

ELEMENTARY
CURRICULUM

MEET THE **MEAT**



**BEEF UP
YOUR HEALTH**



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Note:

This topical must be accompanied with the Overview for complete understanding.

I. Enduring Knowledge:

In today's world with obesity problems often due to unhealthy diets, it is important for students to have information about foods they eat and to make healthy and informed decisions about that food.

Learning Targets:

1. Students will know that eating a nutritious diet is not only important to a student's physical and mental development, but also to maintaining good health throughout life.
2. Students will understand that a healthy diet includes complex proteins as well as other nutrients, such as zinc and iron, which are found in animal sources, such as beef.
3. Students will know that proteins are just part of a healthy diet; that they also need to include fruits and vegetables, as well as carbohydrates and dairy foods to have a balanced diet.

Vocabulary:

1. **nutrient:** a substance in food that animals and people need to live and grow. About 50 separate nutrients are essential to health and no single food contains them all. Specific nutrients are common to particular food groups; thus, to have complete nutrition, people need to eat food from a variety of food groups.
2. **protein:** a complex natural compound found in all living animal and vegetable matter that is essential to sustaining a healthy body
3. **vitamins:** nutrients found in foods that are essential for the normal functioning of the human body
4. **minerals:** naturally occurring inorganic substances, such as potassium, magnesium, etc., that are essential to health
5. **diabetes:** a physical disorder that relates to the inability to metabolize carbohydrates and causes the body to produce an excessive amount of urine, as well as to have other serious medical complications
6. **amino acids:** compounds that form to make protein; there are nine essential amino acids that make up living cells in the human body, meaning they must come from food. While there are 20 amino acids, the body is capable itself of making the nonessential amino acids.

II. Teacher Background Material:

This video focuses on the importance of protein as well as other **nutrients** important to growth and health. A good source for a beginning discussion is [MyPlate.gov](https://myplate.gov), which spells out a new approach to visualizing nutrition in place of the old food pyramid design. The vocabulary list will help with discussion of the various components of a healthy diet. A review of the vocabulary words could help prepare the students for watching the video.

III. Before Viewing the Video:

School officials are increasingly concerned that students misunderstand how the nutrients in foods affect their body's health. This lack of knowledge does not allow children to make good choices when it comes to choosing to eat healthy foods. The following questions can help stimulate and give teachers a baseline for a discussion of **nutrients**:

- Why do students need food?
- What choices do people make about the food they eat?
- What information do you have about the different foods you eat? How can you get information about foods?
- What are some of the important nutrients your body needs to be healthy and to grow? See if you can list some of them. Do you know the food sources of various **nutrients**?

IV. Viewing Guide:

Have students record as many nutrients as they can that are mentioned in the video.

What nutrients are found in beef? Beef has Z.I.P.—what is Z.I.P.?

V. Discussion Guide:

Make a list of **nutrients** that students heard in the video. See if they can relate the sources of the nutrients, especially those found in animal sources, such as beef. Have the students write a brief paragraph on the subject of why nutrition is important to their growth and health, naming particular nutrients in the writing.

VI. Evaluation:

The written paragraph offers a good insight into whether students have reached the major learning targets of this lesson.

Additional assessments can be done on the various extended learning activities if the teacher chooses to expand the study.

VII. Suggestions for Extended Learning:

Here are some suggestions to expand the study begun in the viewing of this video.

1. Working with their families, have students design a healthy diet and keep a record of the foods their family is choosing for at least one week. In setting up the diet students should discuss how protein and other nutrients are important to keeping their bodies healthy.
2. Have students outline the basic food groups identified by MyPlate. Research the nutrient value of foods in the different food groups, using the Internet to find the information.
3. Have students draw a well-balanced diet on a paper plate. Then have them take a plate home and draw what they ate for a meal at home. (They could have each family member draw one.) Then they could write a paper assessing their nutritional balance.

Have students write and perform a play in which each actor plays the part of a different food and explains its value to the others. The final act could be the realization that a variety of foods are needed to make a well balanced diet.

Wisconsin Teacher Standards which can be met with this curriculum, including rationale.

Standard 1: Subject matter.

This curriculum provides information not readily available in other forms. A teacher using this material will be well-informed about the subject matter.

Standard 2: Broad range of ability.

This curriculum provides instruction that supports their intellectual, social, and personal development.

Standard 3: Adapt instruction.

This curriculum provides suggestions for learners with a variety of intelligences and levels of ability.

Standard 4: Instructional strategies.

This curriculum includes the use of technology to gain information and suggestion for using research in extending learning.

Standard 5: Individual and group motivation.

Both prior knowledge and group projects promote motivation for students to learn.

Standard 6: Verbal and nonverbal communications.

Instruction media and technology that promotes active learning are key parts of this curriculum.

Standard 7: Organizes and plans systematic instruction.

This curriculum is organized to support teacher knowledge, to draw on and motivate students to engage in active learning, and promotes active inquiry, collaboration, and supportive interaction in the classroom.

Standard 8: Formal and informal assessments.

Suggestions for a variety of assessments, both formal and informal, are offered in the curriculum.



WISCONSIN STUDENT PROFICIENCY STANDARDS which can be met teaching
Beef Up Your Health – Topic Video, Discover Mediaworks, 2012

A. GLOBAL AGRICULTURAL SYSTEMS

Content Standard

Students will learn about the role of food, fiber, and natural resource systems in their lives and the lives of others around the world.

Rationale

Knowledge of global agricultural systems and the natural resources required to produce food and fiber used in daily life leads students to understand the relationship between production and sustainability. Understanding food and fiber production, distribution, and consumption at local, national, and international levels allows students to comprehend the complex interdependence that exists within agriculture.

4th Grade: A.4.1

B. TECHNOLOGY/INFORMATION

Content Standard

Students will demonstrate the ability to access information from multiple sources, synthesize the information, and use it for the technological improvement and stewardship of food, fiber, and natural resource systems.

Rationale

The use of technology for gathering information and producing products within the food, fiber, and natural resource industries is essential in the global marketplace. Producers, processors, manufacturers, and researchers who utilize technology will be able to compete better in the global marketplace. Students must realize that using technology and understanding its potential are lifelong skills necessary for employment and existence in society.

4th Grade: B.4.2 (see LA A.4.4, E.4.1; SC A.4.3)

D. AGRISCIENCE/PRODUCTION**Content Standard**

Students will demonstrate an understanding of the scientific principles and societal implications involved in the production and processing of food and fiber as well as an understanding of basic animal husbandry and sustainable agricultural practices.

Rationale

Students need an understanding of the scientific principles underlying the production of food, fiber, and sustainable agriculture, and the relationship that this has to their daily lives. Knowledge of the concepts of agri-science production and processing will assist students in making informed consumer choices. By learning about the production of food, fiber, and animal husbandry, students understand the impact agri-science makes on their communities and communities throughout the world.

4th Grade: D.4.1, D.4.2, D.4.3, D.4.5

E. ECOLOGY/ENVIRONMENT**Content Standard**

Students will understand the relationships between natural resources, ecological processes, and the production and processing of food and fiber.

Rationale

Land and other natural resources need to be managed in a sustainable manner. Balance and agreement need to occur among producers, processors, manufacturers, scientists and other users of natural resources. Students, as citizens, must learn to make informed choices about their environment based on facts.

4th Grade: E.4.1, E.4.2, E.4.4, E.4.4.5, E.4.6

F. BUSINESS MANAGEMENT AND MARKETING**Content Standard**

Students will learn about the operations and economic impact of agricultural business in a world economy.

Rationale

People make complex economic choices related to the allocation of food, fiber, and natural resources. The collective role of consumers, producers, and workers directs business and markets to process, add value, and distribute agricultural products as demanded. It is essential that students learn to make informed choices through the study of production, processing, distribution, and consumption of food and fiber.

4th Grade: F.4.1, F.4.2, F.4.4