



Funded by the Beef Checkoff.



# **BEEF EDUCATION VOLUNTEER GUIDE**

# Welcome to the Beef Education Volunteer Guide!

This resource is intended to equip classroom volunteers with relevant material to share important information about the beef industry with teachers, students and students' families. In this resource, you will find four standards-aligned lesson plans that highlight important industry information while reinforcing key concepts taught in the classroom. We encourage you to check out the separate supporting resources available for free download as well. Supporting resources include:

- Comprehensive list of beef education resources
- Farm visit guidelines
- Checklist for bringing animals to school
- Suggested school visit timeline
- Sample press release
- Sample letter to school regarding visit

This resource is a special project of the American Farm Bureau Foundation for Agriculture. Resources can be accessed at [www.agfoundation.org](http://www.agfoundation.org).

The Beef Checkoff Program funded development of these school visit resources. The Beef Checkoff Program ([www.MyBeefCheckoff.com](http://www.MyBeefCheckoff.com)) was established as part of the 1985 Farm Bill. The checkoff assesses \$1 per head on the sale of live domestic and imported cattle, in addition to a comparable assessment on imported beef and beef products. In states with qualified beef councils, states retain up to 50 cents of the dollar and forward the other 50 cents per head to the Cattlemen's Beef Promotion and Research Board, which administers the national checkoff program, subject to USDA approval.

## Beef Education Volunteer Guide

### TABLE OF CONTENTS

#### Lesson Plans

1. K-5: Beef Basics
2. K-5: Caring for Cattle
3. K-5: What's for Dinner
4. 6-12: Taste and Nutrition

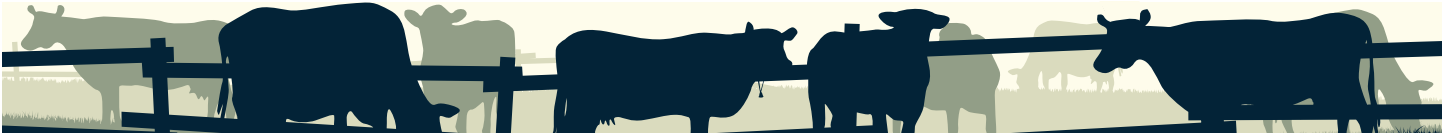


Funded by the Beef Checkoff.

American Farm Bureau Foundation for Agriculture  
A Contractor to the Beef Checkoff  
600 Maryland Ave SW, Suite 1000W  
Washington, DC 20024

1.800.443.8456 | [agfoundation.org](http://agfoundation.org) | [www.beefboard.org](http://www.beefboard.org)

© 2015 Beef Checkoff. All Rights Reserved.



## OVERVIEW

# WHO'S WHO: BEEF BASICS

**Target Grade Level:** K-5

## Standards

*Next Generation Science Standards*

**K-LS1-1** Use observations to describe patterns of what plants and animals (including humans) need to survive.

**1-LS3-1** Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

**3-LS1-1** Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction and death.

**5-LS2-1** Develop a model to describe the movement of matter among plants, animals, decomposers and the environment.

*Common Core English Language Arts Standards*

**CCSS.ELA-Literacy.CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

*National Social Science Standards – Geography*

*National Council for Social Studies*

**NSS-G.K-12.1** The World in Spatial Terms

## Learning Objectives

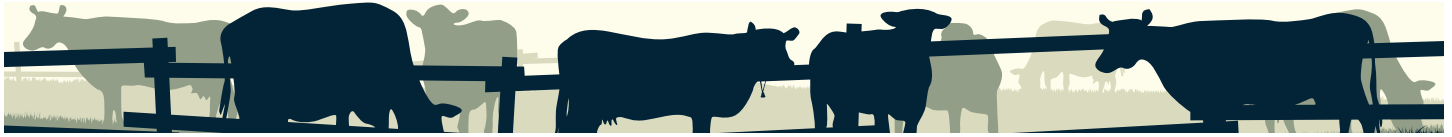
At the conclusion of this lesson, students will be able to:

1. Demonstrate an understanding of cattle, the use of cattle and correct terminology.
2. Identify major beef producing regions of the world and the United States.

**Time:** 50–60 minutes

## Materials

- Accurate Ag age appropriate beef book, such as:
  - *Beef Cattle in the Story of Agriculture* by Susan Anderson and JoAnne Buggiey
  - *Beef Cattle: An A-to-Z Book* by Susan Anderson and JoAnne Buggiey
  - *Cattle Kids* by Cat Urbigkit
- Pictures of your own farm/ranch
- Pictures of: dairy cattle, various beef cattle breeds, bull and calf (You may reference graphics from suggested books above.)
- Map handout (1 per student)
- Cow products graphic (provided)
- Coloring utensils



## INTRODUCTION (10 minutes)

### *What’s up with Beef?*

Students will interact with a read-aloud book or personal farm/ ranch pictures regarding the life process and products obtained from beef cattle.

- Introduce yourself and your family (if applicable). Include your relation to the beef industry. Briefly explain the topics you will be covering in the lesson.
- Begin read-aloud with the accurate agriculture beef-themed book, or tell the story of your beef farm/ ranch with accompanying pictures or slide show.
- Emphasize various items that are made from beef cattle, including both edible and non-edible products.
- Take questions as appropriate.

## Objective 1 (20 minutes)

Students will demonstrate an understanding of cattle, the use of cattle and correct terminology.

### *One Spot, Two Horns, Black Spots, Loves Corn: All Cattle Aren’t the Same!*

The students will explore different breeds of bovine as well as their function (beef, dairy) through visuals, personal stories and a creative activity.

- Introduce the “family” structure of bovine.
- Introduce the concept that this terminology is the same in all bovine, but all bovine aren’t the same! Tell the students that bovine come in different colors, shapes and sizes. However, cattle are primarily divided into two groups: those that are used for meat production (beef cattle) and those that are used for their ability to produce milk (dairy cattle). Use pictures or a book if possible to briefly go over some visual differences between beef and dairy cattle. Show pictures of various beef breeds, and relate to the variety of dog breeds if necessary to help students connect this new information to something they already know.
- Distribute copies of “The Cattle Equation” and coloring utensils, then adjust the following activity

according to the age of the student: Share with students that cattle convert food that we cannot digest (like grass and hay) into products we can digest, like meat and milk. We also get wonderful byproducts from cattle!

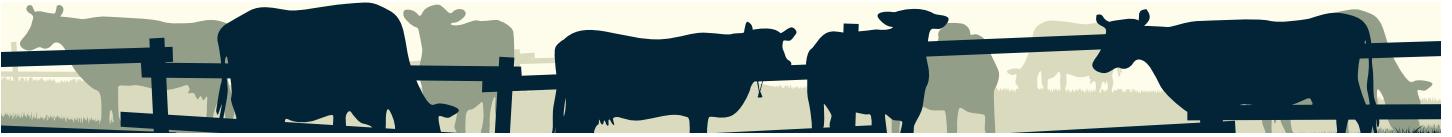
For Younger Students	For Older Students
Allow the students to work independently to color the graphic (specifically the cow) for three–four minutes. Encourage students to “design their own” breed of cow. Bring the group back together and, if time allows, allow a few volunteers to share about their “breed.”	Break students into small groups of three–five. Task them with designing a new “breed” of cow. Encourage them to think about what their cow will produce, whether it is a bull or a cow, etc. Give the class three–four minutes to “design their own” breed of cow and list out its characteristics. Bring the group back together and, if time allows, allow a few volunteer teams to share about their “breed,” using correct beef and bovine vocabulary.

## Objective 2 (15 minutes)

Students will identify major beef producing regions of the world and the United States.

### *Where in the World Is the Beef?*

- Introduce students to major beef-producing countries in the world. Ask students why one country might produce more beef than another country. Listen for concepts such as demand for beef, availability of feed, availability of space, etc. Differentiate activity by age based on the suggested strategies below.



For Younger Students	For Older Students
<p>Using a large classroom map, or projector, show students the top five beef-producing countries one at a time (United States, Brazil, European Union, China, India)<sup>1</sup>. Have students say the name of the country out loud together. Have students recite the following call and response chant: “Who produces beef? We do! We do! Who produces beef? We do! We do! Who else? Brazil, Europe, China and India! Who else? Brazil, Europe, China and India!</p>	<p>List the top five beef-producing countries and have them color in the correct countries on an individual or class map.</p>

- Transition from the international scale to beef production in the United States.
- Show children a map of the United States. Ask students to predict the top five states that produce the most beef cattle. Duplicate the map activity above, specific to the United States.<sup>1</sup>

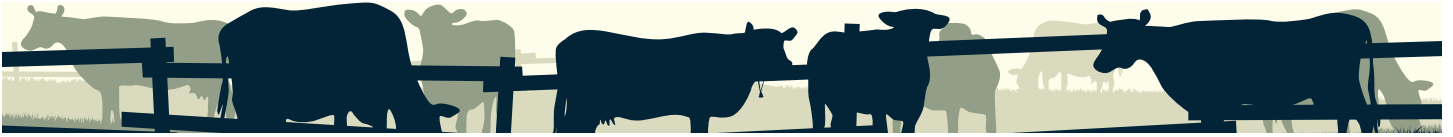
- Show children a map of the United States. Ask students to recall factors that affect a location's ability to raise beef. Listen for concepts such as demand for beef, availability of feed, availability of space, etc. Based on the age group of your students, use the same process selected above to introduce students to beef-producing states.

## Conclusion (5 minutes)

Students will begin to understand and appreciate the importance and scope of beef cattle around the world and within the United States.

- Wrap up the lesson with a farm/ranch story or a personal note about beef cattle. You may choose to reference the completed world/U.S. maps, the cow process graphic or pictures from your farm/ranch. The students will recall the facts, but they will really remember the person and the stories. *You* are the face of farming and ranching for them!

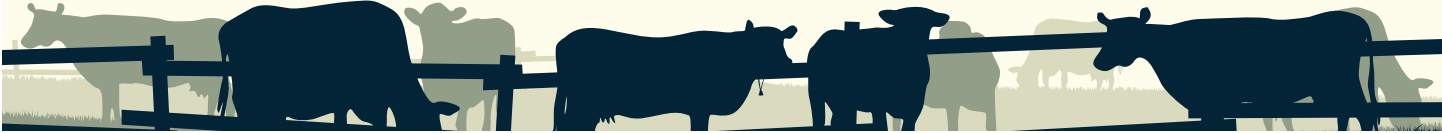
<sup>1</sup>Beef Industry Statistics. (2014, July 1). Retrieved January 28, 2015, from <http://www.beefusa.org/beefindustrystatistics.aspx>.

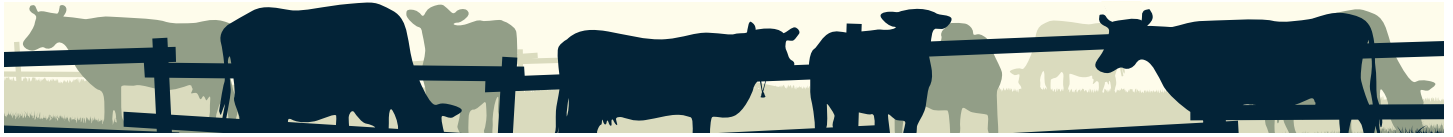


# Beef in the World

Where is beef produced in the world?







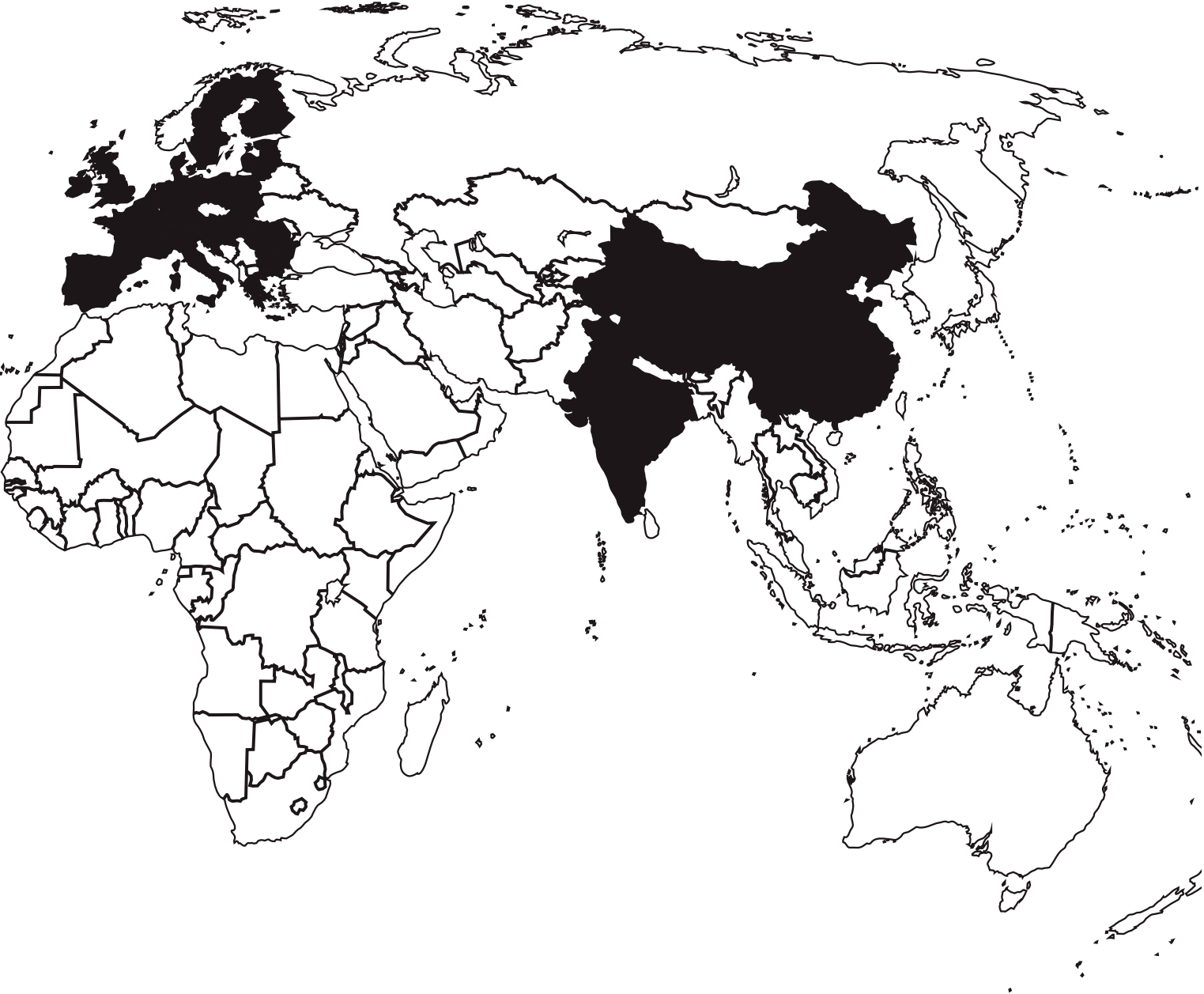
## Answer Key

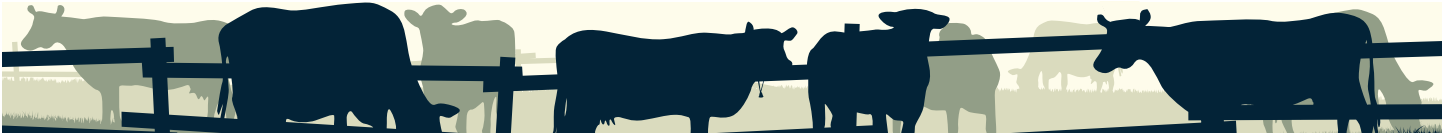
# Beef in the World



*Top Five Beef Producing Countries: United States, Brazil, European Union, China, India*



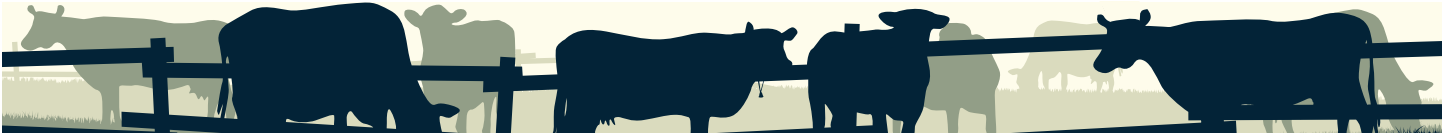




# Beef in America!

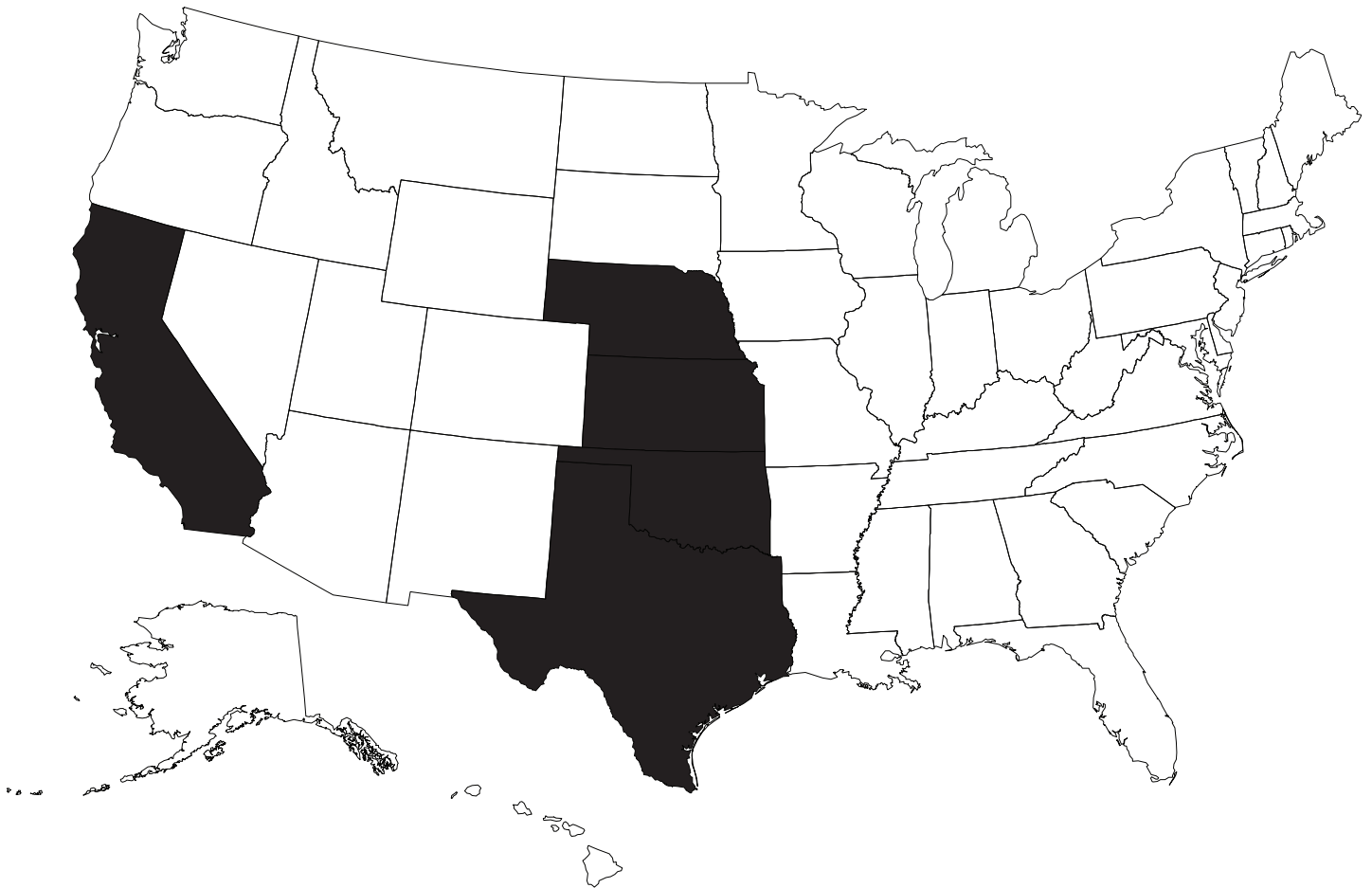
Where is beef produced in the United States?



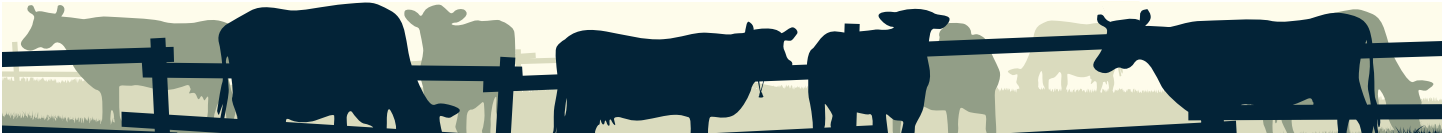


## Answer Key

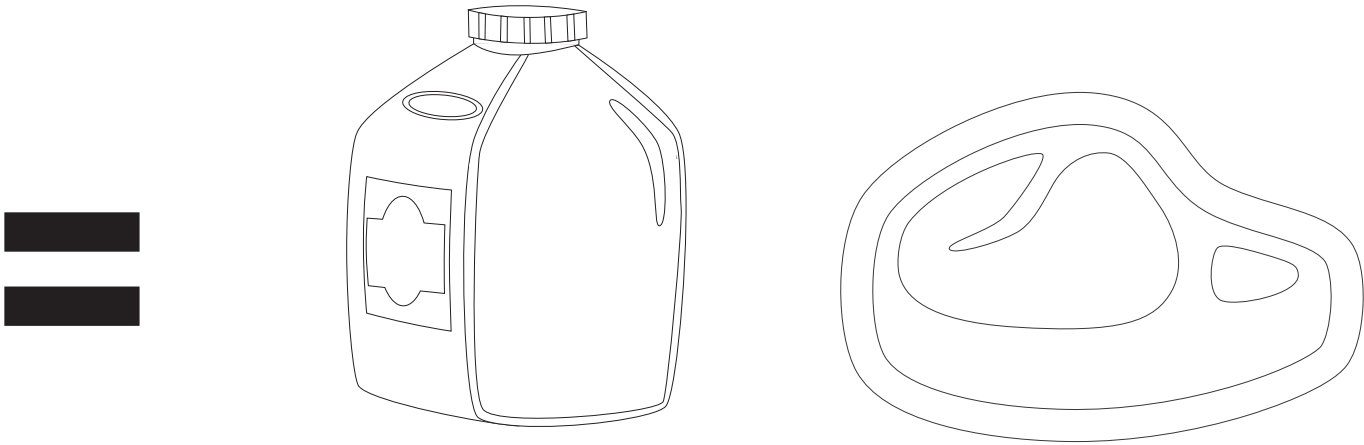
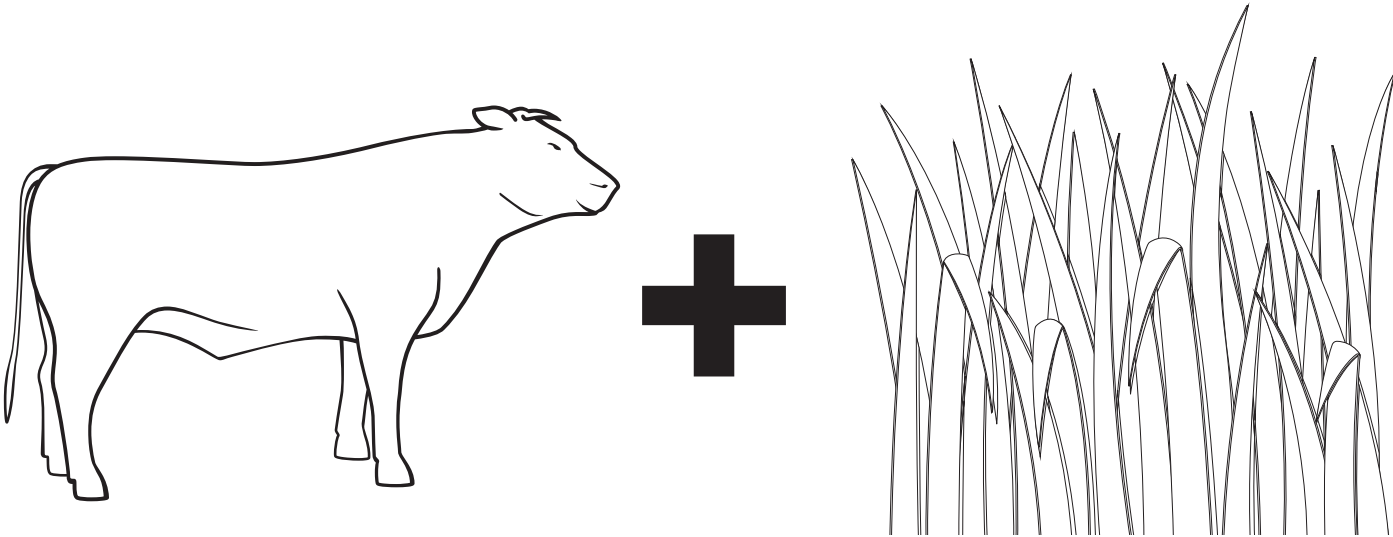
# Beef in America

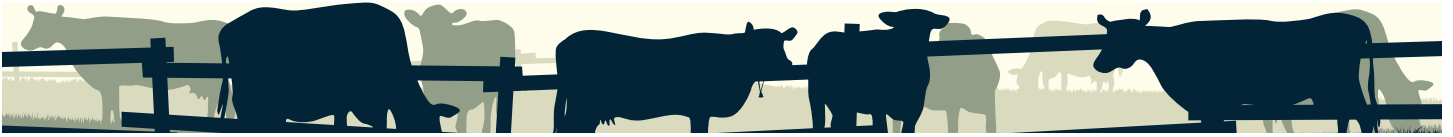


*Top Five Beef Producing States in the U.S.: Texas, Nebraska, Kansas, California, Oklahoma*



# The Cattle Equation





## OVERVIEW

# CARING FOR CATTLE: YOU MAY KNOW MORE THAN YOU THINK!

**Target Grade Level:** K-5

## Pillars of Agricultural Literacy Alignment

*The Relationship Between Agriculture and Animals*

EC.3.c Identify ways that farmers care for animals.

4-8.3.a Give examples of specific ways farmers care for animals.

4-8.3.c Explain why farmers consider how their actions affect animals.

## Standards Alignment

*Next Generation Science Standards*

**3-LS4-3** Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well and some cannot survive at all.

*Common Core English Language Arts Standards*

**Speaking and Listening (K-5) Presentation of Knowledge and Ideas, 4:** Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.

## Learning Objectives

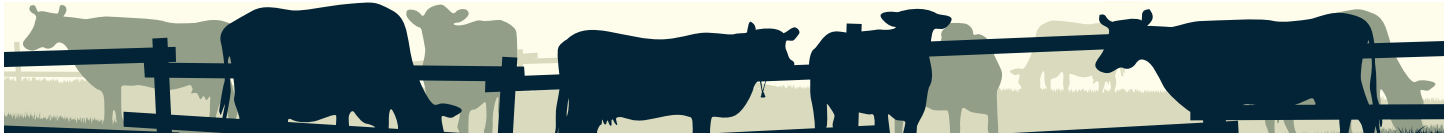
At the conclusion of this lesson, students will be able to:

1. Explain how people involved in cattle production ensure the wellbeing of animals through routine practices (i.e., providing shelter, access to food and water, illness prevention).
2. Describe why a rancher would use a shot to prevent or treat illness and demonstrate procedure with a stir straw and an orange or banana.
3. Identify major feed components in cattle rations.

**Time:** 50-60 minutes

## Materials

- Picture of cattle (possibly bring your own or use an Animal Care Card)
- Animal Care Cards (one set attached)
- Stir-straw and halved orange or banana (one for demonstration and one for each group of three-five students)
- Three paper sacks
- Alfalfa sample
- Feed corn sample
- Molasses sample
- Optional: "Grass to Grain" video (<http://www.explorebeef.org/GrasstoGrain.aspx>)



## Introduction (5 minutes)

### Why We Care!

Help students make the connection between caring for things we value and how ranchers care for animals.

- Ask students to imagine that they have just been given the bike, scooter or skateboard of their dreams. Ask students to take a moment and think about what their item looks like. Ask volunteers to share.

For Younger Students	For Older Students
Ask students what they would do to take care of their bike, skateboard or scooter. Capture these items on a piece of poster paper or a white board. Label this “What we Do”.	Ask students to think about what they have seen adults do to care for bikes, cars, or other items they value.

- Create a second column labeled “Why It Matters.” For each action listed regarding car care, ask students to think about why that step is important. For example, we fuel our car so that it will run, and we wash it so that the paint does not get damaged.
- Next show a picture of cattle. Ask students what is in the picture.
- Ask students what they think farmers might do to take care of their cattle. Capture in the “What We Do” column. Listen for things like feeding, taking care of them when they are sick, providing water, and so on.
- Now ask students to think about why ranchers do these things. Share examples from your own farm or ranch. Reinforce the message that farmers and ranchers care for animals because they value the animals, they respect animals and they are dedicated to providing a good quality of life for animals on their ranch.
- Preview the lesson: Today, we are going to examine what farmers and ranchers do to take good care of their animals!

## Objective 1 (10 minutes)

Explain how people involved in cattle production ensure the wellbeing of animals through routine practices.

### Story Through Photos

Students will explore pictures representing how ranchers care for cattle and share observations.

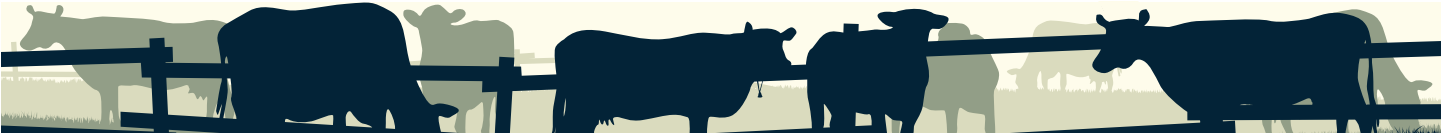
For Younger Students	For Older Students
Share pictures from the attached “Animal Care Cards,” using a projector or hold one picture up at a time in front of a seated group. Ask students to share what they see and make assumptions about what is going on in the picture.  You may wish to have students write words or short statements about each picture in small working groups.	Break students into six groups. Give each group an Animal Care Card. <ul style="list-style-type: none"> <li>• Give each team five minutes to quietly create a story about what they think is happening in the photo.</li> <li>• After approximately five minutes is up, ask students to select someone from their group to share what they think is happening in the photo.</li> </ul>

- Allow other students to comment and then share the actual practice and why it is done. Rotate through all groups and share any that were not covered by groups.

### Animal Care Card Key

Picture	Points to Emphasize/Listen For
Feeding	<ul style="list-style-type: none"> <li>• Eating regularly is a sign that an animal is healthy. Ranchers pay attention when they feed their animals to make sure they are healthy.</li> <li>• Ranchers must feed animals every day, even on weekends and holidays.</li> <li>• Ranchers make sure cattle have access to a healthy diet.</li> <li>• There are even specialists in nutrition, called “nutritionists,” who help create food plans for animals.</li> </ul>

*Continued on the next page.*



### Animal Care Card Key (continued)

Picture	Points to Emphasize/Listen For
Cattle Drive	<ul style="list-style-type: none"> <li>Some ranchers still move cows and calves on cattle drives. The main reason is to move animals to an area where there is natural forage (feed) during certain parts of the year.</li> <li>Ranchers use horses and dogs to keep cattle moving the right direction and keep them safe from harm.</li> </ul>
Hoof	<ul style="list-style-type: none"> <li>Cattle feet are called "hooves."</li> <li>Ranchers keep a close eye on cattle hooves. They make sure hooves do not break or crack.</li> </ul>
Watering	<ul style="list-style-type: none"> <li>Cattle need access to fresh water daily.</li> <li>Ranchers make sure cattle have fresh water every day, even on weekends and holidays.</li> <li>When it is cold outside, ranchers break ice to let cattle get to water.</li> </ul>
Veterinarian	<ul style="list-style-type: none"> <li>Ranchers work with veterinarians to care for animals when they are sick.</li> <li>Ranchers watch to see if an animal stops eating or drinking normally, which may be a sign that the animal is sick.</li> </ul>
Injections	<ul style="list-style-type: none"> <li>Ranchers sometimes give injections (shots) to animals to treat or prevent illness.</li> <li>Ranchers follow all medication guidelines and consult with veterinarians.</li> <li>Ranchers work quickly and calmly to treat animals.</li> <li>There are three types of injections: Subcutaneous injections are given in the fat layer, under the skin. Intramuscular injections are given in the muscle. Intradermal injections are given in the dermis, which is the layer just below the upper skin layer.</li> </ul>

### Objective 2 (15 minutes)

Describe why a rancher would use a shot to prevent or treat illness and demonstrate procedure with a stir straw and an orange.

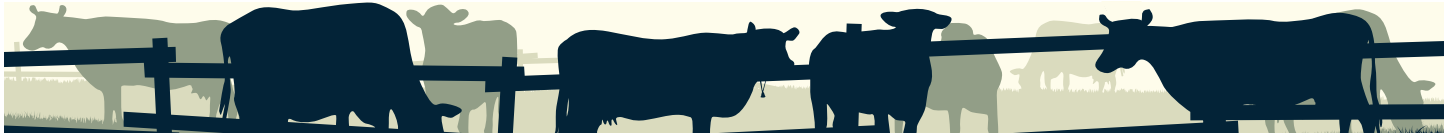
*Vet for a Day!*

Students will learn the art and science of vaccinating animals.

- Ask students to consider the following questions: Why would we give a shot? What are some other examples? When might your pets get a shot? When do humans get shots?
- Cattle are given vaccinations just like humans, to help keep them healthy. Sometimes, if they are sick, they may get a shot with medicine to help them get better. Beef ranchers do all they can to keep their cattle safe and healthy, just like you would do for your animals.
- Demonstrate: Using a small stir-straw and piece of fruit (halved oranges or bananas work well), demonstrate what giving a shot might look like.
- The location of the shot matters, but there are also different depths for giving shots: some shots need to be deeper and into the muscle for the medicine to work, some shots are shallow and just under the skin. Ranchers and vets are trained to safely administer shots to help keep their animals healthy.

For Younger Students	For Older Students
Ask for volunteers to come forward and practice giving a shot using the straw and fruit.	Provide small groups with a straw and piece of fruit and allow them to take turns giving a shot under the skin (subcutaneous) and in the flesh of the fruit (intramuscular). Ask them to talk through the procedure as they do it.

- Enrichment opportunity: Share a video of a veterinarian giving a vaccination or use a communication tool like Skype to communicate with a veterinarian during the presentation!



### Objective 3 (15 minutes)

Identify major feed components in cattle rations.

#### *From Grass to Grain*

**One of the most important aspects of cattle care is good nutrition.**

- What we eat is very important to our health. What are examples of foods we should make sure are on our plate (fruits, vegetables, grains, protein, dairy)? What are some examples of foods we want to limit (sweets, added fats)?
- Cattle need a good healthy mix of food. We call this a ration. Experts put together rations to ensure cattle are healthy and get all the nutrients they need. But cattle eat different things than humans can.
- Prior to the presentation, prepare three paper bags. In the first, place alfalfa hay. In the second, place feed corn. In the third, place a jar of molasses. Place the three paper bags in the front of the room.
- Allow students to move through a line, evaluating each item without seeing it. For the hay and corn, allow students to place a hand in the bag and feel the item. Carefully open the molasses and allow students to smell the bag without looking.
- Ask students to share observations and guess each item.
- After students have shared, explain that cattle eat grass for most of their diet. Some cattle also eat a ration. A ration is often made up of corn, hay and molasses.
- For older students, you may wish to share “From Grass to Grain” video found at: <http://www.explorebeef.org/GrasstoGrain.aspx>
- Process what the students observed in the video.

### Conclusion (5 minutes)

#### *High Five*

- Finish the class by reminding students that humans need to take care of themselves and make healthy food choices.

For Younger Students	For Older Students
Ask students to recall one thing that ranchers do to care for animals. Ask for volunteers to share. After all have shared, have students turn to a partner and give a high five.	Ask students to recall five things ranchers do to care for animals. Have students share with a partner, and give them a high five!

Ranchers make sure cattle are treated well, are healthy and eat a good diet. When they get sick, ranchers take care of them or call the vet.

- Ranchers work hard to keep cattle healthy so we can have a safe and abundant supply of beef.

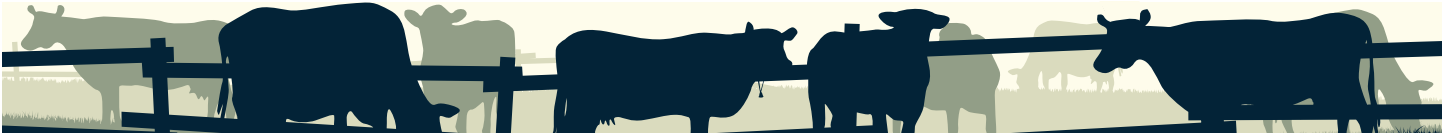




# Resource Animal Care Cards







## OVERVIEW

### WHAT'S FOR DINNER? IT'S BEEF!

**Target Grade Level:** K-5

#### Pillars of Agricultural Literacy Alignment

*The Relationship Between Agriculture and Lifestyle*

**EC.4.a** Recognize that agriculture provides our most basic necessities: food, fiber, energy and shelter.

**EC.4.b** Identify healthy food options.

**4-8.4.b** Identify agricultural products that provide valuable nutrients for a balanced diet.

#### Standards Alignment

*Next Generation Science Standards*

**3-LS3-1** Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

**3-LS3-2** Use evidence to support the explanation that traits can be influenced by the environment.

*Common Core English Language Arts Standards*

**Reading Standards:** Foundational Skills (K-5), Phonics and Word Recognition, 3: Know and apply grade-level phonics and word analysis skills in decoding words.

#### Learning Objectives

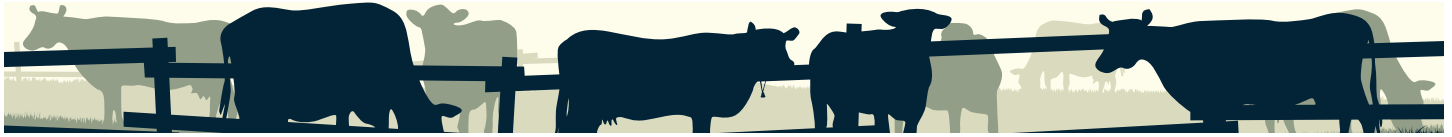
At the conclusion of this lesson, students will be able to:

1. Identify major cuts of beef.
2. Plan a meal using lean beef.

**Time:** 50-60 minutes

#### Materials

- Beef advertisement video  
(ex: <http://youtu.be/8H8EIJtfg0>)
- Beef Cut Cards (one set, attached)
- Painters tape (one roll)
- Poster paper or white board and markers
- Blindfold
- LCD Projector
- Sample Prime, Choice and Select beef cuts from grocery store
- Beef recipes or student access to computers with Internet (recipes available on [www.BeefItsWhatsFordDinner.com](http://www.BeefItsWhatsFordDinner.com))
- Beef Shopping List (one per student, attached)
- Optional: Chef's hat and apron



## Introduction (10 minutes)

### *Beef on the Big Screen*

- Optional: To hook students from the start, begin this lesson wearing a chef’s hat and apron!
- Ask students to raise a hand if they like to eat. Next ask if they like to cook.
- Ask students to think about their favorite meal. Select a few students to share.
- Share with students that you will help them become experts in the kitchen using beef.
- Prior to the presentation, select a short beef advertisement to show students. One example can be found at <http://youtu.be/8H8EIJtfpg0>.
- With the teacher’s permission, show video to students.
- At the end of the video, ask students to share examples of their favorite beef foods.

## Objective 1 (20 minutes)

Identify major cuts of beef.

### *Pin the Cuts on the Cattle*

Prior to the session, draw an outline of a beef animal on a sheet of poster paper or on the classroom white board. You may also use a projector to show the “Example Beef Outline” at the end of this lesson.

- The first step to being an expert beef chef is knowing the cuts of meat!
- Show the students where each cut of beef comes from by taping each “Beef Cut Card” (attached) in the right location. Use blue painter’s tape to protect surfaces.
  - › As you teach, share with students where popular meat products come from. For example, Hamburger (ground beef) can come from the Chuck, Round or Sirloin. The short loin is where we get our different types of steak. Grinding the meat produces hamburger. Cutting pieces into smaller sections (Short Loin) gives us steak. Other pieces can be cooked whole or in smaller pieces for roasts.
- Divide the class into three teams, without having students move. Remove Beef Cut Cards and ask a

student volunteer to come forward from each team to “Pin the Cuts on the Cattle.”

- › One at a time, blindfold students and have them place their cut on the outline. Have their team encourage them!
- › Rotate through students as time allows.

## Objective 2 (20 minutes)

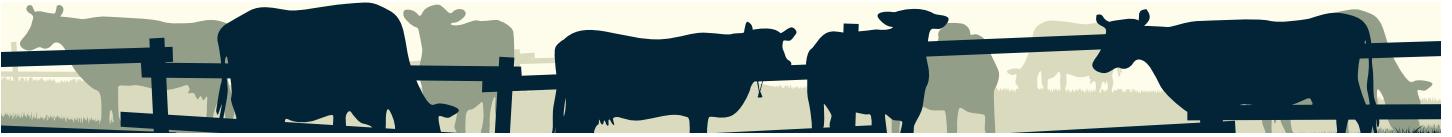
Plan a meal using lean beef.

### *Beef, It’s What’s for Dinner!*

Give students the opportunity to select a beef recipe and create their own shopping list to take home.

- Now that students know how to select beef, they are going to select a recipe and develop a shopping list.

For Younger Students	For Older Students
<p>Prior to the presentation, select three different beef recipes that include pictures. Print a copy of each recipe for each student. Have students vote on a recipe they would like. As a large group, have students identify the ingredients. Have students create a grocery list using pictures, listing each item from the recipe. Send students home with their recipe and shopping list.</p>	<ul style="list-style-type: none"> <li>• Allow students to review recipes provided or search online at <a href="http://www.beefitswhatsfordinner.com">www.beefitswhatsfordinner.com</a>.</li> <li>• Students will create their shopping list. If possible, send students home with a copy of the recipe they selected.</li> <li>• Give students 15 minutes to find a recipe and create their shopping list.</li> </ul>



## Conclusion (10 minutes)

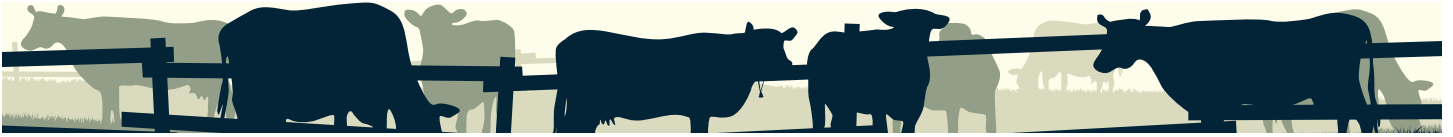
### *Your Own Cooking Show*

Students will get 20–30 seconds to share the meal they selected, just as a food TV show host might do. They will describe their recipe and describe the type of beef used. They may use their shopping list as a guide.

- Model a sample cooking demonstration, as you would expect students to do.

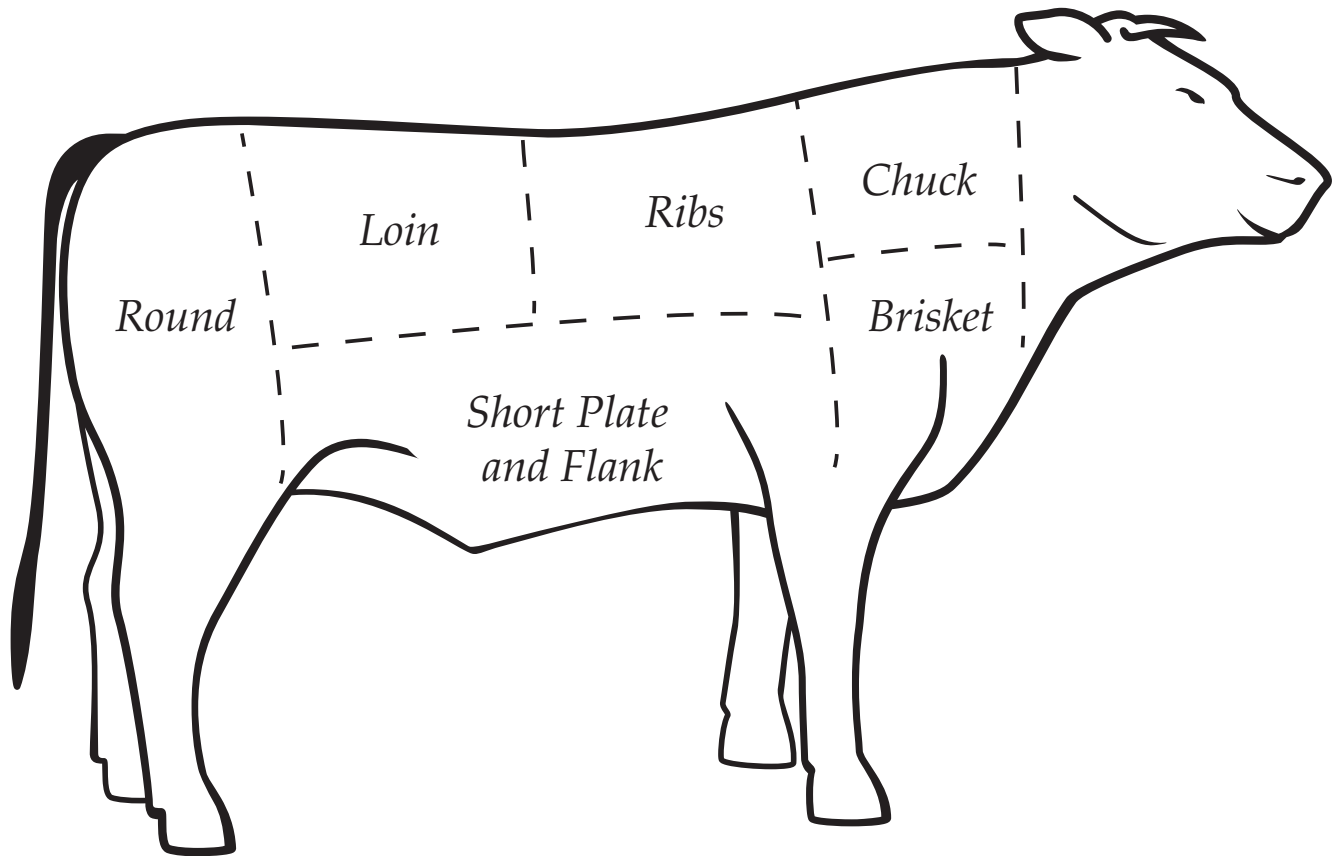
<b>For Younger Students</b>	<b>For Older Students</b>
Ask for volunteers to bring up their recipe and help you do a cooking show using imaginary ingredients. Have students prompt you for each step in the recipe.	Divide students into four groups. Have students present to their group individually or in pairs.

- After students share, wrap up the lesson by summarizing the importance of how to buy beef. Remind students they should share this information with their family or friends who plan meals.



Resource

# Example Beef Outline





## Resource

# Beef Cuts

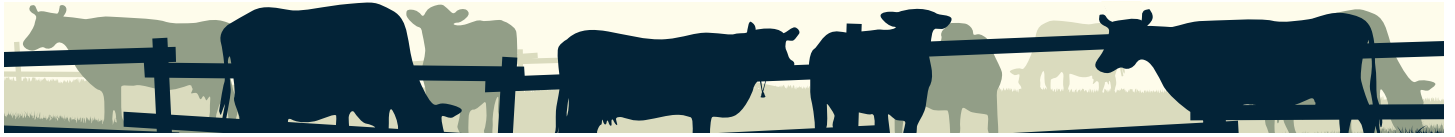


**CHUCK**



**RIBS**





Resource  
**Beef Cuts**

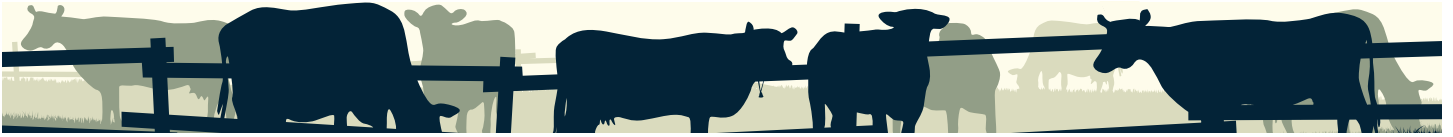


**SHORT PLATE  
AND FLANK**



**BRISKET**





## Resource

# Beef Cuts

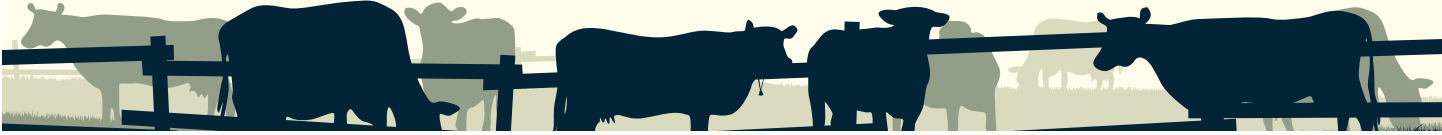


**ROUND**



**LOIN**





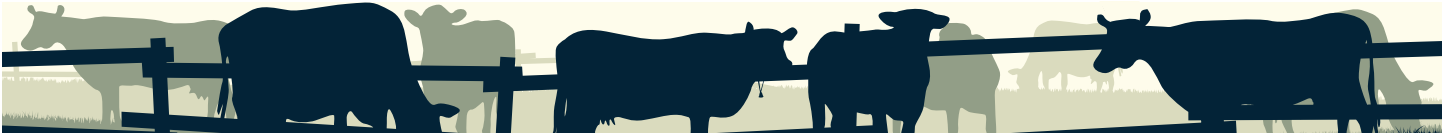
### Resource

# Shopping List Cards



My Beef Shopping List


My Beef Shopping List

## OVERVIEW

### Beef! Taste and Nutrition All in One!

**Target Grade Level:** 6–12

#### Pillars of Agricultural Literacy Alignment

*The Relationship Between Agriculture and Food, Fiber and Energy*

**4-8.2.d** Demonstrate safe methods for food handling, preparation and storage.

*The Relationship Between Agriculture and Lifestyle*

**4-8.4.b** Identify agricultural products that provide valuable nutrients for a balanced diet.

**9-12.4.d** Identify how agricultural products can contribute to a healthy lifestyle.

#### Standards Alignment

*Common Core English Language Arts Standards*

**WHST.6-8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

**SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest.

#### Learning Objectives

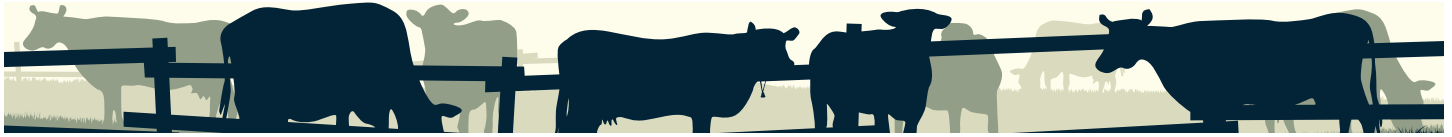
At the conclusion of this lesson, students will be able to:

1. Identify and describe the nutrient benefits of the vitamins and minerals provided by consuming lean beef protein.
2. Demonstrate cooking practices using lean beef.
3. (Optional Extension) Build a nutritious meal plan incorporating beef products.

**Time:** 50–60 minutes

#### Materials

- LCD projector and computer with Internet connection
- “Surprising Facts about Lean Beef” found at <http://www.beefnutrition.org/todaysbeef.aspx> (one copy per group of three students) \*Note: If computer access is available, you may have students access this online and avoid printing.
- Electric skillet and cooking utensils
- Food items to prepare one nutritious beef recipe from BeefItsWhatsForDinner.com.
- Copies of selected recipe (one per student)
- Paper plates, napkins and other serving utensils needed
- 3x5 cards (one per student)
- Optional: Internet connection if *My Plate* activity is included in lesson



## Introduction (5 minutes)

### *What We Eat in a Day*

Students will get a high level overview of nutritional recommendations and explore beef as a lean protein option.

- When students enter, ask them to list all of the meals and snacks they ate on the previous day. Start in the morning and work toward the evening. Be specific! Put down sides and snacks as well.
- When students finish, ask them to circle any beef products they have consumed.
- On a central computer connected to a projector, display the My Plate graphic by visiting [www.MyPlate.gov](http://www.MyPlate.gov). You may also wish to visit the site prior to your presentation and print a copy of this resource.
- Quickly review the five food groups and ask students to recall items that fall in each group.
- Ask students to count how many of each type of food they ate the previous day.
- Ask students to share how much of their protein items were beef. What types of beef?
- Preview the Lesson: Today, we are going to look at the benefits of lean beef and how it can be an important part of our daily diet.
- Create a K-W-L chart on the white board. Ask students what they (K) "Know" about beef cattle and what they (W) "Want to Know". Fill in the (L) "Learned" section as you move through the lesson.
- Challenge students to write a short script including beef health benefits.
- Students will select a director (who will coordinate the one-minute clip), a cameraperson and an anchor (who will read the script for the five o'clock news). Groups may choose to use two anchors and a director / camera person as well.
- Presentations can be performed in front of the class or students can film them using smart phones, cameras, etc. This should be determined by the teacher.
- It is important to make this a competition. Remind students to include accurate facts in the newscast.
- Have students present their short newscasts in front of class.
- As groups present, instruct students who are watching to evaluate the presentation by capturing two to three facts shared.
- Review the important nutrition information shared in the presentations.
- Thank students for the great presentations and transition to next objective.

## Objective 1 (25 minutes)

Identify and describe the nutrient benefits of the vitamins and minerals provided by consuming lean beef protein.

### *News Flash! Beef Expert Here.*

Students will work in groups to create a one-minute newscast/infomercial on the health benefits of beef.

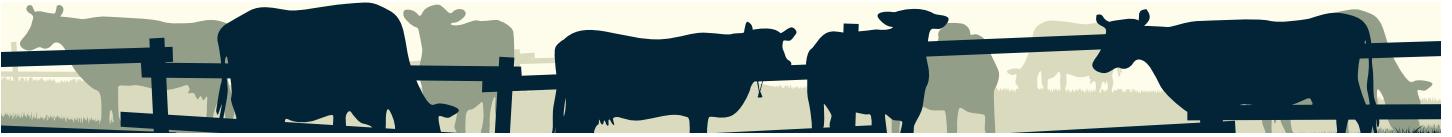
- Prior to the presentation, identify a sample news flash/breaking news alert video online. With the teacher's permission, share with the class.
- Break students into groups of three.
- Give each group a copy of "Surprising Facts about Lean Beef" found at <http://www.beefnutrition.org/todaysbeef.aspx>.
- Prior to the presentation, select a quick and easy recipe from [www.BeefItsWhatsForDinner.com](http://www.BeefItsWhatsForDinner.com), such as the *Sirloin Steak and Tomato Salad*. Sirloin steak is not just lean; it's extra-lean. As such, the American Heart Association describes Sirloin Steak as "heart healthy."
- Print copies of selected recipe. Hand a copy of the recipe to each student.
- Demonstrate how to prepare the recipe in front of students.
- Bring student volunteers forward to complete measuring tasks.
- Give each student a small sample to taste.
- Important! Be sure to ask the teacher about food allergies and have an alternative option if necessary.

## Objective 2 (15 minutes)

Demonstrate cooking practices using lean beef.

### *Mouth Meets the Mind!*

Now that we know how lean beef can be in our healthful diets, let's take a look at how easy it can be to prepare!



- Remind students that they can easily incorporate beef into their meal plans!
- Encourage students to try the recipe at home.

### Objective 3

#### (Optional Homework or Lab Activity)

Have students create their own “choose my plate” daily meal plan nutrition guide.

#### *My Own Personal Plan*

Provide instructions for completing the *Choose My Plate* nutrition guide as student homework. This could be a lab activity if time permits.

- Show students the website <http://www.choosemyplate.gov/myplate/index.aspx>. Identify where they can enter their own personal information. Walk through data entering process.
- When the website shows a suggested daily diet, ask students to record the information and determine where beef would fit well into the suggested diet.
- Have students bring their findings to the next class or share during lab activity. Students can display their findings using pictures, creating a personal menu or other format.

### Conclusion (5 minutes)

#### *Take It Home!*

Summarize the lesson and ask students to review the beef nutrition facts.

- Return to the K-W-L chart created in the introduction. Update the (L) “Learned” column, and work with students to create a plan for answer questions that remain in the (W) “Want to Learn” column.
- Give students a 3x5 index card.
- Today, we looked at the health benefits of lean beef, and we saw how easy it is to prepare a beef-based meal.
- Challenge students to take 30 seconds to work with a partner to recall as many nutrient benefits of beef as possible. Ask students to record the facts on their index card.
- Finally, ask students to write the names of two people they think would benefit from knowing more beef nutrition facts and ask them to commit to sharing the facts with those people. This could be a parent, friend, another teacher, etc. Once students have their cards filled out, have them hold cards up to show they are done.
- Ask students to put the cards in their pockets and use them to share what they learned about the nutrition benefits of lean beef.





*Funded by the Beef Checkoff.*

American Farm Bureau Foundation for Agriculture  
A Contractor to the Beef Checkoff  
600 Maryland Ave SW, Suite 1000W  
Washington, DC 20024

1.800.443.8456 | [agfoundation.org](http://agfoundation.org) | [www.beefboard.org](http://www.beefboard.org)



*Funded by the Beef Checkoff.*

American Farm Bureau Foundation for Agriculture  
A Contractor to the Beef Checkoff  
600 Maryland Ave SW, Suite 1000W  
Washington, DC 20024

1.800.443.8456 | [agfoundation.org](http://agfoundation.org) | [www.beefboard.org](http://www.beefboard.org)

© 2015 Beef Checkoff. All Rights Reserved.





Funded by the Beef Checkoff.

# Beef Education Resources for Volunteers

- **Compiled Resources for Educators:**

- › American National Cattlemen: Complete packet with video, lesson, professional development and ag literacy resources. Source: [http://ancw.org/CMDocs/ancw/Boniface\\_Especially%20for%20Educ%20Rev8.pdf](http://ancw.org/CMDocs/ancw/Boniface_Especially%20for%20Educ%20Rev8.pdf)
- › Iowa Beef Industry Council: Find great resources like *Wow that Cow!* and *My Cheeseburger Came from the Farm!* Source: <http://www.iabeef.org/educationalresources.aspx>
- › School Wellness: This website provides a variety of tools to help teachers, school wellness leaders, health professionals and families address the nutrition and health challenges facing the youth of today. Source: <http://www.school-wellness.org/>

- **Resources for Bulk/Classroom Distribution:**

- › Items available to purchase, including books and promotional materials, and a free tri-fold brochure regarding beef products. Source: <https://store.beef.org/>
- › Quickly find books that have been reviewed for agriculture industry accuracy, order classroom packs of Beef Ag Mags, find educator guides and download free resources from the American Farm Bureau Foundation for Agriculture, a contractor to the Beef Checkoff. Source: [www.agfoundation.org](http://www.agfoundation.org)

- **Lesson Plans & Structured Activities:**

- › *Beef Cattle: An A-to-Z Book* (Ag Books for Kids) offers a compilation of activities with varying levels of skill and time. All are aligned to the Common Core Standards. The book and educator guide can be purchased in the American Farm Bureau Foundation for Agriculture (AFBFA) store. AFBFA is a contractor of the Beef Checkoff. Source: [www.agfoundation.org](http://www.agfoundation.org)
- › Upper elementary or middle school lesson on beef products, with potential carryover to multiple age ranges. Developed by the USDA – Ag in the Classroom. [www.agclassroom.org](http://www.agclassroom.org) Source: <http://www.forces.si.edu/main/pdf/6-8-BeyondTheBeef.pdf>

- **Beef Cattle Facts:**

- › *Facts about Beef*, funded by the Beef Checkoff, offers a variety of research and resources, many from farmers and ranchers. Source: <http://facts-aboutbeef.com/>

- **Cooking/Nutrition Activities & Kid-Friendly Recipes:**

- › Beef nutrition activity page, best for upper elementary and above. Source: <http://beefnutrition.org/CMDocs/BeefNutrition/NutritiousBeef-ActivitySheet.pdf>
- › The Cattlemen’s Beef Board and National Cattlemen’s Beef Association website “Beef It’s What’s for Dinner” is a major hub for beef nutrition facts and recipes. Source: <http://www.beefitswhatsfordinner.com/recipes.aspx>

- **Online & Game Options:**

- › Farm and ranch families tell the story of beef, complete with a “*Grass to Grain*” game and interactive activities regarding raising beef and stewardship. Source: <http://www.explorebeef.org/>
- › Discover the beef production process and become a beef nutrition master through two games on My American Farm. My American Farm is a special project of the American Farm Bureau Foundation for Agriculture, a contractor of the Beef Checkoff. Source: [www.MyAmericanFarm.org](http://www.MyAmericanFarm.org)

- **Compiled Resources for Educators:**

- › Complete packet with video, lesson, professional development and ag literacy resources. Source: [http://ancw.org/CMDocs/ancw/Boniface\\_Especially%20for%20Educ%20Rev8.pdf](http://ancw.org/CMDocs/ancw/Boniface_Especially%20for%20Educ%20Rev8.pdf)



Funded by the Beef Checkoff.

# Farm Visit Guideline

**Congratulations!** You want to invite students and adults to your farm or ranch to give them a firsthand look at what farm life is really like. Before you schedule your first ag-venture, check the following list to make sure you haven't forgotten anything.

## During Scheduling & Planning:

- Provide staff from the visiting school/agency a written list of guidelines and expectations while on the farm/ranch. These may include:
  - Time of arrival/departure
  - Optimal clothing choices
  - Availability of restrooms
  - Best behavior choices (Ex: quiet voices around the animals, walking feet at all times, only get on equipment with adult permission, etc.)
  - Availability of food and/or a picnic area
  - Limitations of the environment (Ex: excessive walking required, possible allergens, climbing required, etc.)
  - Cost, if applicable
  - Cancellation policy, if applicable
- Provide the visiting group the best mode of contact for you for the day of the event (Ex: cell phone call/text, email, Facebook message, etc.).
- Utilize a standard field trip permission form supplied by the visiting group or one specific to your farm/ranch. Ensure that each participant has the form completed and signed by an adult PRIOR to the day of the visit. You may want to consider a liability and/or medical release form specific to your operation.
- Check with the visiting agency regarding photo releases if you would like to take pictures of the group at your farm/ranch and use them for your marketing needs.
- If a school group is visiting, check with the teacher to see if there are any specific items/topics that they would like you to cover relevant to their curriculum.

## The Day of the Event:

- It's understandable that situations may change at the last minute on a farm/ranch, but make sure that the majority of what you advertised as the learning experience is available. Be honest with any restrictions that day when the group arrives. (Ex: because of extra mud due to rain/snow, tractor is unavailable; etc.)
- Encourage a quick session at the beginning of the experience to find out what the group knows about farm/ranch life and revisit this Q&A again at the end to wrap up.
- Keep an eye on the group during the experience. If you are finished with one part of the experience and they have finished with questions, move on to the next station/part. It's much easier to keep the group focused and on track when the trip is moving along!
- Make the experience light, but be transparent. And above all, have fun! Let your passion shine through, and the students/group will leave with a personal view of agriculture.
- Consider writing a thank-you to the group for visiting your farm/ranch. Include follow up information for future class visits, contact information, etc.

**Enjoy the AG-venture!**



Funded by the Beef Checkoff.

## Live Animal Exhibit Checklist

Taking animals to school is a great way to help students learn about aspects of agriculture! Letting children get up close (or just observe) the unique sights and sounds of farm animals is a great way to get conversations started regarding food and fiber. But before you load that lamb in the back of your car or the cow in the trailer, make sure you check the following list.

- Are you visiting a school? Make sure the teacher has cleared the visit with administration at the building. If you need to speak with administration, be sure to address the following:
  - Is it ok to bring this type of animal to school? In what environment (indoor vs. outdoor)?
  - Are there any restrictions with the visit? Address the safety measures you will have in place for the visit.
  - If bringing a large truck and trailer, ask about best parking options.
  - Make sure to address the need for hand washing facilities nearby.
  - Check your personal farm policy/liability regarding animal encounters.
- Pack any items that your animal will need to stay comfortable, including (but not limited to): feed, water, halter/rope, blanket/towel, crate/fence/gates, cleanup supplies, etc. Pack for your environment! A lamb inside the classroom/school will need more cleaning supplies than a lamb outside in the grass.
- Upon arrival at the school, check in at the main office and with administration. If this is your first visit to this school, use your networking skills to encourage future agriculture experiences. Don't forget your business cards!
- Once in the classroom with the students, talk a little about your animal(s) in relation to agriculture and clearly explain safety measures. Go over expected student behaviors while around the animals (quiet voice, walking feet, hands to self except when allowed by adult, etc.) It is best to do this **PRIOR** to them meeting/seeing the animals.
- If one of the animal(s) is getting agitated during the visit, ask the students to step back and safely remove/contain the animals. Use the experience as a teaching point regarding farmers and livestock/animals.
- Make it fun! Tell the students fun facts about your animal or the breed. Help the students make the connection between your animal and agriculture.
- Clean up after yourself; make an impression, but don't leave a trail!



Funded by the Beef Checkoff.

# Suggested Timeline for Beef Visit

- **One Month Prior:**
  - › Choose a lesson from the Beef Volunteer Guide.
  - › Identify member(s) who will teach the lesson.
  - › Start learning the lesson plan.
  - › Identify elementary classes to approach about a visit.
  - › Send provided letters to identified teachers.
- **Two Weeks Prior:**
  - › Gather necessary supplies and/or animals.
  - › Continue to practice the lesson. Do a practice run in front of others!
- **One Week Prior:**
  - › Confirm details with classroom teacher.
  - › Double check classroom numbers and A/V equipment availability.
- **30 Minutes Prior:**
  - › Arrive on site and check A/V equipment.
  - › Prepare any necessary supplies and set up for the visit.
- **Show Time:**
  - › Have fun engaging students in learning about beef!
  - › Leave students with a take-home gift and information about beef education on My American Farm!