CONNECT TO HEALTHY FOODS
This IAITC packet provides activities focused on the healthy benefits that beef provides and nutrition. Other activities examine the difference between beef and dairy cattle as well as one famous cow’s role in Illinois history. Plus, there are great nutrition activities for students about meal planning. Use this packet along with other beef and nutrition information as a useful tool for your classroom.

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Materials provided by

Illinois Beef Association

National Cattleman’s Beef Association
**Activity:** Use these facts and information found on the Beef Ag Mag or the Beef Trivia Questions to create a Ball O’ Beef (trivia ball). Write the trivia questions directly onto a beach ball. Quiz students with each toss about their beef knowledge.

- A calf weighs about 80 pounds at birth. The calf drinks mother’s milk and eats grass for the first six months, until it is weaned from its mother. It weighs about 400 pounds at this time. The average heifer is 2 years old when she first calves.

- A cow’s diet is mainly grass and hay, with some feed supplements. Ruminate animals like cows and deer have a complex four part stomach that allows them to digest grass. The four parts of the stomach are called the rumen, reticulum, omasum and abomasum. The largest part is called the rumen and it works like a fermentation vat. Cows eat a large amount of food at one time and it is held in the rumen where it mixes with stomach acid. Throughout the day, the cow will ‘burp’ up small amounts of the food it has already eaten out of the rumen and chew it for a second time. This is called chewing their cud. Once the food is chewed the second time it is swallowed again and then passes through the other three sections of the stomach and is digested. A cow chews her cud up to 8 hours each day. A cow also drinks about a bathtub full of water each day.

- Yearlings are usually sold at a sale barn and trucked to feedlots. They are fed grain and hay in the feedlot, and then sold to a packing house when they weigh around 1,000 to 1,100 pounds.

- A cow that weighs 1,000 pounds will make a carcass weighing about 615 pounds. The carcass makes about 432 pounds of meat.

- Popular cuts include steak, roast and ground beef for hamburger. In your lifetime, you will probably eat seven steers!

- Beef has ZIP! It has Zinc, a mineral used for growth and fighting off illnesses; Iron, to help red blood cells carry oxygen to body cells and tissues; and Protein, to keep our body tissue healthy. It also has plenty of B-vitamins, which promote healthy skin, keep our nervous system healthy, and are important for digesting our food and burning body energy.

- Other products besides beef are made from the beef carcass. Leather, made from the hide, is used to make a variety of items, from clothing to basketballs. The hide from one steer can make 144 baseballs, 20 footballs, or 12 basketballs. Companies that make sports equipment use more than 100,000 hides each year.

- Gelatin, made from bones and horns, is used in making candies, marshmallows, ice cream and photographic film.

- Bones are used to make glue and fertilizers. Blood meal, a fertilizer, is made from blood.

- Beef fat, called tallow, is an ingredient in soaps, cosmetics, candles, shortenings, and chewing gum.

- Many medicines, including insulin and estrogen, are made from the glands of the cow.
1. In America, on which single day of the year is the most beef consumed? **Memorial Day**
2. On average, a beef cattle operation is home to how many cattle? **40 head of cattle**
3. What is the most popular cut of beef in the United States? **Ground beef**
4. Which segment of American agriculture is the largest? **The cattle industry, based on cash receipts**
5. How many different breeds of beef cattle can be found in the United States? **Over 70 different breeds.**
6. Where did the hamburger make its international debut? **The 1904 St. Louis World’s Fair**
7. Who invented the hamburger? **Fletcher Davis**
8. How many compartments does a ruminant animal’s stomach have? **Four**
9. How many pounds of beef come from one steer? **About 400 pounds**
10. What percentage of a steer is used for food and by-products? **99%**
11. Five counties in Illinois that have more cattle than anywhere else in the state. Name one. **JoDaviess, Hancock, Fulton, Adams, Pike**
12. What is the name of a male bovine? **Bull**
13. A female bovine who has had a calf is called________. **Cow**
14. Bovines bring up a small amount of food to chew into tiny pieces called _______. **Cud**
15. Bovines have hooves split in the center called _________________. **Cloven hooves**
16. How many people work in the cattle business? **More than one million people**
17. What two countries produce the most beef? **United States and Brazil**
18. How many hours a day does a bovine spend chewing its cud? **8 hours each day**
19. How many basketballs can be made from 1 cowhide? **12 basketballs**
20. Where did the first McDonald's Restaurant open? **Des Plaines, Illinois**
21. What nutrient does beef provide that helps blood carry oxygen to cells? **Iron**
22. What sandwich is America’s favorite, with 86% of the population ordering them last year? **Hamburger or Cheeseburger**
23. What was the world’s first hamburger chain founded in 1921 in Wichita, Kansas? **The first hamburger "chain" was White Castle**
24. What is the nickname for the square, baby burgers sold at White Castle? **Sliders**
25. What body building nutrients does beef supply? **Iron, Zinc, and Protein**
26. Which minerals supplied by beef is most likely to be missing from American diets? **Iron**
27. What important natural drug used by diabetics can be made from beef animals? **Insulin**
28. When preparing beef, which kitchen tool is used to determine whether or not the meat is “done?” **Thermometer**
29. What Illinois organization promotes and advances the beef cattle industry within the state? **Illinois Beef Association**
30. Who first brought cattle to the Western Hemisphere? **Christopher Columbus in 1494**
31. What mineral found in beef promotes growth and development? **Zinc**
32. Which is the most tender cut of beef? **Beef tenderloin**
33. One of the oldest methods of food preservation is drying. What popular beef snack food is made by this method? **Beef jerky**
34. To what temperature should ground beef be cooked? **160 degrees Fahrenheit**
35. Who provided the name from sirloin steak? **England’s King Henry VIII**
36. What restaurant made the phrase “Where’s the Beef?” popular? **Wendy’s**
37. What is the current nationally advertised slogan for beef? **"Beef. It's What's for Dinner."**
Where’s the Beef?

What are you having for dinner? Well, it could be beef—thanks to seeing, hearing, or reading a catchy advertisement from the beef industry. Advertising often drives an industry’s sales. It is also a main component to our everyday pop culture. Think of some common advertisements that have influenced your everyday conversation?

“Can you hear me now?” - Verizon

“I’m lovin’ it.” - McDonalds

“Mmmm, good.” - Campbells Soup

Activity:

1. Discuss as a class what an advertisement is and have students brainstorm what makes a good advertisement. Record the responses on a chalk board or large piece of paper.

2. Using these responses, create a list of criteria that the class can use to evaluate advertisements.

3. After reading the Beef Ag Mag, develop your own advertisement for the beef industry. The ads can range from any media, print, broadcast, or television.

4. Share your ideas with the class and choose a winner based on the criteria created by the class.

Discussion Question: What does the general public need to know about beef? Why?
Background Information:

From beef to the bun, every ingredient on a hamburger can be traced to a farm source and to various agricultural careers involved in getting food from the farm to the plate. This activity offers a fun way to introduce both paragraph writing and a hamburger’s Ag connections.

Objective:

Students will become familiar with the components of a paragraph and create an agriculture-themed paragraph.

Directions:

1. Engage students in a conversation about hamburgers. Possible questions include: How many of you like to eat hamburgers? Who likes to eat plain hamburgers? What toppings do you like on your hamburger? Why do we put toppings on hamburgers?

2. Suggest to students that a paragraph is like a hamburger by sharing the “Hamburger Recipe.”

3. Copy “The hAmburGer Paragraph” worksheet on an overhead transparency and guide students through the writing process as a class.

4. Then, give each student a worksheet and encourage them to write their own paragraphs. This activity would be a great way to have students research and write about different agriculture-themed topics. There is a list of potential topics below. Extend this activity by including the “Farm Sources of Cheeseburger” presentation available from your Ag Literacy Coordinator.

Hamburger Recipe

Top Bun: Introduction - Every hamburger needs a top bun, every paragraph needs an introduction.

Hamburger: The Topic Sentence- The most important part. You cannot have a burger or a paragraph without it.

The Fixings: Supporting Details- Supporting details support or describe the topic sentence. They make the paragraph more interesting to read, just as ketchup, mustard, and pickles make a hamburger more interesting to eat.

Bottom Bun: Conclusion – A conclusion finishes off a paragraph and leaves you with a final thought or idea. A paragraph is unfinished without a good conclusion, just as a hamburger without a bottom bun. Your burger would fall apart and so would your paragraph.

Potential Topics:

Impact of Agriculture on Our Daily Lives

Agriculture in Different Cultures

Agriculture in Different Regions of the United States

Agriculture Around Me: About Agriculture in Student’s Community
The hAmburGer Paragraph

Introduction

Topic Sentence

Supporting Details (2-3 Sentences)

Supporting Details (2-3 Sentences)

Conclusion
Let’s Make a Meal Deal
BEEF AND NUTRITION

Supplies:

- Breakfast, Lunch, Dinner and Snack Food items
- Meal Chart
- Calculator
- Pencil
- Colored Pencils

Objective:

Proper daily nutrition is a topic we should all be familiar with. Have you ever really stopped to think about the total daily caloric intake or how many serving of each food group you eat in a day? This activity will help students to start thinking about what they eat in a day and how they can get more nutritional value out of their meals. To make a successful meal deal each day should also include some activity. If the students can find a good balance of meals between breakfast, lunch, dinner, and a snack and include some daily activity, they will make the meal deal!

Directions:

1. Start by handing out food options for each meal of the day - breakfast, lunch, dinner and a snack.
2. Let the students make food choices for each meal.
3. Hand out activity choices.
4. Allow student to choose the activities they would participate in on a normal day.
5. Set aside other food choices. Beware of the CAUTION items; they serve no serving amount value and are high in calories.
6. Provide students with the Meal Chart to chart their choices by including both the amount per serving in ounces or cups and the calorie value of each choice. Each food item should have both a serving amount and a calorie value.
7. Calculate the total of the serving amounts and write in the total columns. Serving amounts should be equal or less than the totals for each food group.

Daily Serving Totals

- Meat & Beans = 5 ¼ oz.
- Dairy = 24 oz.
- Fruit = 1 1/2 cups
- Vegetables = 2 ¾ cups
- Grains = 6 oz.
8. Add the total calories to get a final calorie value. This value should be equal to or less than 1800 calories.

8. Indicate total Activity time on the chart. Total time should be at least 60 minutes.

9. Evaluate chart, and using one color, shade in the areas that meet the total suggested servings.

10. Shade in those areas that are too low or too high in another color.

11. Let students try again using a new chart aiming to improve their overall diets with smarter choices.

   A chart shaded all one color, meeting all of the total values, is a real MEAL DEAL!

Extension Activities:

Have the students compare and contrast their charts to the other students. What similarities and differences did they find?

Discuss other food options for their meals. How can they become smarter eaters?

Discuss different foods from across the world. How would other countries meals differ from ours?

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Activity adapted from MyPyramid Blast Off at www.mypyramid.com
Breakfast

Blueberry Muffin 180
1 1/2 oz. Grain

Banana 110
3/4 C. Fruit

Bagel 160
2 oz. Grain

2% Milk 120
1 C. Dairy

Fat Free Milk 80
1 C. Dairy

Cereal (sugar) 110
1 oz. Grain

Pancakes 150
1 1/1 oz. Grain

Chocolate Milk 150
1 C. Dairy

Yogurt 160
3/4 C. Dairy

Orange Juice 60
1/2 C. Fruit

Steak & Eggs 120
2 oz. Meat & Beans
1/4 C. Dairy

Melon 60
1/2 C. Fruit

Sausage 180
1 1/5 oz. Meat & Beans

Apple Juice 60
1 1/2 C. Fruit
Lunch

Turkey & Cheese Sandwich 250
2 oz. Meat & Beans, 2 oz. Grains,
1/4 C. Milk

French Fries 200
1 C. Vegetable

Orange Slices 40
3/4 C. Fruit

Carrot Sticks 30
1/2 C. Vegetable

Spaghetti and Meatballs 280
2 1/2 oz. Meat & Beans
1 C. Vegetable

Tomato Soup 90
1/2 C. Vegetable

Chef Salad 230
2 1/2 oz. Meat & Beans, 1/2 C. Dairy, 1 C. Vegetables

Apple 60
1 C. Fruit

Taco 90
1 oz. Meat & Beans, 1 oz. Grains, 3/4 C. Vegetable, 1/4 C. Dairy

Baked Beans 120
2 oz. Meat & Beans

Chocolate Chip Cookies 140
1/2 oz. Grains

Baked Potato 100
1 C. Vegetable

Milk Chug 100
1 3/4 C. Dairy

Water 0

Soda 160

Fruit Drink 120
<table>
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<th>Meal</th>
<th>Calories</th>
<th>Serving Size</th>
<th>Miscellaneous</th>
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<tbody>
<tr>
<td>Grilled Chicken</td>
<td>140</td>
<td>3 oz. Meat &amp; Beans</td>
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</tr>
<tr>
<td>Chicken &amp; Beans</td>
<td>180</td>
<td>4 oz. Meat &amp; Beans</td>
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<tr>
<td>Macaroni &amp; Cheese</td>
<td>260</td>
<td>1 3/4 oz. Grains, 1/2 C. Dairy</td>
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<tr>
<td>Hamburger</td>
<td>400</td>
<td>3 oz. Meat &amp; Beans, 2 oz. Grains</td>
<td></td>
</tr>
<tr>
<td>Dinner Roll</td>
<td>110</td>
<td>1 1/2 oz. Grains</td>
<td></td>
</tr>
<tr>
<td>Veggie Burger</td>
<td>300</td>
<td>3 oz. Meat &amp; Beans, 2 oz. Grains</td>
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<tr>
<td>Spinach Salad</td>
<td>180</td>
<td>1/4 oz. Meat &amp; Beans, 1/2 oz.</td>
<td>1 C. Vegetable</td>
</tr>
<tr>
<td>Fish Sticks</td>
<td>290</td>
<td>2 1/2 oz. Meat &amp; Beans, 2 oz. Grains</td>
<td></td>
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<tr>
<td>Onion Rings</td>
<td>280</td>
<td>1/2 Grains, 1/2 C. Vegetable</td>
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<tr>
<td>Chocolate Cake</td>
<td>240</td>
<td>1 oz. Grains</td>
<td></td>
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<tr>
<td>Fruit Drink</td>
<td>120</td>
<td>1 C. Dairy</td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td>100</td>
<td>1 C. Dairy</td>
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<tr>
<td>Soda</td>
<td>160</td>
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Activity

- Catch: 20 minutes
- Dancing: 30 minutes
- Hockey: 30 minutes
- Football: 1 hour
- Bicycling: 20 minutes
- Basketball: 30 minutes
- Swimming: 30 minutes
- Soccer: 30 minutes
- Walking Dog: 15 minutes
- Aerobics: 30 minutes
- Yard Work: 45 minutes
- Baseball: 30 minutes
- Karate: 30 minutes
- Household Chores: 20 minutes
- Volleyball: 30 minutes
- Jogging: 30 minutes
- Recess: 20 minutes
- Skateboarding: 20 minutes
Mark each box with the amount of food (ounces or cups) over the calories amount. Ex. 2oz/250

Total the food ounces or calories for each food Meat & Beans, Dairy, Fruit, Vegetables, and Grains without going over the total indicated. Total the calories for each row and then calculate a total calorie amount equal or less than 1800 calories.

<table>
<thead>
<tr>
<th>Food Category</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Meat &amp; Beans</td>
<td>(5 1/4 oz.)</td>
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<tr>
<td>Dairy</td>
<td>(6 oz.)</td>
</tr>
<tr>
<td>Fruit</td>
<td>(3 C.)</td>
</tr>
<tr>
<td>Vegetables</td>
<td>(2 3/4 C.)</td>
</tr>
<tr>
<td>Grain</td>
<td>(6 oz.)</td>
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</tbody>
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<table>
<thead>
<tr>
<th></th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
<th>Snack</th>
<th>Total</th>
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<td>Total</td>
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Total # Calories =
Total Minutes of Activity =
Background Information:

All female cattle breeds produce milk and meat, but some cattle are better milk producers, while some are better meat producers. Beef cows provide us with meat and other by-products such as crayons, plastic, insulin, and pet foods. Dairy cows produce milk products.

Since dairy cows produce milk, they usually have very large udders. For this reason, dairy cows are a different shape than beef cows. The basic shape of a dairy cow is a trapezoid. The basic shape of a beef cow is a rectangle.

Dairy cattle must be milked twice every day so they stay close to the dairy barn. Have you ever seen cattle in fields along a roadside? These were most likely beef cattle. Beef cattle do not stay close to the barn. Instead, they are moved from pasture to pasture or stay in fields that are miles away from the farm.

Directions:

1. Hand out Beef and Dairy Ag Mags. Have students read through the Ag Mags. While reading, encourage students to highlight any information or interesting facts they discover.

2. Share the background information with students.

3. Provide students with the Venn diagram template to chart the similarities and differences between beef and dairy cattle. Students can use the information from the Ag Mags or search for their own information using books and the Internet.

4. Create a Venn diagram on a chalkboard or large piece of paper. Record student responses as they share what they found.

Extension Activities:

- Have students extend their Venn diagrams by comparing/contrasting another Illinois farm animal.

- Collect products made from beef and dairy cattle. Have students sort the products into two groups to reveal beef and dairy products.

- Ask students design their own beef and dairy cows, starting with appropriate shapes: rectangle for beef and trapezoid for dairy. Encourage students to use information within Ag Mags to add other features to their cows.

Adapted from Oklahoma Agriculture in the Classroom
What COW is this? Venn Diagram
Background Information:

All female cattle breeds produce milk and meat, but some cattle are better milk producers, while some are better meat producers. Beef cows provide us with meat and other by-products such as crayons, plastic, insulin, and pet foods. Dairy cows produce milk products. Since dairy cows produce milk, they usually have very large udders. For this reason, dairy cows are a different shape than beef cows. The basic shape of a dairy cow is a trapezoid. The basic shape of a beef cow is a rectangle.

Objective:

Students will learn the difference in shape between beef and dairy cattle. Students will also calculate the perimeter and area for a trapezoid and rectangle.

Directions:

1. Share background information with students and discuss what dairy cows and beef cows produce. This activity would be a great follow-up to “What COW is this?”

2. Introduce rectangles and trapezoid. Have students describe the features of each shape.

3. Provide students with “Beautiful Bovine Shapes” worksheet and ask students to calculate the perimeter and area for each shape.

4. As a class, review the answers. Have students explain how they found their answer.

5. Extend the activity by having each student create a “bovine” themed perimeter or area problems for others to solve.

Answers to “Beautiful BOVINE Shapes” Worksheet

Trapezoid

Perimeter = 33

Area = 34

If \( h = 6 \) and \( b = 12 \); Area = 57

Rectangle

Perimeter = 26

Area = 40

If \( a = 7 \) and \( b = 4 \); Area = 28
**Beautiful Bovine Shapes**

**BEEF AND NUTRITION**

If \( a = 7 \) and \( b = 4 \):

**Perimeter of a rectangle:** \( 2a + 2b \)

**Perimeter:**

**Area of a rectangle:** \( 2a + 2b \)

**Area:**

Find the perimeter if \( a = 7 \) and \( b = 4 \).

If \( a = 7 \) and \( b = 10 \), \( c = 6 \), \( d = 6 \), \( h = 4 \):

**Perimeter of a trapezoid:** \( a + b + c + d \)

**Perimeter:**

**Area of a trapezoid:** \( \frac{1}{2} h(a+b) \)

**Area:**

Find the area if \( h = 6 \) and \( b = 12 \).
Objective:

After completing this activity, students will better understand legends as a type of literature. A legend is a narrative about past events that people tell as a true story. The details are difficult to confirm, but the story names people and identifies locations.

Students will research information about the Chicago Fire using different resources. Then, students will write a narrative from the cow’s perspective. During the research process, students will evaluate credible information sources.

Summary of the O’Leary Legend

On October 8, 1871, a huge fire started near Chicago’s downtown in the crowded barn of Mr. and Mrs. O’Leary. In addition to a horse, a calf, and a wagon Catherine O’Leary kept five cows in this barn. She milked these cows twice a day for her local dairy business. That evening Mrs. O’Leary milked her cow Daisy. Daisy kicked over a kerosene lantern, which started the barn on fire. There was also plenty of coal, wood shavings, and hay for the winter, which fed the fire once it got going. The fire spread to homes and shops in the downtown area.

Known as the “Great Chicago Fire,” the blaze left 500,000 people homeless. Three hundred people died in the fire. Firefighters brought the fire under control the next day with the help of a rainstorm. A few people claimed to find the broken pieces of the lantern, while snooping around after the fire. Mr. and Mrs. O’Leary’s home did not burn down. This all started with a COW!

Directions:

1. Ask students if they are familiar with “The Great Chicago Fire.” Do they know how it started?

2. Read the O’Leary Legend to students. Then, review that dairy cows are milked twice a day: morning and evening, Mrs. O’Leary was giving Daisy her evening milking when the fire started.

3. After reading the story, ask students to define a “legend.” Do they think that the story about Mrs. O’Leary and Daisy is a legend? Why or why not?

4. Ask students to define what a credible resource and have them provide examples.

5. Using the Internet and other resources, have students research the story of Mrs. O’Leary and other theories about how the fire started.

6. After the research process, select any of the following activities:

   **Activity 1:** During their research, have students complete the “Research Log Sheet,” in which they will evaluate which resources are credible sources of information. What information sources are credible? Are legends credible sources of information?

   **Activity 2:** Have students write a narrative from the cow’s perspective about what happened the night of the Great Chicago Fire.
Activity 3
Ask students to write an essay indicating whether or not the story about Mrs. O’Leary and Daisy is a legend. Instruct students to use the information they found to defend their response.

Activity 4: Provide students with the “The Great Chicago Fire Cartoons.” Ask students to create their own cartoon or image depicting how the fire started. Students should also write an explanation of their cartoon using the research they found.

Activity 5: Students can read other agricultural-themed legends. After doing so, have students define legend in their own words and then write their agriculture-themed legend. Provide students with Ag Mags to use as a reference during the writing process.

Internet Resources:
Did the Cow Do It?: A New Look at the Cause of the Great Chicago Fire: This website features Mrs. O’Leary’s testimony about what happened the night of the fire as well as other theories about how the fire might have started. http://www.thechicagofire.com/

The O’Leary Legend: This website offers visual images of Mrs. O’Leary and her cow Daisy as well as stories and poems about the Great Chicago Fire. The official report from the Board of Police and Fire Commission is also included. http://www.chicagohs.org/fire/oleary/

Additional Agriculture-Themed Legends
Legends of Guam: The Cow and the Carabao – This legend explains why cows have loose fitting skin. http://www.guam.net/pub/edu/upi/legends.html


Other American folklore such as Johnny Appleseed and Babe the Blue Ox available from: http://www.americanfolklore.net/folktales/oh.html
The Great Chicago Fire Cartoons and Song

B E E F   A N D   N U R T I T I O N

Great Chicago Fire Song

(Sung to the tune of Do Your Ears Hang Low)

One dark night, when we were all in bed

Old Mother Leary put the lantern in the shed

And when the cow kicked it over

She winked her eye and said

It'll be a hot time in the old town tonight

FIRE   FIRE   FIRE

Created by Burr Shafer

Created by John T. McCutcheon Featured in the Chicago Tribune on the 63rd anniversary of the Great Chicago Fire.
The Great Chicago Fire Research Log

Use this worksheet to log your findings as you research the Great Chicago Fire.

Information Source: Share where you found the information. For example: For a website, include the website’s name, author and link information. For a book, include the title, author and year of publication.

<table>
<thead>
<tr>
<th>Information Source</th>
<th>Information Summary</th>
<th>Credible? (Y/N)</th>
<th>Why or Why not?</th>
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Today we are noticing a new trend in the diets of young people. More and more they are showing a lack of nutrients in their diets specifically in certain vitamins. There are ways to improve this rapidly growing decline in nutrition. One solution is adding more lean beef to daily meals. Studies show that beef is an excellent source of vitamins Iron, Zinc, Phosphorous, B12 and others. That’s right Beef has ZIP!

Directions: Examine the next few charts to see just how low Girls and Boys could be on some essential nutrients.

**Percentages of Nutrients not met by Girls**

![Bar chart showing percentages of nutrients not met by girls](chart1)

**Percentages of Nutrients not met by Boys**

![Bar chart showing percentages of nutrients not met by boys](chart2)
Directions:

Using the data given, graph the chart showing nutrients provided in a 3 oz. serving of lean beef.

Iron = 32%  B12 = 125%
Zinc = 74%  Thiamin = 9%
Phosphorus = 16%  Riboflavin = 23%
Magnesium = 9%  Niacin = 29%
Use the ZIP Charts for Boys and Girls Diets as well as “Twenty-nine Ways to Love Lean Beef” chart from the National Cattleman’s Beef Association to answer the following questions.

1. What percentage of girls (6-11 years old) do not meet the nutrient requirement for iron?

2. For girls 12-19 years old: Are more girls missing the requirement for phosphorus or B12?

3. What percentage of boys (6-11 years old) do not meet the nutrient requirement for zinc?

4. Are more boys (6-11 years old) missing the nutrient requirement for phosphorus than boys (12-19 years old)?

5. Who is missing more of the iron requirement girls (12-19 years old) or boys (12-19 years old)?

6. Why is it important for young girls and boys to eat a diet that is high in protein? (Hint: Use the Beef Ag Mag).

7. Does a round steak have more or less saturated than a skinless chicken breast? By how much?

8. Does 95% lean ground beef have more or less total fat than a skinless chicken thigh? By how much?

9. At a restaurant, should you order a top sirloin steak or a skinless chicken thigh? Why?
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