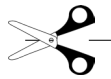




Jordan started drinking energy drinks as he wanted to make the school first team but often felt too tired to stay for training. After using the drinks for a while, he found his energy levels and mood were very 'up and down' and he got in trouble at school for being disruptive. By bedtime he struggled to sleep and spent most of the night wide awake, anxious about how little sleep he was getting. But if he tried not to drink energy drinks, he felt too tired to do anything.

## Key questions

1. Why is Jordan drinking energy drinks?
2. How do you think they are affecting his health?
3. What are the risks if he continues to consume them?
4. Are there any laws or recommendations on caffeine Jordan should be aware of?
5. What advice could you give Jordan to help him stop drinking energy drinks?



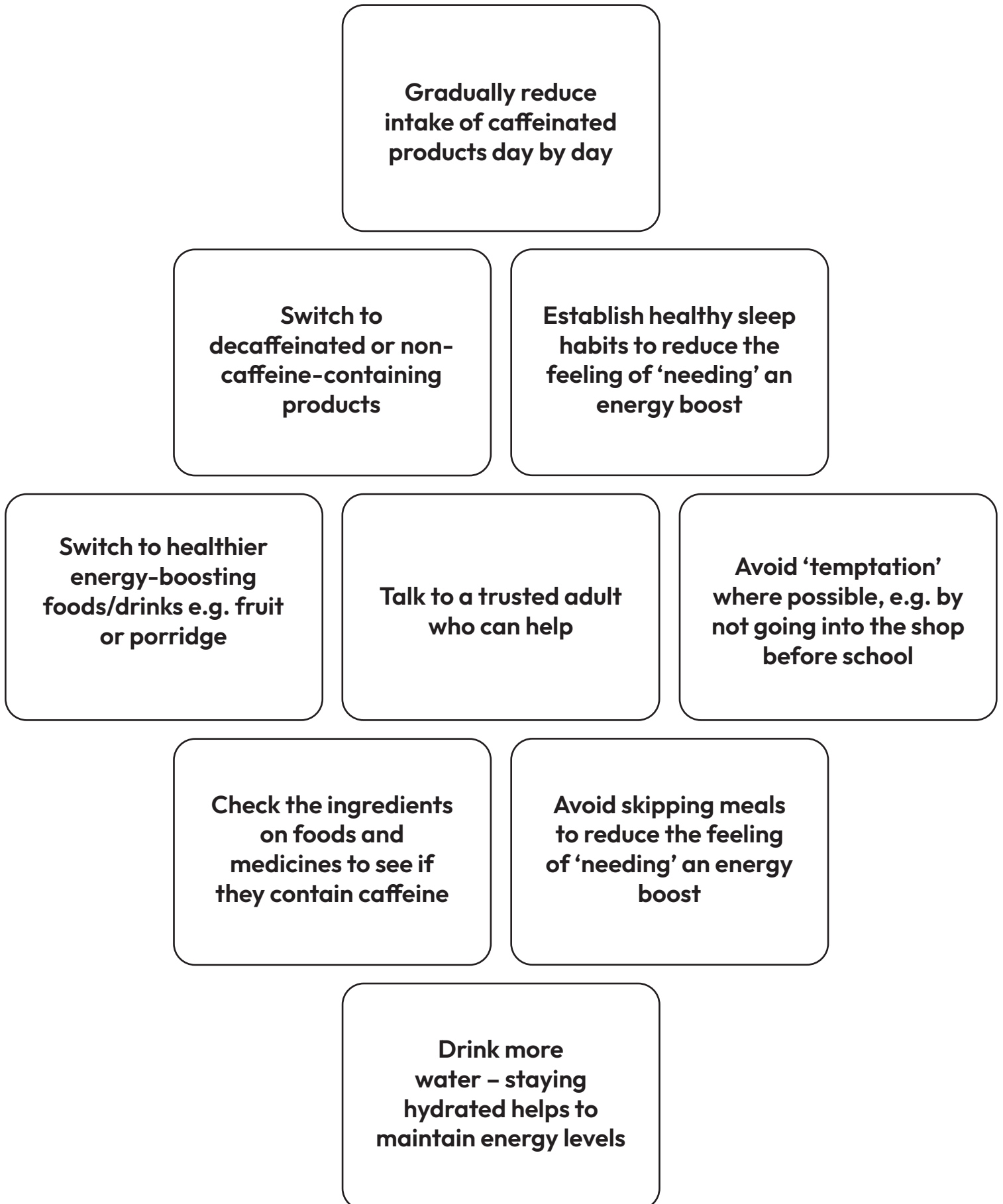
Resource 1: Caffeine scenario



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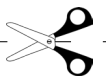
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**Working in groups – and without adding anything new to your work at this stage – share your Draw and Write baseline activity with each other. Discuss and note down in your books your responses to the following questions:**

- What do your drawings have in common?
- Is a wide range of people represented or have common stereotypes been used?
- If people in your group have drawn stereotypical images of someone who uses drugs, does this mean that nobody else uses them?
- What types of drugs have the group focused on? Are they mainly restricted or illegal drugs, or have you included medicinal drugs and other legal substances?
- Has everyone identified similar drugs, or is there variation?
- What were the most common reasons given for the user taking drugs?
- What drug effects have been identified in your group?
- Is there anything your group would like to know more about as a result of doing this activity?



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