

Livestock Harvest & Red Meat Production: Grading, Fabrication & Marketing

Lesson Overview

Media: Microsoft® PowerPoint® Presentation (72 slides)

Seat Time: 6 Classes | 300 minutes teaching

Goal:

To assess red meat production, through meat grading, fabrication and marketing.

Description:

This presentation assesses red meat production in the United States and evaluates the process of meat grading and fabrication, including marketing.

Objectives:

1. To analyze meat grading techniques and procedures.
2. To identify retail and wholesale cuts of meat and meat by-products correlated to major muscle groups.
3. To assess marketing within the meat industry.

Lesson Plan

Class 1

Class Overview:

- *Grading* Microsoft® PowerPoint® Segment
- Action Plan
- Vocabulary Handout
- Key Concepts
- Grading Check for Understanding

Essential Questions:

1. What factors are considered in beef yield and quality grades?
2. What factors are considered in lamb yield and quality grades?
3. What factors are considered in pork grading?

Step 1: Bell Ringer:



- Write, “what is the difference between high quality and low quality meat products” where students can see and have them write down their answers.

Step 2: Distribute the Action Plan, Vocabulary Handout and Key Concepts.



- The **Action Plan** lays out a list of tasks for students to complete during the lesson.
- The **Vocabulary Handout** is a list of terms used throughout the lesson.
- The **Key Concepts** is an outline which identifies the main ideas presented in the lesson which students can fill in to aid in note taking during the lesson.

Step 3: Show the Grading PowerPoint® segment.



- This segment is 28 slides long.
- Be sure students utilize the **Key Concepts** for this segment of the lesson.

Step 4: Administer the Grading Check for Understanding.



- The Check for Understanding is a short review of the content presented in the segment.

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Lesson Plan

Class 1 (continued)

Step 5: Exit Ticket:



- Have students refer back to their answer to the question asked at the beginning of class and determine if their initial answer was correct and explain their reasoning using information from this segment.

Class 2

Class Overview:

- *Fabrication* Microsoft® PowerPoint® Segment
- Action Plan
- Key Concepts
- Popular Retail Cuts Student Handout

Essential Questions:

1. What is fabrication?
2. What is the difference between primal cuts, sub primal cuts and retail cuts?
3. How should a person describe beef primal cuts?

Step 1: Bell Ringer:



- Facilitate a short class discussion regarding students' favorite cuts of beef.

Step 2: Students should review the **Popular Retail Cuts Student Handout**.



- The handout will provide information needed throughout the lesson.

Step 3: Show slides 29 to 43 of the **Fabrication** PowerPoint® segment.



- This portion of the segment is 15 slides long
- Be sure students utilize the **Key Concepts** for this segment of the lesson.

Step 4: Exit Ticket:



- Students should answer the **Essential Questions** and turn them in before leaving class.

Class 3

Class Overview:

- *Fabrication* Microsoft® PowerPoint® Segment
- Action Plan
- Key Concepts
- Fabrication Check for Understanding
- Fabrication Labeling Activity

Essential Questions:

1. How should a person describe pork primal cuts?
2. How should a person describe lamb primal cuts?
3. What are by-products and how are they used?

Step 1: Bell Ringer:



- Facilitate a short class discussion regarding students' favorite cuts of pork and lamb.

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Lesson Plan

Class 3 (continued)

Step 2: Show slides 44 to 60 of the **Fabrication** PowerPoint® segment.



- This portion of the segment is 17 slides long
- Be sure students utilize the **Key Concepts** for this segment of the lesson.

Step 3: Administer the **Fabrication Check for Understanding**.



- The Check for Understanding is a short review of the content presented in the lesson.

Step 4: Have students complete the **Fabrication Labeling Activity**.



- Students will label graphics related to red meat fabrication.

Step 5: Exit Ticket:



- Students should submit the **activity** prior to leaving class.

Class 4

Class Overview:

- *Meat Sales & Marketing* Microsoft® PowerPoint® Segment
- Action Plan
- Key Concepts
- Meat Sales & Marketing Check for Understanding
- Meat Marketing Brochure Project

Essential Questions:

1. What is the purpose of marketing programs?
2. How do marketing programs vary among species?
3. How are supply chains and export markets utilized?

Step 1: Bell Ringer:



- Write, “where do you buy and consume meat products” where students can see and have them write down their answers. Instruct students to discuss and compare their answers with peers.

Step 2: Show the **Meat Sales & Marketing** PowerPoint® segment.



- This segment is 12 slides long.
- Be sure students utilize the **Key Concepts** for this segment of the lesson.

Step 3: Administer the **Meat Sales & Marketing Check for Understanding**.



- The Check for Understanding is a short review of the content presented in the segment.

Step 4: Students should begin the **Meat Marketing Brochure Project**.



- Students will work in a group to create and present a marketing brochure about a red meat product.

Step 5: Exit Ticket:



- Students should answer the **Essential Questions** and turn them in before leaving class.

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Lesson Plan

Class 5

Class Overview:

- Action Plan
- Livestock Harvest & Red Meat Production: Grading, Fabrication & Marketing Final Assessment
- Meat Marketing Brochure Project

Step 1: Bell Ringer:



- Students should review materials to prepare for the assessment.

Step 2: Administer the **Livestock Harvest & Red Meat Production: Grading, Fabrication & Marketing Final Assessment**.



- The Final Assessment is a comprehensive assessment covering material throughout the entire lesson.

Step 3: Students should continue working on their **Meat Marketing Brochure Project**.



- Students will work in a group to create and present a marketing brochure about a red meat product.
- Groups will share their projects during the next class.

Step 4: Exit Ticket:



- Students should provide a project update prior to leaving class.

Class 6

Class Overview:

- Action Plan
- Meat Marketing Brochure Project

Step 1: Students will present their **Meat Marketing Brochure Projects** to the class.



Step 2: Exit Ticket:



- Students should turn in their **Meat Marketing Brochure Project** and citation sheet prior to leaving class.

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Activity

Fabrication Labeling

Students will label graphics relating to red meat fabrication.

Accommodations:

Have students check in after filling in two of the blanks to see if they are on the right track.

Modifications:

Fill in the blanks for two of the options, so students only have to answer the remaining questions.

Extension:

Have students explain characteristics of each location they label on the graphic.

Project

Meat Marketing Brochure

Students will work in groups to create and present a marketing brochure about a red meat product of their choice. This project will allow students to collaborate on topics related to meat marketing and articulate their importance to consumers.

Accommodations:

Have students pair with another student in the group to research their topic.

Modifications:

Students are only required to create index cards with the main points and a bibliography.

Extension:

Have students open the floor for questions after presenting their brochure and answer any questions asked about the topic.

Career & Technical Student Organizations

FFA

- Meats Evaluation & Technology
- Livestock Evaluation

Career Connections

Career Connections

Using the **Career Connections Activity** allows students to explore careers associated with this lesson by viewing career interviews with various industry professionals. The career interviews are located on the Select Playlist drop down menu on the lesson page. If Student Licenses are being utilized, students can select the interviews to watch based on your directions. If only a Teacher License is being utilized, show students all of the career interviews and instruct them to only complete the interview form for the required number of interviews. See the **Career Connections Activity** for more details.

- Barbara Masters, D.V.M., Administrator, USDA Food Safety & Inspection Service
- Brad Johnson, Ph.D., Professor & Gordon W. Davis Regent's Chair in Meat and Muscle Biology, Texas Tech University
- Kelly Adams, Meat Science Lab Technician, Texas Tech University