



Teacher Resource

Energy Drink Ban

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 did the UK announce recently about the sale of energy drinks to young people?
2. What effect does caffeine have on the body?
3. What are some side effects of consuming too much caffeine? Name at least two.
4. Why are children more sensitive to caffeine?
5. Should Australia do the same as the UK and ban under 16s from buying energy drinks? Explain your answer.

Activity: Class Discussion

Hold a class discussion after watching the BTN story using the following questions as a guide. Record the main points of the discussion on a mind map with ENERGY DRINKS at the centre.

- What is an energy drink?
- How do energy drinks affect people?
- What ingredients do energy drinks contain?
- How does caffeine affect your body?
- Why are children more sensitive to caffeine?
- Why do people drink energy drinks?
- Have you ever tried an energy drink? How did it make you feel?
- Is caffeine recommended for young people?
- Are energy drinks the same as sports drinks? How are they different?



What did you learn from the story?

What questions do you have about the story?

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KEY LEARNING

Students will find out more about the effects of energy drinks on the body and whether they should be banned for people under 16 years old.

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: Key Words

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



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.

Activity: Health effects of caffeine

Students will learn more about the health effects of caffeine on the human body. Begin with a class discussion brainstorming responses to the following questions:

- What is caffeine?
- What foods contain caffeine? Make a list.
- Caffeine is a stimulant. What does that mean?
- What are the effects of caffeine on the body? What are the immediate and long-term effects?
 - An example of an immediate effect is increased heart rate.
 - An example of a long-term effect is insomnia (difficulty sleeping).
- Which parts of the body are affected?



Students will create an infographic that shows the impacts of caffeine on the human body. Include both immediate and long-term effects. Using the Canva [Student activity: Create an infographic](#) as a guide, students create their health effects of caffeine infographic.

Activity: Class Poll or Persuasive Text

The BTN story explained England's plan to ban under 16s from buying energy drinks. Should Australia do the same? Students can conduct their own opinion poll on the issue of whether there should be a ban on kids under 16 buying energy drinks.

Working in groups, students will need to decide who their sample group will be and how many people will be polled.

What method will they use to conduct the poll? (Face to face interviews or written responses). Ask students to graph the opinion poll results and then reflect on the results.



Alternatively, students will develop a persuasive text for or against the following statement: *'Kids under 16 should be banned from buying energy drinks'*. Students need to weigh up the pros and cons of the issue then write a short persuasive argument using the following as a guide. Some issues to consider are:

- What is caffeine?
- What are the effects of caffeine on the body?
- Why is caffeine not recommended for young people?

Persuasive writing

Students need to weigh up the pros and cons of the issue then write a short persuasive argument using the following as a guide.

Tips

- Who is your audience? For example, are you directing your argument at kids, teachers, or politicians?
- Explore how language choices can have a big impact on persuading your audience.
- Which language devices give the report credibility and authority?
- Which are designed to create an emotional response in the listener?
- Provide facts and evidence to support your argument.
- Write in the present tense.
- Check your spelling and punctuation.

Introduction

- What is the point you are trying to argue? Construct an introductory paragraph which states the issue or topic.
- Introduce the arguments that will be developed in the body of the text.

Body

- Construct arguments that support your point of view.
- Each paragraph starts with a topic sentence which introduces each point.
- The rest of the paragraph gives more reasons.
- Arguments can be ordered from strongest to weakest.

Conclusion

- Restate your position on the argument.
- Construct a concluding paragraph that provides a summary of your arguments and a call to action.

Reflection

- How difficult was it to think of points to support one side of the argument?
- Do you think you would have done a better job supporting the other side of the argument?
- Were you able to convince others of your opinion?
- What did you learn from this activity?

Useful Websites

- [Under-16s ban on buying energy drinks from April](#) – Newsround
- [Illegal Energy Drinks](#) – BTN
- [Energy drinks and caffeine](#) – The Sydney Children's Hospitals Network