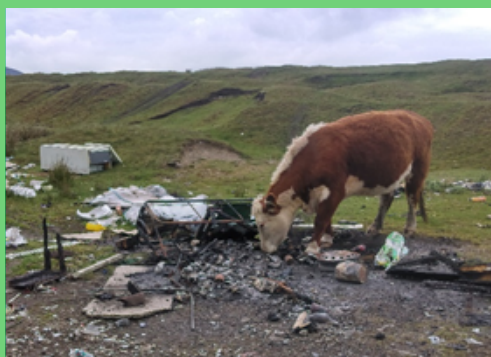


How can we keep the Common safe for the animals?

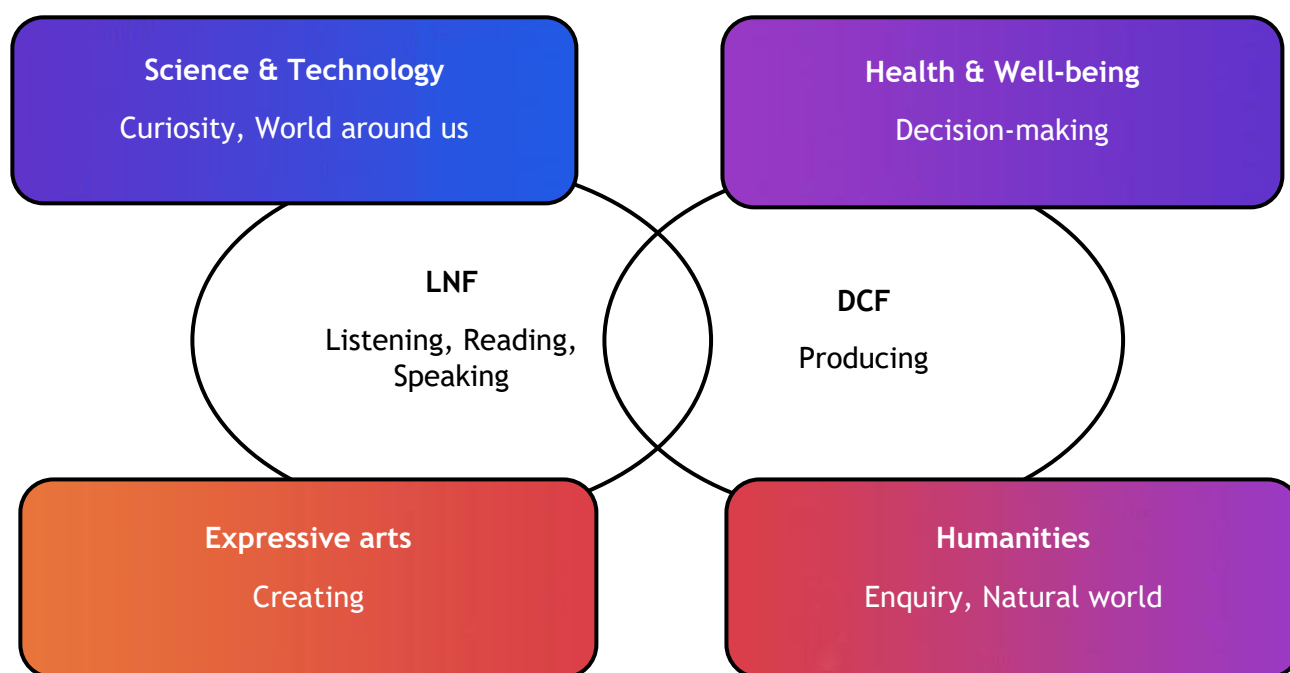
Overview



Learners reflect on a cartoon image to activate their prior knowledge and understanding about dangers to animals by imagining they are one of the animals. They develop a cartoon strip of 'A day in the life of' their animal after having carried out research. After visiting the Common, learners produce a poster or billboard to tell visitors how best to behave on the Common to protect the animals. Learners are introduced to the Countryside Code and asked to use what they have learned to develop their own

Common Code and present it in whatever media they choose.

Opportunities to develop...



Resources required for the activity

- Internet access
- Camera, smart phone or tablet.

Resources included with this activity

1. Cartoon image showing dangers to animals
2. Websites for the Countryside Code:
Natural Resources Wales – long version
<https://naturalresources.wales/days-out/the-countryside-codes/the-countryside-code/?lang=en>
Natural Resources Wales - pamphlet
<https://naturalresources.wales/media/1369/the-countryside-code.pdf>
Natural Resources Wales – short bilingual Covid version
<https://cdn.naturalresources.wales/media/691936/countryside-code-summary.pdf>
Video - The Countryside Code
<https://www.youtube.com/watch?v=IMLHrBtLMTI>
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 dangers do animals face?

Provide small groups of learners with **Resource 1** and ask them to imagine they are an animal in the cartoon image. Invite learners to consider what might be a danger to them in the cartoon image. Learners might share their ideas with the class and say which they think is the greatest danger and explain their reasoning.

Suggested questions

- What might be a danger to you in the cartoon? Why do you think it is a danger?
- How could this be a danger to you? How do you know?
- What harm could you come to? What makes you think that?
- How could this danger be prevented? Why would that work?
- What would be the greatest danger to you? Why do you think that?
- What could people do to help you if they are on land where you live? Why would this help you?
- What wouldn't you want people to do on land where you live? Why?

Task 2: How can we tell the story of your animal?

Ask learners to find out more about the animal they have chosen in the cartoon image. This could be through books, talking to farmers or internet research etc. They would need to find out about how the animal chosen lives, eats, sleeps etc. Then, ask them to produce a cartoon strip entitled 'A day in the life of...' which shows how the animal copes, or not, with at least one of the dangers in the cartoon image. Learners may need to be introduced to the term 'cartoon strip' by showing them simple versions of strips using 4 to 6 frames.

Suggested questions

- Which animal have you chosen? Why did you choose this animal?
- What do you know about this animal? How do you know this?
- What else do you want to know about your animal? How will you find out? Why do it like this?
- What is a cartoon strip? Where have you seen one before?
- How can you make a cartoon strip of one day in the life of your animal? What will you need?
- How many frames will you use? Why?
- Which dangers will your animal face? How will your animal cope with the dangers?

Task 3: How can we get people to behave well around the animals?

You may wish to take learners in small groups to the Common so that they can see, and possibly take photographs and make notes about the animals they can see. Ask learners to consider how they might persuade people to behave more responsibly around the animals on the Common. Invite them to use their ideas to design a poster or billboard to convey to local people and visitors appropriate behaviours on the Common.

Suggested questions

- What animals are on the Common? How do you know?
- What are the main things you want to stop happening? Why?
- What ideas do you want to show in your poster/billboard? Why?
- How could you show your ideas?
- What might be the best way to show them? Why do you think that?
- How will you persuade people to listen? Why might this persuade them?
- How will you organise your poster/billboard? Why?

Task 4: What is the Countryside Code?

There are many versions of the Countryside Code on different websites. The ones utilised in this activity are from Natural Resources Wales. An animated video link is also supplied.

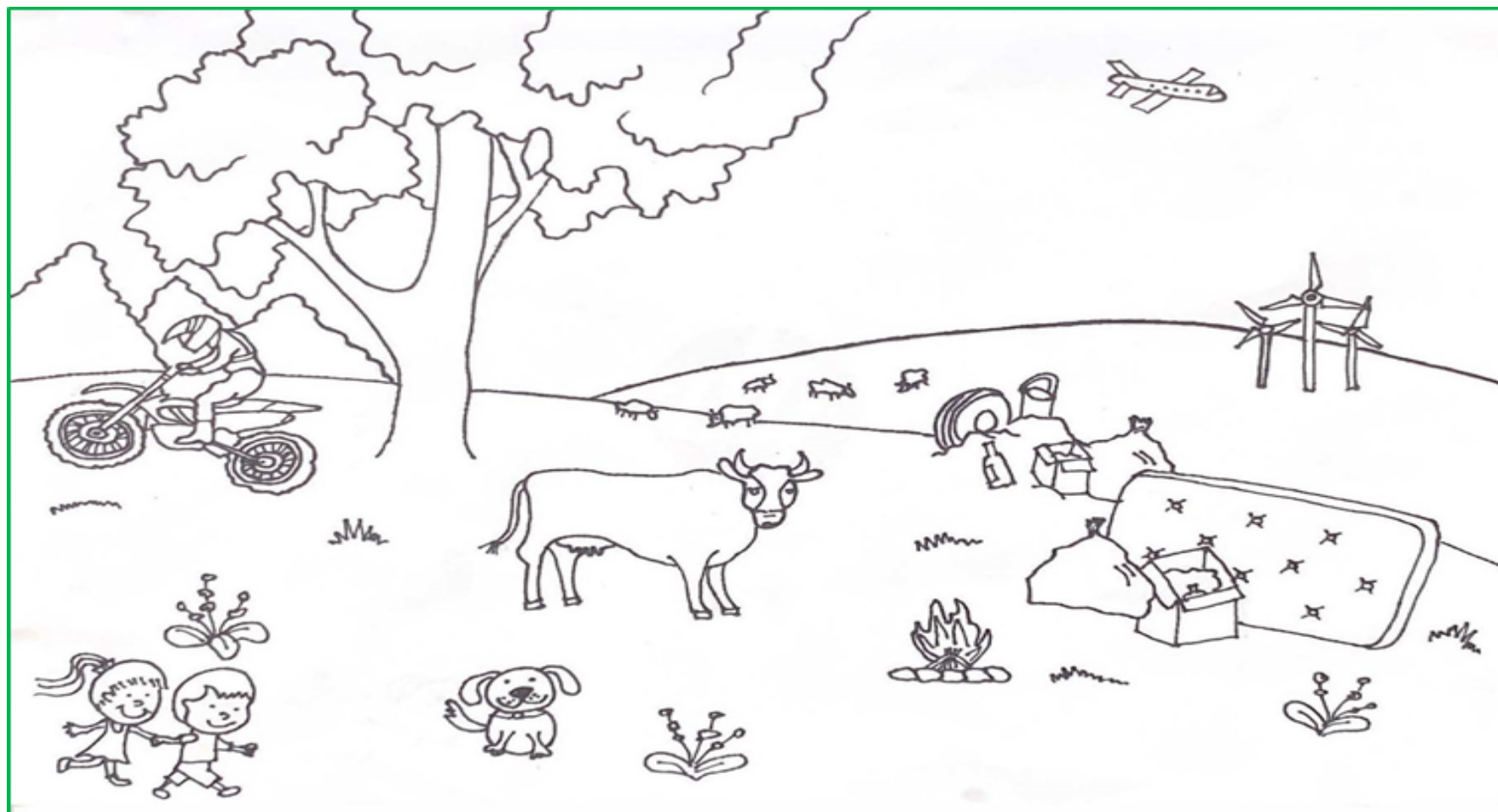
Starting with the video clip you could show this to let learners think about what rules should be followed when visiting the countryside.

The three main areas of the code are: Respect other people, Protect the natural environment and Enjoy the outdoors. You could introduce these three concepts to learners and ask them to discuss in small groups what actions are needed in the countryside to make each of these things happen. Then, show them one of the Countryside Code resources (**Resource 2**) and help them to decipher it so that they understand the meaning. You could ask them to develop their own Common (countryside) Code for the Common. They could use the same concepts or develop their own. To present their code to others they could draw a picture, a poster or a cartoon strip or use apps such as Sway or Padlet etc. Leave the decision as to the media used up to each group of learners.

Suggested questions

- What are the rules the animals talk about in the video clip?
- Do you agree with these rules? Why/why not?
- What are the three main parts of the Countryside Code?
- In your group, discuss one of the parts. What does this mean? What behaviour should people do so that they follow this? What behaviours shouldn't people do? Why?
- How can you write your own countryside code for the Common?
- Which of your ideas from Task 3 should you include? Why?
- What should your Code include? Why?
- How can you present your Code? What are the different ways?
- Which is the best way to present your Common Code? Why do you think this?

Resource 1: Cartoon image showing dangers to animals



Resource 3: Suggested focus questions

Task 1: What dangers do animals face?

- What might be a danger to you in the cartoon? Why do you think it is a danger?
- How could this be a danger to you? How do you know?
- What harm could you come to? What makes you think that?
- How could this danger be prevented? Why would that work?
- What would be the greatest danger to you? Why do you think that?
- What could people do to help you if they are on land where you live? Why would this help you?
- What wouldn't you want people to do on land where you live? Why?

Task 2: How can we tell the story of your animal?

- Which animal have you chosen? Why did you choose this animal?
- What do you know about this animal? How do you know this?
- What else do you want to know about your animal? How will you find out? Why do it like this?
- What is a cartoon strip? Where have you seen one before?
- How can you make a cartoon strip of one day in the life of your animal? What will you need?
- How many frames will you use? Why?
- Which dangers will your animal face? How will your animal cope with the dangers?

Task 3: How can we get people to behave well around animals?

- What animals are on the Common? How do you know?
- What are the main things you want to stop happening? Why?
- What ideas do you want to show in your poster/billboard? Why?
- How could you show your ideas?
- What might be the best way to show them? Why do you think that?
- How will you persuade people to listen? Why might this persuade them?
- How will you organise your poster/billboard? Why?

Task 4: What is the Countryside Code?

- What are the rules the animals talk about in the video clip?
- Do you agree with these rules? Why/why not?
- What are the three main parts of the Countryside Code?
- In your group, discuss one of the parts. What does this mean? What behaviour should people do so that they follow this? What behaviours shouldn't people do? Why?
- How can you write your own countryside code for the Common?
- Which of your ideas from Task 3 should you include? Why?
- What should your Code include? Why?
- How can you present your Code? What are the different ways?
- Which is the best way to present your Common Code? Why do you think this?