

Year 11 Drop Down Days - overview

- 1 **The Future – The Political Spectrum**
 - Students are introduced to relevant terminology e.g. ‘political spectrum’ (a visual representation), ideology, communism, fascism, capitalism, socialism etc. before watching a short clip about left and right wing ideologies and filling in a simple diagram
 - They then place various political ideologies onto the diagram, and read an article from The Day magazine
 - Students watch a short film explaining how taxes work, using a pie analogy, and end by completing a simple questionnaire to determine whether their own views tend to fall on the left or the right of the political spectrum. The session makes it very clear that nothing the students think here suggests they are extreme in any way

- 2 **The Future – Voting**
 - Students start by considering their own attitude to voting, then read an article from The Day magazine about lowering the voting age to 16. They consider arguments for and against
 - Students are taught what a ‘constituency’ is, and then how both the ‘First Past the Post’ and ‘Proportional Representation’ voting systems work
 - The group watches a couple of short clips about voting and what an MP does, before completing a quiz about what they have learned

- 3 **The Future – Conspiracy Theories**
 - Students complete the first part of a worksheet to determine what they already know. Then, through a series of diagrams, students are introduced to the definition of a conspiracy theory, the elements involved, and why they are attractive to some people
 - The group watches a 7 minute film about some of the most interesting, bizarre and funny conspiracy theories, and then watch a 5 minute clip about QAnon, before talking through the ways in which people can check whether what they read or hear is factually accurate
 - They are introduced to the idea of radicalisation and how to spot ‘red flags’, before completing the worksheet explaining what they now know and understand

- 4 **The Future – Resilience and Positive Empowerment**
 - A session about taking control of your own future with Baasit Siddiqui

- 5 **The Future – Revision Skills**
 - Preparing for exams

- 6 **Looking After Me – Arrive Alive**
 - Students consider what are the dangers to different types of road users
 - Students discuss in groups what adds to the risks for vulnerable groups such as pedestrians, cyclists and new drivers
 - Students complete an on-line driver’s theory test

- 7 **Looking After Me – Marriage and Relationships**
 - Students attempt to match up couples based on just appearance
 - Students look at arguments for and against marriage and sex before marriage
 - Students rank what qualities they think are important in a partner

- 8 **Looking After Me – Leaving Home**
 - Students think about what they spend their own money on
 - Students look at a particular career and the salary earned and work out a budget based on this

- Students think about what they need to take into consideration when thinking about leaving home

9 **Looking After Me – Online Gambling and Gaming**

- Students are introduced to the 'Marshmallow Test' as a way of explaining impulsivity, which is then linked to gambling. Students then play a 'higher or lower' game with statistics surrounding gambling
- In small groups, students consider a couple of scenarios, then analyse a gambling advert to determine how people are drawn into playing, before considering the difference between recreational and problem gambling
- To finish, students watch a video about 'loot boxes' and how online games make money from selling in-game products to young people

10 **Looking After Me –Knife Crime**

- A workshop delivered by PCSOs, where students work in groups of six, using a board game format, to work through a knife crime incident to determine the different possible outcomes for those involved