



Teacher Resource

Energy Drinks

Focus Questions


Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. What are some side effects of consuming too much caffeine? Name at least two.
2. Why do experts say people under 18 should have less than 120 milligrams of caffeine per day?
3. Why have some energy drinks been taken off the shelves in South Australian shops?
4. Do you think energy drinks should be banned for people under 18? Why or why not?
5. Name three facts you learnt watching the BTN story.

Activity: Class Discussion

Before watching

Before watching the BTN Energy Drinks story students will discuss in small groups what they already know about energy drinks.



What do you know about energy drinks?

After watching

Students will respond to one or more of the following questions after watching the BTN story:

- What is an energy drink?
- What ingredients do energy drinks contain?
- How do energy drinks affect people?
- Have you ever had an energy drink? How did it make you feel?
- Do you think kids should be allowed to drink energy drinks? Why or why not?
- Why are energy drinks appealing to young people?
- Think of three questions you have about the story.



Further investigation - How are energy drinks different to sports drinks?

EPISODE 21

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KEY LEARNING

Students will investigate the effects of caffeine on the human body and create a public education campaign to raise awareness about energy drinks.

CURRICULUM

Health and PE – Years 3 & 4

Identify and practise strategies to promote health, safety and wellbeing.

Discuss and interpret health information and messages in the media and internet.

Health and PE – Years 5 & 6

Plan and practise strategies to promote health, safety and wellbeing.

Health and Physical Education

– Year 7 and 8

Practise and apply strategies to seek help for themselves or others.

Investigate and select strategies to promote health, safety and wellbeing.

Evaluate health information and communicate their own and others' health concerns.

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Energy Drinks story. Here are some words to get them started.

ENERGY DRINK	CAFFEINE	SIDE EFFECTS
CONSUME	STIMULANT	ADDICTIVE

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

Find out more about caffeine...

- What is caffeine?
- What foods contain caffeine? Make a list.
- What are the side effects of caffeine consumption?
- What are the immediate and long-term effects? Which parts of the body are affected?
- Is there a safe level of caffeine to consume?
- Is caffeine recommended for young people? Why or why not?

Activity: Education Campaign

Students will design a public education campaign to raise awareness about energy drinks. Ask students what they know about public education campaigns. Share some examples – anti smoking, healthy eating. Discuss the purpose of these campaigns – to inform and persuade the public to take action. Students can use the following guidelines when researching, planning, and creating their energy drinks campaign.

Step 1: Research & Learn

Conduct research to learn more about the effects of caffeine on the health of young people.

- What is caffeine?
- What are the effects of caffeine on the body?
- Why is caffeine not recommended for young people?
- How can you teach other kids about health problems associated with large amounts of caffeine consumption?

Step 2: Define

Before creating your campaign, you will need to do some pre-planning.

- What is the specific issue or problem that your campaign will deal with?
- Who is your target audience?
- What is the purpose of your campaign?
 - To persuade your audience
 - To help your audience understand an issue.
 - To encourage your audience to act.
 - To encourage your audience to adopt a behaviour/habit?
- What is the message of your campaign?

Step 3: Plan

Before creating your campaign materials think about the following:

- What type of media platform will you use in your campaign? For example, information poster, flyer, short film.
- Will you include a slogan or jingle for your campaign?
- What visuals will you use to communicate your message? For example, colours, images, logos.

Step 4: Design & Create

Write a strategy for your campaign, including:

- Purpose
- Key message
- Audience
- Media Platform
- Launching your campaign

Create your campaign materials using your preferred media platform. Write your slogan and create any logos or images to be included.

Step 5: Communicate

Students will present their campaigns and then evaluate the success of their campaign.

- Rehearse your campaign presentation
- Launch your campaign with an audience
- Evaluate – How effective was your campaign?
- Reflect – What did you like about this activity?

Activity – Choose a Project

Individually or in small groups, students will choose one of the following projects to work on and then present their findings to the class.

Did you know?

Using the information in the BTN story and your own research, create a *Did You Know* fact sheet to show what you have learnt. Publish using

[Canva](#)

Quiz

Create a true/ false or multiple choice quiz to test your classmate's knowledge about caffeine and energy drinks.

Summary

Summarise the energy drinks story in three to four sentences. Share your summary with another student. What were the similarities and differences?

Persuasive text

Write a persuasive text for or against the following statement: Energy drinks should be banned for people under the age of 18.

Useful Websites

- [Energy drinks containing excessive caffeine seized as SA health authorities target suppliers](#) – ABC News
- [Prime Energy Drinks](#) – BTN
- [Caffeine](#) – Food Standards Australia New Zealand
- [Caffeine](#) – Better Health Channel