



Cherries

Year 7 + Primary



## Table of Contents

	Page
Australian Curriculum links [8.4]	2
Australian Curriculum links [9]	3
Virtual video excursion	4
Facts about Australian agriculture	5
Useful words and phrases	6
Lesson plan	7

## Curriculum focus

This lesson plan will help teachers and students discover how language is compressed to produce a dramatic effect in film or drama.

Students watch the Cherries Virtual Video Excursion and use this information to explore the art of haiku, one of the most important forms of traditional Japanese poetry.

## Themes and topics:

- Environment
- Community



Ask students first to reflect on the *From Paddock to Plate* Cherries Virtual Video Excursion:

- How do cherries grow?
- What can they say about the paddock to plate journey of Australian cherries?
- What did they learn that they hadn't considered before?
- How does the documentary shape its message about cherry growing in Australia?
- What would they like to know more about the fruit growing / orcharding industry in Australia?

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### Acknowledgements

Founder of From Paddock to Plate, Louise FitzRoy, has produced this national educational resource to be incorporated into the curriculum programs of schools across Australia. Louise would like to sincerely thank passionate farmers, orchardists and producers, for dedicating their valuable time to show her around and answer numerous questions about their industry and livelihood. Louise would also like to acknowledge all the sponsors and supporters of From Paddock to Plate.



## Australian Curriculum Links [8.4]

Cherries


Year 7 + Primary

Stage 2 | 3 | 4

### Cross-curriculum priorities

Aboriginal and Torres Strait Islander histories and cultures 

Asia and Australia's Engagement with Asia 

Sustainability 

Drama and Dialogue	ACELT1579 (Foundation)	Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures
Drama and Dialogue	ACELT1585 (Year 1)	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme
Drama and Dialogue	ACELT1592 (Year 2)	Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs
Drama and Dialogue	ACELT1600 (Year 3)	Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose
Drama and Dialogue	ACELT1606 (Year 4)	Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns
Drama and Dialogue	ACELT1611 (Year 5)	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes
Drama and Dialogue	ACELT1617 (Year 6)	Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse
Drama and Dialogue	ACELT1623 (Year 7)	Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels



## Australian Curriculum Links [9]

Cherries


Year 7 + Primary

Stage 2 | 3 | 4

### Cross-curriculum priorities

Aboriginal and Torres Strait Islander histories and cultures 

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Sustainability 

Drama and Dialogue	AC9EFLE04 (Foundation)	explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs
Drama and Dialogue	AC9E1LE04 (Year 1)	listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme
Drama and Dialogue	AC9E2LE04 (Year 2)	identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs
Drama and Dialogue	AC9E3LE04 (Year 3)	discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose
Drama and Dialogue	AC9E4LE04 (Year 4)	examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning
Drama and Dialogue	AC9E5LE04 (Year 5)	examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs
Drama and Dialogue	AC9E6LE04 (Year 6)	explain the way authors use sound and imagery to create meaning and effect in poetry
Drama and Dialogue	AC9E7LE06 (Year 7)	identify and explain how literary devices create layers of meaning in texts including poetry



## Virtual video excursion

# Let's get started

Cherries

Year 7 + Primary

Stage 2 | 3 | 4

If this is your first time teaching with the From Paddock to Plate Program, welcome! When planning your lessons, you may first like to visit the Program page on our website.

[www.frompaddocktoplate.com.au/program/](http://www.frompaddocktoplate.com.au/program/)

## Assessing prior knowledge

Kick off by understanding the level of knowledge your students have of farming in Australia. This will determine your structure of delivery.

- ASK the students to describe and list what they know about farming in Australia.
- EXPLORE the facts about Australian agriculture (page 3).
- BRAINSTORM and gather ideas, questions and information from the class and use this as a platform to begin this unit. What information do students want to confirm, check, debate or explore?
- DISCUSS any questions that arise.



Now is the time to watch the *From Paddock to Plate Cherries Virtual Excursion*.

You can find this video and many more on the From Paddock to Plate website. Log in and choose your year level, subject or industry of interest:

[www.frompaddocktoplate.com.au](http://www.frompaddocktoplate.com.au)

Ask students to reflect on what they already know about this industry and what the video showed them that was new, or that changed their thinking.



WATCH  
THE VIRTUAL  
EXCURSION





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Cherries

Year 7 + Primary

Stage 2 | 3 | 4

### Facts and Vocabulary

#### Facts about Australian agriculture

- Out of the \$58.1 billion worth of food and fibre Australian farmers produced in 2015–16, 77 per cent (\$44.8 billion) was exported.

SOURCE: ABARES, *Agricultural Commodities – June Quarter 2017*

- More than 99% of Australia’s agricultural businesses are wholly Australian owned, owning 88% (or 343.3 million hectares) of Australia’s agricultural land. Wholly Australian owned businesses also control 87% of Australia’s agricultural water entitlements (or 13.3 million megalitres).

SOURCE: ABS, *Agricultural Land and Water Ownership, 2015–16, Catalogue No. 7127.0. 2017*

- As of May 2017, 304,200 people were employed in the Australian farm sector — accounting for about 3% of the national workforce.

SOURCE: Australian Bureau of Statistics, *Labour Force, Australia, Detailed, Quarterly, May 2017 Catalogue No. 6291.0.55.003.*

#### Facts about the Australian cherry industry

- Cherries are a small, plump stone fruit and a member of the Rosacea (rose) family that also includes almonds, peaches, apricots and plums.
- The top four cherry producing countries (Turkey, USA, Iran and Italy) account for approximately 50% of the world’s cherry production.
- Australia is a relatively small cherry producer by world standards, only producing approximately 0.5% of the world’s total cherry production.
- Currently up to 15,000 tonnes of Australian cherries are produced every year with 30% exported. This number is expected to rise to 20,000 tonnes and 50% exported by 2020.
- The Australian industry is spread over six states with around 2,845 hectares under production and 485 grower enterprises currently operating.
- New South Wales and Victoria are the two largest producers of cherries. Tasmania has had a rapid expansion in plantings and is currently the third highest producer. It has a strong export focus, enhanced by its relative pest and disease freedom. South Australia is the fourth largest producer with a significant proportion of its production sold interstate and a small percentage also exported. Both Western Australia and Queensland are relatively small producers primarily focusing on their domestic markets.
- Australian cherries are available from mid/late October to late February, depending on the state and seasonal calendar due to climatic variation, varieties and growing season.
- Today there are over 50 varieties grown and many more are being developed in Australia.
- Sour cherries are more commonly grown in Europe but some plantations exist in Victoria South Australia and Tasmania.
- The most well known sour cherry is the Morello.
- A study published in the American Journal of Clinical Nutrition found that sour cherries ranked 14 in the top 50 foods for highest antioxidant content per serve – and are among well-known ‘superfoods’ such as red wine, berries and dark chocolate.

SOURCE: Cherry Growers Australia Inc.



## Useful words and phrases

- Bird damage
- Blossom
- Certified organic
- Cherry season
- Cherry variety
- Commercially available
- Cool store
- Cross compatibility
- Cultivar
- Domestic market
- Earwigs
- Export
- Fertigation
- Fertiliser
- Flowering
- Frost
- Fruit maturity
- Fruit set
- Grading equipment
- Gross value
- Growing season climatic conditions
- Global cherry production
- Hail netting
- Hand picked
- Harvest
- Irrigation
- Microclimate
- Morello
- Orchardists
- Packing shed
- Pollenisers
- Providence
- Pruning
- Rootstock
- Seasonality
- Shelf life
- Sour cherries
- Sweet cherries
- Sweetheart
- Thinning
- Topography
- Tree vigour
- Verticillium wilt fungus



## Lesson

# Drama and Dialogue

## Themes

Environment | Community

## Getting started

INTERPRET the video and use it as an example to DISCUSS how language is compressed to produce a dramatic effect in film or drama.

A concept or topic that may be explored over several pages in a written essay can be condensed into a few words and images or sounds.



Students SELECT a section of dialogue in this video and REWRITE it to produce a dramatic effect.

## Getting creative

As a class, DISCOVER and EXPLORE the art of writing haiku, one of the most important forms of traditional Japanese poetry.



Students WRITE their own Haiku or tanka poem describing an everyday moment on the dairy farm in a way that gives the reader a new experience of a common situation. Students can draw on literature and life experiences. They may also illustrate their haiku or tanka.

### Example:

I want to sleep  
Swat the flies  
Softly, please. - Shiki, Masaoka (1867-1902)

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AC9EFLE04 (Foundation)

AC9E1LE04 (Year 1)

AC9E2LE04 (Year 2)

AC9E3LE04 (Year 3)

AC9E4LE04 (Year 4)

AC9E5LE04 (Year 5)

AC9E6LE04 (Year 6)

AC9E7LE06 (Year 7)

