

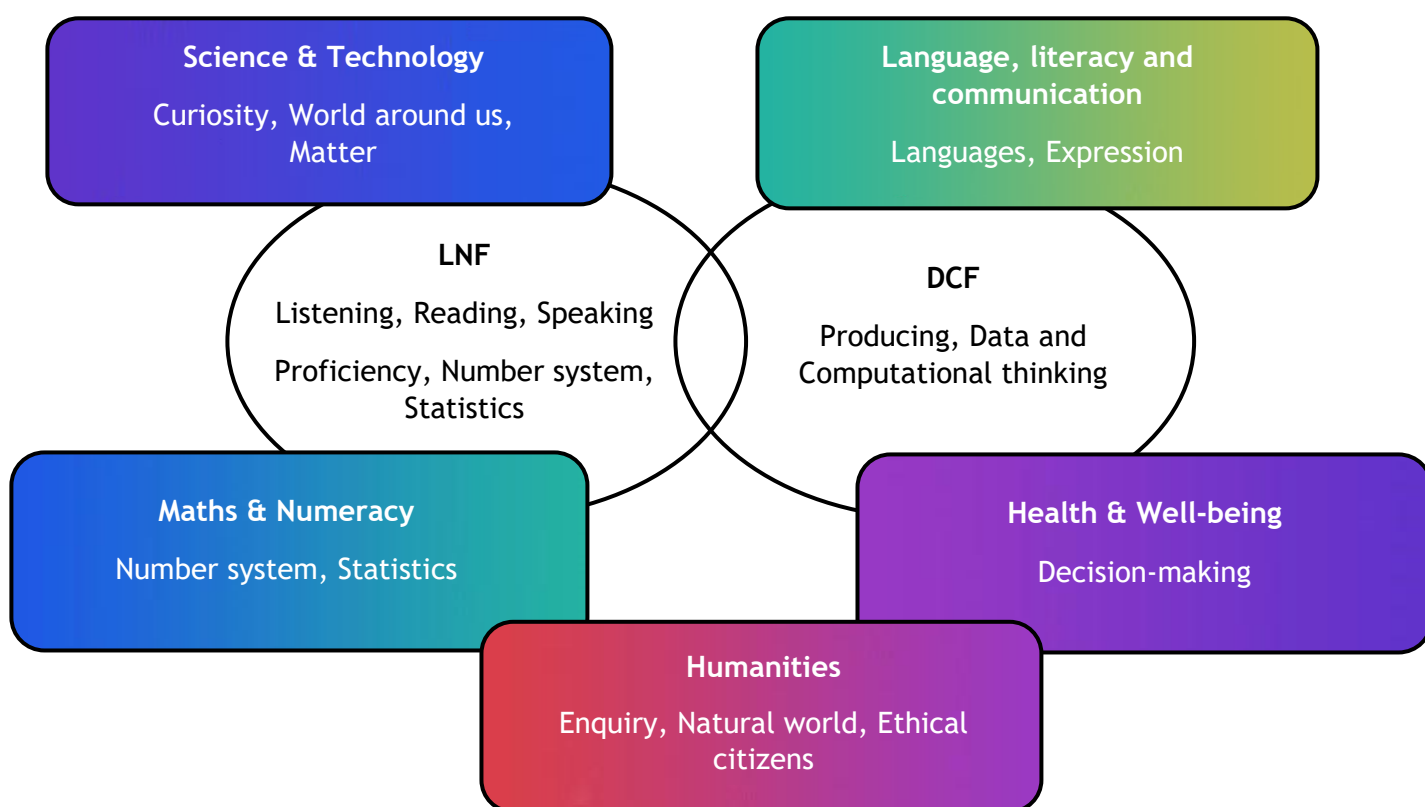
How can we look after the Common?

Overview

Learners activate their prior knowledge and understanding about common land before thinking about Gelligaer and Merthyr Common. Learners demonstrate their knowledge of good and bad uses of the Common and use metacognition to link their knowledge to its source. They move on to a more in-depth study of fly-tipping, including researching on the internet. Learners critically interrogate live data about fly-tipping on the Common in order to develop a collaborative action plan as to how to reduce this fly-tipping, using creative thinking.



Opportunities to develop...



Resources required for the activity

- Internet access.

Resources included with this activity

1. KWHL grid
2. Photographs of fly-tipping on the Common
3. Chart to show incidences of fly-tipping in Merthyr Tydfil from 2006 to 2019
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 'common' land?

Ask groups of learners to think about what 'common' land might be. Initially, they might be encouraged to define 'common', use the word in sentences or make a list of synonyms for 'common', for example. Learners might also be invited to consider the differences and similarities between types of familiar land, such as field, playground, meadow, park and country park. Encourage them to consider who uses these, who owns them and whether there are any restrictions to using them.

At the end of this task, collate ideas from learners so there is a shared understanding of what 'common' land is.

Suggested questions

- What does the word 'common' mean to you?
- When have you heard the word used?
- How would you use the word 'common' in a sentence? What does it mean in this sentence?
- What other words mean the same as 'common'?
- Where is the nearest field/playground/park you can play in?
- Who can use this field/playground/park?
- What are the restrictions to using this field/playground/park? Why?
- Who owns this field/playground/park? Why do you think that?

Task 2: What do we know about Gelligaer and Merthyr Common?

Ask groups of learners to think about and discuss what they know about Gelligaer and Merthyr Common. Invite them to use a KWLH grid (**Resource 1**) to record what they know about the Common and to develop a list of questions they would like to find the answers to. Encourage learners to use the KWLH grid to consider how they are going to find answers to their questions. They can complete the grid to show what they have learned after carrying out research.

Suggested questions

- What do you know about the Common? How do you know these things?
- Where is it? Why do you think that?
- What does the Common look like? What can you and can't you do there? How do you know?
- How could you find out more about the Common? What do you want to know? Why?
- How will you find answers to your questions? Where and how will you search for answers? Why?
- What have you learned about the Common?

Task 3: How do people use Gelligaer and Merthyr Common?

Ask groups of learners to use their own ideas and the information gathered in Task 2 to consider how people use the Common. Encourage them to think about why people visit the Common, what they might see and do whilst they are there, etc. Once learners have a list of the Commons' uses, ask them to categorise them into 'Good uses' and 'Bad uses'. They could do this as a table. Encourage learners to give reasons for their categorisations. Share the completed tables as a marketplace activity, where learners go around the room reading others' ideas. Then, ask them to amend their tables with any other ideas they have discovered.

Emphasise the impact of people's use of the Common on its wildlife, historical landscape and biodiversity.

Suggested questions

- How do people use the Common? How do you know?
- Which of your uses are good? Why do you think this?
- Which uses are bad? Why do you think this?
- How do the 'bad uses' make a difference to the Common? How do you know?

Task 4: What do we know about fly-tipping?

Ask groups of learners to think about and discuss what fly-tipping is and why and where it might happen.

Suggested questions

- What is 'fly-tipping'? Why do you think that?
- Where does 'fly-tipping' happen? How do you know?
- Why do you think 'fly-tipping' happens?
- Who do you think is responsible for 'fly-tipping'? Why do you think that?

Show learners photographs of fly-tipping (**Resource 2**) that have been taken on the Common. Invite learners to describe what they can see and to consider how it makes them feel and what effect it might have on people who are visiting the Common.

Encourage learners to carry out research about fly-tipping on the Common and to make notes of their findings. They could be asked to use their notes when feeding back to the rest of the class. As a starting point you could provide them with the following links to two BBC reports about fly tipping on the Common.

<https://www.bbc.co.uk/news/uk-wales-50816078>

<https://www.bbc.co.uk/news/uk-wales-43507157>

Suggested questions

- What do you see in the photographs?
- How does looking at these photographs make you feel? Why?
- What did you find out about fly-tipping on the Common from your research?
- Why do you think this is happening?
- Who do you think is responsible? Why do you think that?

Task 5: What does the data tell us?

Explain to learners that councils across Wales have made a big effort in recent years to encourage recycling of household waste and to reduce fly-tipping. Ask groups of learners to firstly interrogate the chart at **Resource 3**, which shows the number of fly-tipping incidences in Merthyr Tydfil. Then, ask them to gather and explore other data and information from a range of sources to build up a picture of the issues surrounding waste collection and fly-tipping. For example, Stats Wales has data about fly-tipping by incidents/type/local authority, etc.

<https://statswales.gov.wales/Catalogue/Environment-and-Countryside/Fly-tipping>

Encourage learners to interrogate the data and to look for patterns and trends and to draw conclusions if appropriate.

Suggested questions

- What does the chart show you? How does it show you this?
- What is happening to the data over time? How can you tell?
- When was there the most fly-tipping? How many incidences was this?
- When was there the least fly-tipping? How many incidences was this?
- What other data and information have you gathered? Where from? How do you know if it is reliable?
- What does the data tell you? Why do you think that?
- How many incidents of fly-tipping have happened on the Common recently/this year? How do you know?
- Where does fly-tipping happen the most on the Common? Why do you think these are 'hot-spots' for fly-tipping?
- What have the council done about waste bins and recycling in the last few years? Why? What effect has this had?
- What conclusions could you draw from the data on recycling and fly-tipping? Is there a link between the two? Why do you think that?

Task 6: How can we reduce the fly-tipping on Gelligaer and Merthyr Common?

Ask groups of learners to think about and discuss what could be done to reduce fly-tipping on the Common. Encourage them to list a range of strategies that might be implemented and to share these with the class. Using the learner ideas, draw up a plan of action to reduce the fly-tipping. Many of the ideas from groups are likely to be similar, so a class 'action plan' would then allow different groups of learners to tackle different aspects of a campaign to reduce fly tipping on the Common. This 'action plan' might include ideas such as contacting the local council, sending leaflets home with all the learners in school, involving local radio or newspapers, inviting parents and other stakeholders to a class assembly to inform them of the issues and making posters that could be displayed locally.

Suggested questions

- How could we reduce fly-tipping on the Common? Why would that work?
- Which idea do you think is best? Why?
- Which part of the action plan are you responsible for?
- How will you approach your task? Why do it like that?
- What ideas do you have?
- Who will you contact? Why?
- What help do you need? Why?
- Who is your audience?
- What message will you try to get across to this audience?
- Why is this message important? How will it help to reduce fly-tipping on the Common?

Resource 1: KWHL grid

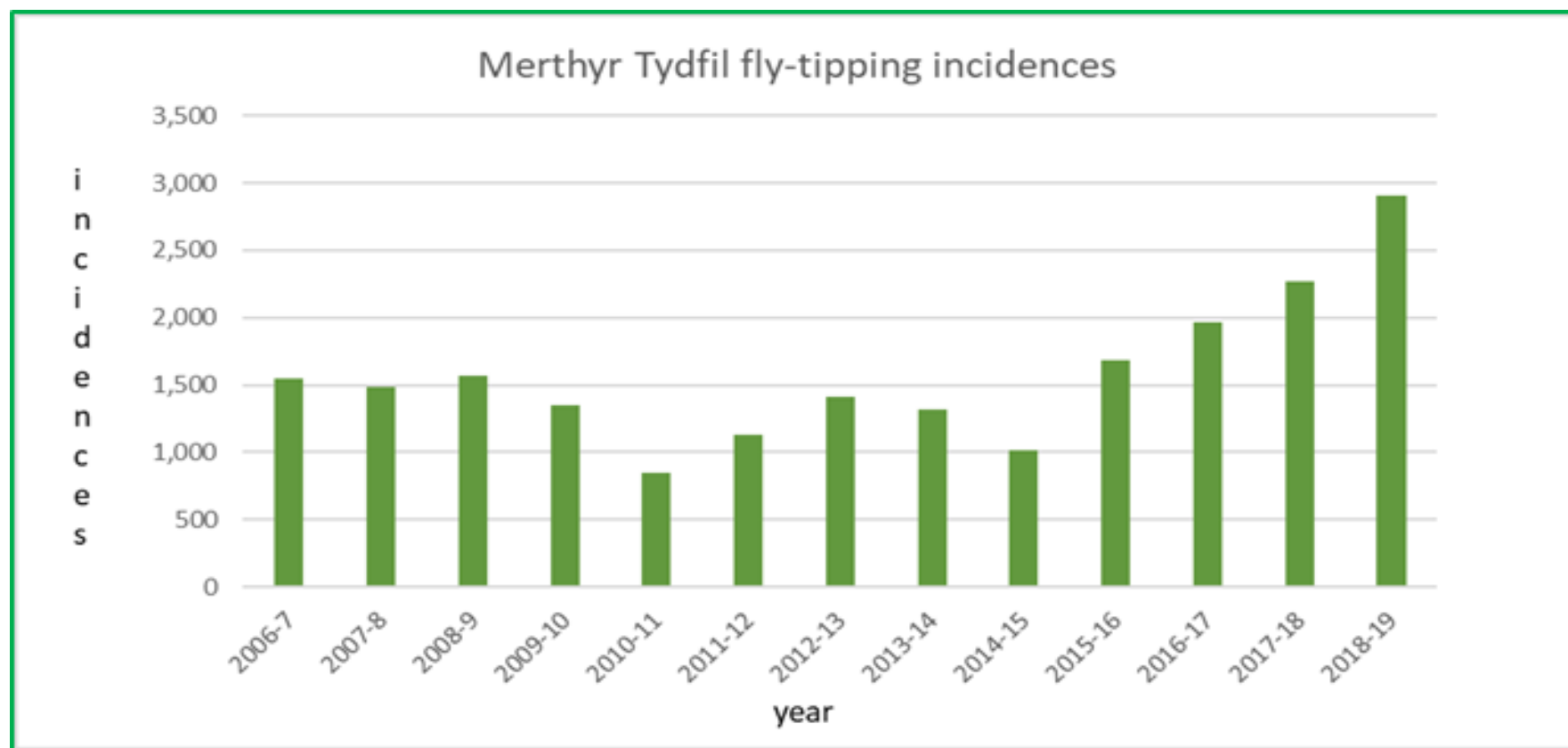
What do I Know?	What do I Want to do?	How will I do it? By when?	What will tell me that my Learning is successful?

Resource 2: Photographs of fly-tipping on the Common





Resource 3: Chart to show incidences of fly-tipping in Merthyr Tydfil from 2006 to 2019



Source: Stats Wales at: <https://statswales.gov.wales/Catalogue/Environment-and-Countryside/Fly-tipping/recordedflytippingincidents-by-localauthority>

Resource 4: Suggested focus questions

Task 1: What is 'common' land?

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- Where is it? Why do you think that?
- What does the Common look like? What can you and can't you do there? How do you know?
- How could you find out more about the Common? What do you want to know? Why?
- How will you find answers to your questions? Where and how will you search for answers? Why?
- What have you learned about the Common?

Task 3: How do people use Gelligaer and Merthyr Common?

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Task 4: What do we know about fly-tipping?

- What is 'fly-tipping'? Why do you think that?
- Where does 'fly-tipping' happen? How do you know?
- Why do you think 'fly-tipping' happens?
- Who do you think is responsible for 'fly-tipping'? Why do you think that?
- What do you see in the photographs?
- How does looking at these photographs make you feel? Why?
- What did you find out about fly-tipping on the Common from your research?
- Why do you think this is happening?
- Who do you think is responsible? Why do you think that?

Task 5: What does the data tell us?

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