

# languages ICT

## Using ICT effectively at Key Stage 4

### Teaching about holidays in German

#### Useful site: [www.jugendfahrten.de](http://www.jugendfahrten.de) (researched March 2008)

This is a holiday website which lists holidays designed for unaccompanied children from small children to teenagers

The site allows students to explore one or more of the holidays on offer to young people in Germany, where there is a long tradition of sending children on holiday by themselves,

The Teens section offers holidays in Spain, Sweden, Corsica and Poland. Details about each of the destinations are accessed by tabs on the right hand side of the screen and comprise:

- Map.
- Weather.
- Information about the country including currency, travel documents and health insurance.
- List of items to be packed.

#### For teaching and learning

The site can be used for whole class teaching to explore vocabulary, revise relevant grammar and develop cultural awareness.

The interactive whiteboard can be used to link to activities produced in Word or authoring software to reinforce vocabulary and grammar or to places mentioned on the web site to deepen students' knowledge of regions and countries in Europe.

- The map, weather and country information can be used for revision of already learnt vocabulary.
- The section entitled eine Kofferpackliste provides a novel way to revise clothes, and personal items.
- Use the Unterwegs tab to develop awareness of holidays in Germany and also language relevant to pursuits holidays.

The following suggested activity, which can be completed by pupils working individually or in pairs, brings together revision of weather, geographical knowledge, travel and holiday terminology and revision of clothes and personal items.

From the Homepage choose Teens. On the right hand side appear links to the four holidays on offer. For outdoors pursuit holidays in Germany, choose Unterwegs

The task is as outlined below.

- Pupils skim through the holiday details before deciding which holiday they would like to go on.
- They then have to study the details on that particular holiday and fill in a prepared Holiday Checklist (in English). This should include:
  - The country and a brief description of where it is.
  - The currency, weather and activities available.

- A packing list; of clothes to take and clothes they must NOT take.

Extension activities could include:

- An oral or written report on the holiday chosen and reasons why.
- A pair or group activity to produce a 'holiday report' for a travel magazine, comparing and contrasting two locations, stating reasons for choosing or rejecting each location and giving a star rating.
  - Such a report could be extended again to include details of cheap or environmentally friendly ways to get to the location.
  - The report could also be recorded as a brief article on a radio travel programme, using Audacity sound recorder and saving the sound file as an mp3 file.

A further choice of holidays, including some specific to activities such as sailing, football, riding, backpacking, youth-hostelling etc can be made from an extensive list to be found on [www.reiselinks.de](http://www.reiselinks.de).

### Why this site was chosen

Holidays and clothing are topics which must be revisited in KS4. Choosing a topic such as Ferien ohne Eltern (holidays without parents) should add a different and more interesting tone to the activity. By navigating through this site, pupils will recognise known and half-remembered vocabulary and concepts.

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

[www.languages-ict.org.uk/technology/ks4.htm](http://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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