



Taxing fat



This sequence is intended as a framework to be modified and adapted by teachers to suit the needs of a class group.

Resources needed

- Taxing fat - Group Investigation

Suggested activity sequence

Part A: Does taxing fat work?

- 1 Recap or introduce how and why the government intervenes in the economy to influence the behaviour of consumers.

Governments can influence the levels of production and consumption of goods that have social costs or benefits.

- 2 Students complete part 1 of the *investigation*.

Part B: Make predictions and calculate

- 1 Students complete questions 1-2 of part 2 of the investigation.

If necessary, explicitly teach how to calculate percentages. Refer to *Calculating percentages and percentage change – How-to-sheet*.

- 2 Use a *grouping strategy* to organise students into groups of 4.
- 3 Groups answer question 3 of the investigation.
- 4 Groups share their decision with the class.
- 5 Record these results on board.
- 6 Students individually answer question 4 using the data on the board.

If necessary, explicitly teach how to calculate the median. Refer to *Calculating mean, median and mode – How-to-sheet*.

Part C: What do others' think?

- 1 As a class, collaboratively develop a simple yes/no style question about taxing sugar-sweetened beverages in Australia.
- 2 Survey the class on their position and record the results on the board under 2 columns – yes and no.
- 3 Students survey 10 members of their family and community (part 3 – question 1).
- 4 Students collate the results of the survey into tables and graphs.

Refer students to *Building charts and tables – How-to-sheet*.

- 5 Students analyse their data, writing short descriptions of what they see.
- 6 Students complete the remaining questions in part 3 of the investigation.