

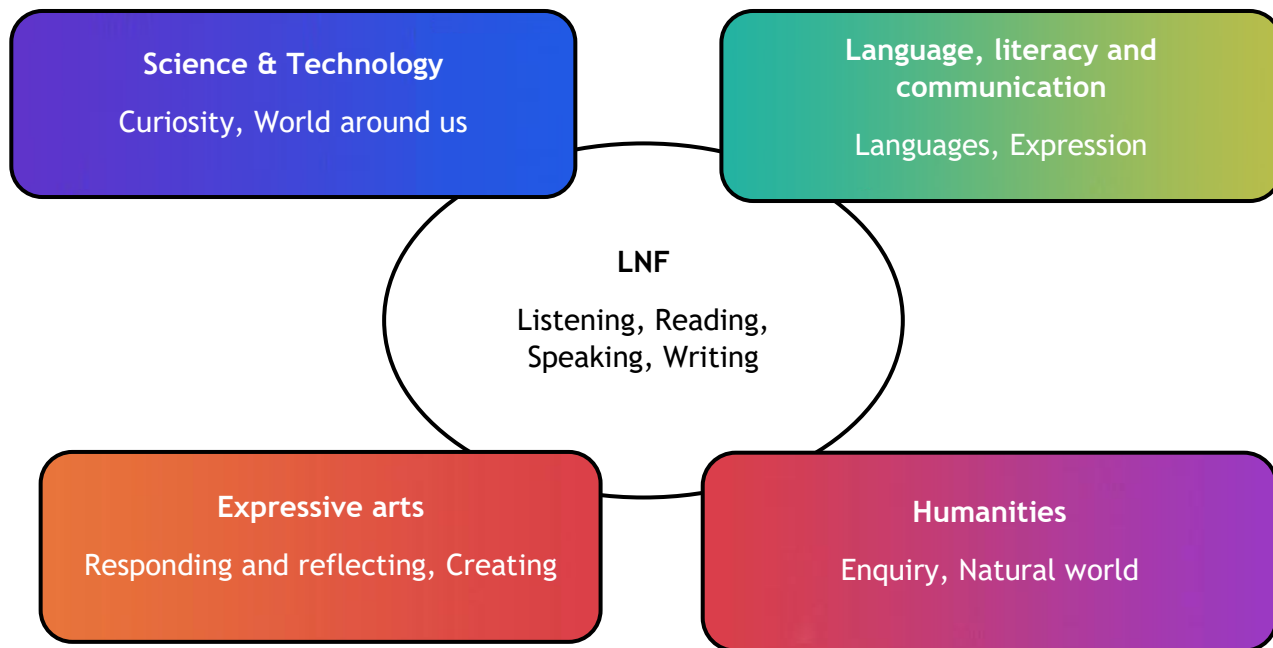
## What can we find on the Common?

### Overview



Learners activate their prior knowledge and understanding about the Common and share their information and past experiences. They can then do three tasks requiring a visit to the Common. Carrying out a structured scavenger hunt using their senses will enable them to work with the alphabet and adjectives to describe what they find. Learners observe the Common to think about words and phrases that they can use to describe it and use these to develop simple poetry. Bringing together everything they have learned about the Common, learners produce a display to show to the rest of the school.

### Opportunities to develop...



### Resources required for the activity

- Camera, smart phone or tablet.

### Resources included with this activity

1. Using our Common senses! (A)
2. Using our Common senses! (B)
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.

Once learners' prior knowledge has been activated, this activity has three main tasks:

## Task 2 – Scavenger hunt

### Task 3 – Writing poetry

### Task 4 – Creating a display.

You will need to plan and organise at least one visit to Gelligaer and Merthyr Common.

The activity has been designed to be flexible so it is possible to have:

- one trip for a length of time where learners can collect information and take photographs to carry out all three tasks
- more than one trip where learners can carry out one or more of the tasks
- one trip and only carry out one of the tasks
- one trip where different groups of learners carry out different tasks.

Each task can be carried out on the Common or in school after returning from a visit to the Common.



### Task 3: How can we create Common poems?

Explain to learners that they are going to visit the Common and that as they walk around they will need to write down words and phrases that describe the different things they see, hear, smell and touch.

During the visit, you might also discuss similes and examples of alliteration and onomatopoeia with learners and make a note of these. If there is time, you could sit with learners and use their ideas to create a short poetic description of one or a group of things you have seen. This might be a tree, rabbit, insect or ancient monument, for example.

When learners are back in school, they could be asked to use their words and phrases along with their ideas and experiences to create a poem to reflect their visit to the Common. For example, they could create an acrostic poem with which they might be familiar or a kenning which might be new to them.

In a **kenning**, an object is described in a two-word phrase, such as 'whale-road' for 'sea'. The following link provides definitions of the terms used above. It also has examples of the different types of short poem you might create and could give you more ideas before your visit to the Common – <https://poetryarchive.org/glossary/>

#### Suggested questions

- What did you see/hear/smell?
- What words or phrases would you use to describe it? Why?
- What did you touch? Why? What words would you use to describe it? Why?
- What sort of poem will you write? Why?
- How will you write it? Why?

### Task 4: How can we make a display of Common memories?

Explain to learners that they are going to visit the Common and then you would like them to display their Common memories within the school. Encourage learners to plan and record ideas about what they will need to do when they visit the Common. For example, they might be prompted to consider how they will make a record of what the Common looks like, by drawing it or taking photographs, what evidence and information they might bring back to school, for example, they might make tree rubbings, take some measurements, tally some of the features of the Common, collect leaves, seeds and cones, etc. Please note that learners should not collect many items from the Common. Just a few simple examples will be enough.

#### Suggested questions

- What will you need to do when you visit the Common? Why?
- What could you draw? Why would you draw this?
- How could you use the drawing to help you make the display?
- What will you take photographs of? Why? How will these help you to create your display?
- How could you make a tree rubbing? How do you know? How could you use this?
- What information about the Common will you gather to help you create a display?
- What might you need to count or measure? Why?
- What sorts of things might you be able to collect when you visit the Common? Why do you think that?
- How could you use these things to make your display?

Invite learners to gather this information during the visit to the Common and also encourage them to make notes and sketches of what they see and hear. They can use their findings to help them create a display of the Common that can be shown within school. They might do this in the classroom, another area of the school or in an outside space depending on your school, time of year, etc. Encourage learners to use a wide range of ideas, media, etc to create their display. For example, they might make a montage of photographs, create models of historical monuments out of Papier-mâché, make collages and include drawings and paintings and so on.

Learners might also be prompted to include the poems created in Task 3, develop written or video recounts of the time spent on the Common, include clippings from local press articles or carry out research and develop a simple database that shows the plants and animals that are found on the Common.

**Task 4: Continued ...**

All of these might play a part in helping learners create a meaningful display of how they see Gelligaer and Merthyr Common.

**Suggested questions**

- What ideas do you have for creating your display?
- What features of the Common do you want to show? Why? How could you do this?
- What items did you collect on the Common? How could you include these in your display?
- How could you use photographs and drawings of the Common?
- What features of the Common could you make a model of? Why do you think that? How could you make this model?
- How could you show the plants and animals from the Common in your display?
- What could you write about the outdoor space? How could you include this?
- How could you include the poems you have written?

## Resource 1: Using our Common senses! (A)

- What are your five senses? How do you know?
- Use your senses to find different things as you walk along - please don't taste anything!
- What can you find for each letter of the alphabet?
- Use a word (adjective) to describe what you find.

Letter	What I found	Word to describe it
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		
K		
L		
M		
N		
O		
P		
Q		
R		
S		
T		
U		
V		
W		
X		
Y		
Z		

## Resource 2: Using our Common senses! (B)

- What are your five senses? How do you know?
- Use your senses to find different things you can use to complete this table - **please don't taste anything!**
- Use the blank spaces to give each other challenging things to find.

Find something...	What I found	My words to describe it
<i>spiky</i>		
<i>yellow</i>		
<i>that smells horrible</i>		
<i>smooth</i>		
<i>squashy</i>		
<i>you can't squeeze</i>		
<i>that sounds interesting</i>		
<i>that smells nice</i>		
<i>rough</i>		
<i>prickly</i>		
<i>soft</i>		
<i>that rattles</i>		



### Resource 3: Suggested focus questions

#### Task 1: What will we find on the Common?

- What do you know about the Common? How do you know these things?
- What things might you see there? Why do you think that?
- What animals might live there? How do you know?
- What plants might live there? Why do you think that?
- Who else might be visiting the Common when we are there? Why do you think that?
- Why might people visit the Common?

#### Task 2: How can we use our Common senses?

- What do you have to do to complete the sheet?
- What do you need to find?
- How will you find each thing? Why do it like this?
- Who will search for each thing? Why has this person been picked?
- How will you make sure you find everything?
- What was easy to find? Why?
- What was difficult to find? Why?
- Was there anything you could not find? Why?

#### Task 3: How can we create Common poems?

- What did you see/hear/smell?
- What words or phrases would you use to describe it? Why?
- What did you touch? Why? What words would you use to describe it? Why?
- What sort of poem will you write? Why?
- How will you write it? Why?

#### Task 4: How can we make a display of Common memories?

- What will you need to do when you visit the Common? Why?
- What could you draw? Why would you draw this?
- How could you use the drawing to help you make the display?
- What will you take photographs of? Why? How will these help you to create your display?
- How could you make a tree rubbing? How do you know? How could you use this?
- What information about the Common will you gather to help you create a display?
- What might you need to count or measure? Why?
- What sorts of things might you be able to collect when you visit the Common? Why do you think that?
- How could you use these things to make your display?
- What ideas do you have for creating your display?
- What features of the Common do you want to show? Why? How could you do this?
- What items did you collect on the Common? How could you include these in your display?
- How could you use photographs and drawings of the Common?
- What features of the Common could you make a model of? Why do you think that? How could you make this model?
- How could you show the plants and animals from the Common in your display?
- What could you write about the outdoor space? How could you include this?
- How could you include the poems you have written?