

opportunities

QGA COMMUNITY ACTION



Participating in this clause will allow you to become more involved and develop a greater understanding of the world around you. Your topic does not have to be related to guiding and should include working in partnership with others.

To complete the clause you will need to undertake two projects on a chosen topic over a 12-month period. One project should be of a practical nature and the other should be research oriented.

Planning

You have 12 months in which to complete this clause, giving you enough time to finish both the practical and the research project, which will take some time to do effectively. Plan well to make use of the whole year. The evaluation should also be carried out within this time.

TOPICS

Below is a list of topics that you may wish to consider, but it is by no means exhaustive. The topic you choose will depend on your own situation and where you live. Discuss your chosen topic and how you propose to tackle the projects with your mentor.

Topic examples

- animal cruelty
- bullying
- crime and disorder
- democracy and citizen involvement
- discrimination (racial, disability, educational, financial, religious, sexual)
- drugs (including smoking and alcohol)
- environment (pollution, recycling, traffic, litter, energy, conservation etc)
- food and diet (GM foods, fair trade, exploitation)
- health

- homelessness
- information (access to information)
- justice
- literacy
- parenting and childcare (play needs for children, needs of young parents)
- personal safety
- politics
- poverty
- refugees and asylum seekers
- rights (women's rights, human rights, children's rights)
- sexuality and relationships

Element 1

COMPLETING THE PRACTICAL AND RESEARCH PROJECTS

Within each project you will need to show you have:

a) Gathered information about your chosen topic

This should be as dynamic as possible. It could include gathering information from local people about the topic using survey methods, or more traditional sources of information such as books and TV. Don't forget to search on the internet for websites related to your chosen topic.

b) Planned and carried out your project with others in your chosen community.

When planning your project follow the four-step plan below.

- Step 1
 - What community is being targeted by your project?
 - How will you do this?
 - Who will you involve?
 - What is the timescale?



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- Step 2
 - How will you consult with members of the community about the topic?
 - Who will assist you in carrying out the project?
- Step 3
 - Once you've identified the project and your chosen community, agree your aims and objectives and the roles that everyone will play. Consider how to demonstrate working in partnership with others in your community.
- Step 4
 - Carry out your project.

c) Evaluated your role and the effectiveness of your project.

Evaluate the project with those you have worked with; reviewing your project is very important so it is essential to do it thoroughly.

Think of the following:

- What did you learn from the project?
- Did you achieve your aims and objectives?
- What difference did you make to others?
- If you did it again, what would you do differently?

d) Become practically involved at a local or regional level and also have undertaken further research to deepen your understanding of the topic at a regional, national and international level.

Any project you choose to do at a local level can be extended to have relevance on a national and international level. Look at the examples provided of topic development through the levels. If you are unsure as to how to expand a topic speak to your mentor and local Community Action Adviser.

	Local	National	International
<i>Parenting and childcare</i>	Carry out research into local facilities for childcare. Are they adequate? How can they be improved? Contact some local agencies to organise a project in your area.	Find out what the NSPCC is doing around parenting and childcare. What initiatives are they running? How effective are they?	How do other countries' childcare provisions compare with our own? Do other governments have legislation in this area? Are there any organisations around the world working on such issues?
<i>Health</i>	Find out about local services for people with HIV/AIDS. Get involved with initiatives that are being run in your area.	What communities are at greatest risk from HIV? What organisations are working on preventing infection? What work is being done on curing AIDS?	Which countries are most affected by HIV/AIDS? What is or isn't being done about it?
<i>Women's rights</i>	Find out about provisions and organisations for women in your area. Start a women's group and look at issues facing women in your area.	Find out about any legislation that may be going through Parliament that could affect women's rights. What effect would it have? How could you influence this process?	Women's rights vary around the world from culture to culture. Explore the differences around the world and try to find out what these women think about their own lives.
<i>Water pollution</i>	What are the waterways in your area like? How has this changed over the last few decades? Start a canal cleaning group and see what difference you can make.	Are there similar problems elsewhere in the region? Is anything being done about it?	What state is the world's water in? Is water pollution a big issue elsewhere or not?



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Element 2

At the end of your 12 months you should present the findings of your research and an evaluation of the practical project either to those who have been involved with the project or to another group of people to be agreed with your mentor.

The assessor for this clause should be someone working on the project with you. Discuss with the assessor your ideas from both the research and practical projects. Your evaluation and research should be presented with originality and at an appropriate time so those involved can attend. You may wish to invite a local Guide or Brownie unit, or Senior Section group to show them what you have done and show how they can make a difference within their community.