



Lesson Plan

Raising the Steaks

Created: 04/2026 by the National FFA Organization

Description of Lesson: *Students learn about beef production and marketing by exploring a student's supervised agricultural experience (SAE).*

Student Learning Objectives:

After completing these activities, students will ...

1. Explain the essential practices involved in raising beef cattle including nutrition, health care and safety.
2. Analyze a real-world SAE to explain methods used to market farm-to-table beef products.
3. Describe components of a marketing strategy for farm-to-table products.

Suggested Grade Level:

Grades 9 and 10 (This lesson is written so instructors can scale up or down based on class needs.)

Suggested Time: 90 minutes (*Time requirements may vary based upon student understanding and class schedule.)

Resources/References:

1. Video: "Beef Entrepreneurship SAE," <https://vimeo.com/1148062878>

Related Resources:

1. Lily Carriker- Ag Communications SAE, <https://FFA.app.box.com/file/2046610343451?s=y7a8d97g7dgrujqiqipm66zpts5r3hhp>

Equipment and Supplies Needed:

1. A copy of "Raising the Steaks" and "Four Cuts of Marketing" worksheets for each student
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time
3. Four Cuts of Farm-to-Table Marketing <https://ffa.app.box.com/folder/377301589933>

Vocabulary:

4. Beef Processing
5. Direct Marketing
6. Farm to Table
7. Supervised Agricultural Experience (SAE)
8. USDA Certified

Cross-Curricular Connections:

Science

Define and use key vocabulary related to beef cattle marketing in written and verbal explanations.

SAE and FFA Connections

1. Livestock Evaluation CDE, FFA.org/participate/cdes/livestock-evaluation/

2. Agricultural Proficiency Areas: Beef Production – Entrepreneurship and Beef Production – Placement, [FFA.org/participate/awards/proficiencies/](https://ffa.org/participate/awards/proficiencies/)

Student Activity Sheets:

Direct access to student activity sheets without lesson plan or answer key for easy upload to a learning management system or printing for classwork.

Link (Word) <https://ffa.app.box.com/file/2201384056754>

Link (PDF) <https://ffa.app.box.com/file/2201383139591>

Link (Google) <https://docs.google.com/document/d/1iKWp6lNJPuclMAvWo8riw4WBCGG6iYXybemkH5S5FCpU/copy>

These Activities Are Aligned to the Following Standards:

AFNR Performance Element

- FPS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food and Natural Resources career pathways.
- FPS.07. Recognize the value of a supervised agricultural experience (SAE) as Work-Based Learning.

FFA Precept

- FFA.PL-A.Action A1. Work independently and in groups to get things done.
- FFA.PL-A.Action A3. Plan effectively.
- FFA.PL-A.Action A4. Identify and use resources.
- FFA.PL-A.Action A5. Communicate effectively with others.
- FFA.PL-B.Relationships B5. Participate effectively as a team member.
- FFA.PG-J. Mental Growth J1. Think critically.
- FFA.CS-N.Decision Making N1. Demonstrate the decision-making process.

Common Career Technical Core

- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

NASDCTEc

- AGC09.02 Select, research and examine critical aspects of career opportunities in one or more AFNR career pathways in order to gain an understanding of the breadth of occupations within this cluster.

Common Core – Reading: Informational Text

- CCSS.ELA-LITERACY.RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- CCSS.ELA-LITERACY.RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Common Core – Writing

- CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.
- CCSS.ELA-LITERACY.W.9-10.4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Common Core – Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.4. Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.

Common Core – Language

- CCSS.ELA-LITERACY.L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills.

- CRP.04. Communicate clearly, effectively and with reason.
- CRP.06. Demonstrate creativity and innovation.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Financial, Economic, Business and Entrepreneurial Literacy
- Information, Communications and Technology Literacy
- Think Creatively

Lesson Plan:

1. **Bell Ringer:** Have you seen any TV or internet ads promoting certain foods to eat? What about the advertisement made you want to eat or not eat that food?
2. **Introduction:** *Understanding food marketing is an important part of operating an agricultural business. It is critical to understand that a successful business relies on an effective marketing plan. Today, we're going to watch a student who turned her interest in beef cattle production and marketing into an SAE. Additionally, we will learn about the basic components of marketing and brainstorm marketing ideas for a farm-to-plate business.*
3. **Activity:** Each student needs a copy of the worksheets "Raising the Steaks" and "Four Cuts of Marketing."
 - a. **Part 1:** Play the video "Beef Entrepreneurship SAE" available at <https://vimeo.com/1148062878>. Students will watch the video and complete the questions on the student activity sheet as they follow along. You may choose to show the video to the entire class or have students view it individually through their own devices.

Part 2: Use the PowerPoint presentation "Four Cuts of Farm-to-Table Marketing" and the accompanying student activity sheet to describe the basic marketing pillars. After students have taken notes on the meanings of each pillar, divide students into partners or groups. Instruct students to brainstorm ideas for a farm-to-table business that they could operate in their community. The group should select one idea for a business and then list ideas and answer questions on each slide for marketing the business. At least two ideas should be listed under each pillar. Each group should present their ideas to the class.

Part 3: Individually or in groups, students will use the mock farm-to-table business ideas to create an advertisement or poster for the business. Each advertisement will be presented to the class.
4. **Follow-up:** Share with students: "If you are interested in raising and marketing beef cattle or other animals, there is an opportunity for you to have a strong SAE in beef, poultry, aquaculture or livestock. There are many career areas within the production and marketing of meat animals."
5. **Optional – Extended Learning Opportunities (Not factored into time requirement):**
 - a. Students explore local businesses that sell directly to consumers and their marketing strategies.
6. **Exit Ticket:** What is one thing that you learned today about producing or marketing meat products to a local community?

Name: _____

Raising the Steaks

Part 1

Directions: Answer the questions below as you watch the video “Beef Entrepreneurship SAE,” available at <https://vimeo.com/1148062878>.

1. What FFA chapter does Abby represent?
2. What state is Abby from? Color in the state.

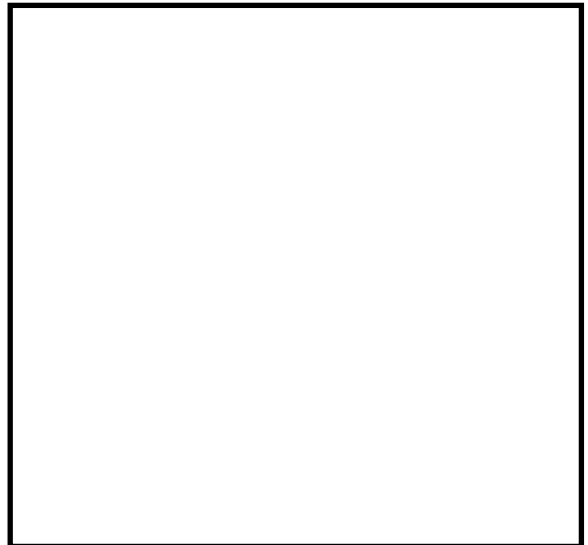
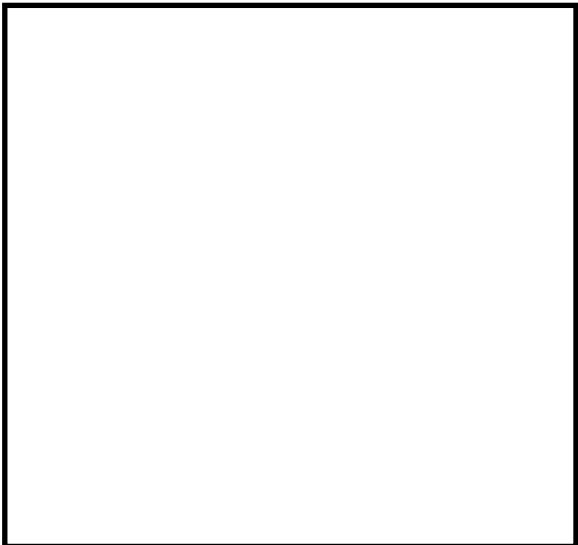
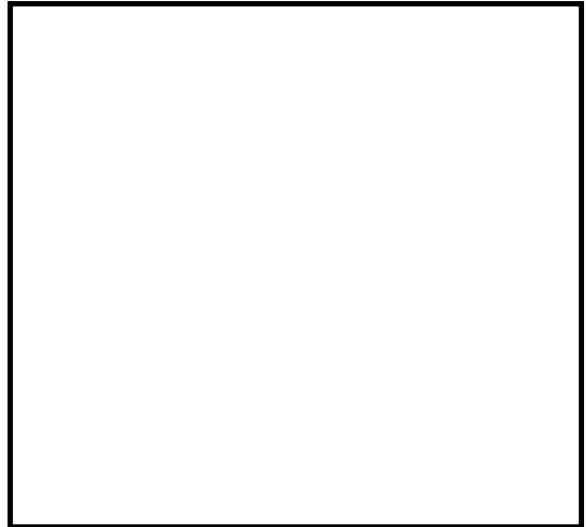


3. Explain Abby's SAE in two or three sentences.
4. Name three responsibilities Abby has in caring for her beef cattle.
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5. What safety measures does Abby have to take when working with the cattle?
6. How did Abby get started in her SAE?
7. What has Abby learned through her SAE?
8. Why does Abby think students should join FFA?

Name: _____

Four Cuts of Marketing

Directions: Identify the four pillars of marketing farm-to-plate products. List at least two ideas for each pillar for a farm-to-table business.



Name: _____

Aligned to the following standards: FPS.05; FPS.07; FFA.PL-A1; FFA.PL-3; FFA.PL- A4; FFA.PL- A5; FFA.PL- B5; FFA.PG- J1; FFA.CS-N1 ; AG5; AGC09.02; CCSS.ELA-.RI.9-10.4; CCSS.ELA-.RI.11-12.7; CCSS.ELA-.W.9-10.2; CCSS.ELA-.W.9-10.4; CCSS.ELA-.SL.9-10.4; CCSS.ELA-.L.9-10.1; CCSS.ELA-.L.9-10.2; CRP.02; CRP.04; CRP.06; CRP.08.

KEY: Raising the Steaks

Part 1

Directions: Answer the questions below as you watch the video “Beef Entrepreneurship SAE,” available at <https://vimeo.com/1148062878>.

1. What FFA chapter does Abby represent?
Lamar
2. What state is Abby from? Color in the state.



Color in Arkansas.

3. Explain Abby's SAE in two or three sentences.
Abby has a beef entrepreneurship SAE. She raises and markets steers locally.
4. How did Abby get started in her SAE?
Abby started by showing steers and realized the need in her community for quality and affordable beef.
5. Name three responsibilities Abby has in caring for her beef cattle.
 - **Daily health check**
 - **Feeding**
 - **Access to fresh water**
6. What safety measures does Abby have to take when working with the cattle?
She uses sterile needles and syringes and wears gloves.
7. What has Abby learned through her SAE?
She has learned about parasite testing and treatment, general health care and nutrition of beef cattle, record keeping and marketing skills.
8. Why does Abby think students should join FFA?
Any student who wants to gain experience and leadership opportunities should join FFA.

Name: _____

KEY: Four Cuts of Marketing

Directions: Identify the four pillars of marketing farm-to-plate products. List at least two ideas for each pillar for a farm-to-table business.

Product

Answers will vary.

Price

Answers will vary.

Place

Answers will vary.

Promotion

Answers will vary.