

BEEF BASICS

Volume 32 / Middle School



Developed with Megan (Aden) Ferguson
Family & Consumer Science Teacher
Courtesy of Iowa & Wisconsin Beef Councils

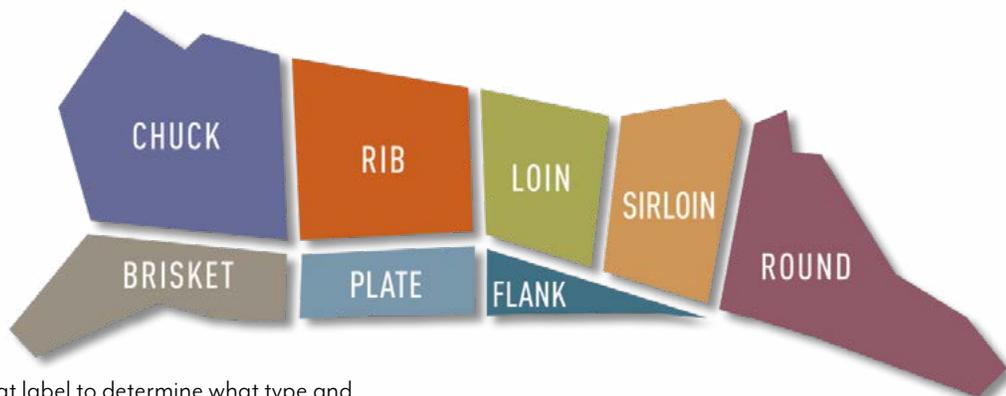
National FCS Standards:

3.5 Demonstrate skills needed for product development, testing, and presentation

3.5.3 Analyze features, prices, product information, styles, and performances of consumer goods for potential trade-offs among the components

3.5.6 Evaluate the labeling, packaging, and support materials of consumer goods

MEAT DEPARTMENT		
WEIGHT Lb. Net	PAY	PRICE Per Lb.
0.00	\$0.00	\$0.00
BEEF ROUND	TOP ROUND	STEAK



Overview:

In this lesson, students will learn how to read a meat label to determine what type and where on the animal the meat is coming from. Students will learn about the primal cuts of beef and if they are locomotion or suspension muscles.

Career Clusters & Pathways

- Hospitality & Tourism (Restaurant & Food/Beverage Services Pathway)
- Agriculture, Food, and Natural Resources (Food Products and Processing Systems Pathway)

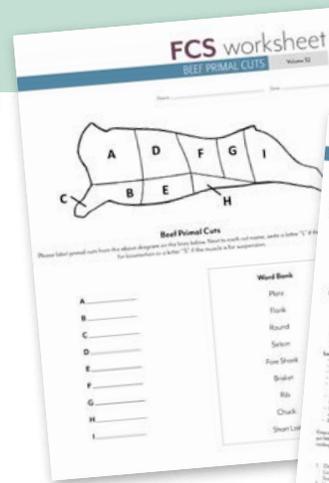
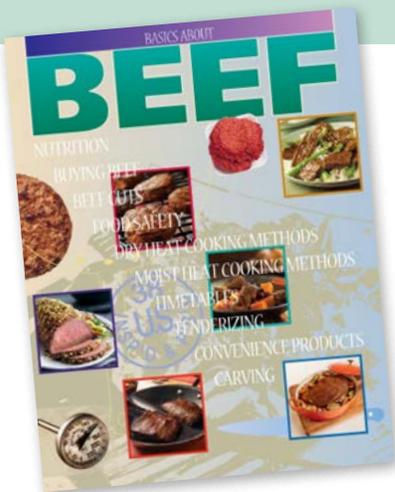
Objectives:

Students will...

- Read a meat label to help choose appropriate beef cuts for a certain recipe or dish
- Identify the primal beef cuts and the relative tenderness of each
- Differentiate between locomotion and suspension muscles

Materials List:

- Examples of Beef Labels Handout (included)
- Beef Basics Handout (included)
- Beef Primal Cuts Worksheet (included)
- Beef Made Easy® chart (included)
- *Basics About Beef* Book (go to NascoEducation.com/lessonplans to download and print)



Anticipatory Set

- Show students a picture/poster of a beef carcass (use the Beef Made Easy® chart)
Ask: *Do you know what this is a picture of? (beef or beef carcass)*
- Tell students to write down their favorite cut of beef or beef recipe. Ask volunteers to tell what they have written down.
Ask: *Do you know which part of the animal it comes from?*

Body of Lesson:

How many students have ever purchased uncooked beef at the grocery store before? Have they ever gone with their parents and watched them purchase beef? Beef is categorized in a systematic way. (Hand out examples of beef labels to students or small groups of students)

1. The kind of meat is listed first on the label (also on page 10 *Basics About Beef*; go to NascoEducation.com/lessonplans to download and print)
 - Have students underline the type of meat they are purchasing — beef
 2. The second name tells where the meat comes from on the animal
 - Called “primal” or wholesale cut
 - Have students put an “X” under the primal cut name — chuck, rib, loin, etc.
 3. The third name tells you what part of the primal cut the meat comes from
 - Called retail cut name (retail refers to the meat case at supermarkets)
 - Have students circle this name
- Notice beef tenderloin steak: tenderloin is a cut taken from the sirloin and loin area. Primals can have more specific names/locations than what is covered here.
 - Other information found on the package: price per pound, number of pounds in the package, and the total price of the cut

Give each student, or each pair of students, the Beef Basics handout and Beef Primal Cuts worksheet for them to fill in as they learn each primal. The teacher should guide students through the beef basics handout and students should complete the beef primal cuts worksheet as each area is explained.

Practice:

Have students flip over their meat labels. On the back of their meat labels, have students indicate whether the muscle they are purchasing is a suspension or locomotion muscle. With a partner, have students discuss their cut of beef and what type of muscle it is — partners should check their peers’ muscle type to make sure they correctly categorized their cut of meat.

Conclusion:

The last few minutes of class, have students create a “3-2-1.” Students will get out a blank sheet of paper and write down three important ideas from the day’s lesson or related material, two questions they have about the day’s lesson or a related topic, and one main theme/idea they will keep from the day’s lesson.

Interactive Strategies:

- The “3-2-1” activity is an interactive strategy to close the lesson and have students reflect on what they have learned that day.
- Students marking symbols on their meat labels when discussing the various parts is another interactive strategy used. This helps them visually see which part is being described throughout the lesson.
- The Beef Primal Cuts worksheet is a visual way students can follow along with the lesson as each primal cut is discussed. It will be useful when they need to study for the test.

Addressing the Diverse Learner:

Students will have the opportunity to interact with the lesson, write information down they have retained, and discuss the lesson. This caters to a variety of learning styles: linguistic, spatial, bodily-kinesthetic, and interpersonal.

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