

Year 7 Drop Down Days - overview

1 **Building Blocks – Teambuilding**

- Students take a double period on the school field to join in a series of team building games such as cannonball run, egg rescue, team ski and blackout camping

2 **Building Blocks - Coping with Change**

- Pupils discuss what changes they have encountered since starting High school
- Pupils annotate the outline of a person with symptoms of anxiety
- Students look at strategies to cope with anxiety

3 **Building Blocks - Road Safety**

- Students begin with a reminder of the Green Cross Code and the road safety lessons they learned at primary school
- They then discuss safety, behaviour and responsibility on the road, using a series of television adverts to guide discussion, including a 'spot the hazards' video
- To finish, students work in small groups to mindmap things young people should be aware of in terms of road safety

4 **Building Blocks - Extremism**

- Students begin by learning what extremism means, and that we are learning about it under the government's PREVENT programme
- Explanation and history of far right beliefs in the UK leads into discussion about how to identify extremist views online, including use of symbols
- Session ends with a multiple choice quiz consolidating learning on this topic

5 **British Values – Values and Identity**

- Students begin by identifying stereotypical traits of Britishness, and discussing their accuracy, before being introduced to the British values of fairness, justice and equality
- In small groups, they are then asked to read a series of short scenarios and answer some questions based on whether or not what happened to the person was fair, just or equal to others
- Students then consider their own values and identity, and mindmap the things that make them the individual they are

6 **British Values – What is the UK?**

- In small groups, students are given an outline of the UK and fulfil a series of tasks identifying its component countries, flags and ruling bodies
- They then play 'Runaround' to answer a series of questions about the UK's political parties and system, before learning about taxes and doing a simple roleplay activity in which they allocate pots of money to certain areas of public spending
- The session ends with a team quiz consolidating learning on this topic

7 **British Values - Charities**

- Working on computers, students visit the Charities Commission website and complete some guided research about how charities are set up
- Using a template, students then research a charity of their choosing
- The session ends with students presenting their research to the class

8 **British Values - Immigration**

- Students begin by learning what an immigrant is, and the difference between an immigrant and a refugee, and then using a series of infographics to answer statistical questions on immigration to the UK

- Students then work in groups to annotate a series of images of refugees before watching a clip of actress and UN ambassador Angelina Jolie at a refugee camp
- They finish by reading Benjamin Zephaniah's poem *We Refugees*, and using it to consider some of the emotional impact of moving to a new country

9 **All About Me - Assertiveness**

- Students are given an envelope containing a series of behaviours – they begin by making a pile of the ones they think apply to them. They are then give the definitions of aggressive, passive and assertive and asked to sort the behaviours under those three headings
- They then watch a 5 minute clip about how body language plays a role in assertive vs aggressive behaviour, and then are given some role play scenarios to act out in aggressive, passive and assertive ways. This leads into a discussion about how these different behaviours can impact on relationships with family, friends and teachers
- Students finish by considering how they could change their own body language and voice to become assertive without being aggressive or passive

10 **All About Me – Body Beautiful**

- Students look at images and write down what they think makes them beautiful. They then discuss as a class
- Students look at some videos on image manipulation and discuss what they think
- Students discuss what a profile picture can say about you and discuss what it should be like

11 **All About Me – Bullying**

- Students look at an image of a girl and write down what they think of her – they are then told that she was bullied
- Students look at types of bullying and why people bully
- Students design a postcard to encourage people to stand up to bullies

12 **All About Me – Puberty**

- Students label the changes that take place in boys and girls during puberty – both physical and emotional
- Students categories the changes into boys / girls / both
- Students read information on different aspects of puberty then teach the rest of their group about it

13 **All About Me – Modern Families**

- Students discuss different types of family relationships
- Students watch an extract of the documentary *Raised by Queers*
- Students then look at changes that may happen over times and strategies to cope with them