

ACTION-BASED ACTIVITIES

TOPIC C3.1 : HOME AND GARDEN

THEME C3 DOMESTIC AND EVERYDAY LIFE



**COMMUNICATION
LEVELS 1 & 2**

ISSUED SEPTEMBER 2005

INSTRUCTIONS

WHAT DO I DO?

Use this booklet to help you:

- plan an Action-based Activity on the topic Domestic and Everyday Life
- 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?

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

C3.1 HOME AND GARDEN

C3.2 Food and Cooking

C3.3 Celebrations

COMMUNICATION

TOPIC C3.1 : HOME AND GARDEN

TOPIC C3.1 HOME AND GARDEN

Home and Garden are big subjects. If you want to study them for your Action-based work you will need to narrow them 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 "*Home and Garden*" 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

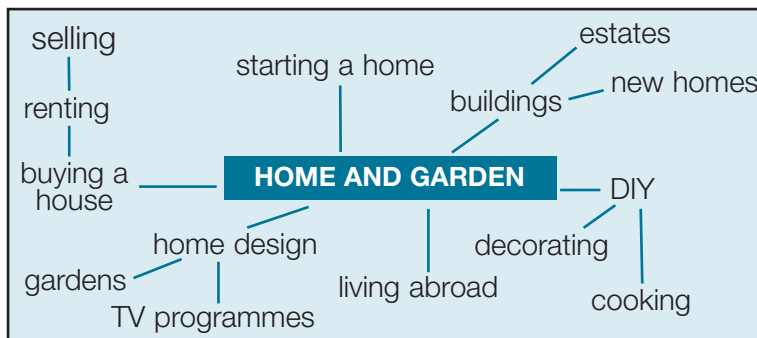
Allow about
20 minutes

On your own, or with a colleague, think about and talk about "*Home*" 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 difference between a home and a house
- different kinds of houses/gardens
- the price of buying or renting a home
- the cost of running a home/garden
- DIY activities
- your dream home and garden.

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
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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 : Home and Garden

Original Idea	Question
Home improvements	What should I do to improve my home?
Garden design	What designs should I use for my garden?
Budget	Buying or renting – which is better?
Dream home	What is my dream home?

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).

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**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 home and garden design in the library
- home and garden magazines and newspapers
- using the Internet
- television programmes on DIY etc
- carrying out a survey – e.g. house prices in your area.

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: 'Making a small front garden'

Title of book read: *"Colourful Small Gardens"*
Date: *January 2004*
Author: *Ann Thistlewait*
Chapter 6: *Formal and informal front gardens*

Main points in the chapter:

- Even the smallest garden can benefit from good design
- Where space is limited, a formal garden is probably best
- Think about easy maintenance when making a front garden
- Note how much sun the garden gets
- Be bold in your planting.

Summary: You will then need to write down in your own words what you have read in the chapter.
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.

ESSENTIAL SKILLS
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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. *"Why are home and gardening programmes so popular on television?"*
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.

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**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 "Modern Houses in my area")

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. "How houses changed in my district in the 20th century"
2. **Introduction** – "My talk today is about housing and in it I will cover: how house design has changed; how houses have become more efficient; why many people prefer older houses"
3. **Main section** – take each of the points in 2 and expand them.
4. **Conclusion** – "So, I hope I have been able to show that housing is ..."
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

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**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 on DIY, or a letter you wrote to a newspaper on a gardening problem.



EXAMPLES OF DOCUMENTS YOU MIGHT WRITE ON ‘HOMES AND/OR GARDENS’

Short documents:

- a letter or email e.g. to a house or gardening magazine
- a poster on room design or garden design
- a short report on house prices in your area.

Longer documents:

- an article on people’s dream homes
- a full report on a survey you carried out on allotments
- a brochure advising people whether to rent or buy a home.

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.

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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).



HOME AND GARDEN MORE ACTION-BASED ACTIVITY IDEAS

1. Carry out a survey – interview people about their dream home or garden.
2. Carry out a survey of front gardens in a street and write up your findings.
3. Interview experts on home improvement or garden design.
4. Research a home or garden subject that interests you.
5. Invent a project for your own home or garden and then research how much it would cost, how long the job would take and the designs you will use.
6. Survey the wildlife in your garden and investigate ways of encouraging more insects and birds into it.
7. Investigate career opportunities in the field of home or garden maintenance and/or design. Find out what the job might consist of.
8. Investigate how homes or gardens have changed over the past 100 years.
9. Investigate allotment gardens. Visit one and talk with their owners. Look into the history of allotments.
10. Research the work and achievements of one major figure in the field of home or garden design or improvement – alive or dead.
11. Investigate homes in two contrasting parts of the world and compare with your own.
12. Investigate hygiene in the home over the past 100 years.
13. Develop ideas for a campaign to allow more starter homes to be built for young families.
14. Research the case for building more council homes.
15. Investigate accidents in the home and how they can be prevented.



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