

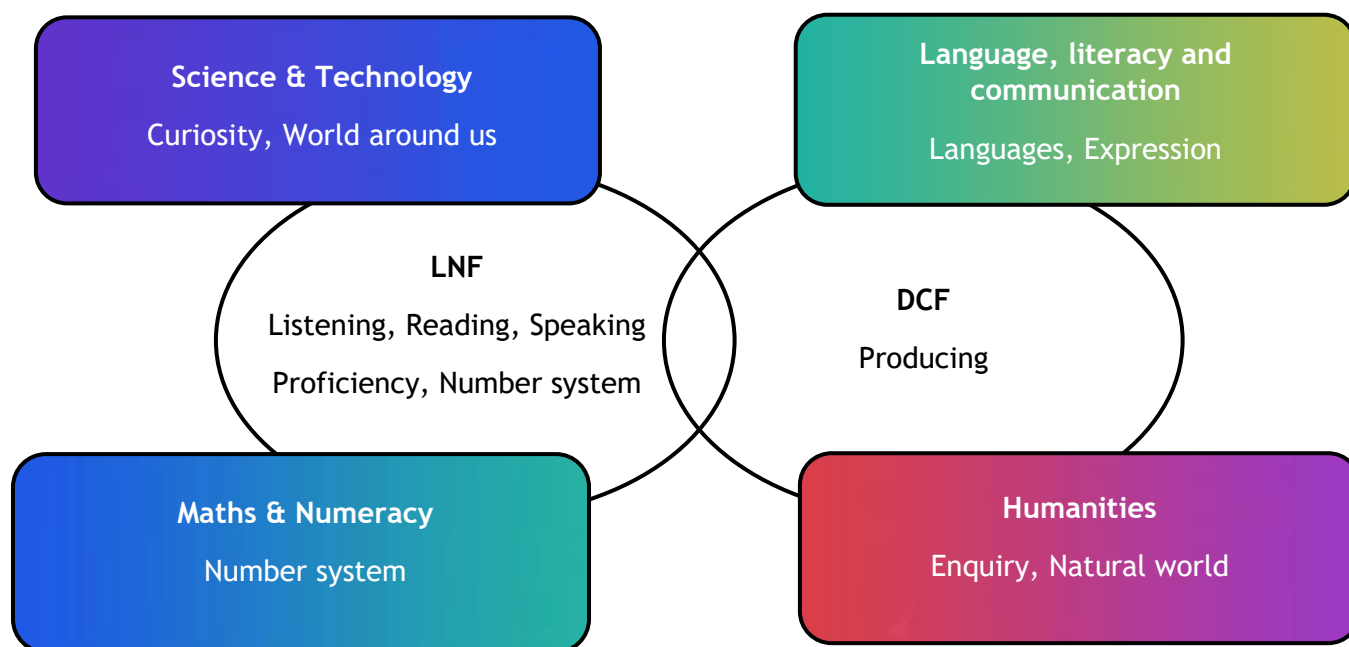
What is grazing?

Overview

Learners activate their prior knowledge and understanding about eating and grazing. They share their ideas about grazing animals in photographs, including what they are, where they might have seen such animals and any other information they have. Learners investigate sounds and images of grazing animals to develop a short presentation about grazing. They visit the Common, having prepared a number of questions that they wish answered and take photographs of their visit. Back in school learners collate their information to creatively develop a school assembly about the Common and its grazing animals.



Opportunities to develop...



Resources required for the activity

- Internet access
- Camera, smart phone or tablet.

Resources included with this activity

1. Photographs of different animals grazing
2. Photographs showing different numbers of grazing animals
3. Websites for audio clips:
 - o <https://freesound.org>
 - o <https://www.soundsnap.com>
 - o <https://www.pond5.com>
4. 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 is grazing?

Ask pairs of learners to think about and discuss what 'grazing' might mean and what animals they have seen grazing and where. Encourage them to consider whether humans ever graze and how our pets eat and whether they ever graze. Invite learners to share their ideas with the class.

Suggested questions

- What does the word 'grazing' mean? Why do you think that?
- What animals might graze? How do you know?
- Where might animals graze? Why do you think that?
- When might animals graze? Why do you think that?
- Who looks after grazing animals? How do you know?
- How and when do humans eat? Why? Do they ever graze? Why?
- How and when do our pets eat? Why? Do they ever graze? Why?

Task 2: What grazing animals do we know about?

Provide small groups of learners with photographs of different grazing animals (**Resource 1**). Ask them to look at each photograph and to consider what animal they think it is. Learners could write the names of the animals on sticky notes and stick them to the photographs or the animals could be displayed on a whiteboard and learners could write or suggest the name of each animal. Invite learners to share their ideas about the animals with the class and to explain how they know what animal is in each photograph.

Suggested questions

- What animal is this? What makes you think that?
- How is this animal different to other animals? How is it similar?
- What is the animal doing? Why?
- When have you seen this animal? What was it doing? Why do you think it was doing that?
- Where have you seen this animal? Why do you think it was there?
- What else do you know about this animal? How do you know this?

Task 3: How many grazing animals are there?

Explain to learners that you will show them photographs of animals grazing and that you want them to guess how many animals are in each photograph. Using a whiteboard, show learners a photograph from **Resource 2** for a count of 5. Then, invite pairs of learners to discuss how many animals they think were in the photograph and to share their ideas with the class. Show learners the photograph again and ask them to count the animals.

Repeat this process for each photograph in **Resource 2**. You might want to show the photographs for a shorter or longer period of time based on the group you have.

Suggested questions

- What animal did you see in the photograph? How do you know?
- How many of this animal could you see? How did you work that out?
- Was there an even or odd number? Why do you think that?

Look at the photograph again and count the animals.

- How many animals are there?
- How close was your guess?
- How can you improve the way you first counted the animals?

Task 4: How do animals graze?

Ask learners to share what they remember from the first task, when they considered what grazing is. Either provide small groups of learners with the list of websites (**Resource 3**) that will allow them access to a range of audio clips of different animals grazing or play the class a range of audio clips of animals grazing. Invite learners to listen to and discuss the audio clips.

Then, ask learners to use the internet to search for 'grazing animals' and to select 'videos' from the choice of tabs when the results are displayed. Provide support if required, to help them through the process. Learners will have access to a range of video clips of animals grazing. Alternatively, carry this out on a whiteboard, inviting learners to watch and discuss a range of these clips.

Encourage learners to make notes as they listen to and observe the animals grazing. Invite learners to create a 30-second presentation to tell others about what grazing is.

Suggested questions

- What can you hear when the animals are grazing?
- What sounds do they make? Why?
- What do the sounds remind you of? Why?
- What is happening in the video clip?
- What can you see? What are the animals doing as they graze?
- How are the animals grazing differently? Why do you think they graze in a different way?
- What can you hear?
- Are the sounds different depending on how they eat? How are they different?
- How are the animals grazing in a similar way?

Task 5: What can we learn from a visit to the Common?

Plan and organise a visit for learners to the Gelligaer and Merthyr Common to explore the sheep and cows grazing. If possible, arrange for the visit to be accompanied by a farmer or one of the commoners, who could be asked questions about the animals and the Common.

Learners could make a list of questions they wanted answers to before the visit and be encouraged to make notes and take photographs of grazing animals and other things they see and hear on the Common. They could use gathered information, including photos, back in school to prepare a presentation about grazing animals to show in a school assembly, etc.

Suggested questions

- What questions will you ask on the visit to the Common? Why?
- What do you think you will see? Why do you think you will see these things?
- What animals will be grazing on the Common? How do you know?
- Which animals have you seen grazing?
- What are the animals doing as they graze?
- What is different about how they are grazing?
- What sounds are they making?
- What have you taken photographs of? Why?
- What will you include in your presentation? Why?
- How will you use the photographs? Why use them in this way?

Resource 1: Animals grazing





Resource 2: Different numbers of grazing animals





Resource 4: Suggested focus questions

Task 1: What is grazing?

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- Where might animals graze? Why do you think that?
- When might animals graze? Why do you think that?
- Who looks after grazing animals? How do you know?
- How and when do humans eat? Why? Do they ever graze? Why?
- How and when do our pets eat? Why? Do they ever graze? Why?

Task 2: What grazing animals do we know about?

- What animal is this? What makes you think that?
- How is this animal different to other animals? How is it similar?
- What is the animal doing? Why?
- When have you seen this animal? What was it doing? Why do you think it was doing that?
- Where have you seen this animal? Why do you think it was there?
- What else do you know about this animal? How do you know this?

Task 3: How many grazing animals are there?

- What animal did you see in the photograph? How do you know?
- How many of this animal could you see? How did you work that out?
- Was there an even or odd number? Why do you think that?

Look at the photograph again and count the animals.

- How many animals are there?
- How close was your guess?
- How can you improve the way you first counted the animals?

Task 4: How do animals graze?

- What can you hear when the animals are grazing?
- What sounds do they make? Why?
- What do the sounds remind you of? Why?
- What is happening in the video clip?
- What can you see? What are the animals doing as they graze?
- How are the animals grazing differently? Why do you think they graze in a different way?
- What can you hear?
- Are the sounds different depending on how they eat? How are they different?
- How are the animals grazing in a similar way?

Task 5: What can we learn from a visit to the Common?

- What questions will you ask on the visit to the Common? Why?
- What do you think you will see? Why do you think you will see these things?
- What animals will be grazing on the Common? How do you know?
- Which animals have you seen grazing?
- What are the animals doing as they graze?
- What is different about how they are grazing?
- What sounds are they making?
- What have you taken photographs of? Why?
- What will you include in your presentation? Why?
- How will you use the photographs? Why use them in this way?