

All About Apples!!!

A Healthy Snack from BC

A Foods and Nutrition Unit for Middle School

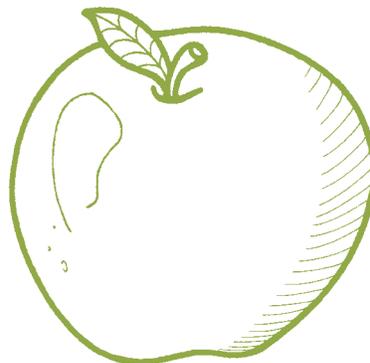
(Grades 6 to 9)

CUST 396A/96A

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This document is the result of the author's participation in the BC Agriculture in the Classroom Foundation's Summer Institute for Educators in 2008. This third year level course in curriculum design (CUST 396) is offered every other year through the University of British Columbia's Faculty of Education's Office of External Programs.

In the summer of 2008 the Foundation partnered with the Teachers of Home Economics Specialist Association – THESA – and the Office of External Programs to make the Summer Institute a part of the Home Economics Education Diploma Program. This program consisted of 10 three credit courses that closely examined the Home Economics Curriculum IRP's and explored creative ways to address the learning outcomes.

Participants (30 educators from a variety of secondary disciplines and from many regions of the province) were based at Clarence Fulton Secondary in Vernon BC. As a result of visits to local farms and through intensive classroom work they developed a number of teaching strategies drawn from the agricultural, environmental, economic and nutritional concepts featured in the IRP's.

Participants taking the course for credit created teaching modules such as this to share with other educators around the province.

The BC Agriculture in the Classroom Foundation is supported by the BC Ministry of Agriculture and Lands as well as the agricultural community. Participants were sponsored for their farm tours as well as their meals (prepared by our Summer Institute chef using fresh and delicious local products).

Visit the BC Agriculture in the Classroom website at www.atic.ca/bc for further information on this and our many other exciting programs or to order additional resources for your classroom.

Thank you for bringing agriculture to your classroom. We hope that you too will find it a great teaching tool to enhance your lessons.

www.atic.ca/bc

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Project Synopsis

This unit is designed for grade 8 Foods and Nutrition students and is an introduction to food topics, issues, and cooking. The grade eight Foods and Nutrition curriculum is quite short and therefore, many food issues cannot be covered in much depth. However, the issues touched upon in this unit will initiate the awareness of food issues such as food miles, the environment, and nutritional information. Students will be encouraged to examine and explore such issues. Activities in this unit range from the preparation of nutritional snacks, dialogue on food miles and the importance of buying local, to understanding ingredients and choosing less processed foods. Students will acquire the ability to critically examine the foods they purchase and consume by analyzing food labels, and the nutritional information. Educating students about healthy eating and demonstrating how to prepare healthy snacks is vital for eighth grade students. This unit incorporates collaborative and hands-on interactive learning in order to get students involved and interested in healthy foods.

Rationale for the Project

Why apples? Apples are a fundamental part of BC agriculture. BC produces 27% of the apples grown in Canada (Grow B.C, 2008). Apples are a convenient choice for consumers as they are locally grown and can be purchased year round at most grocery stores and farmers' markets. Apples expiration dates vary but can be stored in your fridge for long periods of time. Finally, apples are nutritious, affordable and delicious! For the above reasons this unit is focused around apples. Apples are a perfect choice for grade eight students because they are affordable and convenient. In this unit, I hope to educate students on the importance of eating locally-produced food, eating healthy, and giving them the tools they need to critically examine the foods they purchase and consume.

Many students of this age eat junk foods such as potato chips and pop. This unit is giving them a healthy alternative to these unhealthy choices. With the increased childhood obesity rates, diabetes, and other ailments contributed by the North American diet, it is fundamental that Foods and Nutrition classes educate students on the benefits to eating healthy and provide them with healthy alternatives. In addition, it is fundamental that students learn to critically examine the foods they purchase and consume. Through this unit, students will learn to examine labels and ask questions about the quality and cost of their purchases (Berry, 1990).

The unit begins with an introduction to food issues, concerns, and topics allowing students to discuss and analyze these issues. Incorporating Agriculture in the classroom educates students on food miles and the importance of buying locally grown food. Eating locally grown helps the environment by reducing the impact of freight, and supports our local farmers (Riley, 2005). Agriculture is a complex issue and has a variety of components, however, due to the time restrictions of the grade eight curriculum, I felt that students would reap the greatest benefits and knowledge of agriculture if I focused on one aspect of agriculture-Apples! By focusing on apples, it allowed me to expand outwardly into other issues such as food miles, labels and nutritional value, and healthy snacks without bombarding students with a vast variety of issues in such a short time frame.

Through teaching this unit I hope to motivate students to become active, educated participants in agriculture (Berry, 1990). Students will develop a better understanding of what they eat and the impact of their food choices on their health, their community, and their world.

Berry, Wendell. "The Pleasures of Eating" from *What are People for?* North Point Press, 1990.
<http://www.ecoliteracy.org/ublications/rsl/wendell-berry.html>

Riley, Malcolm. *Eating Green: How should we eat to best protect the environment?* Heia Journal 12-1, 2005. http://www.heia.com.au/heia_pages/journal.asp



Unit Overview

Unit: All About Apples!!!

Subject: Foods and Nutrition

Grade: 8

Time Frame: 6 classes (each class is 80 minutes in length). Lessons may have to be modified for shorter classes.

Key Points to cover in Unit:

- Preparing healthy snacks using basic cooking techniques
- Buying locally-benefits to buying BC agriculture
- Understanding nutritional ingredients-What is healthy?
- Understanding labels-Critically examining food labels
- Apples-Nutritional information
- Using kitchen equipment-using stove, equipment, and terminology
- Following a recipe
- Food miles-How far do foods travel?

Prescribed Learning Outcomes: (from IRP)

A4 Demonstrate the ability to follow a recipe, including

- Selecting appropriate equipment
- Using appropriate measuring techniques
- Time management
- Understanding of terminology

A5 Care for and store equipment appropriately

A6 Demonstrate co-operation in partner and group work

A7 Identify basic functions of common ingredients used in food preparation

B1 Use recipes to prepare simple, healthy snacks and dishes

B2 Use a variety of cooking methods to prepare food

C1 Describe the importance of nutrition and other factors that contribute to health

C3 Use product labels to identify and compare the nutritional value of food products

D1 Describe factors that influence personal food choices.

Part 1: Introduction to Apples and Making a Healthy Snack

Learning Outcomes:

- A6 Demonstrate co-operation in partner and group work
- A7 Identify basic functions of common ingredients used in food preparation
- B1 Use recipes to prepare simple, healthy snacks and dishes
- B2 Use a variety of cooking methods to prepare food
- C1 Describe the importance of nutrition and other factors that contribute to health

Objectives:

- Students will learn about healthy snacks
- Students will learn about the nutrients in fruits
- Students will learn how to make a healthy snack

Materials:

- 'What is it???' worksheet (provided).
- All About Apples Overhead
- Apple Yogurt Dip recipe
- Recipe Ingredients for class demonstration and lab
- Sharp knife, medium sized bowl, wood spoon, serving spoon.
- A copy of the Food Lab Plan (see Appendix)
- A copy of the

Preparation:

- Teacher makes two photocopies of 'What is it' and cuts them up so that there are 2 of each statement and enough statements so that each student will get one
- Teacher makes the All about Apples overhead
- Teacher makes the Apple Yogurt Dip recipe into an overhead.
- Teacher measures out all the ingredients and has equipment ready for the demonstration.

Introduction:

- When students enter the room, the teacher will hand out a 'What is it???' statement to each student (these statements give facts about apples).
- Direct students to find the other student in the class who has the same statement. They discuss and make an "educated guess" as to what the fruit/vegetable might be.
- Have students stand in pairs in a circle. Decide who is going to be A and B by whose first name come closest to the beginning of the alphabet. A is to read the clue and B is to give their guess.
- It probably will become readily apparent that the topic is apples. Debrief with questions such as:
 - were there any facts that surprised you?
 - was there any information that you didn't already know?

- do you like apples?
- what are some name of varieties of apples that you eat?
- who has statements about growing apples? Where are apples grown in BC?
- who has statements about the nutritional benefits of apples? Why eat apples?
- Use the All About Apples overhead to review the information covered in this introduction.

Main Body:

- Teacher demonstration of Apple Yogurt Dip if necessary and students do lab and apple tasting (see Appendix for Foods Lab Plan and Food Preparation Lab Rubric). While students are sampling they can work on the All About Apples Worksheet.

[**Note:** the Apple Yogurt Dip calls for applesauce. If you intend to do the dip the next day you could consider making applesauce as part of your demonstration. If you involve the students consider having an apple peeling contest to see who can get the longest continuous peel.]

Assessment:

- Teacher will check off participation marks for the students participation in reading their statement and guessing what the fruit was.
- Food Preparation Lab Rubric(see Appendix)

Possible Extension:

- do the **Earth as an Apple Demonstration**
Begin by asking students to think about where our food comes from and what is necessary in order for food to grow and us to eat. Use an apple as a model of the Earth to demonstrate the proportion of arable land to the Earth's total land surface.
- Cut an apple into quarters and set three of the quarters aside. These three quarters of apple (3/4) represent the percent (70%) of the earth that is covered by water.
- The remaining quarter represents the proportion of the Earth that is land. Cut this quarter in half and set one half aside. This one eighth (1/8) piece of apple represents the part of the earth that are uninhabitable by humans (glaciers, mountain tops, deserts, swamps, etc.).
- The remaining one eighth (1/8) of the apple represents the proportion of the Earth where humans live. Cut this eighth into four pieces and again set three aside. These three pieces (3/32) represent land that cannot be cultivated. Discuss- Why could the land not be cultivated? (Land that has been covered by roads, buildings, golf courses, parking lots, etc. and cannot be cultivated. Land might also be non-arable due to chemicals or other toxins in the soil or because the soil does not have sufficient nutrients to support food.)
- The remaining piece (1/32) of the apple represents the proportion of Earth that can grow food. Peel the skin off this piece of apple. The skin represents all of the arable land (or topsoil in which food can grow) on our planet.

- Discuss: Why is topsoil so important? What will happen if we don't maintain our topsoil? (Although topsoil might seem like just dirt, you might think of it as the thin layer protecting all life on this planet. Without the nutrients in topsoil, plants cannot absorb nutrients and be healthy. Without nutritious plants, animals cannot absorb the nutrients they need to be healthy. Without plants and animals to eat, humans cannot absorb the nutrients they need for their bodies to function and grow.)

What is it???

7500 varieties of this fruit /vegetable are grown throughout the world.	85% of this fruit/vegetable is water.
This fruit/vegetable is fat, sodium, and cholesterol free	The largest of this fruit/vegetable picked weighed three pounds.
This fruit/vegetable is a great source of the fibre pectin. One of these has five grams of fibre.	This fruit/vegetable is a member of the rose family.
This fruit/vegetable was the favourite fruit of ancient Greeks and Romans because it was a symbol of love and beauty.	B.C produces about 27% of this fruit/vegetable grown in Canada and 7% of the BC labour force is employed in this industry.
25 percent of this fruit/vegetable's volume is air. That is why they float.	Two-thirds of this fruit/vegetable are eaten fresh
This fruit/vegetable helps clean teeth and messages the gums.	The science of growing this fruit/vegetable is called pomology.
British Columbians consume 25% of this fruit/vegetables grown in BC.	Hot, dry weather provides great growing conditions for this fruit/vegetable.

Cut out each statement to give to students

All about apples!!!

Eating apples is a great way to meet the recommended fruit intake according to the Canada Food Guide

Apples are fat free and are a great source of fibre. One medium sized apple has five grams of fibre.

Apples are a good source of dietary fibre, pectin, potassium, and Vitamins A and C.

Apples are a great energy booster as they contain 12% natural sugar (fructose). Fructose dissolves quickly so the body does not have to change it into sugar before use.

Research shows that eating apples may help reduce the risk of heart disease, reduce the risk of some cancers, and promote lung health.

Apples work to clean the digestive system. Apples clean teeth by removing bacteria.

MacIntosh is the most popular variety of Apples in Canada. Other popular varieties include Gala, Golden Delicious, Red Delicious, Spartan, Granny Smith, Empire, Fuji, Jonagold, Ambrosia.

Apples can be eaten fresh, frozen, canned, in apple sauce, apple butter, cider, vinegar, juice, apple leather, or dried.

Applesauce is a great substitute for oil when baking. Replace oil, butter or margarine with applesauce when baking cakes, or muffins for a low fat option.

98% of BC apples are grown in the Okanagan-Similkameen Valleys. Hot, dry weather in these regions makes for ideal growing conditions for apples. 27% of Canadian apples are grown in BC.

Apple Yogurt Dip

How to make a great apple snack for two people!!!

Ingredients:

- 125 ml plain yogurt
- 1 ml cinnamon
- 2 ml vanilla extract
- 60 ml applesauce
- 7 ml brown sugar
- 2 medium apples

Preparation:

1. Combine all ingredients except apples in a small mixing bowl.
2. Wash, core and cut apples into slices.
3. Dip apple pieces into dip and enjoy!!!

Name _____

Blk _____

What do you know about APPLES???

Name four varieties of Apples:

- | | |
|----|----|
| 1) | 3) |
| 2) | 4) |

What two vitamins are found in apples?

- | | |
|----|----|
| 1) | 2) |
|----|----|

Name four apple products:

- | | |
|----|----|
| 1) | 2) |
| 3) | 4) |

What's in apples that gives us a natural energy boost? _____

When baking what can applesauce replace to make a recipe low fat?

- | | |
|----|----|
| 1) | 2) |
|----|----|

Apples are a great source of this nutrient (hint: it starts with an F) _____

Where in BC are most apples grown? _____

What is your favourite apple snack? _____

Draw a picture of a delicious apple in the space below:

Part 2: Lets Cook and Bake with Apples

Buy Local Apples! Make Apple Crisp and Apple Muffins

Learning Outcomes:

- A6 Demonstrate co-operation in partner and group work
- D1 Describe factors that influence personal food choices.

Objectives:

Students will learn how to make an apple dessert. Students will gain an understanding of where apples and other foods come from (food miles and nutritional value). Students will learn about processed and unprocessed foods and how to read food labels.

Materials:

- Foods Lab Plan sheet for each student (see Appendix)
- Fruit Cards (provided)
- Ingredients for the Apple Crisp Recipe or Apple Muffins (for demonstration)
- Apple Crisp Recipe or Apple Muffins Recipe
- World Map or Atlases (borrow from Social Studies department)
- Apple product labels or packaging from processed food containing apples.
- Acrostic Poem Outline and Rubric

Preparation:

- Have ingredients set out on demonstration table.
- Have a Food Plan sheet for each student
- Cut out Fruit cards
- Make recipe into an overhead

Introduction:

- As students are sitting in their groups teacher hands each group a card with information about an apple. Give each group a map of the world or an Atlas and have them calculate the “food miles” of their apple.
- Teacher will then get one student from each group to stand at the front of the class with the fruit card and ask the students in the class to line up these students (at the front of the class) according to the distance travelled. One student can stand by a map and point out the distances or put pegs into the poster map to show all the different countries these fruits have come from.
- Discuss with students the benefits of buying local. (e.g., fresher, tastes better; less nutrient loss; preserves genetic diversity; supports local farms and farm families; supports local communities; less transportation saves the environment, etc.)

- Give each group a food label ingredient list. Based on the list of ingredients have students work together to figure out what the product actually is. Hints: Is it Fruit leather? A cake? A granola bar? Have students decide which food is the most processed. Have one student from each group line up at the front of the class according to least processed to most processed. Teacher will ask students what are some benefits of processed foods? What are some drawbacks to processed foods? Should we avoid processed foods? Teacher will tell students to look recipe for the apple crisp we are going to make, where would it fit in the line? Where would an apple fit in?

Main Body:

- Do a demonstration of Apple Crisp (made with local apples) and follow up with the lab OR demonstrate Apple Muffins and follow up with the lab.

Extension:

- Have students create and Acrostic Poem about apples. An acrostic poem is: a poem where a word is placed on the sheet vertically and each line of the poem has to start with a letter of the word. Encourage them to use as many facts about apples as possible and as much cooking terminology as possible. Also encourage them to make it aesthetically pleasing by colouring pictures of apples or BC fruit in the background of the poem.

Apples from Around the World

Apples from the apple tree in my backyard.	Apples from the local Farmers Market
Apples from the grocery store with BC sticker	Granny Smith apples from New Zealand
Apples from the grocery store with a Grown in Washington sticker	Sun Rype Apple Juice 100%pure not from concentrate made in Kelowna
Apple Juice made from concentrate imported from China	Apple Valley Apple Juice from Ontario

cut these out and give one to each group of students

Apple Crisp

Ingredients:

2 small apples	25 ml brown sugar
100 ml water	25 ml flour
10 ml sugar	25 ml rolled oats
5 ml lemon juice	1 ml cinnamon
15 ml margarine	dash nutmeg

Method:

1. Set oven to 375 F
2. Grease 2 small casserole dishes
3. Place water, and sugar in a small saucepan. Bring to a boil.
4. Wash, Peel and core apples and chop into bite sized pieces.
5. Add apples to boiling water. Cover. Turn heat to medium and cook just until tender.
6. Drain apples and place in casserole dishes. Sprinkle with lemon juice.
7. Combine remaining dry ingredients in a small bowl cut in margarine until crumbly.
8. Sprinkle Topping over apples.
9. Bake 10 minutes.

Apple Spice Muffins

Ingredients:

125 ml all purpose flour
125 ml whole wheat flour
2 ml baking powder
2 ml baking soda
2 ml cinnamon
1 ml salt
90 ml brown sugar
½ apple
½ egg
125 ml buttermilk or sour milk (add one tsp vinegar to regular milk)
30 ml vegetable oil

Method:

1. Preheat oven to 375 degrees, line muffin tins with paper liners.
2. Wash, peel, core, and grate apple using a medium grater.
3. Combine the dry ingredients in a medium mixing bowl. Add grated apple.
4. Beat together the liquid ingredients in a small mixing bowl.
5. Add liquid ingredients to the dry ingredients and stir only until combined. (do not overmix)
6. Spoon into lined muffin tins
7. Bake for 15 -20 minutes or until they test done.
8. Remove from pans and cool on a wire rack.

Name _____

Blk _____

Apple Poem

Write an **Acrostic Poem** using the letters in the word Apple

A

P

P

L

E

Acrostic Poem Marking Rubric

CATEGORY	4	3	2	1
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Word Choice (use of cooking terminology and apple facts)	Writer uses many vivid words and phrases that describe or represent cooking terminology and apple facts. Placement of the words seems accurate, natural and not forced.	Writer uses some vivid words and phrases that represent cooking terminology and apple facts.	Writer uses cooking terminology and apple facts sparingly.	Writer uses cooking terminology and apple facts limitedly. Writer does not make much reference to cooking terminology and the facts learned about apples.
Accuracy of Facts (Content and terminology)	All supportive facts are reported accurately (apple facts).	Almost all supportive facts are reported accurately (apple facts).	Most supportive facts are reported accurately (apple facts).	NO facts are reported OR most are inaccurately reported (apple facts).
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.

Additional Activities

1. Take Students to an apple orchard (if there is one in your town).
2. Have students make a poster about apples with nutritional information, recipes, pictures etc.
3. Have students go to the grocery store (with the class or for homework) and find as many apple products as possible.
4. Have students find as many apple recipes as they can (using the computer lab or for homework-recipe books).
5. Invite an orchardist come in and speak to the class about apples and BC agriculture.
6. Have students create a poster of their participation in agriculture.
7. See if there is a Fruit Tree project in your community. You could bring in a speaker or even have the students help out with the harvesting of fruit for the food bank from people's yards.

References:

Websites

- <http://www.geocities.com/perfectapple/welcome.html>
- <http://www.urbanext.uiuc.edu/apples/facts.html>
- <http://www.apples-ne.com/nutrition.html>
- <http://rubistar.4teachers.org>
- <http://www.healthalternatives2000.com/fruit-nutrition-chart.html>
- Apple Varieties: http://www.agr.gc.ca/malus/varieties_e.html
- www.bctree.com/products/apples/index.php
- www.allaboutapples.com/orchard/bc.htm

Publications

"Grow B.C" A Guide to BC's Agricultural Resources, available from BC Agriculture in the Classroom Foundation. Order from: <http://www.aitc.ca/bc/resources/resource-order-form>

Appendix

Foods Lab Plan

Name_____

Blk_____

Kitchen_____

Duty_____

Date_____

Recipe name:_____

Recipe:	Equipment:
Method:	Draw table setting:

What did you learn? (list 2 cooking strategies/information that you learned)

Food Preparation Lab Rubric

Rubric

CATEGORY	5	3	1	0
Contributions and Problem solving	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort. Actively looks for and suggests solutions to problems.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard! Refines solutions suggested by others.	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required. Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate. Does not try to solve problems or help others solve problems. Lets others do the work.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).

CATEGORY	5	3	1	0
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.
Working with Others (staying in kitchen)	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. Always stays in own kitchen and does not go to other kitchens.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group. Most of the time stays in own kitchen but sometimes goes to other kitchens.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. Often leaves own kitchen and goes to others kitchens.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. Always leaves own kitchen to go to others kitchens.
Practice Safety & Sanitation Rules	Followed all safety and sanitation rules during the lab.	Teacher had to correct a problem dealing with safety or sanitation during the lab.	Teacher had to correct more than one problem with safety and sanitation during the lab.	Teacher removed student from the lab due to a severe or multiple problems dealing with safety and sanitation.
Clean-up was completed before Leaving the Lab (Clean up duties)	All clean-up was completed on time before leaving the lab. Fully completed all clean up tasks according to assigned duty.	All clean-up was completed, but lab was not completed on time. Completed most of the tasks according to the clean up duty.	Some clean-up was not completed and students left the lab. Somewhat completed clean up duty. Did not complete all the tasks specified in the clean up duty.	Several clean-up duties were not completed and the students left the lab. Barely completed clean-up duty. Many tasks listed where not completed.

- organize a food fest that involves the whole school - preparing local foods and setting up information booth or focus on one food (e.g., have an apple fest, students could have a tasting booth, some could make applesauce, others could make dried apples, parents could come in and help them make pies, students could display reports on heritage apples, on where apples are grown in their province, how apples are propagated, etc. OR a pumpkin fest)
 - have students write reports for the school newsletter of what you have been doing (i.e., community mapping, tasting locally produced food, interviewing, etc.)
 - some food banks have encouraged people with excess food production from gardens or fruit trees to donate to the food bank and in some cases they need volunteers to go and harvest the food. Contact your food bank to see if your students might be able to harvest food. It's a good opportunity for them to see how food is grown.
 - connect with the Fruit Tree Project if there is one in your community.