



**ACTION BASED ACTIVITIES**

**TOPIC N1.3 : COMMUNITY PLANNING**

**THEME N1 CITIZEN AND THE COMMUNITY**



**APPLICATION OF NUMBER**

**LEVELS 1 & 2**

**ISSUED SEPTEMBER 2005**

# INSTRUCTIONS

## WHAT DO I DO?

Use this Theme Template to help you:

- plan an Action-based Activity on the theme of Citizen and Community
- carry out an investigation into the subject
- produce evidence needed for your portfolio.

**NOTE:** Use this booklet WITH your Learner's Planner and Guide.

## WHAT IS ASSESSED?

*Citizen and Community* is one of six themes you can choose for your Action-based Activity/portfolio work. It includes topics such as:

N1.1 Moving Home

N1.2 The Cost of Crime

N1.3 **COMMUNITY  
PLANNING**

**APPLICATION OF NUMBER**

**TOPIC N1.3 : COMMUNITY PLANNING**

### TOPIC N1.3 COMMUNITY PLANNING

This is an opportunity to draw up a plan for your local community. It could be a big or very small project. This guide will take you step by step from getting started, to writing and checking your final pieces of work. Each step follows Part Two of your *Learner's Planner & Guide*, so read it alongside this Theme Template.



It's a good idea to follow this advice.



You must do this to get the qualification.



**STEP  
A**



### CHOOSING A TOPIC

One of the best ways to start thinking about a subject is to *mindmap*. You can find how to do this on page 5 of the *Learner's Planner & Guide*.

#### TASK 1

Allow about  
20 minutes

On your own, or with a colleague, think about and talk about "Community Planning" and aspects of it you might like to study.

Work together to make a **mindmap** of the subject. You may want to think about:

- what is your "community" – Is it your street/road; your part of town or village; a larger area such as a region?
- what interests you most in your community and what you would like to change
- what you think might be realistic e.g. a children's play area; a skate board park; more homes; a swimming pool
- what plans have already been drawn up locally.

**PORTFOLIO EVIDENCE** – You could copy and add to the unfinished example below. This could then go into your portfolio as evidence that you have thought about your chosen subject.





*Continued*

**TASK 2**  
Allow about 15 minutes

When you have made your mindmap, focus in on one or two ideas that:

- interest you
- will be easy to research and get information about (talk to your tutor if you are unsure).

Write these ideas down and then try to turn them into **QUESTIONS**. This will help when you write up your conclusions later. The examples in the box may help you do this.



Topic : Community Planning	
Original Idea	Question
Play area	How could play areas be improved in our local area?
Meeting place	What plans need to be made so that teenagers have somewhere to meet in the evening and at weekends?
Family needs	What could be done to provide a place where families can go together?

**TASK 3**  
Allow about 10 minutes

In your portfolio, write down your chosen title/question.

Check with your tutor that it is okay. (Remember, you can always change it later if necessary.)

**TASK 4**  
Allow about 30 minutes

**PLAN** – It's a good idea next to draw up a plan of action. Make a table and on it write down what you intend to do and when you will do it by. Highlight key dates and deadlines (e.g. when you are carrying out a survey or presenting your findings.).



**STEP  
B**



### CHOOSING & INTERPRETING INFORMATION

Interpreting information from suitable sources is an essential part of the qualification and you must be able to show that you have collected, read and extracted information from **DIFFERENT** sources.

There are lots of ways of finding information such as:

- books and other resources in the library
- magazines and in newspapers
- using the Internet
- interviewing people about community needs/plans
- designing play areas, community halls, safer streets.

#### TASK 5

Allow about  
2-3 hours

Look for suitable documents to read. Remember:

- at **both levels 1 and 2** you must use **TWO** different sources of information.
- overall **at level 1** at least one source must include a table, chart, graph or diagram
- **at level 2** at least one source must include material containing a chart or a graph.

You will need to make careful notes as you work.

Put these in your portfolio (see also pages 8 and 9 in the *Learner's Planner & Guide*).



#### Topic: "Improving Streets for pedestrians"

**Title of magazine:** *"Urban Living"*  
**Date:** *November 2003*  
**Author:** *Michael Forden*  
**Article:** *New Streets for Old*

#### Main points in the article

1. Many streets have become little more than car parks.
2. Most streets are not safe for pedestrians, especially children.
3. Careful street planning can transform a community.
4. Simple methods such as speed bumps, wider pavements and tree planting can be cheap and effective.
5. Removing and re-siting cars is the main problem.
6. The community has to be involved in any changes.

**Summary:** Write up your notes in your own words.  
**This is a major piece of evidence.**



**ASSESSMENT** Your tutor will assess that:

- you have chosen the information you need
- you have obtained the information needed
- you have identified the best methods to get the results you need.

Remember to label sources clearly.

**STEP  
C**



**CARRY OUT AND CHECK CALCULATIONS**

Carrying out and checking calculations is an essential part of the qualification. At each level you are required to carry out calculations to do with:

a. amounts/sizes	3	3
b. scales/proportion	3	3
c. handling statistics.	3	3
d. using formulae		3

It may be difficult to cover all the required calculations for this topic (See *Learner's Planner & Guide*, page 10).

**TASK 6**

Allow about  
1 hour

**1. Carry out calculations.** You will need to:

- pick out the data/information you think will be useful
- decide on the calculations you need to find the results you want
- show calculation methods clearly
- check calculations and correct any errors

**At Level 2** calculations must involve two or more steps

Talk this over with your tutor if you are at all unsure. A few ideas are given below.



**CARRYING OUT AND CHECKING CALCULATIONS**

**Examples – Carrying out and checking calculations**

**At level 1:**

- you might use information collected first hand as the basis of calculations (eg measured a piece of waste ground; calculated building costs). You might also carry out calculations using data from secondary sources such building regulations and manuals containing tables, maps, charts, graphs or diagrams.

**At level 2:**

- your calculations will be more complex, perhaps comparing two sets of data on a similar subject. If you carry out a survey (e.g. on people's attitudes towards a particular community plan) you will have plenty of data to process.



**ASSESSMENT** Your tutor will assess:

- how well you carried out your calculations (including your working)
- that you checked your methods
- that you spotted and corrected any errors
- that your results make sense.

**STEP  
D**



### INTERPRETING RESULTS & PRESENTING FINDINGS

Having collected, sorted, extracted data and carried out calculations based on them, you are now ready to interpret your findings.

#### TASK 7

Allow about  
3 hours

1. Go through all the information you have collected and sort it out carefully. Keep only relevant information and make sure EVERYTHING is properly labelled.
2. Now sift through again and, on notepaper, write down your main findings and conclusions. Remember, your first question (Task1)? Can you now answer your question?
3. Think how you will present your information.
 

**Remember:**

  - At level 1 you have to present it in **two** different ways using charts or diagrams
  - At level 2 you need to present it in **two** different ways using graphs, charts or diagrams.

Other points to consider:

  - Which graphs, charts or diagrams will you use to present you findings?
  - How do the results of your calculations relate to the purpose of the action-based activity?

(See Learner's Planner and Guide page 12)

#### TASK 8

Allow about  
3 hours



At this stage you will be required to present your findings to a tutor or supervisor. Before you hand your work in, check that:

- you have covered all requirements intended
- that each section has suitable headings/labelling
- that diagrams, charts, maps etc are properly labelled
- pages are numbered
- there is a contents page.

**N.B. There is a checklist on page 14 of the Learner's Planner and Guide**



It is a good idea to produce a draft plan/outline of what you will include in your final presentation. An example is given on the next page.

**STEP  
D**



**INTERPRETING RESULTS & PRESENTING FINDINGS**  
*continued*

**EXAMPLE OF A DRAFT PRESENTATION PLAN**

**Topic: New Skate Board Park**

1. I will present my work as a **report** (computer typed and to include graphs, tables etc) with the sections below.
2. **Introduction** – I will include what I wanted to find out and why the subject interests me.
3. **Method** – a short section saying how I set about collecting data/information e.g. made notes on different designs and costs for making a skate board park.
4. **Calculations and Interpretation** – I will include how I calculated costs, dimensions, suitable materials, scales.
5. **Presentation** – I will use written information and diagrams – mainly tables, graphs and words.
6. **Appendices** – to include some photocopied pictures of equipment used; tables of data collected.

I must remember to number pages and add a Contents page.



**ASSESSMENT** Your tutor will assess your work as follows:

**At level 1** you will be assessed on:

- how you have interpreted the results of calculations
- suitable choice of chart or diagram with appropriate labels and correct use of units
- how you have explained what the chart or diagrams show.

Additionally **at level 2** you will be expected to:

- describe the methods you have used
- explain the results of calculations in terms of how they meet the purpose of your chosen Activity.



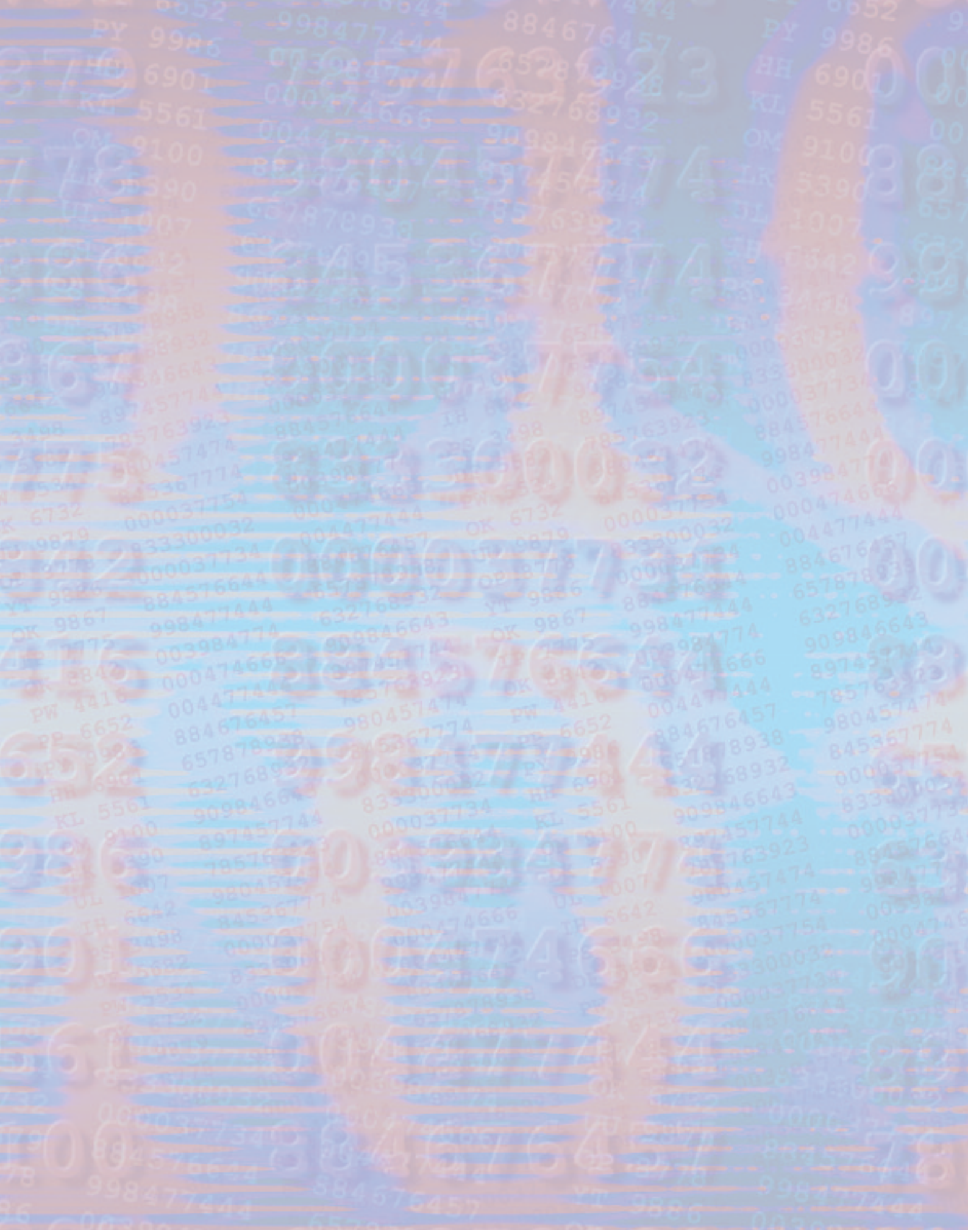
## **COMMUNITY PLANNING**

### **MORE ACTION-BASED ACTIVITY IDEAS**

1. Take a street or road that you know. Survey it from the point of view of pedestrians or children. Carry out a survey to find out what other people think. Use this information to re-design the street or road to make it safer and more pleasant.
2. Design a play area for small children. Include designs for equipment. Cost the project carefully. You should carry out research to find out what sorts of things young children like best in playgrounds.
3. Design a small community garden. Ask people of various ages what they would like to have before you draw up your designs. Include detailed plans and costings.
4. Investigate and plan a community wildlife area. Carry out research into it and then draw up detailed plans and maps. Make sure you include costs.
5. Draw up plans for an environmentally friendly community building. Investigate suitable building materials and designs, which will make the building cheap to heat.
6. Carry out a survey of a group of young people to find out their community needs. On the basis of what you find out, draw up plans and designs for a community project.
7. Carry out research into new plans your local or district council may have for your area. Visit one of their development sites and investigate their designs. Report on your findings.
8. Design a community treasure or adventure trail in your area. It might be an historical walk or include quiz questions. Produce detailed plans of the route, a quiz sheet or leaflet and cost the whole project.
9. Re-design or improve your local community hall. Produce accurate plans of the existing building and then add your own designs. Cost the project.







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