

Agricultural Science I

Curriculum Guide: *Introduction to Beef Production*

Unit Objective:

Students will demonstrate an understanding of basic principles of beef production by comparing and contrasting the management options applied by regional beef producers and presenting their findings in an oral report.

Show-Me Standards: 2.1, CA6

References:

Individual breed associations

Introduction to Beef Production. University of Missouri-Columbia, Instructional Materials Laboratory, 1997.

Missouri Cattlemen's Association. Accessed April 8, 2003, from <http://mocattle.org/>.

Instructional Strategies/Activities:

- Students will engage in study questions in lessons 1 through 7.
- Students will complete AS 1.1, A Career in the Beef Industry; and AS 6.1, Herd Management Calendar.
- Additional activities that relate to the unit objective can be found under the heading "Other Activities" in the following location: p. 55 (1, 2).

Performance-Based Assessment:

Students will work in groups to compare and contrast the management options applied by beef producers in their area. Each group will interview a different beef producer to learn about the operation and the management techniques the producer prefers and why. Following the interviews, groups will be paired to compare and contrast their findings. The groups will present their findings to the class in a brief oral report.

Assessment will be based on the overall content and presentation of the report. At the instructor's discretion students will contribute to the assessment process by providing a brief evaluation of the performance of the other members of their group.

**Introduction to Beef Production
Instructor Guide**

The instructor should assign the performance-based assessment activity at the beginning of the unit. Students will work toward completing the activity as they progress through the unit lessons. The assessment activity will be due at the completion of the unit.

1. Prior to assigning the performance-based assessment, contact beef producers in the area and develop a list of producers willing to be interviewed by students.
 - a. It is preferable to have more producers, rather than fewer, if possible, because this will provide more opportunity for varied management styles and will help ensure a sufficient number of producers in case any must later cancel the interview.
 - b. Additional sources for interview subjects or information on beef management could include the following.
 - ☐ Upper-level students involved in beef production
 - ☐ Missouri Cattlemen's Association, accessed April 9, 2003, from <http://mocattle.org/>.
 - ☐ Individual breed associations
2. Divide the class into an even number of groups and assign each group one of the beef producers to interview. If preferred, arrange for telephone interviews with producers or have them attend class for a panel discussion.
3. Lead students in a discussion to develop a uniform interview questionnaire. A uniform questionnaire is important because students will be comparing and contrasting the information they collect. Use questions from AS 1.1, A Career in the Beef Industry, as a starting point, if desired.
4. Have students interview their assigned producer about his or her beef operation and management techniques.
5. Following the interviews, pair up groups to discuss how the two operations are similar and different. Each group will present its findings to the class in a brief oral report.
 - a. Explain that the pairs of groups should discuss their presentations so that their reports work together to provide a clear and thorough picture of the two operations rather than present the same information.
 - b. Students should be prepared to answer questions about their reports.

6. If desired, have students contribute to the assessment process by completing a short evaluation of the performance of each member of their original group. A peer evaluation form is included following the scoring guide.
 - a. Have students complete the peer evaluation form by following the instructions listed at the top. Students should base their assessment on how much each person contributed to the project.
 - b. If tasks are divided so that students do only one type of task to contribute to the project, have students adjust their peer evaluation form by disregarding the category that does not apply to a particular teammate. Instead of assessing teammates on two categories worth 0 to 3 points, students will assess teammates on one category worth 0 to 6 points.
 - c. To determine the final peer evaluation score, add up the scores that a student receives from the other members of the group and divide the total by the number of scores received. The maximum number of points possible for each student is 6.
7. The final assessment score will be based on the overall content and presentation of the report and the final peer evaluation score.

**Introduction to Beef Production
Student Handout**

1. The instructor will divide the class into groups and provide each group with the name of a beef producer.
2. Your group will interview the producer about his or her beef operation and management techniques.
3. Following the interviews, your group will meet with another group to discuss how the two operations are similar and different.
4. Present your findings to the class in a brief oral report. Remember that your group's report should work with the other group's report to provide a clear and thorough picture of the two operations rather than present the same information.
5. Be prepared to answer questions from your instructor and classmates regarding your report.
6. If requested, you will contribute to the assessment process by completing a short evaluation of each member of your original group's performance in conducting the interview and making the presentation.
 - a. When the project is complete, fill out the peer evaluation score sheet.
 - b. Give the completed score sheet to your instructor.
7. Your final assessment score will be based on the content and presentation of your report and your final peer evaluation score.

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Introduction to Beef Production Scoring Guide

Name _____

Assessment Area	Criteria	0 Points	1 Point	2 Points	3 Points	4 Points	Weight	Total
Information and Content of Oral Report	<input type="checkbox"/> Addresses key topics <input type="checkbox"/> Information is complete <input type="checkbox"/> Facts are accurate <input type="checkbox"/> Content works with other group's report and does not present the same information <input type="checkbox"/> Answers questions about content correctly	0 criteria met	1-2 criteria met	3 criteria met	4 criteria met	All 5 criteria met	X 18	
Presentation of Oral Report	<input type="checkbox"/> Well organized <input type="checkbox"/> Engages listeners <input type="checkbox"/> Speaks clearly <input type="checkbox"/> Uses correct grammar <input type="checkbox"/> Maintains good posture and eye contact	0 criteria met	1-2 criteria met	3 criteria met	4 criteria met	All 5 criteria met	X 5.5	
Peer Evaluation							6 pts. maximum	
TOTAL								

Final Assessment Total _____/100 pts.

Comments:

**Introduction to Beef Production
Peer Evaluation**

Name _____

Write your name on the line above. Fill in the names of your teammates in the spaces provided below. For each category listed below, give each teammate a score from 0 to 3 based on his or her contribution to the project. Use the following guide.

- 0 – no contribution
- 1 – minimal contribution
- 2 – average contribution
- 3 – excellent contribution

Add the person's score in each category and place the total in the column at the right. Give the completed score sheet to your instructor.

Project development includes tasks such as conducting interviews and doing research. Project completion includes assembling or presenting the project. If tasks are divided so that you or your teammates do only one type of task to contribute to the project, consult the instructor about how to adjust your evaluation form.

Name of Teammate	Project Development 0-3 Points	Project Completion 0-3 Points	Total (6 Points Max.)

