

Year 8 Drop Down Days - overview

1 **Looking After Me – Alcohol Awareness**

- Students write out a plan for their perfect 14th birthday – then discuss how many have included alcohol
- Students match some statistics and facts about underage drinking and then look at impact on health and wellbeing
- Students watch a video on Joe and the effects drinking had on him and his family and friends. Students then discuss this

2 **Looking After Me – Anti-social Behaviour**

- Local PCSOs talk to students about what constitutes ASB and what the consequences can be

3 **Looking After Me – Personal Safety**

- Students play a board game with scenarios about things that could happen on a night out. These are then discussed as a class
- Students are given some safety tips for when they are out in order to keep safe
- Students produce a safety poster with their top 5 tips for personal safety

4 **Looking After Me – Chapel Calls It Out Pt2**

- Using songs from 'Grease' to highlight the differences in the ways the media portrays girls and boys roles in relationships, students complete a worksheet about gender imbalance and misogyny
- Then, using clips from films such as 'Mean Girls' and 'Legally Blonde', students are invited to consider how girls can sometimes internalise misogyny, and how supporting each other instead makes for a happier school environment

5 **Looking After Me – Personal Finance**

- Students complete the money facts quiz
- Students write down how much they think certain things cost
- Students work in groups to plan a budget for a movie

6 **Looking Around Me – Media in the Modern World**

- PART 1: INTERNET AWARENESS. Students look at some fake websites to help create a list of ways to spot whether things we see online are real or not. They then consider the positive and negatives aspects of social media, before watching a clip about the death of Caroline Flack and developing understanding that we all have a responsibility to be kind on social media
- PART 2: PRESS FREEDOM AND BIAS. Students are introduced to the concept of the 'free press', and look at reporting of the MPs expenses scandal as an example. They then look at China as an example of somewhere that does not have a free press.
- In small groups, students take on the roles of journalists in a fictional place called 'Biasland', where they write a story using strict rules enforced by a make-believe totalitarian government

7 **Looking Around Me – Democracy and Government**

- Students are taught what democracy is and how it works, and then compete in a short quiz on what they have learned
- They then look at the alternatives to democracy (autocracies such as monarchies and dictatorships) and watch some clips about life for young people in North Korea and Cuba
- Students then form small political parties and designate roles before creating a mini-election campaign with posters and speeches, that are presented and voted on

- 8 **Looking Around Me - Poverty**
- Students look at statistics for the High Peak area
 - Students complete a card sort on what they think poverty means
 - Students watch a video on what it is like to live in poverty and are given links on where to go for help
- 9 **Exploitation – Kayleigh’s Love Story**
- Students look at a fake Instagram account to see what they can learn from it
 - Students are introduced to and watch Kayleigh’s love story. They then discuss what happened to Kayleigh
 - Students watch a snapchat love story and identify the signs of grooming
- 10 **Exploitation – Chelsea’s Story**
- Having just looked at what we mean by grooming and exploitation, students watch a play by theatre group Alter Ego about the sexual exploitation of a young girl
 - The theatre group then give a short talk on what happened in the play
 - Students are given the opportunity to ask any questions
- 11 **Exploitation – Child Sexual Exploitation (Chelsea’s Story follow up session)**
- Students discuss what they have seen in Chelsea’s story and the signs of exploitation seen
 - Students watch the exploited video clips and after each clip answer the question
 - Students complete the star diagrams, writing down the different types of exploitations and examples of each (e.g. financial exploitation)
- 12 **Exploitation – County Lines**
- Students look at Cameron’s story and try to understand how he might have become involved in County Lines
 - Students watch a video clip about teens trapped in county lines and the impact it has on them and their families
 - Students try to answer some “problem page” questions around what to do with regards county lines
- 13 **Futures**
- Macclesfield College provides information about technical qualifications such as apprenticeships and T-Levels