

languages ICT

Using ICT effectively at Key Stage 4

Teaching about the environment in German

Useful site: www.bmu-kids.de (researched March 2008)

Designed and maintained by the Bundesumweltministerium, bmu Kids is a government sponsored site about environmental issues, with the express aim of informing and involving children.

This site contains two main sections: Knowledge and Creativity Workshop.

The Knowledge section is full of information on environmental matters and issues, broken down into many short paragraphs listed under simple headings. The text contains straightforward facts, expressed, for the most part, in simple language, much of it accessible to our students aiming at GCSE C and above. It is a good source of vocabulary and expressions concerning the environment.

Under Creativity Workshop there is a section detailing simple experiments that could form the basis of a cross curricular Science-through-the-medium-of-German lesson or day.

There is also a photo quiz about animals, where the clues provide easily accessible descriptions of some well known animals.

Also in the Workshop section is a quiz about saving energy in the house. Students are asked to fill it in individually and see how well they score. The language is not too difficult: there are a good many cognates used. The tips given provide some good phrases that students will find useful for expressing opinions about green issues.

For teaching and learning

The suggested activity uses the quiz on energy saving which can be found in the Workshop section of the site.

- From the homepage, select Kreativ-Werkstatt.
- From this webpage select Umweltcheck
- Download the pdf file shown
 - This file contains not just the questions and the multiple choice answers but also the mark system.
 - The website recommends printing off the file and doing the quiz as a paper exercise.
- However, if the text is copied into Word or PowerPoint and the marks removed, it can become a on-screen quiz, with students writing down A B C as their answers and then returning to the screen to check the scores, total them and then read the results on page 6 of the .pdf file.
- Finally, the Tipps on page 5 can be read and then the whole pdf file used to pinpoint useful phrases and statements.
- Students can work in groups of three; an interviewer and two interviewees who either admit to non-Green habits or boast about their energy saving activities in the home.

or

- Students draw up a list of how such tips could be used to effect in school in order for the school to save energy and reduce its carbon footprint.
- Groups can take digital photos around the school and use them in a presentation or slideshow combining text, images and audio.
- Some students could use camcorders or mobile phones, if allowed, to make a digital video on energy saving possibilities in school.

There is a downloadable file entitled: Erlebniswelt Erneuerbare Energien on www.powerado.de which deals extensively with environmental issues. This can be accessed by going to [wissensquiz > arbeitsbericht](#).

The language would provide excellent additional material for those who want to discuss this topic at greater length

Why this site was chosen

The vocabulary of environmental matters can be very daunting to students: it often looks complex and even when cognates are used they do not necessarily sound anything like the English original. This site offers students the chance to explore the language of the environment in order to describe simple everyday Green activities

About the 'Using ICT effectively at Key Stage 4' series

www.languages-ict.org.uk/technology/ks4.htm

This series of advice sheets deals with the effective use of ICT at Key Stage 4 for teachers of modern languages. The series focuses on online resources characterised by their richness and potential for stimulating teaching and learning languages, particularly French, German and Spanish, at Key Stage 4. It is hoped that the suggestions and ideas put forward in the sheets will be of use to teachers of other languages.

The sites were chosen as useful resources for teachers dealing with topic areas which, for various reasons, may be classed as 'hard to teach' at Key Stage 4.

The sites chosen are not presented in any way by CILT, ALL or Becta as unique or comprehensive and no responsibility is taken for any changes which may take place subsequent to this research.

The sheets were researched and written by a small team of consultants working on behalf of CILT, the National Centre for Languages.

All advice and references in the series refer to content as found during the first quarter of 2008.

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