



Teacher Resource

Sugar Tax

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. What was the main point of the Sugar Tax story?
2. According to the Australian Medical Association, how many litres of sugary drinks do Australians drink every year?
 - a. 400 million
 - b. 1.4 million
 - c. 2.4 billion
3. What sort of health problems does a high sugar diet contribute to?
4. The AMA is proposing a tax of _____ cents for every 100 grams of sugar in a drink.
5. Do you think there should be a tax on sugary drinks? Explain your answer.

Activity: Comprehension

After watching the BTN Sugar Tax story students answer the following comprehension questions:

- What are some keywords from the BTN story?
- What did you learn from the story? Write a summary.
- What is the purpose of this news story? To entertain, persuade, inform, explain and/or describe?



Activity: Pros and Cons

As a class brainstorm and record the pros and cons of introducing a sugary drinks tax in Australia. Use a t-chart to record student's responses. Students will weigh up the pros and cons of the issue and then write a short persuasive argument stating why there should or should not be a tax on sugary drinks.

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KEY LEARNING

Students will calculate the amount of sugar in a variety of sugary drinks. Students will keep a diary of their sugary drink intake for a week.

CURRICULUM

Health and PE – Years 3 & 4

Identify and practise strategies to promote health, safety and wellbeing.

Discuss and interpret health information and messages in the media and internet.

Health and PE – Years 5 & 6

Plan and practise strategies to promote health, safety and wellbeing.

Health and PE – Years 7 & 8

Investigate and select strategies to promote health, safety and wellbeing.

Evaluate health information and communicate their own and others' health concern.

Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities.

Mathematics – Year 6

Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables.

Activity: How much sugar is in my drink?

Show your students a range of sugary drinks (you may want to show images or real drink containers). Some popular drinks include fruit drink, juice, sports drinks, cordial and soft drink.

Discussion questions

- Which of these drinks do you think contains the most sugar?
- Which drinks do you think are the healthiest options?
- How often do you drink sugary drinks?
- How can too much sugar affect our health?

Predict and estimate

Students will predict which drink has the most sugar (from most to least). Estimate how much sugar (in teaspoons) is in each drink.

Analyse and calculate

Students will record the sugar content for each drink. They will convert grams of sugar into teaspoons using this formula: $Number\ of\ teaspoons = grams\ of\ sugar / 4$

In small groups students will:

- Find the 'Nutrition Information' label on a bottle
- Look for the information about the sugar content
- Analyse how many grams of sugar are in 100mls and per serving (a can or bottle)
- Convert the number of grams into teaspoons (1 teaspoon = 4 grams). Make your calculations using this formula: $Number\ of\ teaspoons = grams\ of\ sugar / 4$
- Using real sugar measure the teaspoons of sugar into a cup to visualise how much is in the drink.

Drink name	Serving size (ml)	Sugar per serve (grams)	Sugar per serve (teaspoons)	Sugar per 100ml (grams)	Sugar per 100ml (tsp)

Evaluate

- Present your findings in a bar graph.
- Which drink has the most sugar per 100mls?
- Did anything surprise you? Explain.
- Compare your calculations to your earlier predictions and estimates.
- Design a poster which shows your findings. Put up your poster around your school.

Activity: 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 (fruit juice, fizzy drinks, sports drinks, energy drinks, iced tea, flavoured milk, smoothies, slushies, flavoured water). Collect some empty bottles of sugary 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	Total grams of sugar
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
	Total	

After completing the activity students will respond to the following:

- What is your daily sugar intake (from sugary drinks)?
- Do you think sugar is a huge part of your diet? Explain.
- What was surprising about the results?
- How could you reduce your sugary drink intake? What are some healthier alternatives?

Choose a project

- **Campaign** – Educate kids about how much sugar is in some drinks and the effects of sugary drinks on the body. Your campaign will focus on encouraging kids to drink more water. Think of some fun water related games to include in your campaign (bottle flip competition, sponge relay races or water balloon spoon race). Or design a campaign to save kids teeth and their money by promoting alternatives to sugary drinks like – water flavoured with strawberries, mint or lemon slices; or milk blended with frozen fruit.
- **Is juicing good for you?** – Compare the sugar content in a glass of orange juice and an orange. Experiment in the classroom. How many oranges are used to make a glass of juice? Analyse the results and make recommendations.
- **Classroom experiment** – What impact do different drinks have on your teeth? Conduct this [fun and simple experiment](#) in your classroom with water, juice, cola and eggshells.


Activity: Public opinion

Students will interview a range of people to find out the different opinions and feelings people have towards a sugary drinks tax. Students will use the following as a guide during the interview process:

- Determine who you will interview, for example, family and/or friends.
- Prepare for your interview by writing some questions that you will ask your interviewee. Write open-ended questions. Open-ended questions have no right or wrong answer and can't be answered with a 'yes' or 'no'.
- Ask if they think a tax on sugary drinks is a good idea and ask them to explain their answer.
- Think about ways to record peoples' responses, written, audio or video.

Do you think there should be a tax on sugary drinks? Why or why not?

BTN Financial Literacy collection

Visit BTN's collection of stories which focus on Financial Literacy. Look for BTN stories with the pencil icon  to find supporting teacher resources all linked to the Australian Curriculum.

[BTN – Financial Literacy Collection](#)



BTN Newsbreak

BTN Newsbreak keeps kids up to date each weekday, even through school term breaks. Join Nat each evening for a wrap of what's been happening in the world. [BTN – Newsbreak stories](#)



Useful Websites

- [Sugar Tax](#) – BTN Newsbreak
- [Sugar tax needed tackle Australia's worsening obesity crisis](#) – AMA
- [Effects of sugar on our health](#) – ABC Education
- [Sugar](#) – Better Health