



national science week 2021

National Science Week 2021, Rockhampton Beef Industry, Years 3-4

Overview

Students to identify and compare different cuts of meat and have the opportunity to taste

Resources

A3 Meat Cuts posters of Chicken, Pork, Lamb and Beef; pins or magnets; handout provided for each student; pieces of meat for cooking and tasting including as suggested chicken strips, bacon, lamb chops, and beef steak; electric frying pan; oil; baking paper; tongs; knife; toothpicks and disposable plates for serving.

Learning intentions

- (ACSHE050) (ACSHE061) "Science involves making predictions and describing patterns and relationships"
- (AC SIS054) (AC SIS065) "With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment"
- (ACSSU073) Living things depend on each other and the environment to survive

Success criteria

For students to identify and compare four different cuts of meat observing meat colour and animal cut, and have the opportunity to taste test, observe and discuss key differences between the meat and nutritional benefits.

Introduction

Lean red meat and poultry play an important role in a healthy, balanced diet. These foods, along with fish, eggs and plant-based alternatives, are protein rich and provide a wide array of other nutrients including iron, zinc and B12. Meat production is an important industry for Australian agriculture industry due to our ability to produce livestock in our diverse and varied landscape, and the significant contribution for to economy. There are many breeds of cattle, sheep, pigs and chickens, so farmers can select the best breed to thrive on their farm and produce the most delicious meat.



national science week 2021

National Science Week 2021, Rockhampton Beef Industry, Years 3-4

Lesson steps

- As a class discussion identify the animals which produce each of the cuts of meat sampled.
- Using the A3 Meat Cuts posters, and a pin or magnet for each student, have students locate where they believe each meat sample comes from. Discuss the results.
- Provide each student with a copy of the handout and a pen/pencil.
- Get students to complete the 'Identify and describe the meat' table. Discuss the meat flesh colour, fat colour, and distribution and amount of fat.
- Get students to determine which meat they think will taste better
- Cook each meat sample. Allow to rest.
- Whilst meat is cooking discuss the differences between red and white meat.
- Cut into bite-sized tasting samples for each student. Offer students the opportunity to taste test.
- Get students to complete the 'Taste the meat' table. Discuss the cooked meat colour. Does this help in identifying the red meat vs white meat? Discuss the differences in meat cooking times, flavour, colour and taste.

Conclusion



Discuss with students the importance of protein in our diets and using varied sources of protein.

Discuss with students the different natural environments animals around Australia live in, with particular focus on beef. [See additional resources](#)

Additional Resources

Beef grown right across Australian showcased in Australian Beef The Greatest's The Greatest Beef Road Trip videos on YouTube: www.youtube.com/watch?v=nf9AYzplDx4

Information and guidance on including red meat in a healthy diet:
www.mlahealthymeals.com.au