

**ACTION BASED ACTIVITIES**

**TOPIC VC1 JOINERY – ON SITE**

**C O M M U N I C A T I O N**



**LEVELS 1 & 2**

**ISSUED SEPTEMBER 2006**

# INSTRUCTIONS

## WHAT DO I DO?

Use this booklet to help you:

- plan an Action-based Activity on the topic Joinery – On Site
- carry out an investigation into the subject
- produce ALL the evidence needed for your portfolio

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

## BY THE END OF THIS ACTION BASED ACTIVITY YOU SHOULD BE ABLE TO:

### LEVEL 1

- take part in a one-to-one or group discussion
- read and obtain relevant information
- write two different types of document
- use at least one image effectively

### LEVEL 2

- take part in a group discussion, helping move the discussion forward
- give a short talk of at least 4 minutes
- produce a document that summarises two 500+ word documents you have read
- write two different types of document, one being more than 500+ words long
- use at least one image effectively

# COMMUNICATION

## TOPIC VC1 JOINERY - ON SITE

### TOPIC VC1 JOINERY – ON SITE

There are various topics that you could study. 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 *Learner's 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 "*Joinery – On Site*" 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

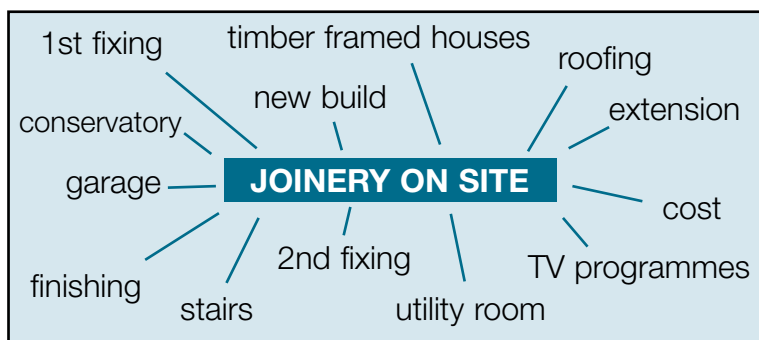
Allow about  
20 minutes

On your own, or with a colleague, think about and talk about "*Joinery On Site*" 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:

- new build
- extensions
- redesigning a building
- cost

**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: Joinery On Site

Original Idea	Question
<b>New Build</b>	What type of house – timber framed or brick?
<b>Extension</b>	What type of an extension – garage, utility room, conservatory, etc?
<b>Redesigning a Building</b>	What will I change – increasing and decreasing rooms, floors?
<b>Cost</b>	What will this project cost?

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). Examples are located in the Learner's Planner & Guide – Level 1 Page 7, Level 2 Page 17.

## COMMUNICATION

### TOPIC VC1 JOINERY - ON SITE



### 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 relevant information. Level 2 learners must be able to summarise what was read into one document.

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

- joinery text book
- building magazines
- using the Internet
- television programmes on house designs etc

### 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, (see Page 18 of the Learner's Planner & Guide).

### 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: "Building an Extension"

**Title of article read:** *'Site Carpentry and Joinery'*

**Date:** 13 April 2006

**Author:** Peter Brett

**Chapter 3:** First Fixings

#### Main points in the chapter:

- partition terminology
- timber stud partitions
- joining partition members
- constructing in-situ stud partition

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

For **Level 2**, you must produce a document that brings together in **one** summary at least two 500 word long documents that you have read. A good way to do this would be to construct a response to the question/title you constructed in Task 2. An example of this is on Page 19 of the Learner's Planner & Guide.



**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.

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 focused on the subject.
2. Decide on a subject and a question to discuss e.g. “Why is health and safety important on site?”
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 "Timber framed houses")



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. "Timber Framed Houses."
2. **Introduction** – "My talk today is about houses and in it I will cover: how house design has changed; how houses have become more efficient; why many people prefer timber framed houses."
3. **Main section** – take each of the points in two and expand them.
4. **Conclusion** – "So, I hope I have been able to show that timber framed houses are ..."
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! Level 2 learners could review the document they produced at Task 6.
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 building problem.



**EXAMPLES OF DOCUMENTS YOU MIGHT WRITE ON ‘NEW BUILD, EXTENSIONS, REDESIGNING A BUILDING’**

**Short documents:**

- a letter or email e.g. to a building magazine
- a leaflet on house design
- a short report on planning restrictions in Northern Ireland

**Longer documents:**

- an article on people’s dream homes
- a full report on a survey you carried out on redesigning a building
- a brochure advising people whether to build a timber framed house or a brick house

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 VC1 JOINERY - ON SITE**

# 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. **Level 2** learners should make sure that one of the documents is more than 500 words long. One document should contain an image you have used to illustrate a point made in your writing.



### **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. The minimum pieces of evidence you must produce are to be found on Page 3 of the Learner's Planner & Guide.

(Your tutor will help you with this task).

## COMMUNICATION

### TOPIC VC1 JOINERY - ON SITE

NOTES

**JOINERY – SITE  
MORE ACTION BASED ACTIVITY IDEAS**

1. Carry out a survey – interview people about their home extensions.
2. Carry out a survey of new build dwellings in an area and write up your findings.
3. Interview experts on home improvement.
4. Research a house subject that interests you.
5. Invent a project for your own home and then research how much it would cost, how long the job would take and the designs you will use.
6. Investigate career opportunities in the field of home or maintenance and/or design. Find out what the job might consist of.
7. Investigate how houses have changed over the past 100 years.
8. Investigate planning restrictions in Northern Ireland.
9. Research the work and achievements of one major figure in the field of house design or improvement – alive or dead.
10. Investigate houses in two contrasting parts of the world and compare with your own.
11. Investigate hygiene in the house over the past 100 years.
12. Develop ideas for a campaign to allow more starter houses to be built for young families.
13. Research the case for building more council homes.
14. Investigate accidents in the house and how they can be prevented.
15. Working abroad.





WORLD WIDE WEB

INTERNET

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WORLD W

INTERNET

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