

Session Preparation Notes



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INTRODUCTION AND SESSION OUTLINES

The 6 sessions which make up this pack have been devised with KS3 pupils in mind and can be delivered as a programme of study in itself, or as discrete sessions. This could be as part of wider PSHE programmes of study covering substance use, risk taking behaviour or healthy lifestyles. It is recommended any provision for PSHE is closely matched to the needs of pupils in your school, with successful schools delivering programmes which are 'detailed, tailored to meet needs, and build on previous learning' (Ofsted, 2013).

For each session, suggested learning objectives are provided, along with cross curricula links where appropriate. Each session outline should be read in conjunction with the associated presentation slides and notes. Timings should be adjusted to suit the needs of your group and your timetable. Suggestions for assessment activities are based on the PSHE Association's 'Progression frameworks for planning and assessment in PSHE education'.

Session	Learning Objectives	Tasks	Resources
1	<p>For young people to:</p> <p>Recognise their opinions, and the opinions of others, on energy drinks</p> <p>Find out baseline knowledge</p>	<ul style="list-style-type: none"> Thinking starter task Thought map – explore what we know about energy drinks Name brands Why people drink energy drinks Positive aspects – balanced opinion Why children should not drink energy drinks New learning <p>Teacher led power point with facts and information</p>	<ul style="list-style-type: none"> Power Point presentation for tutor Examples of energy drinks (cans, bottles or photos)
	<p>Curriculum links:</p> <p>Science (nutrition and digestion; health)</p>		
2	<p>For young people to:</p> <p>Explore caffeine content in common products</p> <p>Make informed choices</p>	<ul style="list-style-type: none"> Thinking starter task Sorting exercise for pupils to rank caffeine containing products Research activity for recommended intake levels 	<ul style="list-style-type: none"> Power Point presentation for tutor Smart Board Research materials Optional examples of energy drinks
	<p>Curriculum links:</p> <p>Science (nutrition and digestion; health)</p> <p>Computing</p>		
3	<p>For young people to:</p> <p>Understand other viewpoints</p> <p>Consider why decisions are made in wider society</p>	<ul style="list-style-type: none"> Thinking starter task News article – comprehension style task, links to wider policy making and legislation Experiences of school council Teacher led discussion <p>Ext: Write own news article for the newsletter based on your own views on energy drinks.</p>	<ul style="list-style-type: none"> Power Point presentation for tutor Print out of news article YouTube clip or recording (link in presentation)
	<p>Curriculum links:</p> <p>English (writing)</p>		

Session	Learning Objectives	Tasks	Resources
4	<p>For young people to:</p> <p>Demonstrate and communicate what they consider to be healthy options</p>	<ul style="list-style-type: none"> Thinking starter task Being creative! Pupils develop own energy drink using natural ingredients Considering ingredients – harmful v harmless Planning the idea <p>Ext: Poster for new drink idea</p>	<ul style="list-style-type: none"> Power Point presentation for tutor Images of 'healthy' drinks and smoothies Resources for creating posters (via art or ICT) Peer evaluation sheet
	<p>Curriculum links:</p> <p>Design and technology</p> <p>English (spoken)</p>		
5	<p>For young people to:</p> <p>Consider the rules around energy drinks in school</p> <p>Understand why rules are there and the impact of energy drinks on learning</p>	<ul style="list-style-type: none"> Thinking starter task Teacher led discussion on the school rules Factual information on energy drinks and how it affects behaviour Questions to answer Giving your opinion – debate it! 	<ul style="list-style-type: none"> Power Point presentation for tutor Suitable room for planning and carrying out a class debate Ballot box
	<p>Curriculum links:</p> <p>English (spoken)</p>		
6	<p>For young people to:</p> <p>Make choices about lifestyle</p> <p>Be aware of their own actions and how to ask for help</p> <p>Consider the impact on others in their community</p>	<ul style="list-style-type: none"> Thinking starter task Teacher led discussion on factual information provided Agony Aunt letter – considering how to help students who are drinking lots of energy drinks Where to go to for help? Strategies to help friends or themselves 	<ul style="list-style-type: none"> Power Point presentation for tutor Agony Aunt answer sheet
	<p>Curriculum links:</p> <p>English (writing)</p>		

ADOPTING A WHOLE SCHOOL APPROACH TO ENERGY DRINKS

The 'whole school approach' is recognised as best practice, and is still central to local Healthy Schools Programmes and the recently released independent School Food Plan. It focusses on addressing the needs of pupils, staff and the wider community, not only within the curriculum, but across the whole school. Schools demonstrating this approach are likely to be demonstrating these 9 elements:

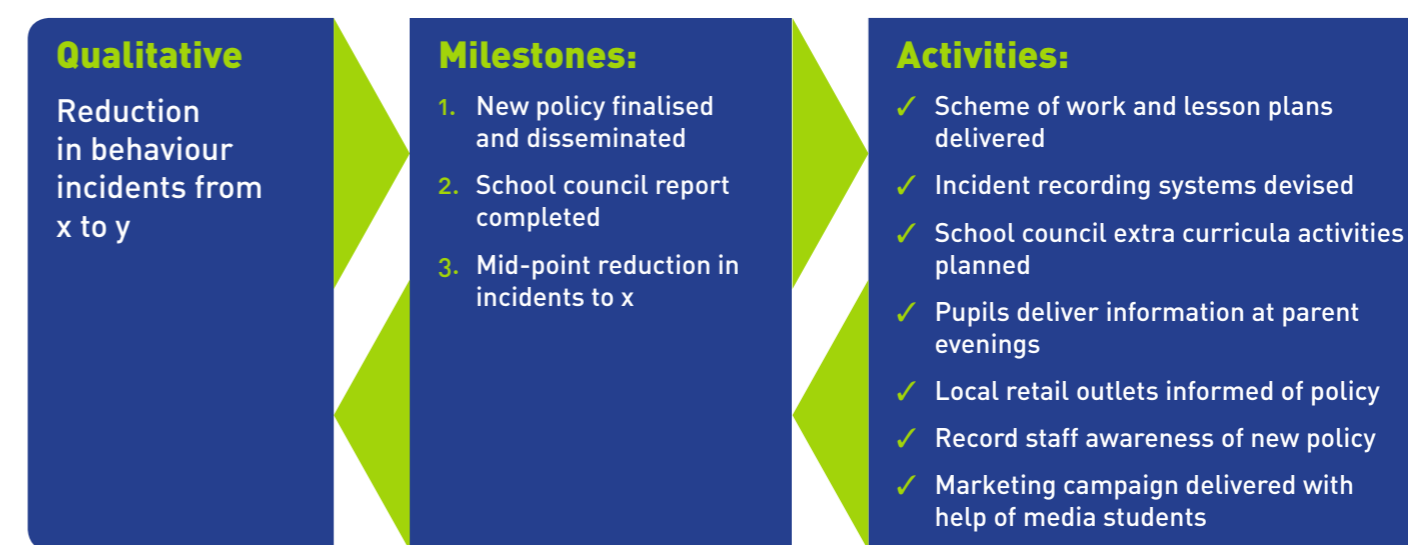
	Whole School Approach Element	Description	Example
1	Leadership, management and managing change	SLT providing leadership to ensure positive promotion of health and wellbeing	Convene a health and wellbeing group to oversee PSHE, school food related topics (including energy drinks in school)
2	Policy development	Policies up to date and consult pupils, staff and parents	Energy drinks included in PSHE and whole school food policies with pupil input (session 5, and appendix x)
3	Learning, teaching and curriculum planning	Subjects meeting the needs of pupils, with PSHE being assessed and monitored	Assessment built in to programme of study using recommended practice from PSHE Association (see appendix x)
4	School culture and environment	Ensuring the school environment promotes health and wellbeing	Energy drinks taken off sale in canteen, and promote healthy alternatives
5	Giving pupils a voice	Ensuring pupil views reflected, including those who are less vocal	School Council consulting with fellow pupils on energy drinks policy and curriculum
6	Provision of support services	Referral systems are in place to support those identified as requiring extra support	Local substance misuse service promoted to staff, and referral route in place
7	Staff CPD needs	Staff having access to health and wellbeing CDP	Staff appraisals recording training needs of staff, and tracking attendance at courses
8	Partnerships with parents, carers and communities	Signposting to wider services, and providing awareness sessions where needed	Information made available on parent evenings on success of PSHE programmes
9	Assessing, recording and reporting achievements	Celebrating achievements of pupils within and external to the school	Pupil work displayed in public areas and reported in newsletters or local press

Schools can also reflect this whole school approach to become an Enhanced Healthy School using the following planning template. This process identifies three measurable outcomes and records activities contributing to the achievement of these outcomes.

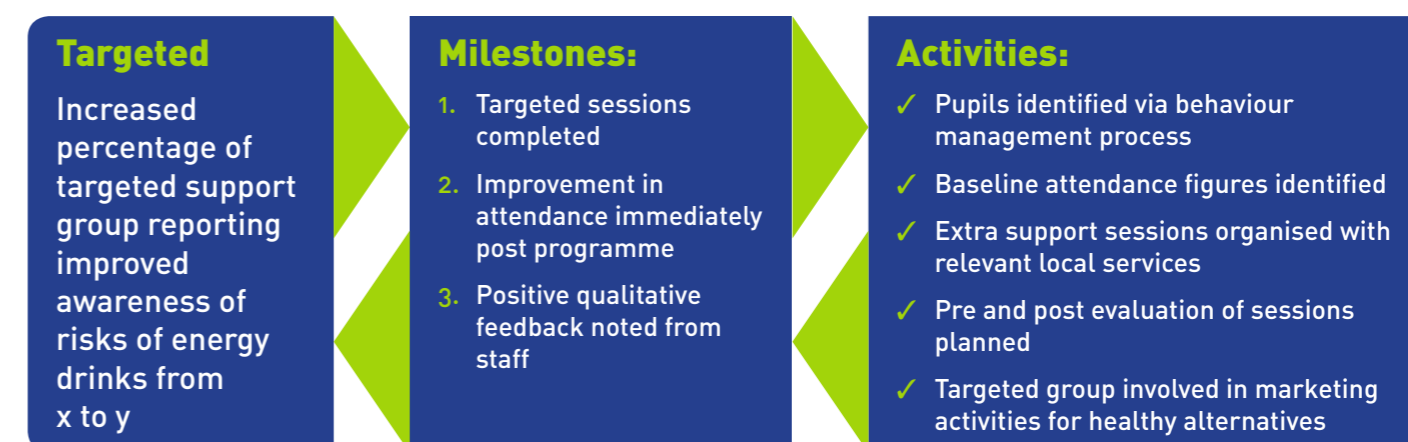
OUTCOME 1:



OUTCOME 2:



OUTCOME 3:



SESSION 1:

Preparation:

Having examples of energy drinks ready for this session will help enhance pupil understanding.

This may be in the form of empty cans or packaging, or using photos. Having access the wording of ingredients and product information on the back will also be useful for reinforcing some key points in this session.

Teacher's Top Tip:

“There are a variety of ways tutors can deliver this lesson depending on the group – spend time deciding what is right for your pupils.”

Slide	Notes
2	<ul style="list-style-type: none"> Are there any differences between the most or least expensive drinks? How does the cost compare to other drinks?
3	<ul style="list-style-type: none"> This can work as a small group task with feedback afterwards. Remember some students may drink a lot of these drinks themselves so be careful not to label those who do drink a lot, and to use de-personalised language. E.g. 'Why do people choose to...' instead of 'why do you choose to...'
4	<ul style="list-style-type: none"> This can be done as a whole group task with the main objective being to reinforce the negative impacts of these drinks, while raising awareness of why someone may choose to drink them in the first place. The last point will have more impact where drink labels or packaging is available for pupils to look at.
5	<ul style="list-style-type: none"> Summary slide for previous activity. This also gives an opportunity to make the summary suitable for your school and pupils.
6	<ul style="list-style-type: none"> As with many other drugs, caffeine has some legitimate uses and can be of benefit to society – see example of use in medicine to speed up absorption. Problems usually arise when substances are used outside of their original intention and used to excess.
7	<ul style="list-style-type: none"> Sleep – impacting on behaviour and concentration the next day. Anxiety levels – impacting on relationships. Mood swings – impacting on behaviour; being hyperactive and disruptive in class one minute, then half asleep the next. Withdrawal – becoming irritable, headaches, difficulty concentrating. Think about when it is used too. What are the consequences of drinking high amounts of caffeine before school, lunchtime, after school, before bed?
8	<ul style="list-style-type: none"> Completion of this activity provides opportunity for tutor assessment (see guidance).

SESSION 2:

Preparation:

Builds on information from session 1, but can also be used as a baseline assessment if used as a standalone session. A smart board can be useful for main activity, or cards made out if this is not available.

Teacher's Top Tip:

“If you have a smart board you can get the class to devise their own lists in small groups and then negotiate a whole class list. The research task can also be linked to ICT skills in selecting appropriate and accurate information from the internet.”

Slide	Notes
1	<ul style="list-style-type: none"> Briefly go through ground rules for PSHE – this session may elicit some personal experiences of themselves or friends, so confidentiality is to be respected and no accusations of other's experiences to be made.
2	<ul style="list-style-type: none"> Can be done as a group or individual exercise depending on the group. It could be argued it falls into all 3 categories, but they will need examples to reinforce the point that caffeine is a stimulant and will have similar effects to other stimulants such as nicotine, cocaine or amphetamines.
3	<ul style="list-style-type: none"> Exercise can be completed in groups or in pairs. If a smart board is not available the next slide can be printed out, and cards made of each example.
4	<ul style="list-style-type: none"> Use this slide as a smart board exercise to sort the products from highest level of caffeine at the top, to lowest at the bottom. General sizes of these drinks can be defined as: <ul style="list-style-type: none"> Large energy drink = 500ml Small energy drink = 250ml Can of cola = 330ml Chocolate bars = 50g
5	<ul style="list-style-type: none"> This slide represents the answers and caffeine content. Pupils can 'mark' each other's answers. Ask them to compare general trends for any differences they have seen between their answers and the correct answers. E.g. Large energy drink could have nearly twice as much caffeine as a cup of tea or coffee. Are they aware of any energy drinks sold in 1 litre bottles? How does this impact on caffeine intake?
6	<ul style="list-style-type: none"> Can be done as a research exercise or linked with science curriculum. Exercise guidelines can be found here: http://www.gov.uk/government/publications/uk-physical-activity-guidelines Fruit and veg guidelines can be found here: http://www.nhs.uk/LIVEWELL/5aday/Pages/5ADAYhome.aspx Alcohol guidelines can be found here: http://www.drinkaware.co.uk/check-the-facts/what-is-alcohol/daily-guidelines (note the Chief Medical Officer guidance suggests that children should refrain from any alcohol until age 15).
7	<ul style="list-style-type: none"> Information on Canadian recommendations taken from ADEPIS leaflet here: http://mentor-adepis.org/caffeine-and-energy-drinks/
8	<ul style="list-style-type: none"> Can be answered in original groups. Pupils should be prompted to think about how easily the guidelines could be exceeded? If session is delivered in an afternoon, does any of the group feel they may have exceeded these guidelines already? Remember to stress these are only guidelines, and regular exceeding of them is what could lead to problems.
9	<ul style="list-style-type: none"> Return to original question from the start of the session to see if pupils have changed their view at all. Use this as a prompt to summarise other key learning points around awareness of the levels of caffeine in different products and whether there should be more information on this.

SESSION 3:

Preparation:

This session may be completed over 2 weeks.

It would be a good idea to have some examples of different energy drink brands and also some fizzy drinks if you can.

The article "Morrisons bans energy drinks" can be blown up on a screen or printed out larger if you have students that may find it difficult to read.

Teacher's Top Tip:

“No ICT resources are required. This lesson could be conducted without the use of a projector but try to download the YouTube clip beforehand. Pupil's own news article can also be produced as homework task.”

Slide	Notes
2	<ul style="list-style-type: none"> Some general information to talk through.
3	<ul style="list-style-type: none"> If internet access is not available in your room, the top link can be printed out and the second link can be downloaded from YouTube. Hand out task sheet.
4	<ul style="list-style-type: none"> Pupil answers could provide opportunity for assessment – ensure pupils are aware of this to ensure care is taken with their answers. The YouTube clip could provide motivation for a similar pupil led project in your school.
5	<ul style="list-style-type: none"> This activity can be done in small groups or as a larger group. Any plenary of these discussions should try to be as balanced as possible!
6	<ul style="list-style-type: none"> This activity can be done as an extension or homework.

SESSION 4:

Preparation:

This session could be spread over 2 weeks with the first week being devoted to designing their own product, and the second week devoted to presenting it to the class with some peer assessment.

See additional guidance sheet on peer assessment for further information and the assessment template.

Teacher's Top Tip:

“This session is a great opportunity to build in some peer assessment of each other's ideas and posters. It also has very strong links with healthy eating and nutrition.”

Slide	Notes
2	<ul style="list-style-type: none"> Pupils may base this on water, fruit juices, vitamins, etc. giving opportunity to link with the science curriculum.
3	<ul style="list-style-type: none"> Again, this may be based on information from other lessons, but pupils can be prompted to think about refined sugar, alcohol, caffeine, additives, colourings, etc.
4	<ul style="list-style-type: none"> Some initial supporting information can be found here: http://www.nhs.uk/Livewell/Goodfood/Pages/water-drinks.aspx Opportunity to link activity with any requirements for Design and Technology or English curricula.
5	<ul style="list-style-type: none"> Asking each group to present their information to the class will present a useful way of demonstrating some peer assessment. If doing so, make assessment sheet available to pupils before they start, and any criteria which may be relevant for Design & Technology or English assessments.

SESSION 5:

Preparation:

This starter task can be based on information from any sessions delivered previously, or case studies can be put on desks for extra information. The ADEPIS leaflet has such examples.

Slide	Notes
1	<ul style="list-style-type: none"> This slide reinforces previous knowledge, but extra time should be devoted to it if delivered as a standalone session.
2	<ul style="list-style-type: none"> These questions can be done as a whole class activity. The last point is important as both 'energy' and 'sports' products are often confused. Sports drinks (such as Lucozade) will contain higher levels of glucose than caffeine. Glucose is the substance the body uses for energy, so this type of product becomes useful for sports performance and tops up the body's natural stores. The type of glucose (sugar) in these drinks is also matched to the type of sugar the body likes to use for energy so it is used up quickly if taken during exercise. Energy drinks are often confused with sports drinks as people may become more active when using them. But energy drinks often contain sugar in a less usable form than sports drinks and contain more caffeine. So in this instance these drinks cause the body's natural stores of glucose to be used up quicker rather than topping them up. Pupils can be prompted to think about why there may be confusion about these two types of product and how they are marketed and sold in shops.
3	<ul style="list-style-type: none"> If needed, pupils to be prompted to think about increased alertness, being talkative, unable to sit still or concentrate. The second point could focus more on someone now having a 'crash' once the effects of caffeine have worn off which may include drowsiness, irritability, lack of concentration. Both effects impact on their learning and the learning of others!
4	<ul style="list-style-type: none"> Opportunities for debating skills. 2 teams to prepare arguments for and against a ban on energy drinks, using the next slide as a guide.
5	<ul style="list-style-type: none"> A ballot box could be prepared to answer the final question and to help direct school policy. Agreed ground rules will be essential for this to go smoothly and pupils to get the most out of it!

SESSION 6:

Preparation:

Know sources of local support, both within school and the wider community, and your school's PSHE or Healthy Schools lead will be able to help here.

You may need to have the letter and answer sheet printed out too.

Teacher's Top Tip:

“Have a copy of leaflets from your local support services to hand – this could be a school health clinic, local substance misuse service, or youth service.”

Slide	Notes
1	<ul style="list-style-type: none"> Students to think about who they may signpost a friend to? Initially this may be a school nurse or school health clinic with further options highlighted as session progresses.
2	<ul style="list-style-type: none"> Students to read through themselves, and then tutor to read through to reinforce any key points.
3	<ul style="list-style-type: none"> Have details of local youth support services to hand e.g. school nursing, youth service, local young person's substance misuse service (if relevant).
4	<ul style="list-style-type: none"> This has links with the information in session 2. Try to depersonalise your approach here by using terms such as 'someone' or 'anyone'. Using terms such as 'you' or 'we' can normalise the impression that drinking energy drinks is something most people are doing.
5	<ul style="list-style-type: none"> Go through web links to show pupils what someone might expect to see from each source. The top link should be replaced with a local substance misuses service if available – you may also want to check if they will work with energy drinks as a service before giving the information out.
6	<ul style="list-style-type: none"> Highlight any cross assessment with the English curriculum here.
7	<ul style="list-style-type: none"> This activity can be omitted if it has already been undertaken for session 5.

Assessment in secondary PSHE education:

The PSHE Association 'Progression framework for planning and assessment in PSHE education'

Assessment is as important in PSHE education as in every other curriculum area and for the same reasons: young people have a right to know how they are doing in every subject; teachers need to know how learners are progressing, in order to inform future teaching and learning; the school leadership team, parents, governors and, of course, Ofsted inspectors need to see the impact PSHE education is having for young people and the part it is playing for the school in achieving the three statutory aims of the National Curriculum ('successful learners', 'confident individuals' and 'responsible citizens'), ensuring the five Every Child Matters outcomes, completing the SEF and fulfilling the higher grade descriptors of the new Ofsted framework. If we do not assess learning, then all we can do is describe what we do in PSHE education but not what impact it has.

QCDA has published 'End of key stage statements' that indicate learners' expected attainment at the end of each key stage. But where PSHE education differs from most other subjects, is that there are no National curriculum levels against which to assess progress on a week-by-week, or term-by-term basis and through which to ensure progression when planning a programme, or series of lessons. To support PSHE education coordinators and teachers in this, we have developed two frameworks (one for 'Personal wellbeing' and one for 'Economic wellbeing and financial capability') that take the 'key concepts' from the National Curriculum programmes of study and break each sub-section down into three broad 'level descriptors'. The 'key processes' (skills) are incorporated into the 'level descriptors' and for each concept we have suggested which of the 'range and content' ('topics') could be used as contexts through which to teach that concept.

The frameworks are intended to be used flexibly. We also offer 'learner-friendly' versions of each 'progression framework' that can again be used in a number of ways to support self- and peer-assessment.

How have schools already used the 'progression frameworks'?

A school that had not previously assessed PSHE education at all, decided to introduce self-assessment initially, before introducing termly teacher-assessment. At the end of each

module, the coordinator cut and pasted the relevant sections from the 'learner-friendly' version of the framework onto a sheet on which the learner circled the comments that they felt best reflected them before filing the sheet in their folder. At the end of each term the learners added up how many comments they had circled in each column and from this evidence, judged themselves to be either 'working towards...', 'at...', or 'beyond the expectation' for that term.

Another school already assessed various activities in PSHE education. They used work-sheets, quizzes, presentations and projects but the teachers were not sure how to mark these and were worried that they were assessing aspects of the learners' work, such as effort, spelling, grammar, artistic and dramatic talent but did not feel able to assess their progress in PSHE education as they had nothing to assess against. The coordinator had already linked all the lesson plans to the key concepts and processes of the revised National Curriculum, so it was easy to select relevant sections from the teacher version of the 'progression frameworks' and make a mark scheme for each activity. A spreadsheet on the school's network 'shared area' allowed teachers to record 'T' (for 'towards'), 'At' or 'B' (for 'beyond') for each pupil.

Getting started!

- First, download the four 'Progression frameworks for planning and assessment in PSHE education' at www.pshe-association.org.uk/resources (i.e. 'Personal wellbeing': teacher and learner versions and 'Economic wellbeing and financial capability': teacher and learner versions).
- Next, read the explanatory notes on the first page of each.
- Feel free to select, cut and paste and re-word them in whatever way suits your needs but we would ask that, if you alter them to any great extent, you remove the PSHE Association logo.

Further advice and support

If you would like individual advice on how you can effectively use the 'progression frameworks' to support planning and assessment in your school, either by email or in person at your school, please contact **Jenny Barksfield** for details: jenny@pshe-association.org.uk

PSHE
Association

ADEPIS 'Caffeine and energy drinks' resource

Alcohol and Drug Prevention Briefing Paper

As a stimulant found in tea, coffee and chocolate, caffeine is part of everyday life in the UK. However, too much caffeine can cause problems such as sleep disturbance. Energy drinks containing high levels of caffeine are a more recent development.

This briefing paper sets out what schools need to know about caffeine use by children and young people. It includes case studies of two schools (primary and secondary) who found that caffeine and energy drinks use was a problem for their pupils and how they addressed this.

This briefing paper is part of a series produced by Mentor ADEPIS on alcohol and drug education and prevention, for teachers and practitioners.

- Efficient needs assessment in schools
- E-cigarettes and nicotine containing products (NCPs)
- Identifying and supporting children affected by parental substance use
- Four questions to ask as school governor

Download

To download the ADEPIS 'Caffeine and energy drinks - Alcohol and Drug Prevention Briefing Paper' go to: <http://mentor-adepis.org/caffeine-and-energy-drinks/>

Notes:



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