

**Session 2
FGM Lesson Plan 2**

Class Y6	Subject: PSHE	Date Time
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Lesson Objective:	To Understand how FGM can change someone's ability to join in certain lessons and have a detrimental effect on their social and emotional well-being and well as the physical effects.
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Learning outcome	<p>Session 1 - recap</p> <ul style="list-style-type: none"> • I know I am in charge of my body. • I know I have the right to say no. • I know it is illegal for someone other than a doctor or medical person to make changes to my body. • I know how to keep myself safe. • I know who to go to if I am worried about not being safe. <p>Session 2</p> <ul style="list-style-type: none"> • I know what to do if I think a friend has undergone or is about to undergo FGM. • I know how to help protect myself and my friends. • I know who to go to in order to get support . 	Key vocabulary for lesson FGM Female Genital Mutilation Illegal Child protection Withdrawn Social and Emotional well-being
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Time 10 mins	Starter / Introduction Talk to the pupils about Class rules. Set up safe classroom practice. Make sure you have read and understood the guidance for teachers that comes with this lesson plan. Please ensure that pupils are clear of confidentiality. Recap on the previous lesson and gather feedback and comments from the students after they have had some processing time. Record these to refer back to later in the session. Ensure you reinforce the prior learning- <ol style="list-style-type: none"> 1. What FGM is 2. FGM is illegal 3. Nobody have the right to touch you or change your body 	Resources Interactive whiteboard Film 2 Different coloured post it notes. i.e. yellow and blue Whiteboard or flipchart paper pens
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40 mins	Main Watch the film 2 You must decide whether your pupils are mature enough to watch this together (boys and girls) or whether they would be better to watch and discuss separately.	ICT Use of IWB Computer Internet connection
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	<p>After watching the film start the session off by allowing the pupils to turn to their talk partners and just share their thoughts and feelings about what they have watched.</p> <p>Ask the pupils to articulate what did they thought was happening in the film – what did they see? Make notes on white board to gather ideas – accept all ideas, but only allow correct language.</p> <p>Ask the children to now take a moment to think about what was inferred in the film but not explicitly said. Record these ideas in a different colour pen. (You can always add your own)</p> <p>Next ask the pupils to say how they felt when they were watching the film. In another colour pen, record these feelings.</p> <p>You should now have three different coloured words or phrases.</p> <p>Start to pull together the ideas on the board and clarify the misconceptions that may have been aired then rub these out.</p> <p>The words or phrases left on the board should give you enough stimuli to talk about discussion points arising from the films.</p> <ul style="list-style-type: none"> • Why might the girl have changed since Primary School? • What might be going on for her? • Could there be other reasons why she is withdrawn and doesn't want to do PE? • Why do you think she didn't want to come out of the toilets? • What do you think the two girls should do now? • Put yourself in this situation – what would you do? <p>Allow the pupils to talk to each other and on tables to generate some really productive talk.</p> <p>Conclude the discussion when you as a practitioner feel that the learning outcomes have been met and assess what needs to happen in a further lesson.</p>	DVD/TV if computer not possible
Assessment	<p>Peer evaluation (Assessment for Learning)</p> <p>Throughout the session keep a note of the contributions that are made by pupils.</p> <p>Check their understanding of words and phrases.</p> <p>Keep the post-it notes of before and after along with questions to review at the end of the session to see if any misconceptions are evident.</p>	
Additional adaptations needed	<p>Please ensure that materials are adapted with additional support for pupils with English as an additional language.</p> <p>Ensure that vocabulary is clear and explained to pupils throughout the lesson.</p> <p>Have a space/person available for pupils to go if they become distressed or upset.</p>	