



## **Masters of Beef Advocacy Program for Tennessee FFA**

### **Partnering for the future**

One of the beef industry's top priority is building and maintaining a strong community of advocates. One way to ensure the future of beef is by building strong partnerships today with future producers and consumers. Those partnerships will be the future voices of the beef industry and the consumers of tomorrow.

The average consumer is two generations removed from agriculture and has very little first-hand experience with food production, but they are hungry for information. It's up to us, the beef community, to engage in conversations that answer their questions about how beef is raised, from pasture to plate. By completing the checkoff-funded MBA course, beef community members can sharpen their conversation skills and equip themselves with information and confidence they need to answer tough questions about beef production.

The MBA lessons address environmental sustainability, beef nutrition, animal welfare and beef safety while taking users through the beef lifecycle. The lessons also offer historical context on the evolution of the U.S. beef industry from the time the first cattle were brought to North America to today. Included with this letter is the STEM code for each lesson that may be met by this program.

Once students have completed all five lessons, they will be invited to join the Masters of Beef Advocacy Alumni Facebook group – a virtual community for MBA graduates. This is a great place to share stories with fellow MBA graduates, download fact sheets, infographics, blogs, articles and presentations needed to be an everyday advocate!

### **Partnering with FFA**

We would love to partner directly with the organization that is preparing today's students to be the leaders of the industry tomorrow!

So, what's in it for you? -We've already done the work! Make lesson planning easy and incorporate this into your class curriculum! Advisors only need to download the resource kit from online and then you are ready to roll it out as a course in your class. The great thing is it is a turn key program, it has lessons, and quizzes already put together for use in classrooms.

**Plus, there are incentives for all instructors who use this in their class AND for all students who complete the program!**

## **GETTING STARTED**

FFA Students and Instructors can complete the online training program as a class or on an individual basis. (Classroom Kit can be found at [www.beef.org/mba](http://www.beef.org/mba)). There are so many options to incorporating this program into your class. We are always here to help you come up with a format that works for you!

**FOR TRACKING REASONS, IT IS KEY WHEN A STUDENT OR FFA INSTRUCTOR IS REGISTERING THEY ENTER THE FOLLOWING:**

**SCHOOL**

**NAME OF CHAPTER**

**INDIVIDUAL'S NAME**

**JOB TITLE: STUDENT OR INSTRUCTOR**

Once submitted, applications will be reviewed within three business days and log-in information to access the course will be emailed from [mba@beef.org](mailto:mba@beef.org). Students and instructors are asked to add beef.org to their safe senders list to ensure confirmation emails with program information are not filtered as spam.

Upon finishing the five online lessons, a certificate of completion will be available, and graduates will receive an email with details on how to join the Masters of Beef Advocacy Alumni Facebook group.

For planning purposes, the length of each lesson is between 25 to 40 minutes long. It is possible to stop a section for continuance the next day. The five sections are as follows:

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

## **PRIZES**

### **FFA Instructors**

Every instructor, who has at least ten students complete the program through the online training or a classroom program by March 15<sup>th</sup>, 2020 will be entered into a drawing to win \$150. We will draw one winner at the Tennessee State FFA Convention.

## **FFA Students**

Every FFA Student who completes their MBA through the online training program or through a classroom program by March 15th, 2020 will be entered into a drawing. Three lucky students will win \$100 to be presented at the Tennessee State FFA Convention.

For questions about the program please contact:

Janna Sullivan at [jsullivan@tnbeef.org](mailto:jsullivan@tnbeef.org) or Christina Davis at [cdavis@tnbeef.org](mailto:cdavis@tnbeef.org)

Tennessee Beef Industry Council (615) 896-5811



# MASTERS OF BEEF ADVOCACY 2.0

## Classroom Curriculum Guide



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](mailto: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](mailto: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 may help cover these 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?



# MASTERS OF BEEF ADVOCACY 2.0

## Classroom Curriculum Guide



Funded by Beef Farmers and Ranchers

### 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](mailto: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](mailto:MBA@beef.org).

#### **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 may help cover these 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?

Request your Masters of Beef Advocacy Classroom Kit today at [www.beef.org/MBA](http://www.beef.org/MBA)



# MASTERS OF BEEF ADVOCACY 2.0

## Classroom Curriculum Guide



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](mailto: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 may help cover these 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?



# MASTERS OF BEEF ADVOCACY 2.0

## Classroom Curriculum Guide



Funded by Beef Farmers and Ranchers

### 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.

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](mailto: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 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 may help cover these 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.



# MASTERS OF BEEF ADVOCACY 2.0

## Classroom Curriculum Guide



Funded by Beef Farmers and Ranchers

### 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.

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](mailto: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 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 may help cover these 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](http://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!