

<b>Lesson Plan Title</b>	Energy Drinks (Anticipation Guide, p. 56, <i>Beyond the Blueprint</i> )
<b>Lesson Plan Created by</b>	Lori Matyjas, CSDE Educational Consultant for Family & Consumer Science and Medical Careers
<b>Grade</b>	8
<b>Subject</b>	Family and Consumer Science Consumer Nutrition Labels and Marketing
<b>Standard(s)</b>	Examine factors that influence nutrition and wellness practices for adolescents. Demonstrate skills needed for product testing and comparison Evaluate current marketing techniques for food products.
<b>Time</b>	42 minutes
<b>Indicators/Objective(s)</b>	Students will distinguish between facts and myths about energy drinks. Students will identify nutritional alternatives to energy drinks. Students will analyze techniques companies use to market products to their teens. Students will evaluate beverage labels and advertisements.
<b>Required Materials for Lesson/Technology</b>	Text Articles Empty cans of energy drinks or color copies of energy drink labels
<b>Initiation (prior knowledge; connections; vocabulary)</b>	This lesson will follow a unit on nutrition labels and product marketing. Discuss with the class “How many of you drink energy drinks? What <u>is</u> an ‘energy drink’?” Various responses may include “any drink that gives you energy, drinks with caffeine, Gatorade, Red Bull, drinks for athletes, etc.” “What attracts you to a particular energy drink?” “Who decides what ingredients go into energy drinks? What are some techniques that advertisers use to “sell” to young people?”
<b>Learning Procedures</b>	Explain to students that they will be filling out an anticipation guide requiring them to make predictions about a reading assignment prior to reading based on their own background knowledge. Hand out the Anticipation Guide chart. Tell students to individually review the <i>General Statements</i> and then fill the Before-Reading column with a check in the <i>Agree</i> column if you agree with the statement or a check in the <i>Disagree</i> column for each general statement you disagree with.
<b>Grouping</b>	Individual, whole group, small group. (Students are seated at four tables of five students each.)
<b>Guided Practice</b>	After completing the first part of the anticipation guide, ask students to share

	<p>their responses to each general statement and tell the class why they agreed or disagreed with the statement. Encourage students with different responses to defend their answers based on their personal experiences.</p> <p>Following the discussion, hand out articles for each student to read.</p> <p>When finished, ask students to review the general statements again and to check whether they still agree or disagree after reading the article.</p>
<b>Instructional Strategies</b>	Question and answer
<b>Closure</b>	<p>“What conclusions can we draw from your answers?”</p> <p>Ask students to identify main points in the article. Engage students in a discussion around the following questions:</p> <p>Do you think energy drink advertisers employ misleading or false advertising practices?</p> <p>How does marketing influence your decision to buy or use a particular product?</p> <p>What criteria will you use to evaluate energy drinks before buying?</p> <p>Why is it important to know what ingredients are in energy drinks?</p> <p>What would be your reasons for drinking/not drinking energy drinks?</p> <p>How are colors, designs, concepts, phrases used to sell a product?</p>
<b>Independent Practice</b>	<p>Your sixth-grade sister tells you she wants to start drinking Red Bull before soccer practice and wants to know if you think that would be a good idea. As an informed consumer, how will you advise her? Write a one-page response to her. Support your answer with your knowledge and experience of energy drinks, information from the article you read and any previous learning related to the subject.</p>
<b>Assessment based on Objectives (informal, formal, formative, summative – essential question)</b>	<p>Formal – response paper</p> <p>Informal – answers given in discussion</p>
<b>Interventions (for struggling students)</b>	Encourage students to orally express their thoughts
<b>Enrichment (for gifted students)</b>	<p>Write a letter to manufacturer</p> <p>Look for other food and beverages that you consume and discuss if advertising plays a role in your decision</p>
<b>Connections to Other Subjects</b>	Social studies, English language arts, health education

## ENERGY DRINKS

Directions: Individually review the **General Statements**. Then fill the **Before-Reading** column for each *General Statement* with a check in the *Agree* column if you agree with the statement, or a check in the *Disagree* column for each general statement you disagree with.

Before Reading		General Statements	After Reading	
Agree	Disagree		Agree	Disagree
		Energy drinks contain nutritious ingredients.		
		Energy drinks enhance performance in sports.		
		Taste is the most important factor when choosing an energy drink		
		Beverage companies are required, by law, to use FDA-approved ingredients in energy drinks.		
		The amount of caffeine in an energy drink is equivalent to the amount of caffeine in a cup of coffee.		
		Energy drinks are healthy alternatives to soda.		
		The way in which energy drinks are packaged strongly influences teens' decisions to use them.		

You may write additional comments or notes on this paper to support your answers.