

## Teacher Resource

# Sugar Tax

### FOCUS QUESTIONS

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.

### 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:

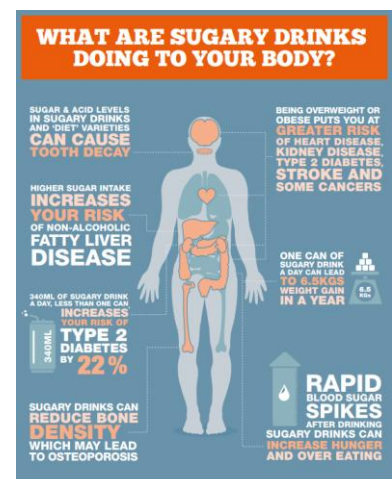
- What foods and drinks do you consume that contain sugar?
- What are naturally occurring sugars?
- What are added sugars?
- How does sugar affect you? What changes do you notice when you eat sugar? Think about your energy levels, health, behaviour and sleep.
- What are some good things about sugar?
- 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       |         |                |
| <b>Total</b> |         |                |

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**

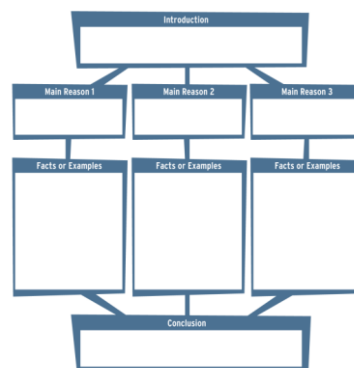
- What is the point you are trying to argue? Construct an introductory paragraph which states the issue or topic.
- Introduce the arguments that will be developed in the body of the text.

#### **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.



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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/healthyiving/sugar>

Child and Youth Health – Sugar

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