

Year 10 Drop Down Days - overview

1 Facing Reality – Online profiles

- Students write down the kind of things that will make up their digital footprints
- Students look at 4 people applying for a job and decide who they think is best based on their CV – but then look at the last things on their social media and see how this affects their choice.
- Students consider what makes a positive digital footprint and think about how they can improve their own.

2 Facing Reality – Unhealthy relationships

- Students watch the film “Murdered by my Boyfriend” and look out for the early signs of an unhealthy relationship
- In the follow up session, students discuss what makes a healthy and unhealthy relationship and what signs to look out for in friends that may suggest that they are in an unhealthy relationship
- Students look at a scenario and point out the warning signs that the person may be in an unhealthy relationship and consider what advice they might give to this person and are given advice on where they can go for further support.
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3 Facing Reality - Brook

- The Sexual Health and Wellbeing Service comes into school to do a series of bespoke sessions on relevant topics e.g. pregnancy choices, sending nudes.

4 Big Issues – Right To Be Me

- Students complete an opening quiz which looks at how it is easy to make assumptions based on societal norms and expectations
- Students look at what it means to conform to what society expects – and times when it is a positive thing and times when it isn't
- Students then look at diversity –focussing in on gender and sexuality and looking at how the law has changed over time to protect these characteristics

5 Big Issues – Human Rights

- Students start by watching a ten minute film about the history of the *Universal Declaration of Human Rights*, and then, before looking at the UDHR, discuss in small groups what they think count as ‘human rights’
- In their small groups, they are then given an envelope containing the articles of the UDHR, and watch another short video that explains them
- They then work together to complete a series of tasks using the articles of the UDHR which results in their group deciding on the three they think are most important. Groups share their decision and the class discuss similarities and differences between groups’ decisions

6 Big Issues – Abortion

- It is explained to students that this session presents arguments both for and against abortion, and that they will not be asked to share any personal views they do not want to, or in fact, to even form a view at this stage. In small groups, they begin by deciding whether a series of statements about abortion are true, false or debateable, and are then introduced to some of the terminology used in abortion debates e.g. pro-life, pro-choice
- Students are then given a table showing the development of a foetus, and in their groups discuss the idea of ‘personhood’ and at what stages of development this term might be applied. The law around abortion in the UK is then explained
- Students then watch a 10 minute BBC Teach film showing arguments for and against abortion, and then discuss whether some given arguments are pro-life or pro-choice. The session ends with a short news clip, bringing the debate up to date, about the overturning of Roe vs Wade in the United States

7 Big Issues – Euthanasia Pt1

- Teacher explains to students what ‘euthanasia’ is and what and where and what Dignitas is
- They then watch the film ‘Me before You’, and have a short, guided discussion about the characters’ choices at the end

- 8 **The World Out There – Crime and Punishment**
- In pairs, students read synopses of a variety of high profile criminal cases from around the world, and discuss whether the sentence fit the crime. Some cases e.g. Ruth Ellis, resulted in the death penalty
 - Students then position on a ‘crimeline’ that goes from ‘worst’ to ‘least’ serious, a variety of crimes. They then add the punishments they think are appropriate, which leads into a guided discussion about the purpose of punishment
 - Capital punishment is explained, and students watch a very short clip from the film ‘Pierrepoint’, about a long-serving hangman in the British judicial system, and then watch a 5 minute Vice News piece giving vox-pop arguments for and against the death penalty. The session ends with a look at some statistics about the use of the death penalty around the world, compiled by Amnesty International, and the watching a final short film about some miscarriages of justice
- 9 **The World Out There – Euthanasia Pt2**
- Students begin by feeding back some of the arguments used by the main characters in the film ‘Me Before You’ that they watched last drop-down day. In small groups, they then create a table of FOR and AGAINST arguments. The class share their ideas, and the teacher adds any important ones they have missed
 - The group then watches a 3 minute film about assisted dying in the UK, and then moves around the room, reading some case studies and filling in a worksheet
 - Their findings form the basis of a feedback discussion about euthanasia and assisted dying, before returning to the film ‘Me before You’ and deciding, now with more information, whether the main characters made the right decisions
- 10 **The World Out There – Cancer**
- Students are taught to identify the key signs of breast, testicular and cervical cancer
 - Students are taught how to examine themselves for changes to their breast and testis and what to do if they are concerned about anything
 - Students are taught the importance of having the HPV vaccine to help prevent cervical cancer in women and cancer in men
- 11 **The World Out There: preparing for college – Project Ask**
- The Apprenticeship Support and Knowledge Programme provides information, and answers students questions, about apprenticeships
- 12 **The World Out There: preparing for college – Careers and CV preparation**
- A session led by our in-house careers team