Australian Good Meat Education resources are developed by

MEAT & LIVESTOCK AUSTRALIA

9–10 | LESSON PLAN

This 'Assessment and advertising' educational resource is provided under a Creative Commons Licence CC-BY-SA 4.0. For more information go to mla.com.au/creative-commons. © Meat & Livestock Australia.

Lesson 4

Assessment and advertising

AUSTRALIAN CURRICULUM CONTENT

Analyse and make judgements on the ethical, secure and sustainable production and marketing of food and fibre enterprises. (ACTDEK044, AC9TDE10K04)

Analyse and make judgements on how the sensory and functional properties of food influence the design and preparation of sustainable food solutions for healthy eating. (ACTDEK045, AC9TDE10K05)

Analyse needs or opportunities for designing; develop design briefs; and investigate, analyse and select materials, systems, components, tools and equipment to create designed solutions. (ACTDEP048, AC9TDE10P01)

LESSON OBJECTIVE

Students will examine how red meat is assessed and how specifications relate to farm management. Students will learn about the importance and value of advertising and marketing.

Document publish date 2022. A third party may hold copyright to some material presented in this manual, as indicated by specific attribution throughout. This licence excludes any material which is specifically attributed to another. You may be required to seek the third party's consent to use the material. You must make your own enquiries in this regard.

Lesson 4

LESSON OVERVIEW

Activity 4.1	Specifications and their relationship to on-farm processes	40 mins
Activity 4.2	Improving demand via advertising	5 mins
Activity 4.3	Case study: Make lamb, not walls	30 mins
Activity 4.4	Online learning task: Meat and its role in a balanced diet	15 mins

CONTENTS

	Page
Australian Curriculum content	1
Contents	2
Resources and equipment	3
Lesson guide	4–5
Student resources	6–13
Answers	14–16

Resources and equipment

ACTIVITY 4.1 – Specifications and their relationship to on-farm processes

1. Worksheet 4.1a – *Find your partner - beef specifications and their relationship to on-farm processes* (NB: print and cut out prior to lesson).
2. Scissors, ruler, pens.
3. MSA Grading Beef - overview (3.05).
4. Worksheet 4.1b – *Specifications and their relationship to on-farm processes.*

ACTIVITY 4.2 – Improving demand via advertising

ACTIVITY 4.3 – Case study: Make lamb, not walls

1. Make lamb, not walls (2.30)
2. Worksheet 4.3a – *Case study: Make lamb, not walls.*
3. A3 or butcher's paper.
4. Pens, coloured pencils, pencils.

ACTIVITY 4.4 – Online learning task: Meat and its role in a balanced diet

1. Computer/digital device access of Lesson 4 Online learning task.
2. Is Red Meat Nutritious? With Nicko's Kitchen.
3. Tips for planning balanced meals.
4. A Guide to Iron-Rich Meals.

ADDITIONAL READING/RESOURCES

- Latest lamb summer campaign aims to unite Australians with tongue-in-cheek messaging.

Lesson guide

ACTIVITY 4.1 – Specifications and their relationship to on-farm processes

a. Print Worksheet 4.1a – *Find your partner – beef specifications and their relationship to on-farm processes* and cut along lines to generate nine specifications cards and nine on-farm process cards.

b. Discuss the following questions and record responses as a tally (suggest stand up/sit down activity, raise hands, or move to the corners of the room).

- Did you eat red meat last night? Yes/No
- What red meat did you eat? Beef/lamb/veal, etc.
- Who decided which meat you ate last night? You, parent/guardian, sibling, etc.
- Why do you think they chose the red meat that they did? Taste/advertising/ wanted to try a new recipe, etc.

c. Briefly introduce the specifications of red meat and view the video clip MSA Grading Beef - overview (3.05).

d. Facilitate a discussion about why specifications are important to stakeholders. (Suggestions: eating quality, cost, cooking method, profitability, etc).

e. Allocate students into two groups, A and B. Give each member of group A a MSA specification card and each member of group B an on-farm factor/process card.

f. Give students five minutes (using a timer) to find their 'partner'. A member of group A (with a specification) should find a member of group B (with an on-farm process that describes how that specification can be optimised and managed on a farm).

g. Each student pair reads their matching cards out loud for the class for feedback to see if they are correctly matched. (Answers as per Worksheet 4.1a in Teacher guide).

h. Each student completes Worksheet 4.1b – *Specifications and their relationship to on-farm processes* as a record of the activity. (Answers page 14).

ACTIVITY 4.2 – Improving demand via advertising

a. Facilitate a discussion about how and why stakeholders in the meat industry would want to increase demand for their products. (Answers page 15)

- Why would producers want to increase consumer demand for red meat?
- What methods are there to increase demand?

***Lesson guide** continued next page*

Lesson guide *continued*

ACTIVITY 4.3 – Case study: Make lamb, not walls

a. Allocate students into pairs and ask them to think about their favourite advertisement on television/social media.

b. Students briefly discuss their chosen advertisement with each other, considering:
   - What is the advertisement trying to get consumers to do or purchase?
   - What are the features of the campaign?
   - Why do you think it is an effective campaign?

c. Introduce and view Australian lamb advertising, Make lamb, not walls aired in summer 2021 (2.30).

d. Facilitate a discussion based on the following stimulus questions: (Answers page 15)
   - What is the advertisement trying to get consumers to do or purchase?
   - Who do you think it is aimed at/target market?
   - What do you like about it?
   - Why do you think it is effective?
   - What persuasive techniques are used?
   - What is the slogan?

e. Direct students into their pairs to discuss one aspect of the advertisement that they enjoyed or connected with (eg. The PM arriving home from his holiday in Hawaii; the Instagram couple, mother and daughter, Tasmanians arriving, etc.). View the video clip again if necessary.

f. Complete Worksheet 4.3a – *Case study: Make lamb, not walls.* (Answers page 15)

g. Provide students with time to share their work with the class.

   NB. To view the most recent Australian Lamb campaign please visit Australian Lamb - YouTube.

ACTIVITY 4.4 – Online learning task: Meat and its role in a balanced diet

a. Students access Online learning task 4 and complete the activities based on meat and its role in a balanced diet. (Answers page 16)

Student resources

ACTIVITY 4.1 – Specifications and their relationship to on-farm processes

Worksheet 4.1a	Find your partner – beef specifications and their relationship to on-farm processes
Worksheet 4.1b	Specifications and their relationship to on-farm processes

ACTIVITY 4.2 – Improving demand via advertising

N/A

ACTIVITY 4.3 – Case study: Make lamb, not walls.

Worksheet 4.3a	Case study: Make lamb, not walls

ACTIVITY 4.4 – Online learning task: Meat and its role in a balanced diet

Lesson 4 Online learning task	Meat and its role in a balanced diet

Worksheet 4.1a

Find your partner – Beef specifications and their relationship to on-farm processes

Cut along the dashed line.

Group A - MSA specification	**Group B** - On-farm factor or process which describes how each specification can be optimised and managed on a farm

Group A

Carcase weight
The weight of the carcase is measured to give an indication of how much meat the carcase will provide.

Group B

Breed of cattle
Certain breeds are heavier than others.

Age
As an animal develops, it will deposit muscle and fat.

Nutrition
Feed rationing during the growth and development of the animal.

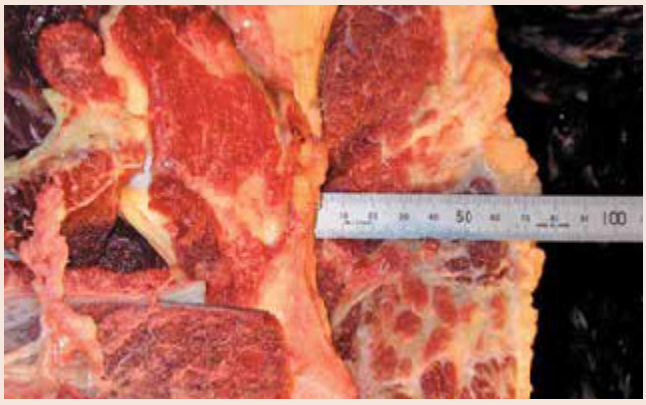
Worksheet 4.1a continued next page

Worksheet 4.1a continued

Worksheet 4.1a

Group A

Hump height
Hump height is measured to assess the quality of the meat. Animals with a large hump have a greater percentage of tropical breed in their genetic makeup, which can impact the texture and tenderness of the meat.



Group B

Breed of cattle
Farmers choose their breeds based on the balance of their suitability for the environment and maximising their sale price. Farmers in the northern, drier areas of Australia generally produce animals with a larger hump, as tropical breeds such as Bos Indicus are more suited to the environment.

Group A

Eye muscle area
Eye muscle area is an indicator of yield. A large eye muscle area gives an indication of the amount of muscle on the animal.

Group B

Age
Farmers keep cattle until a certain age and therefore a certain liveweight before sale so that it's muscle area is able to develop to its optimum size.

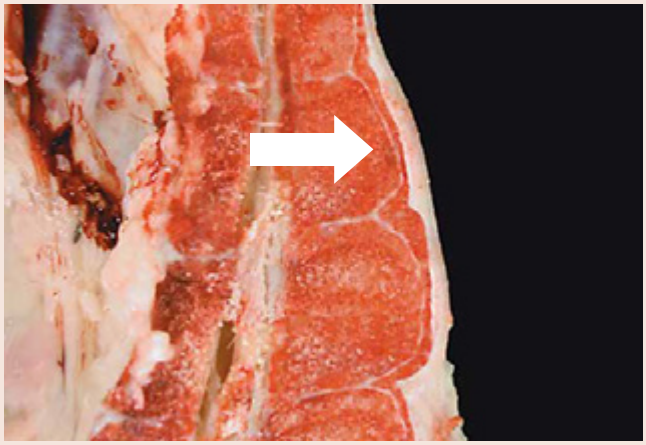
Worksheet 4.1a continued next page

Worksheet 4.1a continued

Worksheet 4.1a

Group A

Ossification
Ossification is a measure of the age, or maturity of the animal by looking at bone development in the vertebrae.



Group B

Age
Farmers keep cattle until a certain age before sale so that they have longer to grow and develop.

Group A

Marbling
Marbling is the fine white flecks of fat within the muscle/meat. Marbling generally improves the eating quality of beef and keeps the meat juicy when cooked. Certain markets prefer high marbling.

Group B

Breed of cattle
Certain breeds have a greater tendency to marble, e.g. Angus and Wagyu.

Nutrition/grain feed rationing
The level of marbling is greater in grain finished cattle due to high energy rations, compared to animals fed lower energy pasture diets.

Worksheet 4.1a continued next page

Worksheet 4.1a continued

Worksheet 4.1a

Group A

Meat colour
Most consumers prefer a bright, pink to cherry red colour of colour chip 1B or 1C and avoid dark meat colour.

Group B

Minimising stress
To prevent dark meat, stress needs to be minimised prior to slaughter and processing.

Group A

Fat colour
Consumers prefer the appeal of whiter, rather than yellow fat. Assessed using colour chips.

Group B

Nutrition/pasture vs grain fed
Grain fed animals produce a creamy white fat and pasture fed animals produce a yellower fat.

Worksheet 4.1a continued next page

Worksheet 4.1a continued

Worksheet 4.1a

Group A

Rib fat
Rib fat thickness is the fat depth measured at the quartered rib site between the 5th and 13th ribs. A covering of fat is needed to protect the high value cuts from rapid chilling, which can cause toughening, and to enhance eating quality and appearance.

Group B

Breed of cattle
Different breeds have varying amounts of fat deposited at the rib site.

Nutrition/grain feed rationing
The amount of fat is greater in grain finished cattle due to high energy rations, compared to animals fed lower energy pasture diets.

Group A

pH
The pH measures the lactic acid build up in muscle. A pH that is too high results in coarser, less tender meat and is often associated with dark meat colour.

Group B

Minimising stress
To prevent high pH levels, stress should be minimised. Low stress handling during transport and enough rest time at the abattoir prior to killing and processing is important.

Worksheet 4.1b

Specifications and their relationship to on-farm processes

Market specifications describe important qualities of red meat.

Assessing meat by a set of standards enables the industry to match overseas and Australian market expectations, and provide consumers with confidence that they are purchasing a product that is value for money. Producers can target particular market specifications by managing certain activities on their farm to increase their profitability. Assuring the eating quality of Meat Standards Australia (MSA) beef requires standards to be maintained from paddock to plate.

a. Draw a line to match the MSA specification with the on-farm process that describes how that specification can be managed on a farm.

MSA specification	On-farm process influencing specification
Carcase weight	• Minimising stress
Hump height	• Nutrition/pasture vs grain fed
Eye muscle area	• Breed of cattle Nutrition/grain feed rationing
Ossification	• Minimising stress
Marbling	• Age
Meat colour	• Breed of cattle Age Nutrition
Fat colour	• Breed of cattle Nutrition/Grain feed rationing
Rib fat	• Age
pH	• Breed of cattle

Worksheet 4.3a

Case study: Make lamb, not walls

1. Imagine you are working at the advertising agency that developed the campaign, 'Make lamb, not walls'. Choose one aspect of the advertisement that you enjoyed and connected with (eg. The PM arriving home from his holiday in Hawaii; the Instagram couple; mother and daughter; Tasmanians arriving, etc.).
2. Imagine that this aspect was your idea and that you are pitching this idea/concept to Meat & Livestock Australia for the first time.
3. Divide your paper into 3 sections (as shown below) and use your design skills to draw the idea or concept. Record the persuasive techniques you are planning to use and why you would use this idea in the advertisement.

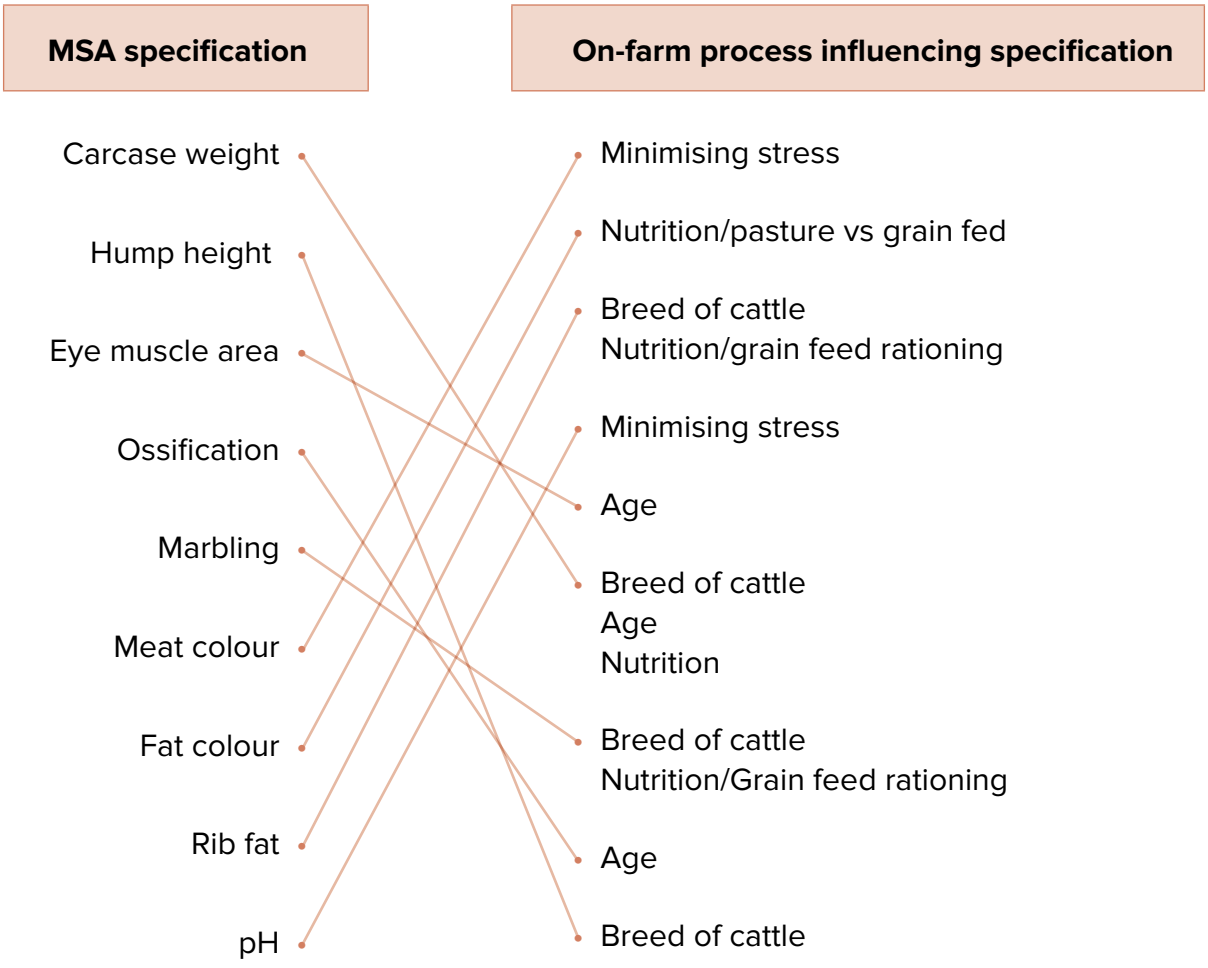
Drawing of concept	
Reasons to include concept	**Persuasive techniques to use**

Activity 4.1

Specifications and their relationship to on-farm processes

g. As per Worksheet 4.1a in the Teacher guide.

Worksheet 4.1b – Specifications and their relationship to on-farm processes



Activity 4.2

Improving demand via advertising

a. Various contributions from students including: to increase profitability, to maintain and increase employment opportunities of many people along the supply chain, to ensure longevity of the industry, and encourage future investment and capital into red meat.

Methods used to increase demand include: advertising via multiple formats (tv, social media, newsprint, etc.), store sampling, cooking programs and recipe promotions, promotion of health benefits, promoting varying methods of cooking and versatility of products, packaging, value adding cuts, making the produce more accessible in snacks, etc.

Activity 4.3

Case study: Make lamb, not walls

Worksheet 4.3a: Case study: Make lamb, not walls

Answers dependent on student responses.

d. The advertisement is trying to convince consumers to purchase lamb, especially for Australia Day.

- Various answers regarding its target market. Families/singles/all Australians, etc.
- Various answers as to whether they like the advertisement.
- Reasons for its effectiveness may include humour, addressing current events, impactful music, it's relatability, etc.
- Persuasive techniques used include humour, current events, music.
- The slogan is, "make lamb, not walls".

f. Various answers.

Online learning task:
Meat and its role in a balanced diet

2. The main nutrients found in red meat are protein, vitamin B12, niacin, vitamin B6, iron, zinc and phosphorus.
3. 455g per week of cooked red meat such as beef and lamb is recommended in the Australian diet.
5. Various balanced meals. The vegetarian meal needs to have a source of vitamin C added to increase the uptake of iron from the salad and/or vegetables. Sources of vitamin C may include broccoli, kale, brussel sprouts, capsicum, kiwi fruit, oranges, berries, etc.
6. The meal containing red meat provides your body with more iron.