

Animal ID Systems

Media Type: Microsoft® PowerPoint® Presentation

Duration: 54 slides

Goal: To learn the proper identification systems for different species of animals.

Description: This presentation will provide students with a basic understanding of the different animal identification systems. In this production, students will learn 16 different methods of identification, as well as five different numbering systems to identify animals in a livestock program. Animal identification by species is also discussed.

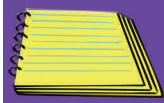
Objectives:

1. To learn the reasons for animal identification.
2. To identify different identification methods.
3. To gain knowledge of the numbering systems for identification.
4. To learn which identification method is used for different species.

Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Science	<i>Scientific Thinking & Investigating</i>	• Field investigations • Real-world investigations and applications • Classification/organization skills
Language Arts	<i>Application of Writing Skills</i>	• Editing/proofreading • Vocabulary enhancement • Organizing logical arguments • Brainstorming
	<i>Analysis of Text & Information</i>	• Creating visual representations • Communication skills
	<i>Technology Applications in Literature</i>	• Utilizing document processing software • Utilizing presentation processing software • Internet-based research

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Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the “Printable Resources” section. If student licenses have been purchased, an interactive version of the Student Notes is available in the “Interactive Activities” section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

Class 1: Begin class by asking students to discuss what they consider an animal identification system. Distribute the *Animal ID Systems Vocabulary Handout* for students to use as reference materials during the presentation. Pass out the *KWL Activity* and have students complete the “What I Know” section as well as questions in the “What I Want to Know” section. Show the *Animal ID System - Reasons for Identification* segment. Students should complete the corresponding *Assessment*. Have students work in pairs to discuss any forms of identification they are aware of and students to share with the class.



Slides
1-7

Class 2: Remind students to use the *Vocabulary Handout* during the presentation. Show *Animal ID Systems - Identification Methods* segment. Discuss in detail each of the forms of identification. If time does not permit you to view the entire segment, you may continue viewing it during the next class. Assign the *Animal ID Project* and allow students to begin working.



Slides
8-16

Class 3: If needed, view the remaining portion of the *Animal ID Systems - Identification Methods* segment. Have students complete corresponding *Assessment*. Students should begin the *Flashcards Activity*.



Slides
17-31

Class 4: Begin class by reviewing the materials discussed throughout the presentation. Remind students to continue using the *Vocabulary Handout* during the presentation. Show the *Animal ID Systems - Numbering Systems* segment. Distribute the *Pig Ear Notching Activity* and allow the remainder of the class for students to finish.



Slides
32-39

Class 5: Remind students to continue using the *Vocabulary Handout* during the presentation. Show the *Animal ID Systems - Animal Identification by Species* segment. Discuss as a class the best methods to identify certain species. Students should then complete the corresponding *Assessment*. Allow students to use the remaining class time to work on the *Animal ID Project*.



Slides
40-54

Class 6: Students should complete the “What I Learned” section of the *KWL Activity*. Distribute the *Animal ID Systems Final Assessment* and allow students to finish. Students should turn in all completed work and present their *Animal ID Projects* to the class.

Lesson Links

National Animal Identification System

- <http://animalid.aphis.usda.gov/traceability/downloads/NAIS-UserGuide.pdf>

Farm & Ranch Freedom Alliance

- <http://farmandranchfreedom.org/animal-id/national/animal-id-system/>

National FFA Organization

- <http://www.ffa.org/FFAResources/ffalearn/nais/Pages/default.aspx>

Career & Technical Student Organizations

National FFA

- Livestock Evaluation

Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV51110, Sally Williams, Pd.D., Associate Professor, Department of Animal Sciences, University of Florida
- iCEV50855, John Pipkin, Ph.D. Professor, Animal & Food Sciences Dept., Texas Tech University
- iCEV50880 William Moss, Livestock Teacher,

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Lab Activities

Animal Identification KWL

Directions:

Have students fill in the “What I Know” section of the KWL before beginning the presentation, as well as questions in the “What I Want to Know” section. Students will refer back to this page as the segments are shown and complete the “What I Learned” section.

Pig Ear Notching Activity

Directions:

Students will be given a blank picture of a pig, and students will notch the ears according to the littler number and pig number. Refer to *Ear Notching Activity* sheet for further information.



Projects

Flash Card Activity

Materials : 16 Index Cards per group

Directions:

To help students learn the different types of animal identification, have them get with a partner and make flashcards of the 16 different types of ID. Students will work with the flashcards until identification systems are understood. Refer to *Flashcard Activity* sheet for further instruction.

Identification Method Project

Directions:

To help students learn the different types of animal identification break students into four groups. Assign each group a type of identification used in the United States.

Choose from the following: Hot-Iron and Freeze Branding; Ear Notching; Tattooing; Microchip and Electric Ear Tags.

Allow students to research each type and have groups make a pro/con poster on their type of identification method.

Once the groups have completed their posters, have them present the information to the class.