

INSTRUCTIONS

WHAT DO I DO?

Use this booklet to help you:

- plan an Action-based Activity on the topic Leisure
- carry out an investigation into the subject
- produce ALL the evidence needed for your portfolio.

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

WHAT IS ASSESSED?

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

- C4.1 Television
- C4.2 Driving
- C4.3 HOLIDAYS

TOPIC C4.3 HOLIDAYS

Holidays is a very broad subject and if you want to study it for your Action-based work you will need to narrow it down. This guide will take you step by step from how to get started to writing and checking your final piece of work. Each step follows Part Two of your *Student Planner & Guide*, so read it alongside this booklet.



It's a good idea to follow this advice.



You must do this to get the qualification.



**STEP
A**



CHOOSING A TOPIC

Think about the topic "**Holidays**" and things about it that you might like to study. Don't rush or you may miss something. One of the best ways to start is to *mindmap*.

TASK 1 GETTING STARTED MAKING A MINDMAP

Allow about
20 minutes

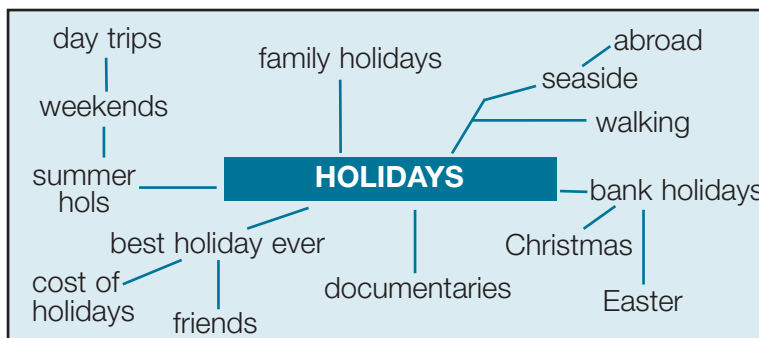
On your own, or with a colleague, think about and talk about "**Holidays**" and aspects of it you might like to study.

Work together to make a **mindmap** of the subject. You can find how to do this on page 5 of the *Learner's Planner & Guide*.

You may want to think about:

- the best/worst holiday of your life
- holidays when you were a child
- planning a dream holiday
- comparing holidays
- what makes a good holiday
- holidays abroad.

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.



ESSENTIAL SKILLS
ACTION BASED ACTIVITIES



Continued

TASK 2 FRAMING A QUESTION

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 : Holidays

Original Idea	Question
Different places	Where would you go for a perfect holiday?
Holiday on a budget	How can you take a holiday that costs almost nothing?
Holiday at home	How can we make the best of a “holiday” at home
Holidays abroad	Is it worth going abroad for a holiday?

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 3 LOCATING RELEVANT INFORMATION

Allow about 10 minutes

Your next task is to locate relevant information for your portfolio. Check with your tutor that:

- there is enough information
- it is easily located
- it is of the right standard

TASK 4 ACTION PLANNING

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 giving a talk or having a discussion).

COMMUNICATION
TOPIC C4.3 : HOLIDAYS

**STEP
B**



READING TO OBTAIN INFORMATION

Reading and obtaining information are an essential part of the qualification and you must be able to show that you have collected, read and extracted information for **DIFFERENT** sorts of documents.

There are lots of ways of finding information on this subject such as:

- books on holidays and travel
- magazines and newspapers
- using the Internet
- holiday brochures/travel agents
- carrying out a survey – e.g. where people went on holiday.

TASK 5 READING AND FINDING OUT (to answer your question)

Allow about
1½ hours

Look for suitable documents to read. If you are studying for **level 2** communication skills they will need to be more than 500 words long.

TASK 6 RECORDING INFORMATION

Allow about
1½ hours

READ and MAKE NOTES from all documents that you think are helpful and relevant (the box below shows you how to write your notes).



Topic: 'The secrets of a good holiday'

Travel Guide: *"Family Holidays in Europe"*

Date: *March 2003*

Author: *Fran Jolly*

Chapter 1: *Choosing where to go (26 pages)*

Main points in the chapter:

- It is worth planning holidays carefully
- If you are going with family or friends, talk about what each person wants from the holiday
- Make a list of the key things you want to do on holiday
- Don't rush your choice. Talk to people who have been to the holiday place you fancy.

Summary: Write your notes in your own words.

This is your main piece of evidence.



ASSESSMENT Your tutor will assess that:

- the notes you have made are relevant
- you have clearly identified key points
- you understand what you have read.

**STEP
C**



DISCUSSIONS

Taking part in discussions is an essential part of the qualification. For **LEVEL 1** you can take part in a one-to-one **OR** a group discussion. At **LEVEL 2**, it must be a group discussion. A discussion can be on any topic from the six Themes (See *Learner's Planner & Guide*, page 10).

Your **tutor** will need to observe and assess how well you do.

TASK 7

TAKING PART IN DISCUSSIONS ABOUT YOUR TOPIC

Allow about
1 hour

1. **Invite** colleagues to join you in a discussion about your chosen topic and fix a time and date when you will meet. Make sure your tutor is also able to be there if you want to be assessed.

2. **Plan** and practise for the discussion so you are properly prepared (see the box below).



PLANNING AND TAKING PART IN DISCUSSIONS

1. Think about what you will talk about – it's no good just having a chat! The discussion must be focussed on the subject.
2. Decide on a subject and a question to discuss e.g. "What makes the perfect holiday?"
3. Agree a time and place for the discussion.
4. Set aside 15–20 minutes for the meeting.
5. Make sure your tutor is there to assess it.



ASSESSMENT Your tutor will assess you on:

- speaking clearly
- keeping to the point
- giving relevant information
- listening to others
- using positive body language
- keeping the discussion going.

**STEP
D**



GIVING A TALK (Level 2 only)

At level 2 you must give a short talk to an audience (see your *Learner's Planner & Guide*, page 21 for detailed tips on how to give a good talk).



Although there are no hard and fast rules, a talk will normally follow the format given in the box below (in this case on the topic of "Holidays in Northern Ireland").

It is a good idea to prepare prompt cards and material (e.g. pictures, PowerPoint etc) to illustrate your talk.



1. Think up a **title** e.g. "Good places to holiday in N. Ireland"
2. **Introduction** – "My talk today is about holidaying in N. Ireland. In my talk I will tell you about three places I have picked out that I think are ideal for holidays".
3. **Main section** – take each of the places you have chosen and explain how they differ and why you picked them out.
4. **Conclusion** – "So, I hope I have been able to tell you about three very ..."
5. **Questions** – "Are there any questions or observations you would like to make?"

TASK 8

Allow about
2 hours

GIVING A TALK OF AT LEAST 4 MINUTES ABOUT YOUR TOPIC

Note: This task is only relevant if you are doing level 2.

Plan and prepare for your talk. Make sure the time and date is fixed and that your tutor can be there to assess it. Practise at home – it really does help!



ASSESSMENT Your tutor will assess you on:

- speaking and making your case clearly
- keeping to the point
- giving relevant information
- being well organised
- using positive body language
- answering questions clearly.

ESSENTIAL SKILLS

ACTION BASED ACTIVITIES

**STEP
E**



PLANNING AND WRITING DOCUMENTS

Your portfolio must contain at least two different written or word-processed documents (see pages 12–13 in your *Learner’s Planner & Guide*). At level 2, one of them must be over 500 words long.

TASK 9

Allow about
2 hours

PLANNING AND WRITING ONE TYPE OF DOCUMENT ON YOUR CHOSEN TOPIC

1. Check what you already have in your portfolio. You should have notes of documents you have read and information gathered. You may find that you have already written a letter or short report which you can use as evidence of writing!
2. Decide on **one** type of document you will produce. For example, you might include a report of a survey you have carried out on holiday destinations, or a letter you wrote to the local paper complaining about a particular destination you have visited.



EXAMPLES OF DOCUMENTS YOU MIGHT WRITE ON ‘HOLIDAYS’

Short documents:

- a letter or email telling someone about a good place for a holiday
- a leaflet on a favourite holiday resort
- a short report on the way people spend weekends.

Longer documents:

- an article for a magazine on holidaying in Northern Ireland
- a full report on a survey on holiday destinations
- a tourist brochure for your home town/village.

3. Start **WRITING** one type of document on your chosen topic. You are strongly advised to use a computer to do this as this will:
 - enable you to redraft work quickly and easily
 - make your work look more professional
 - make spell checking easy
 - provide opportunities to include images, tables, charts, graphs etc. – you **MUST** include an **image**.
4. **PROOF READ** your work carefully.

COMMUNICATION

TOPIC C4.3 : HOLIDAYS

ESSENTIAL SKILLS

ACTION BASED ACTIVITIES



ASSESSMENT Your tutor will assess your work for:

- its relevance – sticking to the point
- its structure – it must be organised
- its style – easy to read and suited to the job

TASK 10 PLANNING AND WRITING A DIFFERENT TYPE OF DOCUMENT ON YOUR CHOSEN TOPIC

Allow about
2 hours

Repeat Task 9 for a different type of document on your chosen topic.



COMPILING THE FINAL PORTFOLIO

TASK 11 THE FINAL PORTFOLIO OF EVIDENCE

Gather together all your work and select from it the evidence needed to meet the requirements of the qualification.

(Your tutor will help you with this task).



HOLIDAYS

MORE ACTION-BASED ACTIVITY IDEAS

1. Carry out a survey to find out where people went for their summer holidays. Analyse and report your results.
2. Carry out an investigation into the relative cost of a holiday in several different places at home and abroad.
3. Interview people to find out how they spend day or weekend holidays.
4. Research a particular type of holiday e.g. walking; adventure; skiing; seaside; cruise.
5. Plan and organise a long weekend holiday for a family or group of friends. Include all travel and accommodation arrangements.
6. Research the history of holidays, as we know them today.
7. Investigate career possibilities in the holiday industry.
8. Interview people to discover the worst or best holiday they ever had. Find out what made them so good/bad.
9. Investigate holidays in another country and compare with your own.
10. Investigate how much people spend on holidays (and what the money is spent on.)
11. Investigate the origins and history of one famous holiday (e.g. Easter) and how it is celebrated.
12. Choose 5 favourite holiday destinations in Northern Ireland and investigate why they are so popular. What do they have to offer holidaymakers?
13. Investigate holidays through the eyes of children. Interview 15–20 children to find out how they feel about holidays.



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