



CHOOSING A WORLD FREE FROM FEMALE GENITAL CUTTING

Learning activities for KS3/4 learners

(with accompanying guidance for educators)

INTRODUCTION AND GUIDANCE NOTES



CHOOSING A WORLD FREE FROM FEMALE GENITAL CUTTING



Welcome

This resource has been created to support learners at key stages 3 & 4, and their educators, to engage with FGC - female genital cutting - as a global citizenship and human rights issue that affects everyone. The resource is built around a short animation called '[Aissata's True Story: Choosing a world free from FGC](#)' and an accompanying comic version of the animation. These share the story of one woman and her community, and their experience of FGC; learning about its impact; becoming part of a movement to end FGC; and sharing the message with other communities to spread it across West Africa.

The content of this resource may include concepts, terminology and areas of learning that are relatively new to both learners and educators. FGC is a serious and sensitive issue and because of this we have worked closely with educators and experts in supporting those subjected to FGC in order to suggest a learning pathway through this resource. This pathway is detailed on page 4 and although advised, we anticipate that educators will use their discretion and personal knowledge of their learners to adapt the materials accordingly.

We would like to remind all educators however that FGC is an issue with important legal and safeguarding responsibilities and anyone using these materials should make sure they are aware of these and of appropriate organisational procedures. Please liaise with the safeguarding lead in your setting to ensure that relevant procedures are in place and followed whilst using these resources. Whilst the guidance we offer within this resource does not constitute legal advice or training, we include key information where appropriate and signpost to sources of expert support and organisations who are properly qualified to provide information and advice to learners, educators and leaders as required.

Whilst the seriousness of FGC should never be diminished, neither should it act as a deterrent to engaging young people in this important human rights issue that is highly relevant to their age group.

Throughout the resource we have used a variety of icons to ease navigation and draw attention to specific content as necessary. These icons are briefly explained on the following page.

Introduction and guidance notes



Information

IMPORTANT - act immediately!

If you feel someone is in immediate danger, at risk of FGC, or of being sent abroad for cutting, then **do not wait**.

Call the Police

or

Contact [NSPCC](#)

(helpline: 0800 800 5000)

Additional non-emergency information and links to organisations dealing with FGC are included on page 5.

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We have used icons within the activities to draw attention to particular elements of the activities or provide key information to the educator. The following icons may be found within this resource:



Information

Used to highlight key information that may offer context for the learning or raise specific issues to consider in using the resource.



Time out

This is used to indicate points where educators and learners may need to take a 'time-out' to check their understanding about something or consider their feelings/perspectives before continuing.



Time: an estimate of the time needed to complete the activity. Educators will adapt to suit their own style, so this is only offered as a guide.



Printing: there is a printed element of this resource which is provided in A4 format. You may wish to enlarge it in some instances as advised.



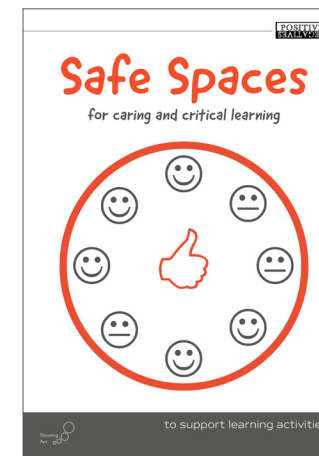
Online: you will need online access for the activity (i.e. access to the animation)

PPT

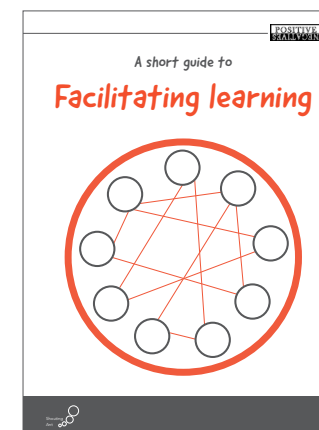
PowerPoint: we have provided key slides to support activities where relevant and these are clearly indicated in the notes.

Common guidance

As the content covered by these resources could be considered controversial or sensitive, we recommend that all educators take a few minutes to read through the following common guidance documents before using any of the activities with learners:



Creating Safe Spaces - this short document offers suggestions for ensuring you have created a safe space within which to engage learners.



A short guide to facilitating learning - ideas and best-practice guidance for facilitating (as opposed to teaching) the learning.



Learning pathway

The activities in this resource have been organised as a structured learning journey, following a pathway that has been designed by specialist educators and in consultation with experts in FGC.

The activities and pathway were informed by different possible approaches to FGC as an issue and include aspects of each of these. As an educator you may find it useful to briefly review the three key approaches in order to locate the resource against your own interests or school priorities.

Rights-based approach – considers FGC within a broad learning framework of human rights, community rights and gender equality. Access to learning and appropriate education is a key right and young people will engage with this for themselves and consider how important it is that everyone learn about FGC, not least to help the protect other rights around health, safety and dignity. This approach has connections to the Universal Declaration on Human Rights (UDHR) and to the UN Convention on the Rights of the Child (UNCRC) for example. IT may be of particular interest if you are pursuing the Rights Respecting Schools Award, administered by UNICEF for example.

Bigger-than-self issue approach – starts from the point that this is an issue everyone needs to know about and that requires collective awareness and action in order to bring about any change – it affects everyone and so we all need to engage with it. Dealing with societal issues such as this may come up in tutorial time as a response to news events, or through a whole school PSHE programme for example. It has particular relevance to SMSC requirements on schools and relates to new requirements around SRE (Sex and Relationship Education) also.

THE GLOBAL GOALS For Sustainable Development



Global citizenship approach – this would engage with various citizenship and international learning frameworks such as the UN Sustainable Development Goals (above) where it has particular relevance to Gender Equality, Good Health and Well-being, and Peace and Justice for example. It might consider the global relationships needed to progress key issues such as FGC, but would also specifically focus on the role that young people can play as active citizens and change agents in such processes and relations. Other citizenship frameworks such as that from Oxfam, and the national curriculum focus on Citizenship from KS4 may also be closely connected to the learning.

CHOOSING A WORLD FREE FROM FEMALE GENITAL CUTTING

Choosing a World Free from Genital Cutting is made up of the following activities (and documents) which form a sequential learning pathway (1 through to 4).

Activity	Key learning intentions	Documents
1. Making connections	<ol style="list-style-type: none"> 1. to introduce the topic of female genital cutting (FGC) to learners; 2. to actively engage learners' curiosity and creative thinking using images as a stimulus; 3. to support critical questioning about FGC, building from learners' existing knowledge and understanding; 4. to develop learners' confidence to discuss FGC and the issues it raises for them and for those affected. 	<p>FGC 1 Making Connections.pdf</p> <p>FGC 1 Making Connections.pptx</p>
2. Campaigning as change	<ol style="list-style-type: none"> 1. to develop a deeper understanding of the term 'campaign'; 2. to consider different forms of campaign and their relative effectiveness; 3. to engage with visual media and art as a campaigning tool/resource. 	<p>FGC 2 Campaigning as change.pdf</p> <p>FGC 2 Campaigning as change.pptx</p>
3. From myths to facts	<ol style="list-style-type: none"> 1. to understand the difference between a fact and a myth; 2. to recognise that myths are often associated with key social issues (like FGC); 3. to develop some skills to help young people confront and debunk myths when they encounter them. 	<p>FGC 3 From myths to facts.pdf</p> <p>FGC 3 From myths to facts.pptx</p>
4. How change happens	<ol style="list-style-type: none"> 1. to explore a well-known model of change called 'Tipping Point' and think about this in relation to FGC; 2. to think about their own role as change agents (in general) and about potential barriers to change; 3. to reflect on how they can personally and collectively contribute to an FGC tipping point. 	<p>FGC 4 How change happens.pdf</p> <p>FGC 4 How change happens.pptx</p>



Links and information

FGC is a complicated issue and this resource is only intended to introduce learners to the issue, or provide an opportunity to challenge and further their existing understanding. If learners, educators or school leaders require further information or direct support for the issues raised in this resource then the following links and organisations are recommended.

A reminder, that if you think someone is at immediate risk of FGC, or of being sent abroad to be cut then take immediate action and call the Police or contact the NSPCC (helpline: 0808 800 5000).

Oxford Against Cutting

<https://www.oxfordagainstcutting.org/rescue-helplines/>

An up to date listing of rescue and helpline support for those directly at risk of FGC.

Government Home Office portal training for public sector professionals:

<https://fgmelearning.vctms.co.uk/default.aspx?session=to>

It is necessary to register but the training is free to complete.

Government Resource pack

<https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack#case-studies>

This pack, updated to reflect new UK legislation in 2015, provides key information for professionals who may work with those at risk from cutting.

NHS information

<https://www.nhs.uk/conditions/female-genital-mutilation-fgm/>

Focuses on health impacts, but includes short films, legal statements and support links/suggestions.

Oxford Against Cutting - film for primary learners

https://www.youtube.com/watch?v=DUGY_bNfUmQ

A film that is aimed at younger learners and might also be appropriate for older SEN learners.

NSPCC

<https://learning.nspcc.org.uk/child-abuse-and-neglect/fgm/>

A lot of useful information and links, including short films.

Sex and Relationship Education Draft Guidance (Feb 2019)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf

Point 29, page 20 specifically states: Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM.

Statutory guidance on FGM

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/746560/6-1914-HO-Multi_Agency_Statutory_Guidance_on_FGM_-_MASTER_V7_-_FINAL_-_Amended081018.pdf

Supplementing safeguarding responsibilities with FGM focus.

The partners in producing Aissata's True Story that was the basis for this resource, also provide useful information and links about FGC.

<https://orchidproject.org>

<https://www.tostan.org>

One of Orchid Project's ambassadors, **Sarian Karim Kamara**, helped create this pack. Sarian is a community development worker, facilitator and trainer. **If you would like to enquire about her running a workshop about FGC in your school please contact her on sariankarim@yahoo.co.uk / +44 (0) 7946777058**