

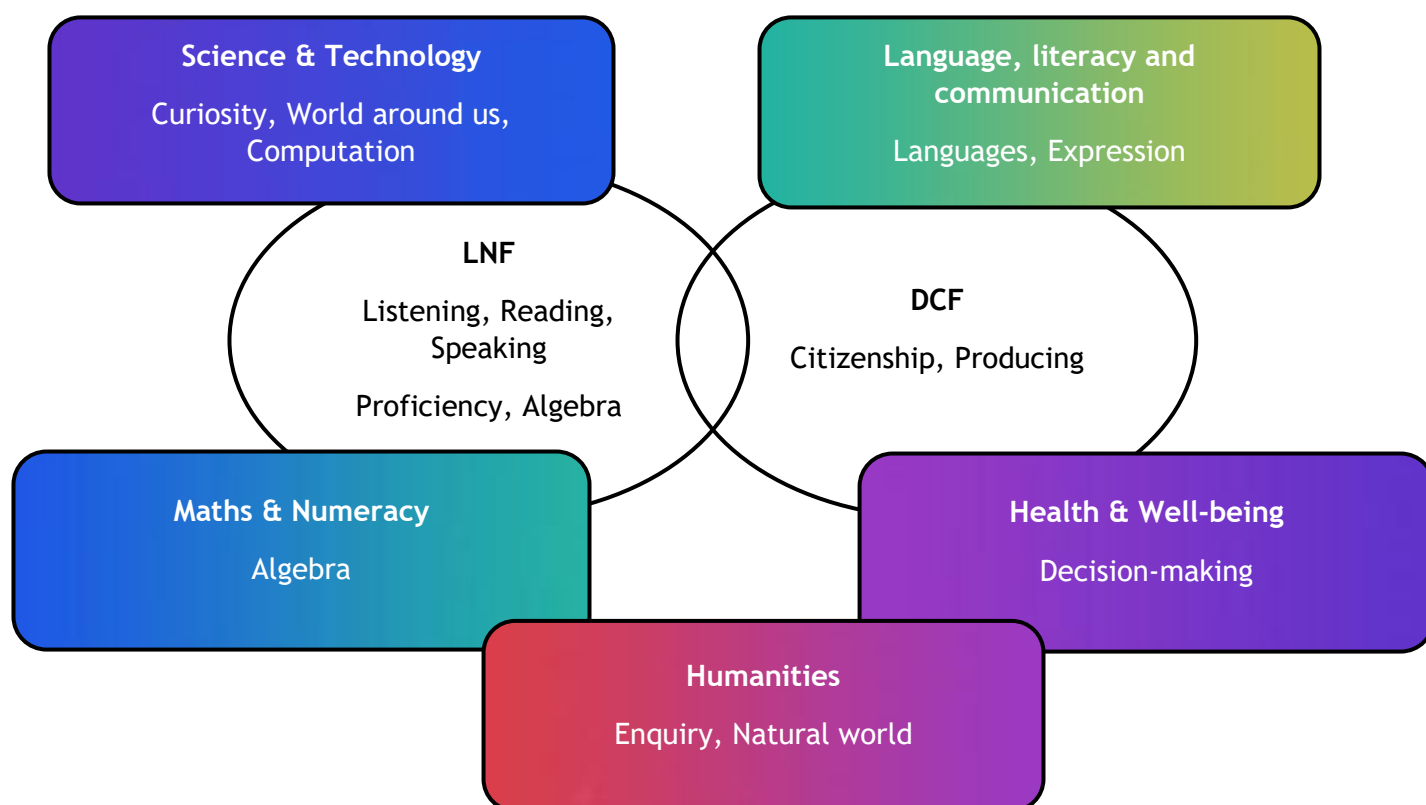
How do we identify animals?

Overview

Learners consider what information people have about them and carry out research to explore this idea and how this information is collected in more depth. They think about what information we know about sheep and consider why they are tagged and marked, using their ideas to solve a problem. Finally, learners use questions raised during the activity to hot-seat a commoner to gather more information about the life of sheep on the Common.



Opportunities to develop...



Resources required for the activity

- Internet access
- A visit from a farmer/commoner who grazes sheep on the Common – hot-seating.

Resources included with this activity

1. Photographs of sheep in Wales showing marking and tags
2. Sheep problem solving task
3. Suggested focus questions in sets, relating to each task, which can be given to each pair/group as they start each task. Conversely, these questions can be used by the teacher.

How to run the activity

Task 1: What information do people have about us?

Ask pairs of learners to think about and discuss what information people might know about each of us. Encourage them to consider how and why individual humans are identifiable and to record and share their ideas as a mind map.

Suggested questions

- How do we know who we are? Why do you think that?
- What evidence do we have?
- What records are there showing who we are? How do you know that?
- How do hospitals make sure the right baby goes home with the right mother? Why do you think that?

Task 2: How can we find out more?

Invite learners to ask family and friends for examples of how humans are identifiable. This might be done over a weekend or half term, for example, with learners reporting findings the following week. Learners are likely to find examples such as, NHS records, a passport, driving licence, work ID, NI number, bank account, birth certificate etc. Explain to learners that many such documents are personal and that people might tell them about these documents but may choose not to share the documents with them.

Encourage learners to explore what documents are needed to obtain a new document or gain membership/registration to something. For example, they could research what documents are needed to obtain a bank account, passport, driving licence or join a dentist or doctor's surgery.

It might be valuable here to link this to cyber security, making the point that there is personal information we all have that we might not want to share with other people. Passwords, bank details, medical records, etc.

Some learners might have a passport and many parents/carers will show them their NHS book, for example, however, it is likely that some might not want to show learners their birth certificate.

Suggested questions

- What did you find out about how humans are identifiable?
- Who told you? What did they show you?
- Were there some things people would not show you? Why?
- What records or documents about you did you see? What information did they contain? Why?
- What information/documents do people need to obtain a passport/driving licence? Why do they need to see this information?
- What do they ask you when you register with a new doctor or you visit a hospital for the first time? Why do they need to know these things?
- How easy would it be for you to pretend to be someone else? Why do you think that?

Task 3: How is information about us collected?

Invite small groups of learners carry out research and then to map out the information that is collected about individuals as they progress through life. They might start with a baby tag and birth certificate and build up a profile to show how individuals are identifiable.

Suggested questions

- What information do you need to search for?
- How will you do this? Why do it like that?
- What is the first thing in life that is used to identify an individual? What comes next?
- What does your profile look like? How many things are used to identify us? Is there an end point? Why?
- What is the last document used to identify an individual? Why is this needed?

As an extension of this task, you could ask learners to search online for the population of their village/town or you could carry out the search with the class using a whiteboard, for example. Invite pairs of learners to think about and discuss how this information about the population might be known and to share their ideas.

Explain to them that as well as individuals being identifiable, information is collected on small and large groups in society and one way of doing this is through a census. They might research when the first census took place (1801), how often there is a census (every 10 years), whether any have been missed (1941) and when the next one is (2021). Learners could also find out what information is gathered and how it is used.

Suggested questions

- What did you find out about what a census is? How?
- When do they have them? How often? Why?
- What information is gathered during a census? Why?
- What is done with this information?

Task 4: What information do we have about sheep?

Ask pairs of learners to think about and discuss what they know about sheep and to record and share their ideas using a mind map, either online or on paper. You could collate a class list of ideas from the feedback or invite learners to display ideas on a wall using sticky notes. Encourage them to start listing questions they would like answered to build up their knowledge and understanding about sheep. These could form the basis of the hot-seating activity in Task 6.

Suggested questions

- What do sheep look, sound and smell like?
- What 5 words would you use to describe a sheep? Why these words?
- Where do you see sheep? Why do you see them in these places?
- What do they do there? Why? How do you know?
- What do sheep eat and drink? Why do you think that?
- Where do they sleep? Why?
- What else would you like to find out about sheep? Why?

Task 5: Why are sheep marked and tagged?

Ask pairs of learners to think about and discuss why we might need to be able to identify sheep, e.g. by marking and tagging. You could use **Resource 1** as a stimulus which shows sheep in Wales that are marked and tagged. Encourage them to share their ideas with the class.

Suggested questions

- Why do you think we need to identify sheep?
- How are sheep marked?
- What are they marked with? Why? How do you know?
- Why do you think sheep are tagged?
- How are they tagged? Why do you think that?
- What information do you think is on the tag? Why do you think this?
- Why does each sheep need this information on their tag?

Task 6: What is the best way to tag sheep?

Provide pairs of learners with the sheep problem solving activity (**Resource 2**). Invite them to read the problem, share their ideas and provide possible solutions to the problem on the sheet.

Ask pairs of learners to swap their resource sheets and to peer assess the solutions provided by the other pair of learners. They might provide feedback as a simple comment using two stars and a wish, for example.

Suggested questions

- What is the problem asking you to do?
- How will you approach this task? Why?
- How will you know you have a good solution?

Information on sheep tagging in Wales is complex and at times digitised. However, if you require accurate information please see:

<https://gov.wales/sites/default/files/publications/2019-02/sheep-and-goat-identification-guidance-for-keepers-2018.pdf>

Task 7: What can we find out from a farmer/commoner?

Invite a local farmer/commoner into school to take part in a hot-seating activity. Explain to them that learners have devised a series of questions aimed at finding out more about the life of a sheep on the Common and what the farmer/commoner has to do to help look after the sheep and keep it safe.

Ask small groups of learners to prepare their questions before the task, ensuring that there are a range of different questions with no duplication. Maybe a class list of questions could be developed and handed out randomly to groups.

This task provides the perfect opportunity for learners to find out first-hand about sheep and the way they live. There might be ideas the learners have not considered and you could ensure beforehand that they have considered issues such as:

- Why are sheep tagged?
- How are they tagged and why in this way?
- How do issues such as, off-roading, fly-tipping and arson affect sheep? Why?

Task 7: Continued ...

Suggested questions

- What questions will you ask the farmer/commoner? Why?
- What are you trying to find out? Why?
- What words will you use to start your questions with? Why?
- Which of your questions can be answered with a 'yes' or a 'no'?
- How could you change these questions to get a longer answer?

Resource 1: Sheep in Wales



Resource 2: Sheep problem solving task

There are five farms that have sheep they would like to graze on the Common.

farm	total number of sheep
Jones	112
Thomas	225
Evans	289
Davies	178
Williams	146

The sheep will all graze together and wander about wherever they want to go.

However, each farm wants to know which sheep belongs to them.

How could you mark each sheep?

Each sheep on the Common needs to be tagged with this information:

- Show an example of one of your tags on the diagram and explain how you have used your code.**



Resource 3: Suggested focus questions

Task 1: What information do people have about us?

- How do we know who we are? Why do you think that?
- What evidence do we have?
- What records are there showing who we are? How do you know that?
- How do hospitals make sure the right baby goes home with the right mother? Why do you think that?

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- What did you find out about how humans are identifiable?
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- What do they do there? Why? How do you know?
- What do sheep eat and drink? Why do you think that?
- Where do they sleep? Why?
- What else would you like to find out about sheep? Why?

Task 5: Why are sheep tagged and marked?

- Why do you think we need to identify sheep?
- How are sheep marked?
- What are they marked with? Why? How do you know?
- Why do you think sheep are tagged?
- How are they tagged? Why do you think that?
- What information do you think is on the tag? Why do you think this?
- Why does each sheep need this information on their tag?

Task 6: What is the best way to tag sheep?

- What is the problem asking you to do?
- How will you approach this task? Why?
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