

**ACTION-BASED ACTIVITIES**

# **TOPIC C1.2 : THE ENVIRONMENT**

**THEME C1 CITIZEN AND THE COMMUNITY**



**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 Citizen and the Community
- 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?

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

C1.1 Law & Order

C1.2 THE ENVIRONMENT

C1.3 Health

COMMUNICATION

TOPIC C1.2 : THE ENVIRONMENT

### TOPIC C1.2 THE ENVIRONMENT

The *Environment* is a vast topic. 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 *Learner 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 "*The Environment*" 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

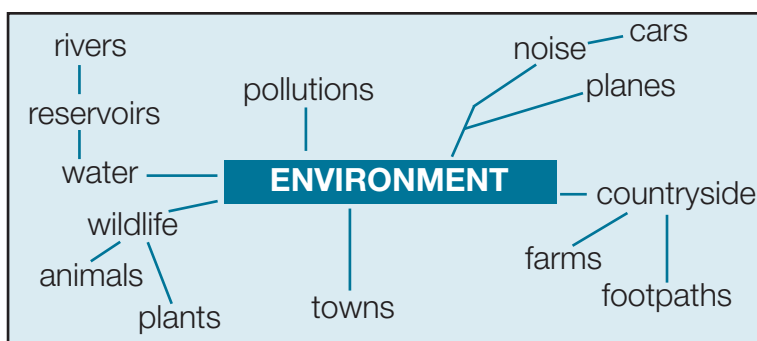
Allow about  
20 minutes

On your own, or with a colleague, think about and talk about "*The Environment*" 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:

- whether to study a topic in N. Ireland or world-wide
- which aspect of the environment appeals to you most
- the effect of pollution on the foods we eat
- the effect of global warming on our lives
- your local environment
- GM crops – the case for and against
- the loss of animals and plants.

**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 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: The Environment**

Original Idea	Question
<b>Study of local environment</b>	Are we ruining our local environment?
<b>The changing countryside</b>	How has the local countryside changed in the past 50 years?
<b>GM crops</b>	Should GM crops be grown in Northern Ireland?
<b>Birds</b>	How can more birds be encouraged to live in towns?

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).

**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 in the library
- wildlife magazines and newspapers
- using the Internet
- talking to people (farmers, local experts)
- using questionnaires
- carrying out a survey – e.g. butterfly count.

#### 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 QUESTION – Are gorillas nearing extinction?

**Title of chapter read:** *The Big Mammals*  
**Date:** *18 September 2003*  
**Author:** *Jane Gutherall*  
**Book:** *Our threatened world*  
**Length of article:** *650 words*

##### Main points in the article:

- Gorillas are nearing extinction
- People are the main culprits
- Chopping down virgin forest is ruining gorilla habitats
- Gorilla “families” are down in numbers.

**Summary:** You will then need to write down in your own words what you have read in this article. **This is the 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. *"Is our town environment improving or getting worse?"*
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 "Noise Pollution")



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. "Noise"
2. **Introduction** – *"My talk today is about noise and in it I will cover: how noise is measured; how noise can affect people; whether our world is getting noisier or not; and how to reduce noise!"*
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 noise is a ..."*
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.

**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 of local trees, or a letter you wrote to the local paper about the loss of open spaces in your town. See the box below:



**EXAMPLES OF DOCUMENTS YOU MIGHT WRITE ON ‘ENVIRONMENTAL MATTERS’**

**Short documents:**

- a letter e.g. to a Society for the Protection of Birds
- a poster on the loss of a particular animal species
- a short report on urban pollution.

**Longer documents:**

- an article for a newspaper on preserving parks and open spaces for wildlife to thrive
- a full report on a survey you carried out to record the number trees in your local area
- a brochure advising people on how to make a wildlife garden

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.



- 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).



## THE ENVIRONMENT MORE ACTION-BASED ACTIVITY IDEAS

1. Carry out a survey – interview people about how concerned they are about environmental issues.
2. Survey an area of a town or local countryside to record numbers of plants, animals, insects etc (You will need a map and possibly a camera).
3. Interview experts on the subject that interests you e.g. conservationists, farmers, wildlife experts.
4. Research and plan a wildlife/conservation area for a piece of waste land.
5. Choose one type of species (animal, fish, plant, insect) and study it in detail.
6. Collect cuttings from your local paper about an environmental issue. Analyse findings and report.
7. Investigate opportunities for work in environmental organisations. Find out what the job might consist of.
8. Investigate how the local environment has changed over the past 20 years – interview people, look at old maps and photographs etc.
9. Investigate the work of ONE environmental organisation such as Greenpeace or a wildlife society and report.
10. Research the work and achievements of one major environmentalist – alive or dead.
11. Investigate a major world environment such as the rainforests or the arctic wastes.
12. Investigate modern farming and the changes it brings to the environment.
13. Develop ideas for a campaign on an environmental issue such as noise pollution, GM crops, global warming.
14. Research the case for and against fox hunting.





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