

Questions for discussion

Episode 8
29th March 2016

Unions Explained

1. Discuss the *Unions Explained* story as a class.
2. How have conditions for workers changed over the years?
3. How did unions come about?
4. Give examples of ways unions have helped workers.
5. Which public holiday do we have that celebrates the achievements of unions?
6. Which political party was founded by unions?
7. Why are some people worried about the power some unions have?
8. Why does the Prime Minister want to bring in new laws about how unions operate?
9. If the laws can't be agreed on in parliament, then the Prime Minister will call an early _____.
10. What do you understand more clearly since watching the BtN story?

Write a message about the story and post it in the comments section on the story page

Coral Bleaching

1. Working in pairs, record what you know about the Great Barrier Reef.
2. What is happening to lots of the coral on the reef?
3. When you look a piece of coral, you're really looking at a skeleton. True or false?
4. The Great Barrier Reef is the only living organism visible from _____.
5. What are the bumps on coral called?
6. How do the algae in coral help feed the polyps?
7. What gives coral its colour?
8. What impact do rising sea levels have on the algae in coral?
9. Why is it a big problem when coral dies?
10. Name three facts you learnt watching the *Coral Bleaching* story.

Do the [quiz](#) on the BtN website.

Sugar Tax

1. Which country recently announced it will introduce a tax on soft drinks?
2. Drinks containing more than _____ grams of sugar per 100 millilitres will be taxed.
3. Finish the following sentence: The more sugar the drinks contain, the higher...
4. What sort of health problems does a high sugar diet contribute to?
5. Which celebrity chef supports a tax on sugary drinks?
6. What proportion of Australian kids drink sugary drinks every day?
7. How much sugar does the World Health Organisation recommend we eat every day?

8. How does the daily recommended sugar intake compare to the amount of sugar in some drinks?
9. Why do some people think that a sugar tax is a bad idea?
10. Do you think there should be a tax on sugary drinks? Explain your answer.

Check out the [Sugar Tax resource](#) on the Teachers page
Vote in the Behind the News [online poll](#).

Penguin Researchers

1. Explain the *Penguin Researchers* story to another student.
2. Where in Victoria is the research program?
3. What is happening to the sea temperatures in the area?
4. How are the penguins helping the researchers?
5. What is the aim of the research?
6. Why do they want to track the penguins' movements?
7. What are the researchers worried about?
8. How are the researchers finding out about what penguins eat?
9. What did they discover about the penguins' diet?
10. Illustrate an aspect of the *Penguin Researchers* story.

Write a message about the story and post it in the comments section on the story page

Fair Trade

1. Before you watch the BtN story, predict what you think it's about.
2. What was the main point of the BtN *Fair Trade* story?
3. Explain what the term 'fair trade' means.
4. How did the school become interested in fair trade products?
5. What are the school polo shirts made from?
6. How do the students describe the quality of the uniforms?
7. Where are your school uniforms made?
8. How many people around the world does the fair trade industry help?
9. Why do the students at the school like supporting the fair trade industry?
10. What surprised you about this story?

Check out the [Fair Trade resource](#) on the Teachers page

Teacher Resource

Sugar Tax

FOCUS QUESTIONS

1. Which country recently announced it will introduce a tax on soft drinks?
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9. Why do some people think that a sugar tax is a bad idea?
10. Do you think there should be a tax on sugary drinks? Explain your answer.

ACTIVITY

Class discussion

After watching the BtN *Sugar Tax* story, respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What does this video make your WONDER?
- What did you LEARN from this story?
- How did this story make you FEEL?
- What was SURPRISING about this story?

Working in small groups, students brainstorm what they know about sugar. Record their responses on a concept/mind map.

- What is sugar?
- What foods are high in sugar?
- What foods are low in sugar?
- Why is sugar added to food?
- How does sugar affect our health?

KEY LEARNING

Students will investigate the effect sugar has on the body and develop an argument for or against the introduction of a sugar tax.

AUSTRALIAN CURRICULUM

Health and Physical Education – Years 5 & 6

Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours ([ACPPS057](#))

Plan and practise strategies to promote [health](#), [safety](#) and [wellbeing](#) ([ACPPS054](#))

Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities ([ACPPS058](#))

Health and Physical Education – Years 7 & 8

Investigate and select strategies to promote health, safety and wellbeing ([ACPPS073](#))

English – Year 5

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing [text](#) structures, [language features](#), images and sound appropriate to purpose and [audience](#) ([ACELY1704](#))

English – Year 6

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with [text](#) structures, [language features](#), images and digital resources appropriate to purpose and [audience](#) ([ACELY1714](#))

What are the effects of sugar?

Students will investigate the different types of sugars and the effects they have on the body. Ask students to reflect on the following questions to guide their research:

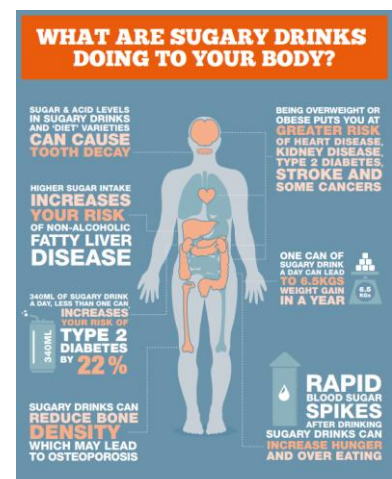
- What foods and drinks do you consume that contain sugar?
- What are naturally occurring sugars?
- What are added sugars?
- How does sugar affect you? What changes do you notice when you eat sugar? Think about your energy levels, health, behaviour and sleep.
- What are some good things about sugar?
- What health problems are associated with a high sugar diet? Investigate the connection of excessive sugar intake with cardiovascular disease, obesity and diabetes, tooth decay and some forms of cancer.

Sugar comes in many forms. Here are some of the different types of sugar that you might find on ingredients labels. Students fill out the following table looking at the types of sugar and how they affect the body.

Type of sugar	What is it?	Foods it's found in	Effects on the body
Glucose			
Sucrose			
Fructose			
Lactose			
Maltose			
Corn Syrup			

Discuss with the class what they have discovered about the affect sugar has on the body. Ask them to display the information as an infographic or labelled poster of the human body.

See examples (right) from the [rethink sugary drink campaign](#).



ACTIVITY

What's your sugary drink intake?

Students will keep a diary of their sugary drink intake for a week. Begin by asking students to think about drinks that may contain sugar. Collect some empty bottles of soft drinks, iced tea, fruit juice, flavoured milks and sports drinks and look at the nutrition information on the packaging. Ask students to look at the list of ingredients and identify the sugars. Explain they will be recording their sugary drink intake for a week including the grams of sugar in each drink they consume.

Day	Drink/s	Grams of sugar
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
Total		

Ask students to respond to the following:

- What is the recommended daily intake of sugar for children and teenagers?
- What proportion of their daily sugar intake are sugary drinks?
- Students can work out how far they would have to walk to work off their sugary drink intake by using the [sugary drink calculator](#).

Students reflect on the following questions:

- What was surprising about the results?
- How could they reduce their sugary drink intake?
- What are some healthier alternatives?

ACTIVITY

Should we have a sugar tax?

The government in the United Kingdom recently announced it will introduce a tax on soft drinks containing 5 grams or more of sugar per 100ml.

Students will write a persuasive argument *for* or *against* the following statement: "Sugary drinks should be taxed". Ask students to think about the following:

- What is the aim of the tax?
- Do you think people would stop buying sugary drinks if they cost a bit more?
- Should governments be interfering with what people eat and drink?
- What impact will the tax have on drink manufacturers, jobs etc?

There are weblinks at the end of this activity that will help students research both sides of the debate. Ask students to suggest their own ways of changing people's behaviour when it comes to sugary drinks.

Provide students with the following structure to follow when completing this activity.

Structure of an exposition text

Introduction

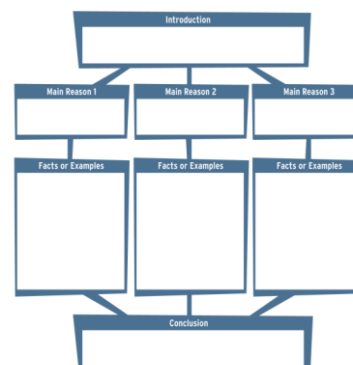
- What is the point you are trying to argue? Construct an introductory paragraph which states the issue or topic.
- Introduce the arguments that will be developed in the body of the text.

Body

- Construct arguments that support your point of view.
- Each paragraph starts with a topic sentence which introduces each point.
- The rest of the paragraph gives more reasons.
- Arguments can be ordered from strongest to weakest.

Conclusion

- Restate your position on the argument
- Construct a concluding paragraph that provides a summary of your arguments and a call to action.



readwritethink

Use a [persuasion map](#) to plan your exposition text.

USEFUL WEBSITES

Behind the News – Soft Drink Ban

<http://www.abc.net.au/btn/story/s3958284.htm>

Behind the News – Bitter Sweet

<http://www.abc.net.au/btn/story/s3825542.htm>

ABC News – Sugar tax: Health bodies say Australia is sweet enough to pay up

<http://www.abc.net.au/news/2016-03-17/uk-sugar-tax-australia-is-sweet-enough-to-pay-too/7255050>

ABC News – Jamie Oliver urges Australia to adopt sugar tax following Britain's soft drink levy announcement

<http://www.abc.net.au/news/2016-03-17/jamie-oliver-urges-australia-to-follow-uk-with-sugar-tax/7253074>

ABC News – Australians still eating too much sugar, teenagers particularly at risk, research shows

<http://www.abc.net.au/news/2016-03-21/australian-sugar-intake-remains-high-research/7263200>

Rethink the Sugary Drink – Campaign

<http://www.rethinksugarydrink.org.au/>

Better Health Channel – Sugar

<https://www.betterhealth.vic.gov.au/health/healthyliving/sugar>

Child and Youth Health – Sugar

<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=284&id=2685>

Teacher Resource

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Fair Trade

FOCUS QUESTIONS

1. Before you watch the BtN story, predict what you think it's about.
2. What was the main point of the BtN *Fair Trade* story?
3. Explain what the term 'fair trade' means.
4. How did the school become interested in fair trade products?
5. What are the school polo shirts made from?
6. How do the students describe the quality of the uniforms?
7. Where are your school uniforms made?
8. How many people around the world does the fair trade industry help?
9. Why do the students at the school like supporting the fair trade industry?
10. What surprised you about this story?

ACTIVITY

What do you think?

Before watching the BtN *Fair Trade* story, ask students to make some predictions about what the story might be about. Think about the words 'fair' and 'trade'. What do you think fair trade means?

Students will compare and contrast their predictions with other classmates after viewing the story.

After watching the BtN *Fair Trade* story, hold a class discussion, using the following discussion starters. Brainstorm ideas in small groups and then students will report their group's responses to the class.

- What words would you use to describe fair trade?
- How did this story make you feel?
- What was surprising about this story?
- What do you want to learn more about this topic?
- Leave a message on the BtN story page.

KEY LEARNING

Students will investigate how consuming fair trade products can affect communities and the environment.

AUSTRALIAN CURRICULUM

HASS – Year 5 & 6

Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others ([ACHASS1103](#)) ([ACHASS1131](#))

Design and Technologies – Year 7/8

Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of [technologies](#) and designed solutions for [preferred futures](#) ([ACTDEK029](#))

English – year 5, 6 & 7

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing [text structures](#), [language features](#), images and sound appropriate to purpose and [audience](#) ([ACELY1704](#)) ([ACELY1714](#)) ([ACELY1725](#))



ACTIVITY

Discuss the BtN *Fair Trade* story as a class. What questions were raised in the discussion (what are the gaps in their knowledge)? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

<i>What do I know?</i>	<i>What do I want to know?</i>	<i>What have I learnt?</i>	<i>How will I find out?</i>

Students will develop their own question/s for inquiry, collecting and recording information from a wide variety of sources (internet, books, newspaper and magazines).

- What is fair trade? Find a definition.
- Where can you find fair trade products?
- How can you tell if a product is fair trade?
- Why is fair trade important?
- How does fair trade help communities in developing countries?
- How does fair trade help the environment?

ACTIVITY

Glossary

Develop a glossary of words and terms that relate to fair trade. Below are some words to get you started. Add words and meanings to your glossary as you come across unfamiliar words throughout your research. Consider using pictures and diagrams to illustrate meanings.

Export	Import	Sustainable	Farmer
Producer	Consumer	Goods	Industry
Product	Developing country	Developed country	Commodities

Challenge students by asking them to use words from their class glossary to write their own sentences. Alternatively, students can make their own crossword puzzle or word find.

ACTIVITY

Geography

Ask students to think about the products they consume every day. Ask students to put up their hands up if they've eaten or used one of the following today?

- Are you wearing cotton?
- Have you eaten cocoa (chocolate)?
- Have you played with a soccer ball?

Then ask students to put their hands up if they know where this product comes from? Students will complete the [Where do I come from? template](#) to learn more about the products they consume.

Where do I come from? **behind the news**

Complete the tables below to learn more about the products you consume and how they're traded fairly. Identify where each product comes from (outside of Australia) and locate on the map below. Draw an arrow from the product to the corresponding locations.

Name: _____

<p>What am I? _____</p> <p>Where do I grow? _____</p> <p>I am used to make: _____</p> <p>How is this product produced and traded fairly? _____</p>	<p>What am I? _____</p> <p>Where am I made? _____</p> <p>How is this product produced and traded fairly? _____</p>	<p>What am I? _____</p> <p>Where do I grow? _____</p> <p>I am used to make: _____</p> <p>How is this product produced and traded fairly? _____</p>
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ACTIVITY

The journey of cocoa – research project

- Where does cocoa grow?
- Where in the world are cocoa forests located? Locate using Google Maps.
- Discover how cocoa is harvested, produced and traded fairly. Draw a flowchart illustrating the process.

Chocolate from the fair trade certification system is different from other chocolate. The fair trade system pays farmers a decent price for their cocoa every year. This way, the price cannot suddenly drop.

- Find out how buying fair trade chocolate can affect the lives of cocoa growers. Think about food, education, housing etc.
- How do you know if the chocolate you buy is fair trade?
- Write a letter to a chocolate company asking if the cocoa they use is fair trade. Explain in your letter the research you have been doing about fair trade. Discuss your concerns and explain the problem.



ACTIVITY

Take action

What actions can you take to become a more informed consumer and play your part in supporting fair trade? Brainstorm ideas as a class. Below are some ways that you can become an active and informed global citizen.

- Write a persuasive letter convincing your teachers to make the switch to fair trade uniforms, coffee and tea in the staffroom, refreshments in the canteen or sports equipment.
- Make posters to put up around your school, with suggestions on how teachers and students can take action and support the fair trade industry.
- Make a chocolate cake using fair trade products and share with your classmates.
- Use a range of fair trade products to sell for your next school fundraiser.
- Buy a fair trade product next time you go shopping with your family. The more fair trade products we buy the more we can help communities and the environment and support the fair trade industry.
- Find out which shops and cafes in your area sell fair trade products. Make a list and share with your school community to encourage your school to support the fair trade industry.
- Take a stand and give your friends and family fair trade chocolate for Easter, to help working conditions of cocoa farmers.
- Set up a fair trade stall/info booth in your school library/front office to raise awareness about fair trade.



USEFUL WEBSITES

ABC News – Hazelbrook Public School in NSW becomes first in Australia to wear fairtrade uniforms

<http://www.abc.net.au/news/2016-02-16/nsw-school-wears-fair-trade-uniforms/7170618>

Fairtrade Australia and New Zealand – What is Fairtrade?

<https://fairtrade.com.au/page/what-fairtrade>

Oxfam – Ethical Trading

<https://www.oxfam.org.au/what-we-do/ethical-trading-and-business/>

Fairtrade Australia and New Zealand – Meet the fairtrade farmers

<https://fairtrade.com.au/farmers>

Shop Ethical – Go ethical in your school

<http://www.ethical.org.au/3.4.2/get-involved/resources/go-ethical-in-your-school/>



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Encourage your students to be active and informed citizens by watching our 10 minute news program each day. Go to the BtN homepage and click on the 3News link.



BtN: Episode 08 Transcript 29/03/16

Coming up on Behind the News:

We find out why an early election is now on the table.

Go diving to discover what's got the Great Barrier Reef looking a lot less colourful.

And how these kids' uniforms are helping to make the world a better place.

Hi my name is Nathan and thanks for joining me for BtN.

All that and more coming up soon.

The Wire

But first to Europe where the country of Belgium has been hit by two separate terrorist attacks.

Here's everything you need to know about it in a special edition of the Wire.

It was around 8 o'clock in the morning in Brussels, the capital city of Belgium, when explosions rocked the international airport and nearby train station.

31 people died and many others were hurt. The terrorist group Islamic State says it was responsible. It's the same group that carried out the attacks in Paris last year, which killed 130 people.

Police and counter-terrorism officers quickly swung into gear carrying out raids all over Brussels and arresting many people. Intelligence groups across Europe also lent a hand and they've promised to work more closely in the future to try to stop this kind of attack from happening again.

Many world leaders offered their support too.

MALCOLM TURNBULL, AUSTRALIAN PM: The Belgium people have our thoughts, our prayers and our resolute solidarity in this battle against terrorism.

DAVID CAMERON, UK PM: We need to stand together against these appalling terrorists and make sure they can never win.

BARACK OBAMA, US PRESIDENT: We stand in solidarity with them in condemning these outrageous attacks against innocent people.

This primary school is just metres away from the airport that was hit in the attacks.

Yousra (Dutch girl): My father works at the airport. I wondered what to do. I asked my mother if everything was okay, she said he was okay. So that made me happy.

Wissal (Dutch girl): There are no planes flying around anymore and that is strange, because usually there are planes morning, afternoon and evening. And now all of a sudden it stopped, we don't hear any planes anymore.

Louis (Dutch boy): It feels good but also weird to come to school. Usually we chat about what we've been up to. But today we asked: have you heard about the attacks.

Samir (Dutch boy): Even if something happened, it didn't happen in school and not with me nor my classmates, and that is good.

Around the world landmarks were lit up in black, yellow and red - the colours of the Belgium flag. And people lit candles and laid flowers not just on the streets of Brussels, but as far away as Russia and even here in Australia.

There were also a lot of tributes posted on social media. All different ways that people all over the world showed support for the people of Belgium during a really difficult time.

Now that is obviously a really scary story. So if it's left you feeling overwhelmed please head to our website and click on the upsetting news page. We've got heaps of stuff there that can help.

Unions Explained

Reporter: Amelia Moseley

INTRO: Okay now back to Australia and last week the Prime Minister announced he is willing to dissolve both houses of parliament and go to an early election over the issue of union corruption. It's a pretty dramatic thing to do. So what is a union and why is the PM willing to fight an election over them?

Getting a good job in a good workplace is something a lot of people want!

But what makes a workplace good? Well for a lot of people it's things like normal work hours

Girl 1: It's home time. We can pick this up tomorrow.

Girl 2: Ok, that's great.

Safe working conditions

Girl 2: What's this?

Boy: You shouldn't be here, sorry it's dangerous. It's for your own safety.

Girl 2: Ok, no problem.

And fair pay.

Girl 1: Yay, pay day!

But, back in the old days, things were often pretty different. Workers could be made to work really long hours

Girl 2: Can't we go home, I'm so tired.

Girl 1: No, we still have at least five hours.

Girl 2: Five hours!

In sometimes dangerous conditions

Boy: Watch it!

And people weren't always paid fairly.

Girl 2: Hey!

If a worker complained or quit they could easily be replaced! So some decided to band together to force employers to listen to them and make changes, and that's how unions came about.

Over the years, trade or labour unions have helped bring about things like a minimum wage, rules about safety and 8-hour work days. Unions have also fought so workers can get lunchbreaks, time off if they're sick and maternity leave, and they've helped set rules to make sure companies can't make kids work, can't discriminate against anyone, and have to pay women as much as men.

So unions have made a pretty big name for themselves over the years. They even founded the oldest political party in our country; the Australian Labor Party. But some people are worried that some unions have become way too powerful. Recently, a big investigation looked into whether some top union officials might've been bullying businesses into doing what they want. There were also worries that some dodgy deals were being made and union money was being spent on the wrong stuff.

Now, the PM's been trying to bring in new laws which would mean bigger punishments for unions caught doing the wrong thing and the creation of a group that would have the job of keeping a close eye on them. Unions reckon both laws are a bad idea, because they say the laws would make it harder for them to look out for workers, and take away their power to get companies to change when they need to.

But the PM has now issued an ultimatum! He says the issue is so important to him that if he doesn't get enough support in parliament to pass the union laws he'll call an early election over it.

MALCOLM TURNBULL, PM: If they don't want to pass the ABCC bills, then they should resolve to reject them and then the decision will be left to the Australian people.

Others say this isn't a big enough problem that it's worth dissolving both houses of parliament and going to an early election over. So they say the Prime Minister is actually just using the issue to get rid of the Senate and increase his power. But whether it's a power grab, an attempt to keep a closer eye on unions, or both, this early election will always go down in history as being centred on unions. If it goes ahead of course, and we won't know that until next term.

Quiz

Okay let's go to a political quiz now. How many seats are there in the Senate?

- 6
- 36
- 76

The answer is 76.

Coral Bleaching

Reporter: Carl Smith

INTRO: Okay now to the Great Barrier Reef where the federal Environment Minister has raised the coral bleaching threat level to its highest point. Researchers say this summer's bleaching is the worst they've seen in 15 years. But how does it even happen? Here's the answer.

This is probably how you imagine the Great Barrier Reef looks. The film Finding Nemo showed kids around the world the beautiful creatures and colours of the Reef.

But lately big parts of the reef have been looking more like this. Lots of the coral on the reef is turning white because of something known as 'coral bleaching'.

So where have all the bright colours gone? Well, first up, let's take a look at where all that colour actually comes from in the first place. The Great Barrier Reef is one of the great natural wonders of the world and it's the only living organism visible from space. Yep, you heard right - that giant thing is actually alive.

CARL: See when you look at a chunk of coral, you're actually looking at its skeleton.

But if you look a little closer, you'll see these tiny little bumps all over it. Inside those little bumps live something called polyps, and that's the part of the coral that's alive when it's still under water. And a single chunk of coral can have millions and millions of these things living together in a single colony.

Polyps spend their time popping out of their little hidey holes and munching on any food that floats past. They then convert it into more of that coral skeleton.

But the coral isn't alone in those little holes. There are tiny little algae inside too! And they actually help feed the coral by converting sunlight into energy the coral can use! While doing that the algae also gives coral its amazing colours.

But that algae is really sensitive to temperature. If it gets too warm the algae leave, the coral turns white, and it starts to starve. If the water cools down quickly they can recover. But if it stays too warm for too long, some coral die. And that's the problem researchers are seeing right now after some record-breaking hot months.

KATE QUIGLEY, JAMES COOK UNIVERSITY: If you just kind of look just to the side of us, right next to Carly, you can see just tons of white colonies.

These scientists are based on Lizard Island, North of Cairns and they're worried things will just keep getting warmer and warmer up here because of climate change.

TERRY HUGHES, JAMES COOK UNIVERSITY: The reports in the last few days have been quite extreme levels of bleaching with the beginning of coral mortality.

When corals die off it's a big problem because it can take years or even decades for it to recover, if ever. And even if it does bounce back, it might not have the same diversity of corals and colours as before.

The government says it'll put more money into programs designed to keep an eye on the reef, and it's raised the coral bleaching threat level to as high as it can go.

Many scientists say that's good news, but some say we need to be doing more to combat climate change. Things like switching to more renewable energy sources instead of burning fossil fuels. Because if we aren't careful this giant, complex colourful mass of life could be lost for good.

Sugar Tax

Reporter: Matthew Holbrook

INTRO: Next up the UK government has confirmed it will introduce a tax on sugary drinks to help reduce childhood obesity. And now celebrity chef Jamie Oliver has demanded Australia introduce one too. But is it a good idea? We'll let you decide.

Here are some things you can say about sugar: It's sweet, it's grainy, and if you leave it lying around, you'll get ants. Also people in the UK might soon be paying more for it in sweetened drinks like these. The government there has announced that in two years time, drinks containing more than five grams of sugar per 100ml will be hit with a new tax. And the more sugar the drinks contain, the higher the tax will be. It says too many kids are having too much sugar and it's leading to problems to like obesity, tooth decay, along with diabetes and heart disease later in life.

Celebrity chef, Jamie Oliver, says it's something other countries like Australia need to think about, too.

JAMIE OLIVER, CHEF: Australia, pull your finger out. Canada, pull your finger out. It's about time your governments got on this.

Here in Australia, almost half of kids drink sugary drinks every day. And it's not just the fizzy kind. Juices, energy drinks, sports drinks, even iced teas can contain a lot more sugar than you might think.

MATT HOLBROOK, REPORTER: The World Health organisation reckons we should only be having about six teaspoons of sugar a day. There's way more than that amount in this juice, nearly 9 teaspoons of sugar, while this cola bottle has sixteen teaspoons. This would be easier to do with a bigger spoon.

And while we've all seen ads like these about making healthier eating choices.

ADVERTISEMENT: The sugar in any sugary drink is sugar your body doesn't need.

A new study's found that over time our eating habits haven't really changed much. Three quarters of Aussie kids between 9 and 13 are still getting more than the recommended amount of sugar. So is it time to consider a tax on sugary drinks?

Well, not everyone thinks so. Australia's food and beverage industry says it's unfair to target soft drinks because it says these drinks make up just a small part of what we eat and drink every day. They also say it would hurt business, and it could lead to all kinds of other things being taxed, too.

GEOFF PARKER, AUSTRALIAN BEVERAGES COUNCIL: All of a sudden it's open slather for the government to slap a tax on burgers or pizzas or whatever else it might be.

But some health organisations say the benefits are worth it, and it could make a big difference to our daily sugar intake. So do you think we should have a tax on sugary drinks?

GIRL: I think it's a really good idea and hopefully it will decrease the amount of obese children and teenagers and adults. And I think if they wanted to do more on it they could make healthy foods cheaper.

BOY: I don't think ten cents will break the bank so if you want a soft drink you'll buy a soft drink.

BOY 2: People will still buy the drinks and there'll be a lot of poor people around everywhere.

GIRL 2: It's good and bad on both sides because soft drink companies they could go broke and that will cause less jobs.

BOY 3: I think it'll be a great idea and they should bring it over to Australia as well because Australia's creeping up the charts with the most obese kids and yeah, I just think it will be a great idea.

Poll

Okay I think that issue is worth a poll. The question:

Do you support a sugar tax in Australia? Let us know on our website.

Now last week we asked you if you had ever felt bullied off the back of our #BehindYou story. And the results were pretty scary. Out of 3 and a half thousand votes most - 86% - said they had felt bullied. Thanks to everyone for sharing.

Penguin Researchers

Reporter: Amelia Moseley

INTRO: We all know that penguins often look like they're wearing suits. But on Phillip Island in Victoria they should really be wearing lab coats. Scientists have enlisted them as mini-researchers to help gather samples they can't get any other way. The scientists hope their little researchers will help them learn more about climate change.

They don't wear lab coats and none of them have been to uni, but these little researchers are pretty cute and now they're helping human scientists with a very important study! The little penguin researchers live here on Phillip Island in Victoria. It's an area where sea temperatures are rising faster than almost anywhere else in the world. So, scientists have recruited these unsuspecting helpers to collect data that would be impossible to get any other way.

RICHARD REINA, MONASH UNI PROFESSOR: We haven't had a big picture before because sampling is so difficult and it's a big area to cover. So by using the birds who know where to go and what to look for, we save ourselves the time and effort of having to do it.

RESEARCHER: Is there anyone else in here? Yes, sorry mate.

To see exactly what they get up to, researchers are attaching GPS trackers to them along with activity trackers; the sort of thing people wear to measure their fitness. In this case, waddles and strokes!

DR ANDRE CHIARADIA, PENGUIN BIOLOGIST: Well, we put this GPS - the same as you have in your car - and we use this Fitbit to measure how much energy they're using, or how hard the penguins are working when they go at sea.

The aim is to find out more about how climate change is affecting our oceans. By tracking their movements, scientists are hoping to discover if the penguins are changing their habits as water temperatures rise.

RICHARD REINA, MONASH UNI PROFESSOR: One of the worst consequences is the range in which different species can survive shifts. So a species that are able to tolerate warmer water are likely to come further south.

One of the things they're worried about is that marine animals might have to start travelling further to look for food, or even eat different things. So to find out what these guys are eating, they're keeping a close eye on penguin poo!

RESEARCHER: Not the nicest of jobs but it gives us fantastic data.

So far, they've been surprised to find these little guys are eating a lot of jelly fish. That could mean other types of fish aren't as easy to find right now. Then there's this penguin-size bridge which scans each one as they walk over it! It records which penguin's which, when they leave home, come back and, most importantly, how much they weigh. That helps scientists work out how much the little penguins are eating. So that's just some of the data scientists are already getting from these cute birds. But in the future, they hope to be able to discover even more about how our environment is changing with a little help from their new feathered friends.

Quiz 2

Okay now to our second quiz. Let's stick with the subject of penguins for this one.

Do penguins live:

- in the Northern hemisphere
- the Southern hemisphere
- or both

The answer: just the Southern hemisphere.

Ethics Podcast

Could you ever trust a robot, or is it ok to fight back against a bully? There just some of the tricky questions tackled in a new ABC podcast called Short and Curly. Carl from BtN has teamed up with ABC 3 funny girl Molly, to make this fun podcast just for kids. It's great for holiday road trips or to get you thinking in the classroom. Just head to the BtN website for your free download.

The Score

Right it's sport time now. Here's some of the biggest moments from this week.

The Rio Olympics may be around the corner but one Aussie's only just been awarded Gold from the last Olympics!

Walker Jarred Tallent came second in the 50k race in London in 2012 but the Russian walker who took gold has now been disqualified for doping, leaving Tallent the new winner!

A Melbourne table tennis player has just made history by becoming the first Aussie to qualify for both the Olympics and Paralympics!

Melissa Tapper was born with nerve damage in her arm but has been playing table tennis since she was a kid.

She's one of only a handful of people in the world to compete in both games!

And finally this 15 year old has won one of Australia's most prestigious running races - the Stawell Gift.

Talia Martin sprinted past her older rivals in the women's race to take out first place and a 40 thousand dollar prize!

She was pretty stoked.

TALIA MARTIN: Thank you so much, I can't believe it.

So what does a runner buy with all that money? Talia says maybe a hoverboard!

Fair Trade Uniforms

Reporter: Hazelbrook Public School

INTRO: Finally today no school in Australia has uniforms quite like Hazelbrook Public School. They say they're the first school in the country to use 100% fair trade uniforms. But what does that mean? The kids from Hazelbrook walk us through it.

HAZELBROOK PUBLIC SCHOOL: Have you ever wondered where your clothes come from? Do you know how they were made and what they were made of? Well here at Hazelbrook Public school we do. We know that our school shirts were made fairly and that the workers were treated well, and we know the makers got paid their fair share of the money made from the product, because recently Hazelbrook Public school became the first school in Australia to have fair trade uniforms.

GIRL: So what is fair trade?

GIRL 2: Well, fair trade means that everyone who helped make the products was treated well, paid fairly and had good working conditions, because most people who live and work in poverty only receive 5 per cent of the profits of clothes they make and live on one dollar a day.

GIRL: Wow.

GIRL 2: That's why it's such a big deal.

Hazelbrook's fair trade journey started 4 years ago when we started to have fair trade Father's and Mother's Day stalls when we heard of fair trade uniforms from a parent. After that, Anna Dohnt, the founder of the fair trade company that made our uniform, travelled around India to meet the makers of our fair trade polo shirts. The makers include the cotton pickers, the weavers, and the people who dye the shirts royal blue.

GIRL 3: I think it's a great idea because the shirts are softer and great quality. We are also expanding our fair trade school items to more clothes and even staff tea and coffee.

BOY: I really like the idea of fair trade and the way it supports different communities

GIRL 4: Our shirts are great for the environment because they're made of 50% recycled plastic bottles and 50% organic cotton. The dyes used are non toxic and the factory recycles all its water. The fair trade industry is helping more than 100 million people around the world.

CLASS: It's fair trade!

GIRL 5: It's great to know we're supporting other communities in need.

GIRL 6: It's really comfortable to wear and it's much cooler than the old shirt.

BOY AND GIRL: It feels amazing being a part of this because it's about giving people in poverty a chance. We hope to inspire schools Australia wide to do the same thing and to help others.

CLOSER

And that's us done for today! For more info on anything you've seen today, please visit our website. Right, that's it from me, see you next week.