

Overview

The program starts in the playground with children eating and talking about apples. It then explores what it's like living on an apple orchard; growing, harvesting and sending apples off to the market. The program then follows the apples from the market to see how a variety of products are made, e.g. apple juice and cider vinegar.

Activities

- In the TV program we see each stage of an apple from a seed to the fully developed apple. Ask the children to recall the different growth stages. Working in small groups, ask the children to recall and then role-play the pollination of apple flowers.
- Talk about the needs of an apple tree and how they were met in the TV programme. Talk about how these systems save water and help trees to survive. Investigate how to assemble and use a plastic pipe irrigation system in a garden.
- Visit the local fruit and vegetable shop and ask the children to make drawings of different varieties of apples. Colour and cut them out. Make a mobile for each different variety. Discuss and write sentences about why apples are good for us.
- Collect different apples and hold a class apple tasting. Invite the children to use their senses to compare the apples. Record their observations on tape. Make apple tree mobiles for each variety, and suspend words to describe their colour, shape and a written description of the different flavours.
- Ask the children to each draw a picture showing one stage of the apple growing and marketing process from a tree to the table. Sequence the pictures and pose hypothetical scenarios e.g. what could happen if the cherry picker broke down?
- Role-play what happens to an apple: on a tree, in a cherry picker, on a truck, in the market, in the factory, in a shop, in a mouth.
- Compare the different ways apples are picked. Discuss advantages and disadvantages for each. Draw a design and or make a bag for hand picking apples. Test them out.
- In the TV program we see different machines used in the picking, transporting and processing stages. Ask the children to recall the different types of machinery and talk about their uses. Group and sort these machines in as many ways as you can. Discuss the different types of energy used to power them, e.g. hydraulics for the cherry picker, diesel for the tractor.
- Use construction or junk materials such as margarine containers, ice-block sticks, bottle tops and bags, to make either a model cherry picker or tractor to demonstrate how it works. Use plastic syringes to explore simple hydraulics, and demonstrate how this helps to move the arm of the cherry picker. Explore wheels and axles for the tractor.
- Ask children to investigate different products made with apples. Compile a list and try some. For example compare apple juice with apple cider vinegar or non-alcoholic apple cider. Talk about the different ways they are processed.
- Use the Internet to find recipes with apples in them. Compile the recipes to make a healthy eating apple cookbook. Invite parents to assist in the preparation of a *'Farm to Table Apple Feast'*. Display the students' work about apples.
- Borrow a juice extractor and make your own apple juice. Students can design an apple juice label for a clean empty PET bottle. Compare the way you made your juice, to the process seen on the TV programme. What was the same, what was different? Market your juice in the school.

Learning Outcomes

Students will be able to:

- understand that living things need water and Sun to grow.
- classify an apple tree as a living thing.
- appreciate the roles that different people play in the processing of apples from farm to table.
- identify different stages in the production of products like apple juice, cider vinegar and cider.
- begin to appreciate different points of view about the use of pesticides.

Focus Questions

- Do you like apples?
- How can you eat apples?
- Why are apples good for us?
- How do bees help apples to grow?
- Where would you find apple seeds, and why?
- How do orchards get enough water for their apple trees?
- What is a pesticide, and why do some farmers not like using them?
- How are apples picked?
- What happens to the apples before they get to the market?
- How do apples get to the market?
- How is apple juice made?
- Bees and orchardists both harvest things. What does this mean?
- What is the difference between apple juice and cider vinegar?
- How do apple products like juice get from the factory to the supermarket?
- How do you get to the shops to buy food?

Vocabulary used in the TV program:

Apples, tree, water, Sun, seed, flower, leaf, nectar, pollen, bug, pesticide, cherry picker, orchard, farmer, truck, factory, juice, cider, vinegar, growth, market, bottled, cook.

Useful Website

[Apple and Pear Growers Association](http://www.aapga.com.au/)

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