

# ‘CUT – Some Wounds Never Heal’

## Lesson plans / QCA links

Lesson 1

### Introduction and Basic Information Objectives

Prior learning / Big picture

• Introduce students to background information on the issue of FGM. • Introduce students to the FGM film package as a whole. • Examine the individuals involved in the film. • Stimulate interest and curiosity about the issue.

### To do this students will:

• Review statistical information World Health Organisation (WHO) estimates that between 100 and 140 million girls and women have experienced FGM worldwide, with up to 3 million girls undergoing some form of the procedure each year. In the UK research indicates that over 20,000 girls under the age of 15 are potentially at risk of FGM in England and Wales. A large proportion of them in London as there are substantial populations from FGM practicing countries. FGM is practiced in more than 28 countries in Africa and in some countries in Asia and the Middle East. There is also a high incidence of women affected by FGM from communities such as Iraq, Kurdistan and Pakistan (WHO). • Be given information on FGM and the opportunity to respond both intellectually and emotionally

### Outcomes

All must be able to: • give a basic definition of FGM; understand why the film was produced and the approach taken. Be able to state two or three statistics on FGM and give some feedback to the statistics and film seen during the lesson

### Most should also be able to:

• explain FGM in some detail; explain the importance of the underlying causes and the work of government and police to eradicate FGM; give several examples of statistics and information on the issue of FGM; offer some explanation of the reasons why FGM exists; give a personal and intellectual response to the issue

Some could also: • explain the relationship between FGM and the reasons why it exists today; explain in

detail a number of statistics and facts related to the issue of FGM; respond on a personal and intellectual level to the issue of FGM, giving reasons for their feelings and thoughts

**Starter:** • Discussion around FGM?: Discuss the background to the film and those involved in the

making of the film: Kidstaskforce, Foreign and Commonwealth Office and Metropolitan Police. Sit students in circle, either in one large group or two smaller groups. Ask students to consider the term 'FGM', what does it mean to them (students should reflect on what they have heard from others, seen in the media and on television or read in papers or magazines).

- Group or groups to feed back ideas, teacher to write notes on flip chart or board for whole class to see. Flip chart or board with marker pen, interactive whiteboard where possible.

### **Video: 'Cut' 10-15 mins Main:**

Pairs: Students to spend a few moments discussing their initial reactions to the statistics, facts and definitions they have seen – feedback to class. • Pairs to team up with another pair and sit round a table together. Students to be given facts or discussion cards to question as a group.

- If deemed appropriate, students could be asked to move on to the next question.

**10-15 mins Plenary:** • Return group to circle for final discussion – the group should reflect on what they found difficult, what they now understand by the term FGM and some reasons for why it exists. This needs to be structured by the teacher, with support for the students.

**Homework / Notes Evaluation** • Students could research stories of FGM in the news and media. Specific websites to be given by teacher [www.fco.gov.uk/en/](http://www.fco.gov.uk/en/) [www.fco.gov.uk/en/](http://www.fco.gov.uk/en/) or [www.londonscb.gov.uk/fgm/](http://www.londonscb.gov.uk/fgm/) [www.londonscb.gov.uk/fgm/](http://www.londonscb.gov.uk/fgm/))

- Students should be able to define the term FGM and state some of the statistics they have learnt over the course of the lesson

## Lesson 2

### **The Image**

### **Objectives**

Prior learning / Big picture • Consider the issue of FGM and what help and support is available.

**To do this students will:** • Examine an FGM related case study from around the world and discuss its impact and significance • Discuss the surrounding issues of FGM • Students have been given basic information on FGM and will have been given the opportunity to conduct their own research on the issue.

**Outcomes All must:** • Understand what the term FGM means; be able to give one or two examples of statistics; express one or two thoughts about the subject.

### **Most should:**

- Understand the term FGM and be able to show some empathy with the life/lives of some of the people who have under gone this practise.

### Some could also:

- Be able to empathise with the life of a child in a country where FGM is widespread.

**Activities 5 mins Starter:** • Divide the class into groups of four – use a random sorting element, such as months of birth, pets owned etc • Each group of students should be given an FGM related case study. • Members of each group should take time to look at the case study carefully and discuss the things that stand out/make an impact. **15-20 mins Progression:** • Using A2 paper students could record all their ideas on the child in their case study ready to feed back to the rest of the class.

- Teacher to move around groups and monitor progress and ideas
- Students to move on to another case study and again record their ideas on their A2 sheet using a different coloured pen or pencil
- Each group to present their thoughts and findings to the class. Use the interactive whiteboard to display their work

Coloured pens/pencils. Blue tack (if placing images on wall or window)

**5-10 mins Plenary:** • Teacher to evaluate and conclude on the thoughts of the students and answer questions raised.

**Homework / Notes Evaluation** • Students to research the consequences on the life/lives of children who have suffered FGM

and be prepared to feedback their findings at the start of next lesson.

Students should begin by developing a basic outline of the child in your image. Use the questions below as a starting point for coming up with some ideas. Really think about the image in front of you and really use your imagination as you consider the possible answers to the questions listed.

### Case studies

#### ***A young girl already subjected to FGM***

A 15-year-old girl who was very anxious and spoke very little English confided in a nurse that she was cut when she was five years old. She requested help and talked about the way she felt as well as the complications she was experiencing. ! how do you think the nurse could help this girl? ! what other ways could she be supported? ! who should be involved with her?

***A young girl is about to go on holiday to her country of origin*** A six-year-old girl tells her teacher that she is going to her country of origin to see her family during the summer holidays. She was told by her mother that on her return she would be a woman. The teacher became concerned and suspected that the six-year-old would be cut:

! who do you think could help this girl?

### ***A new baby girl***

A woman delivered her first baby, a girl, a week previously. When the midwife visited her the woman asked her for information about where she could get her daughter cut because this is what is done in the area she came from. ! what do you think a midwife should do in this circumstance? ! is this a child safeguarding issue? ! who should be involved?

## Lesson 3

### **Debate – Moving Debate**

Lesson 3 should be delivered once students have already built a sufficient knowledge of FGM and been taught and used some of the skills required to hold a successful debate in other subjects in the curriculum. They will need the acquired skills to research, prepare and conduct a public debate on the issues related and will use knowledge gained from watching the film “Cut”.

Students will be encouraged to develop their skills at public-speaking, debate, and communication. Potentially, these lessons have the ability to raise and promote greater awareness within different spheres of the local community (year group, wider school community, parental community, groups within the local area).

### **Objectives**

Prior learning / Big picture • Explore how change is brought about in society • Provides an opportunity to build community awareness

### **To do this students will:**

• Research, prepare and conduct a public debate on an issue related to FGM • Although a moving debate, where students move within a set area whilst agreeing or disagreeing with a statement, assumes some knowledge of FGM, the format can be used just as well to investigate issues in a non-judgemental way.

### **Outcomes**

#### **All must:**

• contribute to class discussion on various topics; state personal views and opinions relevant to the topics

Most should: • consider where they stand on various topics and reflect on their thinking in light of the opinion of others

Some could: • consider their views having heard the opinions of others and help facilitate or lead various moving debates

## Timing (Mins) Activities

### 15 mins Starter:

- Establish within the teaching space sufficient room for the students to move around as the debate develops, agree or disagree on a line continuum.
- Establish the rules of the debate
- Use fun topics to introduce the process of debate. Ensure that the questions you choose are relevant to the students and are things on which there will be different views.

Some students could be primed to act as catalysts to the discussion

**35 mins Main:** • Now step up the level of debate by introducing more serious topics, ensuring that in discussion all students are given the chance to speak. • Topics could include:

***“FGM needs bringing out into the open so that it can be addressed, by working with communities here to change minds.”***

***“FGM is a brutal crime perpetrated against those who are least able to protect themselves”***

***“Some 6,000 girls in London every year are at risk of FGM. Yes, it’s culturally sensitive but does that matter? “***

***“FGM is a crime which seeks justice”***

- These are only suggestions.

10 mins

### Plenary:

- Ask for feedback – particularly from students who moved within the debate, why did they change their views? – where do they stand now? • Written response: What was the starting point for individual students, where do they stand now, why do they feel the way they do? Perhaps and before and after worksheet.

Paper and pens

**Homework / Notes Evaluation** • Focus on the contribution of students – how did they present themselves and their views? Were they listening and considering the views of others. This is not about who can speak the loudest!

**QCA Programme’s of Study KS3 (Links)**

Listed below are some examples of where lessons could fit with the National Curriculum Programmes of Study across a variety of subject areas. This is not an exhaustive list and there are many other ways that the lessons could be implemented across the curriculum range.

### **Lesson 1 Basic information:**

Subject area: Citizenship, Geography, Mathematics (Statistics) Key concepts: 1.1,1.2,1.3; Key processes: 2.1; Range and Content: 3a,3b,3e,3j; Curriculum opportunities: 4a,4b,4c,4g,4h Key concepts: 1.1,1.4,1.5,1.7; Key processes: 2.1,2.2,2.4; Range and content: 3b,3e; Curriculum opportunities: 4b,4c,4f,4i Key concepts: 1.1,1.2; Key processes: 2.1,2.2,2.3,2.4; Range and Content: 3.1,3.3; Curriculum opportunities: 4a,4d

### **Lesson 2 Case Study**

Subject area: Art, Citizenship Key concepts: 1.1,1.2,1.3; Key processes: 2.1,2.2; Range and Content: 3a,3c,3d; Curriculum opportunities: 4a,4b,4d,4e Key concepts: 1.2; Key processes: 2.1,2.2; Range and content: 3k; Curriculum opportunities: 4b,4d,4i,4j

### **Lesson 3 Debate**

Subject area: Citizenship, English, religious studies Key concepts: 1.1, 1.2; Key processes: 2.1, 2.2; Range and content: 3d, 3e, 3k; Curriculum opportunities: 4a Key concepts: 1.1, 1.2; Key processes: 2.1; Range and content: 3.1, 3.4; Curriculum opportunities: 4.1 Key concepts: 1.1, 1.5, 1.6; Key processes: 2.2; Range and content: 3i,3j,3k; Curriculum opportunities: 4d, 4