BONUS!

Energy Drinks

I created this activity when I saw an increase in students drinking energy drinks.

Do you need more nonfiction activities? Try my [nonfiction bundle](https://www.teacherspayteachers.com/Product/Nonfiction-Unit-Five-Nonfiction-Articles-with-Reading-Responses-3663847).

**Energy Drinks - Nonfiction Activity**

*Introduction*

1. You can find the article here: <https://health.usnews.com/wellness/for-parents/articles/2018-06-06/teens-and-energy-drinks-a-potentially-dangerous-combination>
2. When students research this information, they find many articles that are similar. You should be able to use one of those articles with a few changes to questions.

*Anticipatory Set*

I ask students what forms of caffeine they consume. Students might mention coffee, tea, soda, energy drinks, chocolate. I ask what their beliefs are about caffeine. Some have religious aversions (because it is a drug) while others love it.

I prompt students to recall what they know about caffeine, such as what it does to their bodies and its addictive qualities. Many students often tell me they must have tea or coffee in the morning.

We also discuss how prevalent caffeine use is in our culture, such as coffee memes, jokes, etc.

Preparing students typically takes about fifteen minutes. Then we move onto the actual assignment.

*Assignment*

Tell students they will be reading an article about teenagers and energy drinks: <https://health.usnews.com/wellness/for-parents/articles/2018-06-06/teens-and-energy-drinks-a-potentially-dangerous-combination>

You can ask students to answer questions alone or with a partner. Questions follow this sheet.

**Energy Drinks: Questions**

Directions: Answer the questions in complete sentences.

1. What do energy drinks promise?
2. The main ingredient in an energy drink is...
3. Explain what the Academy of Pediatrics states for teenagers.
4. List one danger associated with energy drinks.
5. Explain how the marketing of energy drinks misleads teenagers.
6. What combination creates a life-threatening mixture?
7. Give one example of how marketers connect energy drinks to athletes.

Write a paragraph that explains how the relationship between energy drinks and teenagers should change.

**Energy Drinks: Questions KEY**

Directions: Answer the questions in complete sentences.

1. What do energy drinks promise? *They promise a boost of mental and physical energy as well as increased performance.*
2. The main ingredient in an energy drink is... *Caffeine is the main ingredient.*
3. Explain what the Academy of Pediatrics states for teenagers. *The organization wants teenagers to steer clear of energy drinks and to limit caffeine to 100 mg per day.*
4. List one danger associated with energy drinks. *Energy drinks abdominal pain, breathing difficulties, chest pain, gastrointestinal problems, headaches, heart palpitations, heightened anxiety, insomnia, feeling jittery, and seizures.*
5. Explain how the marketing of energy drinks misleads teenagers. *Drinks include vitamins and natural ingredients. Simply including vitamins does not make a healthy drink.*
6. What combination creates a life-threatening mixture? *Energy drinks plus alcohol (or other drugs) can create a life-threatening mixture.*
7. Give one example of how marketers connect energy drinks to athletes. *Athletes work long hours in and out of school and are tired. However, energy drinks combined with intense exercise can create problems.*

Write a paragraph that explains how the relationship between energy drinks and teenagers should change.

*Student answers will vary. Some students will say that parents should be educated and in charge of their children. Others will say that energy drinks should have the same restrictions as cigarettes or alcohol. No matter students’ responses, students should cite the article.*