



RE-THINK YOUR DRINK!

You don't need to get your kicks from an **energy drink** fix



Learn the Language

SESSION AIMS

TIME: 25 minutes

For young people to;


- Explore the language used by drinks companies to promote types of brands of drinks.

RESOURCES:

- Set of cards with words frequently used to market energy drinks;
Thrill, Power, Active and Extreme. (Provided)


ACTIVITY:

The task is to devise an advertising campaign for a product (real or imaginary). The young people need to design a campaign to reflect the meaning of the word allocated to them.



Allow 15 minutes for the groups to devise their poster or commercial.


Invite each group to share their 'product', explaining the thinking behind their decisions as well as the advert.






RE-THINK YOUR DRINK!

You don't need to get your kicks from an **energy drink** fix



After the presentations are finished the facilitator should lead a whole group discussion that considers the following;

- 
- *Do these words really describe the reality of energy drinks: Are they accurate, fair, truthful and complete?*
 - *What images do the words conjure up? For example they might give the impression that certain brands can improve brain power or physical performance.*
 - *Finally ask the young people to think of more appropriate words to describe energy drinks and record the ideas to display later.*

EVALUATION AND SUPPORTING LEARNING:

Key learning points from the session should be identified and a discussion should be facilitated to enable them to be summarised by the group.



RE-THINK YOUR DRINK!

You don't need to get your kicks from an **energy drink** fix



EXTENSION ACTIVITY: Healthy Stuff

SESSION AIMS

TIME: 25 minutes


For young people to demonstrate and communicate what they consider to be healthy options.

Resources

- Resources for creating posters or murals (via art or ICT)

Activity

Facilitator to encourage young people to be creative and develop their own drinks using natural ingredients thinking about how they would promote this to young people.



Compare these posters / images to the ones developed in the Learn the Language session.

EVALUATION AND SUPPORTING LEARNING:

Key learning points from the session should be identified and a discussion should be facilitated to enable them to be summarised by the group.