCARED

EXCITED

SHY
Resource 4b: Emotion Cards

NERVOUS
Resource 4c: Emotion Definition
Cards

<table>
<thead>
<tr>
<th>Can’t stop smiling or laughing</th>
<th>Everything is annoying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not wanting to talk to anyone</td>
<td>Difficult to breathe</td>
</tr>
<tr>
<td>Feeling faint or dizzy</td>
<td>Can’t sit still</td>
</tr>
<tr>
<td>Butterflies in your stomach</td>
<td>Feeling really hot or cold</td>
</tr>
<tr>
<td>You feel good</td>
<td>Feeling sick</td>
</tr>
<tr>
<td>Sweat</td>
<td>Feeling your heart beat fast</td>
</tr>
</tbody>
</table>
Resource 4d: Survivor Story
(7-10yrs)

Story of a survivor blank (7-10)

Her name is Ayla. She had FGM done when she was _______ years old. It was a _________ day. She doesn’t remember much, except lots of her family going to her house. She remembers she was _________ to see all her cousins, and play with the new doll her mum got her that day. The next thing she remembers is ____________ in ____________. It hurt her a lot. She felt really _____________ - her mum was telling her that she loved her and that she was brave, whilst hugging and kissing her, but she also just ____________ her. Until this day, she still ________________ about that day. Ayla feels ________________.

6  Normal  Excited  Crying

Pain  Confused  Hurt  Thinks
Her name is Ayla. She had FGM done to her when she was 6 years old. It was a normal day. She doesn’t remember much, except lots of her family going to her house. She remembers she was excited to see all her cousins, and play with the new doll her mum got her that day. The next thing she remembers is crying in pain. It hurt her a lot. She felt really confused – her mum was telling her that she loved her and that she was brave, whilst hugging and kissing her, but she also just hurt her. Until this day, she still thinks about that day. Ayla feel sad.
Resource 4d: Survivor Story (11-14yrs)

**Story of a survivor (11-14 years)**

Her name is Hannah. She is 15 years old and just finishing year 11. She is so ________ about the summer holidays so she can relax and hang out with friends, but at the same time she is _________. Quite a few summers ago, Hannah went back to visit relatives in her parents’ home country. She thought it was just another family holiday; but it wasn’t. This time it was different. Her auntie told her it was my time to become a ________, a ________ and ___________ woman. She didn’t know what that meant. One day, her aunt came to collect her and some of her girl cousins from the house; and took them about an hour away to another relative’s home whom she had never met before. When Hannah went in, the first thing she heard was a girl ___________. None of the girls knew what was going on – all they could see were girls going in and out of this one particular room. Since Hannah was the eldest of the cousins, she went in first. She ____________ out in _______________. She was in ________________.
Her aunt was saying ‘be quiet! Be quiet! The other girls will hear you!’ But Hannah didn’t care, it __________ so much. Every summer she remember that day, and every summer she is ___________. Sometimes she feels so _______________ that she _________________ ___________. Some days she can’t _______________. She feels so ________________ for not stopping them doing it to her little cousins, but she felt so _______________. She could not move, and no words would come out of her mouth, as much as she tried. Hannah still suffers from this guilt today.

- excited
- anxious
- woman
- pure
- clean
- scream
- screeched
- pain
- agony
- hurt
- angry
- down
- can’t sleep
- eat
- guilty
- helpless
Resource 4d: Survivor Story
Completed (11-14yrs)

Story of a survivor completed (11-14)

Her name is Hannah. She is 15 years old and just finishing year 11. She is so excited about the summer holidays so she can relax and hang out with friends, but at the same time, she is anxious. Quite a few summers ago, Hannah went back to visit relatives in her parents’ home country. She thought it was just another family holiday; but it wasn’t. This time it was different. Her auntie told her it was time to become a woman, a pure and clean woman. She didn’t know what that meant. One day, her aunt came to collect her and some of her girl cousins from the house; and took them about an hour away to another relative’s home whom she had never met before. When I went in, the first thing I heard was a girl scream. None of us knew what was going on – all we could see were girls going in and out of this one particular room. Since she was the eldest of her cousins, she went in first. She screeched out in pain. She was in agony. Her aunt was saying ‘be quiet! Be quiet! The other girls will hear you!’ But she didn’t care, it hurt so much. Every summer, she remembers that day, and every summer she is angry. Sometimes she feels so down that she can’t sleep. Some days she can’t eat. She feels so guilty for not stopping them doing it to her little cousins, but she felt so helpless. She could not move, and no words would come out of her mouth, as much as she tried. Hannah still suffers from this guilt today.
Her name is Robyn. That’s not her real name; if anyone in her family ever found out that she was telling this story, she would be _____________. She has been ________________ like so many other women that have experienced what she has. But Robyn wanted to tell this story somehow. She was ____________ when she was 10 years old. Robyn comes from a wealthy family, and they lived in a huge house in the suburbs at the time. They hosted lots of dinner parties which is probably why she was so _________________. Just before Robyn’s birthday came, her mum told her that turning 10 was an ____________________ because it meant that she was going to become a _____________. Her mum was organising a huge _____________ for Robyn – the theme was going to be Charlie and the Chocolate Factory. Robyn was super ________________. Everyone was coming, including family from overseas. About a week before her birthday party, they had guests from far come and stay with them. One night, Robyn’s mum called her into one of the guest rooms they were staying in. Robyn didn’t know why – but she did as she was told. All her mum said was ‘tonight is the night you become an _________________ woman’. Two of the
women sat by Robyn’s feet, her mum and one of the other women sat by her head and there was another who opened her legs. Robyn didn’t know what was used, but she ________ Robyn, and Robyn started to __________ – but they all __________. Robyn woke up some hours later; to the sound of her mum and dad yelling at each other, and the feeling of a cold towel on her forehead. Robyn must have __________, because that’s all she remembered. The day of her birthday party came, but she was still in ________ from the week before so she didn’t enjoy it at all. That’s when Robyn _______________. Robyn was no longer ___________ and ___________; she was instead a ________________, spent a lot of time on her own, and didn’t speak much. She still can’t ___________ to people the way I used to. How could her parent(s)/carer(s) do this to her? Robyn felt so _____________. Some days it felt like it was just a ________________ – but it wasn’t, and Robyn had the ___________ and ________________ to prove it. Robyn has the fact that she is ________________ to prove it. She has all her _____________ notes to prove it. She has _____________ medication to prove it. What they did to her took less than a minute, but the effects have lasted a _______________.

Resource 4d: Survivor Story (15-18yrs) 📚 📚
Resource 4d: Survivor Story (15-18yrs)
Resource 4d: Survivor Story
Completed (15-18yrs) 📖 📖

Her name is Robyn. That’s not her real name; if anyone in her family ever found out that she was telling this story, she would be disowned. She has been silenced like so many other women that have experienced what she has. But she want’s to tell this story somehow. She was mutilated when she was 10 years old. Robyn comes from a wealthy family, and they lived in a huge house in the suburbs at the time. They hosted lots of dinner parties which is probably why she was so outgoing. Just before her birthday came, her mum told her that turning 10 was an important age because it meant that she was going to become a woman. She was organising a huge party for her – the theme was going to be Charlie and the Chocolate Factory. She was super excited. Everyone was coming, including family from overseas. About a week before her birthday party, they had guests from far come and stay with them. One night, her mum called her into one of the guest rooms they were staying in. She went in, and only women were there. Her mum told her to lay down on the bed – she didn’t know why – but she done as she was told. All her mum said was ‘tonight is the night you become an honourable woman’. 2 of the women sat by her feet, her mum and one of the other women sat by her head and there was another who opened her legs. She didn’t know what she used, but she cut her, and she started to scream – but they all held her down. She woke up some hours later; to the sound of her mum and dad yelling at each other, and the feeling of a cold towel on her forehead. She must have blacked out, because that’s all she remembers. The day of her birthday party came, but she was still in pain from the week before so she didn’t enjoy it at all. That’s when she changed. She was no longer outgoing and bubbly; she was instead a recluse, spent a lot of time on her own, and didn’t speak much. She still can’t connect to people the way she used to. How could her parent(s)/carer(s) do this to her? She felt so betrayed. Some days it felt like it was just a nightmare – but it wasn’t, and she has the scars and flashbacks to prove it. She has the fact that she is infertile to prove it. She has all her counselling notes to prove it. She has her depression medication to prove it. What they did to her took less than a minute, but the effects have lasted a lifetime.
Resource 4e: FGM Emotions

What emotions do you think I would be feeling if I were a survivor of FGM?
Examples of child(ren) completing the activity and sharing learning:

Top Tip!

Familiarise yourself with the language that the child(ren) uses, and adopt appropriate words into your conversations to build rapport.
Session Plan 5: Abuse is never acceptable

1 HOUR AGES 10+ YEARS

Activity: This session should enable child(ren) to have a clear understanding that harmful practices are both illegal and child abuse. This activity centres around a child(ren) or young persons understanding what their own views and boundaries are around child abuse, in order to reflect on harmful practices and come to conclusions around what is and is not acceptable.

Objectives:

✓ To understand that harmful practices can have an affect on a child(ren)’s emotional and physical health
✓ To understand that harmful practices are not acceptable under any circumstances

Outcomes:

✓ Increased awareness why child abuse is not acceptable
✓ Increase ability to state that ‘my body belongs to me’
✓ Enhanced understanding why religion or culture cannot be used to justify child abuse
## Session Plan 5: Abuse is never acceptable

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Ensure that you explain the session is a safe place where questions can be asked at any point, either verbally or on written down if they would prefer not to say it out loud</td>
<td>Scrap bits of paper</td>
</tr>
<tr>
<td>10 min</td>
<td><strong>Key words to have available:</strong> Social norms Values Beliefs Attitudes Behaviours Practices</td>
<td>Resource 5a: key words: definitions</td>
</tr>
<tr>
<td></td>
<td>Go through the list of key words you will use during the session, explaining what they mean using examples</td>
<td></td>
</tr>
<tr>
<td>10 min</td>
<td>Everyone has boundaries and points at which they can not tolerate a situation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask the child/young person to stand still on one leg. As they try to stand still, ask them at which point do they think this would become intolerable? After they have sat back down, explain that everyone has a point where they have to say no, especially when it comes to abuse. As a society in general, we also have boundaries around what is and what is not acceptable behaviour</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Tip:</strong> At this point, explain that there are some values, attitudes, beliefs and practices that society accepts which are not harmful and others which society does not tolerate, and are made illegal, such as: child abuse</td>
<td></td>
</tr>
<tr>
<td>20 mins</td>
<td>Put the labels ‘acceptable behaviour’ and ‘unacceptable behaviour’ at the top of the table, mix up the statements (resource 5c) and ask the child(ren) to slot each one under the relevant bubble. Explore their reasoning and challenge thoughts as you go along</td>
<td>Resource 5b and 5c</td>
</tr>
</tbody>
</table>
Session Plan 5a: Key Words

Definitions

Social norms:
Accepted behaviour that an individual is expected to conform to. For example, respecting one's elders.

Values:
Ideas or principles which dictate the way a person behaves. For example, honesty/loyalty/commitment.

Beliefs:
An idea which is accepted as the truth. For example seeing a black scarecrow gives a person good luck, whereas seeing a black cat can bring a person bad luck.

Attitudes:
The way you think or feel about something. For example women being seen as nurturers/carers.
Session Plan 5a: Key Words
Definitions

Behaviours:
The way in which someone, or a group of people act; or the way in which a person
or group of people respond to particular situations; or lifestyle choices a person
chooses which stay true to their values. For example being an honourable person is
a very strong belief in many communities, and to behave in ways which are deemed
unacceptable can bring shame on a family.

Practices:
The actual application or use of an idea/belief. For example because women are
seen to be carers/nurturers and men are seen as providers, in many countries and
communities, women will not work and instead stay home to raise their child(ren)
whilst their partners/husbands go out to work and earn money to support the family.
Session Plan 5b Behaviour

ACCEPTABLE BEHAVIOUR

UNACCEPTABLE BEHAVIOUR
### Session Plan 5c: Behaviour Table

<table>
<thead>
<tr>
<th>I can/will/do accept</th>
<th>I cannot/will not/don’t accept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coming of age ceremonies, so long as they are not harmful</td>
<td>Forcing someone to do something they do not want to do</td>
</tr>
<tr>
<td>Women and men being equal and having equal opportunities</td>
<td>FGM</td>
</tr>
<tr>
<td>Learning about different cultures and religions</td>
<td>Negative images and commentary on women and what they “should look like”</td>
</tr>
<tr>
<td>Speaking up about issues that affect children around the world</td>
<td>Using Religion or culture as a justification for abuse</td>
</tr>
<tr>
<td>Challenging someone who thinks it’s okay to hurt another person</td>
<td>Child abuse</td>
</tr>
<tr>
<td>Respecting other people, no matter what their background, as long as they are not harming another person</td>
<td>Physical Abuse</td>
</tr>
<tr>
<td>Promoting and spreading the word about children’s rights</td>
<td>Sexual abuse</td>
</tr>
<tr>
<td>Trusted adults, such as social workers, teachers and the police, helping to keep me safe</td>
<td>Emotional abuse</td>
</tr>
<tr>
<td>Society treating women and men/girls and boys as equal</td>
<td>Violence against women, purely because they are women and are seen as inferior to men</td>
</tr>
<tr>
<td>Cultural traditions which are not harmful, but instead fun and bring happiness</td>
<td>Negative images and commentary on women and what they “should look like”</td>
</tr>
<tr>
<td>People like social workers and police working to educate me and my family about harmful practices, and helping them to ensure children are kept safe</td>
<td>Using Religion or culture as a justification for abuse</td>
</tr>
</tbody>
</table>
## Session Plan 5c: Behaviour Table

<table>
<thead>
<tr>
<th>I can/will/do accept</th>
<th>I cannot/will not/don’t accept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoting and spreading the word about child(ren)’s rights</td>
<td>Sexual abuse</td>
</tr>
<tr>
<td>Society treating women and men/girls and boys as equal</td>
<td>Violence against women, purely because they are women and are seen as inferior to men</td>
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<tr>
<td>Cultural traditions which are not harmful, but instead fun and bring happiness</td>
<td></td>
</tr>
<tr>
<td>People like social workers and police working to educate me and my family about harmful practices, and helping them to ensure child(ren) are kept safe</td>
<td></td>
</tr>
</tbody>
</table>
Examples of child(ren) completing the activity and sharing learning:

01. I have learnt...that my body changes when I grow.

02. I have learnt...that I can not change my body.

03. I have learnt...that something is good, bad or in the middle. Exercise good; having a family to look after me. Makeup; playing games; being fed; someone hurting my private.

Top Tip!

Get the child(ren) thinking about their choices in this activity and challenge them as appropriate.
3.

Sessions Plans: Time Limited

Session plan 1: My rights! An introduction to FGM 7 + years.

Session plan 2: My rights! An introduction to FGM 10 + years.
Time Limited Session Plan 1: My rights! An introduction to FGM 7+ yrs.

1 HOUR AGES 7+ YEARS

Activity: For child(ren) aged 7+ to explore in brief children’s rights and be introduced to the topic of FGM. This activity includes the use of FGM Intro for Children PowerPoint and you will need to print a copy of the UNCRC rights (Appendix 3)

This session is aimed at practitioners who are time limited and are unable to complete 6 full sessions with child(ren) on FGM.

The session is an amalgamation of session 1, ‘My Right’s!’ and ‘Introduction to FGM’ in this pack

Objectives:

✓ To understand that all children have ‘rights’
✓ To have an understanding of some of the rights within the UNCRC
✓ For the child(ren) to understand what Female Genital Mutilation is physically.
✓ For the child(ren) to understand why people may practice Female Genital Mutilation.
✓ For the child(ren) to understand that Female Genital Mutilation is illegal in the UK.

Outcomes:

✓ An increased understanding around why FGM is child abuse
✓ Increased awareness of why FGM is against the UNCRC and illegal in the UK
✓ Increase confidence to state that no one has the right to touch or injure their body
✓ Confidence to know who to go to for support
# Time Limited Session Plan 1: My rights! An introduction to FGM 7+ yrs.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Ensure that you explain the session is a safe place where questions can be asked at any point, either verbally or written down if they would prefer not to say it out loud</td>
<td>Scrap bits of paper</td>
</tr>
<tr>
<td>1 min</td>
<td>Start by explaining that the session will focus on children's rights and body rights. Explain that rights are things that every children should have, like food, shelter and clean water. Explain that there are lots of rights, and they are all written down in something called the UNCRC.</td>
<td>Printed out UNCRC Rights</td>
</tr>
<tr>
<td>5 min</td>
<td>Show the child(ren) or young person the different articles that are within the UNCRC You can explain what the UNCRC is by saying: ‘Your rights are protected by our government. Most governments around the world have a special agreement to protect children, and they wrote it all down. It’s called the Convention on the Rights of the Child, where they have promised to keep all children safe and healthy. To make sure they have food, clean water, shelter, can go to school; shall we take a look at what they wrote?’ Pick out different articles in the UNCRC and spend 5 minutes reading and explaining them. Ask the child(ren) to read some and also try to explain what they mean using examples.</td>
<td>Printed out UNCRC Rights</td>
</tr>
<tr>
<td>5 min</td>
<td>Introduction to topic about body: Professional to explain that in this activity the child(ren) will be exploring growing up and the ways they can learn can keep themselves safe. Explain that they will be doing some drawing and lots of talking.</td>
<td>Slide 2</td>
</tr>
<tr>
<td>5 mins</td>
<td>Ask the child(ren) to draw a picture of them as a baby. Professional may also choose to have pre-drawn images of a baby for the child(ren) to have a look at. Ask them to write down or discuss; What did you do when you were a baby? What couldn’t you do as a baby? Who helped you when you were a baby? Practitioner should start to get the child(ren) thinking about how their body has developed since they were a baby</td>
<td>Slide 3</td>
</tr>
<tr>
<td>10 mins</td>
<td>Ask the child(ren) to draw a picture of themselves. Ask them to write down or discuss; What can you do now? How has your body changed since you were a baby? Who helps and supports you now? Practitioner should start to get the child(ren) thinking about how their body has developed</td>
<td>Slide 4</td>
</tr>
</tbody>
</table>
## Time Limited Session Plan 1: My rights! An introduction to FGM 7+ yrs.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 mins</td>
<td>Ask the child(ren) to draw a picture of them grown up.</td>
<td>Slide 5</td>
</tr>
<tr>
<td></td>
<td>Ask them to write down;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What <strong>will you be doing?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- How do you think your body will <strong>change</strong>?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Who will <strong>help and support</strong> you in the future?</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Ask the child(ren) what they think the following statements mean:</td>
<td>Slide 6</td>
</tr>
<tr>
<td></td>
<td>- My body is <strong>MINE</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Nobody has the right to <strong>HURT</strong> my body</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Nobody has the right to <strong>CHANGE</strong> my body</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain that these are called <strong>‘body rights’</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practitioner should explain, using the child(ren)’s drawings, that as</td>
<td></td>
</tr>
<tr>
<td></td>
<td>they grow up, their bodies will change naturally - just like they</td>
<td></td>
</tr>
<tr>
<td></td>
<td>have since they were a baby.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other than the body changing on its own, no one else has the right to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>purposely hurt or change their body, as this would go <strong>against</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>their body rights, and <strong>against the UNCRC</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Tip: Refer back to resource 1c in the ‘My Rights!’ session plan to link the body rights to child(ren)’s rights**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Explain that there is something called FGM - ask if they know what it is. Explain what FGM is, using Child Line’s definition. “Female Genital Mutilation (FGM) (sometimes called female circumcision or cutting) is when a girl’s external genitals (private parts) are cut away or damaged.”</td>
<td>Slide 7</td>
</tr>
<tr>
<td></td>
<td>Explain that FGM is wrong, and that it goes against human rights and children’s body rights</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain some people believe in order to grow up and become a woman that girls need to have their private parts changed and cut. Some wrongly people believe it makes the girl cleaner or that it is part of their religion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGM is...Very painful</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does not need to happen to make a girl into a woman.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not required by any religion.</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Explain that <strong>FGM is not allowed (illegal) in the UK</strong> – it’s also not allowed for someone to be taken out of the country to have FGM. Explain that it is harmful to a girls health as her private parts may not be able function as they did naturally.</td>
<td>Slide 8</td>
</tr>
</tbody>
</table>
# Time Limited Session Plan 1: My rights! An introduction to FGM 7+ yrs.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Ask the child(ren) what they think of FGM: how does it make them feel?</td>
<td>Slide 9</td>
</tr>
<tr>
<td>5 mins</td>
<td>Explain that if they ever felt in danger or that a friend was in danger of FGM, they should always speak to a trusted adult, or the NSPCC helpline. Explain that if they are in immediate danger, they should call the police on 999.</td>
<td>Slide 10</td>
</tr>
</tbody>
</table>
Resource 1a: My Rights and FGM Slides

Nobody Changes MY Body!

Draw a picture of you as a baby

Draw a picture of you in the future

My rights
- My body is MINE
- Nobody has the right to HURT my body
- Nobody has the right to CHANGE my body

FGM is… when a girl's private parts (genitals) are cut away or damaged

FGM is… very painful and goes against children's rights

Today's Plan

We are going to learn about:
Growing up and Staying Safe

1. What can you do now?
2. How has your body changed since you were a baby?
3. Who helps and supports you now?

1. What will you be doing?
2. How will your body change?
3. Who will help and support you in the future?
Resource 1a: My Rights and FGM Slides

How has learning about FGM made you feel?

What should I do if I am worried?
- 999
- NSPCC Helpline
- Trusted Adult

Questions?
Time Limited Session Plan 1: My rights! An introduction to FGM 10+ yrs.

1 HOUR AGES 10+ YEARS

Activity: For children aged 7+ to explore in brief children’s rights and be introduced to the topic of FGM

This session is aimed at practitioners who are time limited and are unable to complete 6 full sessions with child(ren)/young people on FGM. You will need the Intro to FGM for Young People Presentation to deliver this session and a printed copy of the UNCRC Rights (Appendix 3).

The session is an amalgamation of session 1, ‘My Right’s!’ and ‘Introduction to FGM’ in this pack.

Objectives:

✓ To understand that all children have ‘rights’
✓ To have an understanding of some of the rights within the UNCRC
✓ For the child to understand what Female Genital Mutilation is physically.
✓ For the child to understand why people may practice Female Genital Mutilation.
✓ For the child to understand that Female Genital Mutilation is illegal in the UK

Outcomes:

✓ An increased understanding around why FGM is child abuse
✓ Increased awareness of why FGM is against the UNCRC and illegal in the UK
✓ Increase confidence to state that no one has the right to touch or injure their body
✓ Confidence to know who to go to for support
# Time Limited Session Plan 1: My rights! An introduction to FGM 10+ yrs.

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<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resources</th>
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<tbody>
<tr>
<td>5 mins</td>
<td>Ensure that you explain the session is a safe place where questions can</td>
<td>Scrap bits of paper</td>
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<td>be asked at any point, either verbally or written down if they would</td>
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<td></td>
<td>prefer not to say it out loud</td>
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<td>5 min</td>
<td>Set mutual ground rules with the child(ren)/young person(s) for the</td>
<td>Slide 2</td>
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<td></td>
<td>lesson</td>
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<td>1 min</td>
<td>Start by explaining that the session will focus on children’s rights and</td>
<td>Time Limited Resource 2b and Slide 3</td>
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<td>body rights. Use the Key words resource to ensure the child(ren)/young</td>
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<td></td>
<td>person(s) understands what each term means</td>
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<td>5 mins</td>
<td>Show the child(ren) or young person the different articles that are within</td>
<td>UNCRC Articles</td>
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<td>the UNCRC You can explain what the UNCRC is by saying: ‘Your rights are</td>
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<td>protected by our government. Most governments around the world have a</td>
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<td>special agreement to protect children, and they wrote it all down. It’s</td>
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<td>called the Convention on the Rights of the Child, where they have</td>
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<td>promised to keep all children safe and healthy. To make sure they have</td>
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<td>food, clean water, shelter, can go to school; shall we take a look at</td>
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<td>what they wrote?’ Pick out different articles in the UNCRC and spend 5</td>
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<td></td>
<td>minutes reading and explaining them. Ask the child to read some and also</td>
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<td>try to explain what they mean using examples.</td>
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<td>5 mins</td>
<td>Ask the child(ren)/young person(s) what they know about body rights and</td>
<td>Slide 4</td>
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<td>body safety</td>
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<td>5 mins</td>
<td>Explain that you are now going to speak to them about a particular body</td>
<td>Slide 5</td>
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<td>rights violation and its called FGM. Ask them whether they have heard</td>
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<td>about it/what they know about it</td>
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<td>5 mins</td>
<td>Explain what FGM is using the definition provided by Child Line</td>
<td>Slide 6</td>
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<td>5 min</td>
<td>Explain that FGM is called different things in different languages. Give</td>
<td>Slide 7</td>
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<td>some examples and find out whether they know of any more terms</td>
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<td>5 min</td>
<td>Recap on previous learning about body functions to introduce what a</td>
<td>Slide 8 and 9</td>
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<td>healthy vulva looks like. Talk through the different labels on the</td>
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<td></td>
<td>diagram</td>
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<td>**Ask whether the child(ren)/young person(s) would like to see the</td>
<td>Slide 10</td>
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<td>different type of FGM. Reassure them that the images are not graphic, and</td>
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<tr>
<td></td>
<td>are instead ‘cartoon’ like</td>
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# Time Limited Session Plan 1: My rights! An introduction to FGM 10+ yrs.

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| 10 min | Explain what the different types of FGM are, using the diagram in slide 8. Use only simple language:  
Type 1 - removing the clitoris  
Type 2 - removing the labia  
Type 3 - stitching the vulva, and leaving a small hole for urination and menstruation  
Type 4 - any other damage | Slide 11/12 |
| 5 min | Explain that FGM is very harmful, against the UNCRC and violates a girl or woman rights | Slide 13/14 |
| **Refer back to resource 1c in the 'My Rights!' session plan to link the body rights to children’s rights** | |
| 10 min | Talk through the different health implications FGM can have. Ask if there are any listed implications that the child(ren)/young person(s) do not understand, and work together to discuss them. | Slide 15 |
| 5 min | Ask the child(ren)/young person(s) why they think FGM is practiced. Using the slide, pick out different reasons and discuss. Ask the child(ren)/young person(s) what they think of the different reasons to generate discussion. | Slide 17/18 |
| 5 mins | Explain that FGM can happen from when a girl is a baby, or even when she is an adult woman, and that the time it happens depends on the family/community. | Slide 19 |
| 5 min | Use the National FGM Centre world FGM map to talk through where FGM happens. If the child(ren)/young person(s) country of origin or heritage is an affected country, use this as an opportunity to look at the prevalence of FGM within that country, and to see what they think of it | Slide 20 and 21 |
| 10 min | Give the child(ren)/young person(s) a quiz to complete | Slide 22/Time Limited Resource 2c |
| 10 min | Explain the law on FGM, and how parts of it like FGM Protection Orders’s can be used to protect girls from undergoing FGM. | Slides 23/24/25 |
| 5 mins | Talk through what a girl can do if she is worried about FGM. Does the child(ren)/young person(s) know this? End on questions and recap. | Slides 26/27/28 |
Resource 2a: Presentation

FGM Introduction
for young people

Objectives

• To gain a awareness of how to keep yourself safe.

Ground Rules

Body Rights and Body Safety

Questions

• Have you heard about FGM?
• What do you know about FGM?

What is FGM?

"Female Genital Mutilation - also called FGM, female circumcision, cutting or sunna - is when a girl's external genitals (private parts) are cut away"

Childline, NSPCC FGM Definition

Other terms for FGM

Female Genitalia

NATIONAL FGM CENTRE
Resource 2a: Presentation

Female Genitalia

This is what uncut genitalia looks like.

In FGM, the clitoris may be removed or part of the vulva may also be removed.

Sometimes, in extreme cases, the vagina is also closed up.

Female Genitalia

Would you like to see the different types of FGM?
If not, skip the next slide.

Types of FGM

Types of FGM

Facts

It has NO health benefits and harms girls and women in many ways...

Facts

It VIOLATES girl's and women's rights and is against the UNCRC!

Potential Health Implications of FGM

Question

Why is FGM Practiced?
**Resource 2a: Presentation**

- **Why is FGM Practiced?**
  - Why is FGM Practiced?
  - Social norm or tradition
  - Family Honor
  - Beauty
  - Hygiene
  - To protect girls
  - Right of passage
  - Marriage
  - Control Sexuality
  - Religiosity

- **Facts**
  - FGM is child abuse
  - What age does it happen?
  - From newborn babies to adult women

- **Where is FGM Practiced?**
  - Map of countries where FGM is practiced

- **Question**
  - Is FGM against the law?

- **Activity**
  - Quiz

- **The Law in England and Wales**
  - It is illegal to:
    - Perform FGM on a girl in the UK
    - Bring a girl outside of the UK to have FGM done on a habitual resident of the UK
    - Aid the act of FGM in any way
      - Paying travel costs
      - Paying cutter etc.

- **Question**
  - Where is FGM Practiced?
  - Nobody really knows
  - If you delete any religion, (they have begun in Ancient Egypt)
  - What religion got to do with it?

- **Time Limited Session 2a**

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NATIONAL FGM CENTRE
Resource 2a: Presentation

The Law and protection

FGM Protection Orders

- Prevent perpetrator coming into the country
- Prevent a girl being taken out of the country
- Prevent a girl being left alone with a high risk person

What to do if you are worried?

- DO NOT STAY SILENT!
- Call the NSPCC Helpline for advice, on 0800 028 3550.
- If you are concerned that a friend you know may be at risk of FGM, speak to a trusted adult.
- If you or a girl you know are at immediate risk call the police on 999.

How do you feel now you have learn’t about this?

Do you have any questions?

What did you learn?
Resource 2a: Key Words - Rights

Rights

Things people need in order to live happy and healthy lives. For example: food, clean water, shelter

Every child around the world has the right to live happy and healthy lives, no matter who they are, where they come from or what they believe in

Nation

Another word for country

Articles

Different rules

Abuse

Treating someone badly or unfairly
Resource 2c: Quiz - My Rights

Quiz!

1. What are rights?

- a list of laws the government made
- things people need in order to live happy and healthy lives
- boring rules that adults have to follow

2. Who has rights?

- adults
- children
- everyone

3. Name two rights you have

4. Name a right that not all children have around the world

5. What is the UNCRC?
Quiz!

1. What are rights?
   - [ ] a list of laws the government made
   - [x] things people need in order to live happy and healthy lives
   - [ ] boring rules that adults have to follow

2. Who has rights?
   - [ ] adults
   - [ ] children
   - [x] everyone

3. Name two rights you have

4. Name a right that not all children have around the world

5. What is the UNCRC?
   - The United Nations Convention on the Rights of the Child
Appendices

Appendix 1: Female Genital Mutilation:

1. Overview
2. Types of FGM
3. Health Consequences
4. Why do people practice FGM?
5. What are the signs a girl is at risk of FGM?
6. FGM and the Law

Appendix 2: PANTS NSPCC Rule

Appendix 3: UNCRC Rights of the Child

Appendix 4: Useful Links
Appendix 1: Female Genital Mutilation

FGM Overview

The World Health Organisation (WHO) defines female genital mutilation as comprising all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.

FGM has no benefits, only causes harm, and is illegal in the UK

Types of FGM

**Type I – Clitoridectomy**
Partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and/or the prepuce (the clitoral hood or fold of skin surrounding the clitoris).

**Type II – Excision**
Partial or total removal of the clitoris and the inner labia, with or without excision of the outer labia (the labia are the ‘lips’ that surround the vagina).

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

**Type IV – Other**
All other harmful procedures to the female genitalia for non-medical purposes, eg, pricking, piercing, incising, scraping and cauterising (burning) the genital area.
Appendix 1: Female Genital Mutilation

Types of FGM

Health Consequences of FGM

Short Term

Long Term
Appendix 1: Female Genital Mutilation

Why do people practice FGM?

Many affected communities believe that FGM is a necessary custom to ensure that a girl is accepted within the community and eligible for marriage. Families who practice FGM on girls usually see it as a way of safeguarding their future.

Other reasons include:

- Perceived health benefits
- Preservation of the girl’s virginity
- Cleanliness
- Rite of passage into woman-hood
- Status in the community
- Protection of family honour
- Perceived religious justifications There are no religions that advocate for FGM.

What are the signs a girl is at risk of FGM?

- A girl is born to a woman who has undergone FGM
- Mother has requested re-infibulation following childbirth
- A girl has an older sibling or cousin who has undergone FGM
- One or both parent(s)/carer(s) or elder family members consider FGM integral to their cultural or religious identity
- The family indicate that there are strong levels of influence held by pro-FGM elders who are involved in bringing up female children or who see them on holiday
- A girl/family has limited level of integration within UK community
- A girl from a practising community is withdrawn from PSHE and/or Sex and Relationship Education or its equivalent may be at risk as a result of her parent(s)/carer(s) wishing to keep her uninformed about her body, FGM and her rights
- If there are references to FGM in conversation, for example a girl may tell other children about it
Appendix 1: Female Genital Mutilation

- A girl may confide that she is to have a ‘special procedure’ or to attend a special occasion to ‘become a woman’
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk
- Parent(s)/carer(s) state that they or a relative will take the child(ren) out of the country for a prolonged period and are evasive about why.
- A girl is taken abroad to a country with high prevalence of FGM, especially during the summer holidays which is known as the ‘cutting season’

FGM and the Law

FGM Act 2003:

A person is guilty of an offence if they:

✦ Excise, infibulate or otherwise mutilate the whole or any part of a girl’s or woman’s labia majora, labia minora or clitoris for non-medical reasons.
✦ It is illegal to perform/arrange for FGM to be carried out on a girl in the UK or to take a girl abroad.

Serious Crime Act 2015:

✦ Introduces FGM Protection Orders for girls or women who have suffered or are believed to be at risk of FGM.
✦ Introduces a mandatory reporting duty to report known cases of FGM (if girls under 18), where FGM is observed or directly disclosed by the girl. This duty applies to all health, teachers and social care regulated professionals.
✦ Introduces victim anonymity to victims of FGM similar to that of victims of sexual exploitation.
Appendix 1: Female Genital Mutilation

New offence of failing to protect a girl from FGM. This will mean that if an offence of FGM is committed against a girl under the age of 16, each person who is responsible for the girl at the time of FGM occurred will be liable under this new offence. The maximum penalty for the new offence is seven years’ imprisonment or a fine or both.

**The Serious Crime Act 2015 covers all British Citizens as well as habitual residences of the UK.**

Appendix 2: NSPCC PANTS Rule

**LEARN PANTOSAURUS’ FIVE EASY RULES FOR STAYING SAFE**

**PRIVATE ARE PRIVATE**
Your underwear covers up your private parts and no one should ask to see or touch them. Sometimes a doctor, nurse or family members might have to. But they should always explain why, and ask you if it’s OK first. Remember, what’s in your pants belongs only to you.

**ALWAYS REMEMBER YOUR BODY BELONGS TO YOU**
No one should ever make you do things that make you feel embarrassed or uncomfortable. If someone asks to see or tries to touch you underneath your underwear say “NO” and tell someone you trust and like to speak to.

**NO MEANS NO**
You always have the right to say ‘no’ — even to a family member or someone you love. You’re in control of your body and the most important thing is how YOU feel. If you want to say ‘no’, it’s your choice.

**TALK ABOUT SECRETS THAT UPSET YOU**
There are good secrets and bad secrets. If a secret makes you feel sad or worried, it’s bad — and you should tell an adult you trust about it straight away.

**SPEAK UP, SOMEONE CAN HELP**
It’s always good to talk about stuff that makes you upset. If you’re worried, go and tell a grown up you trust — like a family member, teacher or one of your friend’s parents. They’ll say well done for speaking out and help make everything OK. You can also call Childline on 0800 111 111 and someone will always be there to listen.

Remember all of these rules and they’ll help you stay safe, just like Pantosaurus.

Source: NSPCC
Appendix 3: UNCRC - Rights of the Child

"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

Article 1 You have the right to be happy.
Article 2 You have the right to food and water to drink.
Article 3 You have the right to be born free and not be punished for any crime you did not commit.
Article 4 You have the right to life and to be protected from harmful and life-threatening situations.
Article 5 You have the right to play and rest.
Article 6 You have the right to have parents.
Article 7 You have the right to go to school.
Article 8 You have the right to come from a country, then your parents.
Article 9 You have the right to freedom from violence and abuse.
Article 10 You have the right to be taken care of if you are hurt.
Article 11 You have the right to be protected from dangerous situations.
Article 12 You have the right to be taken care of, and for your growth and development.
Article 13 You have the right to be taken care of, and for your growth and development.
Article 14 You have the right to be taken care of, and for your growth and development.
Article 15 You have the right to be taken care of, and for your growth and development.
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Article 39 You have the right to be taken care of, and for your growth and development.
Article 40 You have the right to be taken care of, and for your growth and development.

Appendix 4: Useful Links

FGM Global Prevalence Map – http://nationalfgmcentre.org.uk/world-fgm-prevalence-map/


FGM Assessment Tool for Social Workers - www.nationalfgmcentre.org.uk/fgm-assessment-tool


Leaflets, research and resources - http://nationalfgmcentre.org.uk/knowledge-hub-resources/

Information on FGM - www.nationalfgmcentre.org.uk/fgm