

Masters of Beef Advocacy 2.0

We have a great story to tell. Beef producers work hard every day to be good stewards of the land and their animals by providing safe and nutritious beef for America's dinner tables. We need to be passionate and vocal in telling our story.

That's what the Masters of Beef Advocacy (MBA) program is about...equipping beef producers across the country to tell *their* story in presentations to schools and church/civic groups, through local media and in the "virtual" world of the Internet.

Earn Your MBA

The MBA program is a self-directed online training program designed to equip beef producers and industry allies with the information they need to be everyday advocates for the beef industry. MBA participants will be required to complete five courses in beef advocacy, including:

- **The Beef Community**
- **Raising Cattle on Grass**
- **Life in the Feedyard**
- **From Cattle to Beef**
- **Beef. It's What's For Dinner**



Enroll Today!

All beef producers and others in the beef community with a genuine interest in promoting the beef industry are invited to enroll in the MBA program. You can enroll as part of a group/class or complete the program on your own schedule.

THERE IS NO COST TO PARTICIPATE!

To enroll, fill out an application at:
www.beef.org/mba





MASTERS OF BEEF ADVOCACY 2.0

Classroom Curriculum Guide

Download the Classroom Kit at beef.org/mba



Funded by Beef Farmers and Ranchers

Lesson 1: The Beef Community

an overview of how to talk to consumers about how beef is raised from pasture to plate focusing on the community of people involved throughout the beef lifecycle.

Purpose:

By completing the Masters of Beef Advocacy course, students will join a nationwide network of farmers, ranchers, chefs, dietitians, physicians, teachers, foodservice operators, grocers and others in the beef community whose goal is to engage consumers in conversations about beef and how cattle are raised.

Time Required:

1 hour (total for lesson and quiz)

Supplies/Resources:

Projector or screen with audio
BeefItsWhatsForDinner.com

Notes:

Each lesson includes a self-directed tutorial and 10-question multiple choice quiz.

Once students have completed all five lessons in the MBA program and passed the five quizzes, instructors complete the MBA spreadsheet with student names and scores, then email it to MBA@beef.org. Students will receive a certificate of completion as a MBA graduate and receive an invitation to join the national MBA Alumni Facebook group.

If at any time you experience technical difficulties, please e-mail MBA@beef.org.

Adapted from:

Masters of Beef Advocacy 2.0
Lesson 1: The Beef Community

Objectives/Outcomes

Upon completion of this lesson, students should be able to:

- Define the beef community
- Identify common questions about beef from consumers
- Identify values held by the beef community
- Explain the stages of the beef lifecycle
- Understand differences in grass- and grain-finished beef
- Explain judicious and responsible use of antibiotics
- Utilize the “Two C’s” in conversations about beef

STEM Connections

The MBA 2.0 course helps cover the following Next Generation Science Standards:

- From Molecules to Organisms (Grades 9-12)
- Ecosystems: Interactions, Energy and Dynamics (Grades 9-12)
- Heredity: Inheritance and Variation of Traits (Grades 9-12)
- Biological Evolution: Unity and Diversity (Grades 9-12)
- Earth’s Systems (Grades 9-12)

Introduction & Activity

Consumers have a lot of questions about how beef gets from the pasture to their plate. As a class or in groups, spend time researching and identifying some of consumers’ concerns about beef. Some examples might include:

- Is beef safe to feed my family?
- Are cattle treated humanely?
- Are cows causing global warming?

After identifying some of these common concerns, discuss them within students’ groups or with the class. Write down some of the concerns identified and save them for later discussion!

Summary of Tasks

- Before the class:
 - Access the MBA 2.0 Classroom Kit, *Lesson 1 – Beef Community*
 - Set up a projector or screen for viewing the video as a class
 - Print one quiz (*Lesson 1: The Beef Community*) for each student
- Complete the **Introduction** activity with the class. Students can be divided into groups or may also work individually.
- Watch *Lesson 1: The Beef Community* video
- When the video reaches the “Quiz” section, hand out printed quizzes to each student, and have them complete the multiple-choice questions.
- Instructors can grade completed quizzes using the key located in the back of the Teacher’s Guide. (See **Notes** section on the left for information on how to submit student scores).
- Complete the **Check for Understanding** activity with the class.

Check for Understanding

Refer to consumers’ concerns students identified in the **Introduction** activity. Using facts from the presentation, address each of the concerns identified. How would you respond to these concerns?



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Lesson 2: Raising Cattle on Grass

an introduction to the first step in the beef lifecycle and the many benefits of raising cattle on grass pasture resources in the U.S.

Purpose:

By completing the Masters of Beef Advocacy course, students will join a nationwide network of farmers, ranchers, chefs, dietitians, physicians, teachers, foodservice operators, grocers and others in the beef community whose goal is to engage consumers in conversations about beef and how cattle are raised.

Time Required:

1 hour (total for lesson and quiz)

Supplies/Resources:

Projector or screen with audio
BeefItsWhatsForDinner.com

Notes:

Each lesson includes a self-directed tutorial and 10-question multiple choice quiz.

Once students have completed all five lessons in the MBA program and passed the five quizzes, instructors complete the MBA spreadsheet with student names and scores, then email it to MBA@beef.org. Students will receive a certificate of completion as a MBA graduate and receive an invitation to join the national MBA Alumni Facebook group.

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Adapted from:

Masters of Beef Advocacy 2.0
Lesson 2: Raising Cattle on Grass

Objectives/Outcomes

Upon completion of this lesson, students should be able to:

- Explain why farmers and ranchers in the United States supplement cattle diets with grain
- Identify common animal care practices for beef on the farm or ranch
- Understand the nutritional value of grass- and grain-finished beef
- Explain efforts by the beef community to produce more sustainable beef
- Identify precautions farmers and ranchers take to guarantee safety for themselves and their cattle

STEM Connections

The MBA 2.0 course helps cover the following Next Generation Science Standards:

- From Molecules to Organisms (Grades 9-12)
- Ecosystems: Interactions, Energy and Dynamics (Grades 9-12)
- Heredity: Inheritance and Variation of Traits (Grades 9-12)
- Biological Evolution: Unity and Diversity (Grades 9-12)
- Earth's Systems (Grades 9-12)

Introduction & Activity

One of the common questions consumers ask about beef is whether it is grass-fed or grain-fed. While some cattle are strictly grass-fed, the reality is that most cattle in the United States are raised on a combination of both grass and grain.

As a class or in groups, spend some time researching WHY farmers and ranchers in the United States have supplemented cattle diets with grain. Then, research the nutritional value of both grass-fed and grain-fed beef. Do you notice any differences between the two? Save your research for later.

Summary of Tasks

- Before the class:
 - Access the MBA 2.0 Classroom Kit, *Lesson 2 – Raising Cattle on Grass*
 - Set up a projector for viewing the video as a class
 - Print one quiz (*Lesson 2: Raising Cattle on Grass*) for each student
- Complete the **Introduction** activity with the class. Students can be divided into groups or may also work individually.
- Watch *Lesson 2: Raising Cattle on Grass* video
- When the video reaches the “Quiz” section, hand out printed quizzes to each student, and have them complete the multiple-choice questions.
- Instructors can grade completed quizzes using the key located in the back of the Teacher’s Guide. (See **Notes** section on the left for information on how to submit student scores).
- Complete the **Check for Understanding** activity with the class.

Check for Understanding

Refer to the **Introduction** activity. Compare your research with facts from the presentation. Answer the following questions as a class or in groups:

- What points would you make to consumers on the differences OR similarities of grass-fed and grain-fed beef?
- How do producers ensure production of safe, sustainable beef for consumers?

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Funded by Beef Farmers and Ranchers

Lesson 3: Life in the Feedyard

a discussion on the role of feedyards, including animal care, nutrition and environmental stewardship, at this important step in the beef lifecycle.

Purpose:

By completing the Masters of Beef Advocacy course, students will join a nationwide network of farmers, ranchers, chefs, dietitians, physicians, teachers, foodservice operators, grocers and others in the beef community whose goal is to engage consumers in conversations about beef and how cattle are raised.

Time Required:

1 hour (total for lesson and quiz)

Supplies/Resources:

Projector or screen with audio
BeefItsWhatsForDinner.com

Notes:

Each lesson includes a self-directed tutorial and 10-question multiple choice quiz.

Once students have completed all five lessons in the MBA program and passed the five quizzes, instructors complete the MBA spreadsheet with student names and scores, then email it to MBA@beef.org. Students will receive a certificate of completion as a MBA graduate and receive an invitation to join the national MBA Alumni Facebook group.

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Adapted from:

Masters of Beef Advocacy 2.0
Lesson 3: Life in the Feedyard

Objectives/Outcomes

Upon completion of this lesson, students should be able to:

- Identify common concerns and questions consumers have about feedyards
- Summarize the history of feedyards in the United States
- Explain the scientific and technological advancements used in feedyards
- Describe how feedyards ensure the welfare of cattle and contribute to sustainability in the beef industry
- Defend antibiotic and hormone use in a feedyard
- Describe beef nutrition in a feedyard
- Explain how feedyards produce safe beef products

STEM Connections

The MBA 2.0 course helps cover the following Next Generation Science Standards:

- From Molecules to Organisms (Grades 9-12)
- Ecosystems: Interactions, Energy and Dynamics (Grades 9-12)
- Heredity: Inheritance and Variation of Traits (Grades 9-12)
- Biological Evolution: Unity and Diversity (Grades 9-12)
- Earth's Systems (Grades 9-12)

Introduction & Activity

Consumers have many questions about feedyards. Many have never seen a feedyard in person and we probably haven't done a very good job explaining the important role they play in the beef community

- Explore the origins of modern cattle feeding and the location of most cattle feedlots in the US today.
- Identify at least five different job positions that can be found in a cattle feedyard and how those people contribute to better care for cattle in the feedyard when producing safe and wholesome beef.

Summary of Tasks

- Before the class:
 - Access the MBA 2.0 Classroom Kit, *Lesson 3 – Life in the Feedyard*
 - Set up a projector for viewing the video as a class
 - Print one quiz (*Lesson 3: Life in the Feedyard*) for each student
- Complete the **Introduction** activity with the class. Students can be divided into groups or may also work individually.
- Watch *Lesson 3: Life in the Feedyard* video
- When the video reaches the “Quiz” section, hand out printed quizzes to each student, and have them complete the multiple-choice questions.
- Instructors can grade completed quizzes using the key located in the back of the Teacher's Guide. (See **Notes** section on the left for information on how to submit student scores).
- Complete the **Check for Understanding** activity with the class.

Check for Understanding

Refer to the information about cattle feeding identified in the **Introduction** activity. Using facts from the presentation, how would *you* best explain this information to consumers when they have questions about beef from feedyard cattle?

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Lesson 4: From Cattle to Beef

an in-depth look at the slaughter process and the humane handling and safety measures in place at beef processing facilities

Purpose:

By completing the Masters of Beef Advocacy course, students will join a nationwide network of farmers, ranchers, chefs, dietitians, physicians, teachers, foodservice operators, grocers and others in the beef community whose goal is to engage consumers in conversations about beef and how cattle are raised.

Time Required:

1 hour (total for lesson and quiz)

Supplies/Resources:

Projector or screen with audio
BeefItsWhatsForDinner.com

Notes:

Each lesson includes a self-directed tutorial and 10-question multiple choice quiz.

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Adapted from:

Masters of Beef Advocacy 2.0
Lesson 4: From Cattle to Beef

Objectives/Outcomes

Upon completion of this lesson, students should be able to:

- Identify concerns and questions consumers have about meatpacking
- Explain legislation enacted for meat safety and humane slaughter
- Discuss steps taken to ensure humane treatment of animals at slaughter
- Describe how slaughter facilities play a role in reducing fat in cuts of beef
- Identify the quality grades of beef
- Explain how slaughter facilities contribute to sustainability in the industry
- Describe how processors prevent contamination and provide meat that is safe for consumption

STEM Connections

The MBA 2.0 course helps cover the following Next Generation Science Standards:

- From Molecules to Organisms (Grades 9-12)
- Ecosystems: Interactions, Energy and Dynamics (Grades 9-12)
- Heredity: Inheritance and Variation of Traits (Grades 9-12)
- Biological Evolution: Unity and Diversity (Grades 9-12)
- Earth's Systems (Grades 9-12)

Introduction & Activity

It's important to discuss the various stages of the entire beef lifecycle, including the slaughter process. Some consumers may not understand or know the connection between cattle and beef.

As a class or in groups, identify questions consumers might have about the processing, or slaughter, of meat animals like beef. Consider questions about slaughter facility safety, animal care and environmental footprint of processing facilities. Write down these questions and save them for later.

Summary of Tasks

- Before the class:
 - Access the MBA 2.0 Classroom Kit, *Lesson 4 – From Cattle to Beef*
 - Set up a projector for viewing the video as a class
 - Print one quiz (*Lesson 4: From Cattle to Beef*) for each student
- Complete the **Introduction** activity with the class. Students can be divided into groups or may also work individually.
- Watch *Lesson 4: From Cattle to Beef* video
- When the video reaches the “Quiz” section, hand out printed quizzes to each student, and have them complete the multiple-choice questions.
- Instructors can grade completed quizzes using the key located in the back of the Teacher’s Guide. (See **Notes** section on the left for information on how to submit student scores).
- Complete the **Check for Understanding** activity with the class.

Check for Understanding

Role play! Refer to the consumer questions identified in the **Introduction** activity. In groups of two, take turns being the “consumer” and the “beef expert.” Using facts from the presentation, the “beef expert” should respond to the “consumer” questions.



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Lesson 5: Beef. It's What's For Dinner.

a primer on choosing and cooking the right cuts of beef and the important role of beef in a healthful diet.

Purpose:

By completing the Masters of Beef Advocacy course, students will join a nationwide network of farmers, ranchers, chefs, dietitians, physicians, teachers, foodservice operators, grocers and others in the beef community whose goal is to engage consumers in conversations about beef and how cattle are raised.

Time Required:

1 hour (total for lesson and quiz)

Supplies/Resources:

Projector or screen with audio
BeefItsWhatsForDinner.com

Notes:

Each lesson includes a self-directed tutorial and 10-question multiple choice quiz.

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Adapted from:

Masters of Beef Advocacy 2.0
Lesson 5: Beef. It's What's For Dinner.

Objectives/Outcomes

Upon completion of this lesson, students should be able to:

- Identify barriers for consumers to choosing beef as a nutritional source
- Discuss the history of the “Beef. It's What's for Dinner” advertising campaign
- Identify essential nutrients provided by beef and explain the 10/10/10 rule
- Describe steps consumers should take to ensure safe beef purchase, preparation and consumption
- Identify and compare quality grades of beef
- Discuss various cuts of beef and ideal preparation for each cut

STEM Connections

The MBA 2.0 course helps cover the following Next Generation Science Standards:

- From Molecules to Organisms (Grades 9-12)
- Ecosystems: Interactions, Energy and Dynamics (Grades 9-12)
- Heredity: Inheritance and Variation of Traits (Grades 9-12)
- Biological Evolution: Unity and Diversity (Grades 9-12)
- Earth's Systems (Grades 9-12)

Introduction & Activity

For many consumers, the biggest barrier to choosing beef may be a simple lack of knowledge of how to choose and prepare the right cut for their family to enjoy. As a class or in groups, make a list of the cuts of beef that you're familiar with. Then, research and identify both the primal and retail cuts of beef. A great resource can be found at BeefItsWhatsForDinner.com/cuts/cut-charts. Compare with your list from before. Then, discuss how consumers might be intimidated by the various cuts of beef. Save this information for later!

Summary of Tasks

- Before the class:
 - Access the MBA 2.0 Classroom Kit, *Lesson 5 – Beef. It's What's for Dinner*
 - Set up a projector for viewing the video as a class
 - Print one quiz (*Lesson 5: Beef. It's What's for Dinner*) for each student
- Complete the **Introduction** activity with the class. Students can be divided into groups or may also work individually.
- Watch *Lesson 5: Beef. It's What's for Dinner* video
- When the video reaches to the “Quiz” section, hand out printed quizzes to each student, and have them complete the multiple-choice questions.
- Instructors can grade completed quizzes using the key located in the back of the Teacher's Guide. (See **Notes** section on the left for information on how to submit student scores)
- Complete the **Check for Understanding** activity with the class.

Check for Understanding

Refer to the retail cuts of beef identified in the **Introduction** activity. As a class or in groups, choose three different retail cuts. Using facts from the presentation, provide instructions on how to properly prepare these cuts of meat. Including recipes is a plus!