

High Steaks! A Beef Marketing Competition

The Iowa Agriculture Literacy Foundation is offering an exciting cross-curricular program for elementary, middle, and high school students to engage with and understand beef production. This experiential learning contest will allow your students to creatively develop a marketing strategy for a product of their choice, while learning about the multitude of agricultural careers and skills it takes to develop and sell a product. Students will also be learning about the beef production industry and beef nutrition as a result of participation. Funded in part by the Iowa Beef Checkoff.



Objective

Students will work as a group to develop a marketing and nutrition plan for a beef-centric product or recipe.

Eligibility

3rd through 12th grade students working in groups or as a classroom in Iowa are eligible to participate. Registration is required in the respective grade divisions. Multiple groups or classrooms from the same school may participate. FFA chapters, home school groups, and private schools are also eligible to participate.

Divisions

Elementary (3rd – 5th grade)

Middle School (6th – 8th grade)

High School (9th – 12th grade)

Contest Timeline

Registration is open from December 8, 2019 to March 1, 2020

Contest submissions are due by March 15, 2020

Winners will be announced no later than April 15, 2020

Prize

The marketing plans and/or poster advertisements will be judged by a panel of beef producers and educators (see rubric for judging criteria). The top three schools from each division will be announced as winners. Prizes include:

- Prizes per division include:
 - 1st Place
 - \$200 (made out to school)
 - Virtual tour (FarmChat®) of a beef farm
 - BBQ lunch brought to their school and catered by the Iowa Beef Industry Council (up to \$250)
 - Printed certificate
 - 2nd Place
 - \$100
 - Printed certificate
 - 3rd Place
 - \$50
 - Printed certificate

Partnerships

You are encouraged to partner with a local beef producer to encourage your students to learn about the entire beef production system. If you would like assistance in identifying a beef producer in your area, please identify your interest on your pre-registration form, or contact Chrissy Rhodes at chrhodes@iowaagliteracy.org.

Registration

All classrooms must register to participate in the contest. With registration, your classroom will receive at no cost and courtesy of Iowa Agriculture Literacy Foundation:

- Cover letter, including contest eligibility, procedures, etc.
- Two (2) hard copies of the book [My Family's Beef Farm](#) and accompanying elementary lesson plans,
- Printed lesson plan – [Beef: A Healthy Option](#) for middle school students and
- [True Beef Educator Guide](#) – This series of lesson plans supports the documentary "True Beef". The guide contains 8 lessons designed to follow along with the chapters in the documentary. STEM connections have been included for all lessons and it is easy for teachers to make connections across the curriculum.
- Rubrics for all divisions

Registration will close on January 15, 2020. Register now by simply filling out this form: <https://www.jotform.com/IowaAgLiteracyFoundation/high-steaks-registration-2020>.

Contest Procedures

Elementary Division

Students must select a beef product and then work together in teams of three or more, or as a classroom, to submit a poster that advertises the product or showcases the health benefits associated with eating beef. Ideas can include, but are not limited to a specific cut of beef, a stand-alone product like beef jerky, grab and go meals that include beef, a beef entrée that would be on school lunch menu, served at a senior citizen center, or even at an upscale restaurant.

All posters must be two dimensional. Posters may be designed electronically on a computer or in hard copy. If in hard copy, the maximum size of the poster board is 22" x 28". Hard copy posters should be scanned or photographed to make an electronic copy. Electronic files (photos, scans, or digitally created files) will be submitted through an online form. You will receive submission instructions after pre-registration. Original works should be mailed (folding the work is acceptable) to: Iowa Agriculture Literacy Foundation, 5400 University Ave., West Des Moines, IA 50266. Original artwork will not be returned.

Computer aided graphics designed material must be of original design. Use of trademarked or copyrighted material will be grounds for disqualification. If you chose to use clip art or other graphics, please ensure that they are in the public domain.

All posters will be judged by the following criteria:

- Does the poster identify and promote a beef product?
- Does the poster show originality by the student?
- Does the poster show evidence of research and learning about beef?
- Does the poster show artistic merit and creativity?
- Does the poster accurately reflect and portray beef nutrition information?
- Is the poster neat and visually pleasing?

For a detailed description of how judges will score projects, please refer to the elementary division rubric in the preregistration packet.

Middle School and High School Divisions

Students must work together in a group, or as a classroom team, to submit a completed marketing plan of their selected beef-focused product. For each of the five sections outlined (Introduction, Product, Marketing Plan, Market Analysis, and Nutrition), students should complete the task noted per each bullet. Assign or encourage students to work on the project piece by piece.

Project plans will be submitted as a single document (only pdf will be accepted) and uploaded through an online submission portal. You will receive submission instructions after pre-registration.

****NOTE*** The marketing plan guidelines loosely correlate to the FCCLA STAR Event Guidelines for Advocacy and Entrepreneurship and the FFA Marketing Plan Career Development Event. Participating schools are encouraged to use resources from any of those events.*

1. Introduction:

- a. Cover Page: Include name of the product, teacher's name, school name, grade, teacher contact information.
 - b. Classroom Information: Share the name of the students who worked on the project, and you can include any acknowledgements or special notes in this section.
2. Product:
- a. Product Description: Students can use their creativity to develop and describe a beef-focused product or recipe.
 - i. Ideas can include, but are not limited to a specific cut of beef, a stand-alone product like beef jerky, grab and go meals that include beef, a beef entrée that would be on school lunch menu, served at a senior citizen center, or even at an upscale restaurant.
 - ii. If a recipe is selected: Include the final recipe in your submission, including all ingredients, measurements, and the procedures for preparing this food product or recipe.
3. Market Analysis ******(required for the High School Division only)******
- a. Target Audience:
 - i. Who is your ideal customer? Define their characteristics, socio-economic status, education background, family size (if applicable), etc.
 - ii. What are their food values and interests?
 - iii. What is the audience's most influential factors when purchasing this type of beef product? Examples include cost, low-fat or low-calorie, nutritional value, gluten free, etc.
 - iv. Describe in order that the judges truly understand your customer.
 - b. Market Testing: *(optional)*
 - i. Conduct a taste test with your target audience. Be sure to follow safe food handling guidelines, consult with your school cafeteria with questions.
 - ii. Report your test market's thoughts on your product - their likes, and dislikes.
 - c. Cost Analysis:
 - i. Use a spreadsheet to determine the cost of the ingredients, packaging, and shipping of your product.
 - ii. What type or container will you use? What is the cost of that container?
 - iii. What are the shipping or transportation costs of this product?
 - iv. Determine your preferred profit margin. What is the final price of your product?
4. Marketing Plan
- a. Environment:
 - i. What environment will customers have an opportunity to purchase your item?
 - ii. Examples: A school cafeteria, the grocery store, a farmer's market, an upscale restaurant, etc.
 - iii. Set the scene, and be descriptive so that the judges understand your environment.
 - b. Marketing Campaign:
 - i. Develop a name and slogan for your product or recipe.
 - ii. Create a label for the product. Include product name ingredients, storage recommendations, serving size, and UPC bar code.

- iii. Create an advertising campaign. *Middle school division is required to have at least one element. High school division should have an advertising campaign with at least three elements.* Marketing elements can include, but are not limited to:
 1. Print advertisement
 2. Radio or podcast advertisement (script or weblink to audio recording)
 3. Commercial (script or link to online video)
 4. Celebrity endorsement
 5. Website
 6. Social media presence
 7. Billboards
 8. And more!
 - iv. Remember to include information about ZIP beef nutrition in one of your three marketing tools. See the beef nutrition section for more information.
5. Beef Nutrition
- a. An overview of the nutritional aspects of the beef in your product
 - i. Identify and outline the essential nutrients humans get from beef including: iron, choline, protein, selenium, vitamin B6, vitamin B12, zinc, phosphorus, niacin, and riboflavin.
 - ii. Identify total grams of fat and total calories in lean cuts of beef. How does this compare to other protein options?
 - b. Identify the correct serving size for your beef product.
 - c. Storage & Handling: Identify the storage and safe food handling procedures which should accompany this food product. This should include the correct cooking temperature(s).

For a detailed description of how judges will score projects, please refer to the middle or high school division rubric in the preregistration packet.

Additional Lessons and Classroom Tools

Elementary

- [Beef Basics Lesson](#) – Students will explain the importance of the beef cattle industry including the products the cattle produce, the production process from farm to plate, and how cattle can utilize and obtain energy from grass and other forage.
- [Beef Ag Mag e-Reader](#) - Explore this Ag Mag and you'll discover the power of beef. You'll also meet some of the amazing men and women who care for their animals, steward (or care for) the land, and provide safe quality food for you and me. Let's go!
- [The Stage is Set for Beef](#) - This lesson plan guides learners through the lifecycle of the beef animal, from cow-calf, to stocker ranch, to feed yard and finally processing.
- [Beef Up Your Nutrition](#) - Learn about the power of beef in a healthy diet. This lesson plan guides learners through the process of creating a meal plan based on the My Plate guidelines, using beef as a lean protein source.

- [Pasture Cow-Cultations](#) - Beef cattle eat grass for most of their life. They graze on grass that often could not be used to grow other crops. Learners will use math skills to determine the right pasture for each herd of cattle.
- [Built from Beef](#) - Beef is one of the many products we get from cattle, but it isn't the only thing! Learners will discover how cattle byproducts provide many of the things we use every day.
- [The Science of Beef Toolkit](#) - Bring science to life with real-world applications of scientific principles. This kit contains 8 learning tools which support Next Generation Science Standards Life Science Disciplinary Core Ideas.
- [Build a Calf Workshop](#) - Students will explore genes and heredity in the context of beef cattle. They will discover probability and be introduced to beef breeds.
- [Animals in Iowa](#) - The students will learn about livestock raised in Iowa while strengthening their language arts and 21st century skills through basic internet research.
- [FoodMASTER: Meat, Poultry and Fish](#) - In this lesson students will learn how animals utilize nutrients and energy from food humans cannot digest and convert it to meat, a food rich in zinc, iron, and protein. Students will discover how hamburger is formulated for leanness, compare two kinds of hotdogs, and learn about fish.
- [My Cheeseburger Came from the Farm!](#) Through a power point presentation & supplemental activities, students learn about types of cattle, their life cycle, what they eat, where they live, and more.

Middle School

- [At Home on the Range](#) - Students will learn about rangelands by participating in a hands-on activity to grow their own grass to represent a beef or sheep ranch.
- [Roll of the Genes](#) - In this lesson students will learn about genes and how they affect important traits such as growth, reproduction, disease resistance, and behavior. Students will also discover the responsibilities of an animal geneticist.
- [Create Your Own Herd](#) - Students will be able to understand how heredity affects agricultural decisions regarding wanted traits in animals (specifically beef cattle), and will understand that DNA contains genes which carry traits from generation to generation.
- [The QUEST for the Whole Enchilada](#) - This lesson utilizes a process learning model to recognize how the Columbian Exchange and early Spanish explorers impacted the culture and cuisine of the Southwest United States. Students will participate in a food lab to make enchiladas and learn about the production of each ingredient.
- [FoodMASTER Middle: Protein](#) - Students will examine dietary sources of protein and generally understand the relationship between protein synthesis and amino acids while completing an activity to use beads as a representation of amino acids to construct proteins (polypeptide chains). Students will identify complete and/or incomplete proteins found in both animal and plant food sources.
- [Beef Basics](#) – Students will learn how to read a meat label and identify primal cut to help choose appropriate beef cuts for certain recipes.

High School

- [True Beef: From Pasture to Plate \(DVD\)](#) – This is an innovative educational documentary that follows high school students as they learn about the entire process of beef production. The

documentary features culinary and agricultural high school students and is designed to teach students where their food comes from while learning the importance of farming and ranching.

- [Kits and Resources by the Iowa Beef Industry Council](#) - Dig into resources for Family and Consumer Science teachers and elementary educators, as well as great nutrition information for schools.
- [The Cattle Drive and Westward Expansion](#) - Students will gain a greater understanding of the historical context and purpose of the cattle drives that took place in the mid-1880s. Students will be able to explain the cause and effect relationships of life on the frontier including, population growth, and later the invention and use of barbed wire, refrigeration, and railroads.

Questions

Please direct any questions you have about this contest to Chrissy Rhodes at crhodes@iowaagliteracy.org.