

# languages ICT

## Using ICT effectively at Key Stage 4

### Teaching about safety on the Internet in German

#### Useful site: [www.saferinternet.at](http://www.saferinternet.at) (researched March 2008)

Saferinternet offers advice to children, teens and adults about internet safety.

There are 6 sections on this website, 5 of which offer advice to children, teenagers, parents, teachers and businesses. The 6th is general help and advice.

The Tipps für Jugendliche has a brief introduction and then lists 10 'rules' for safety when surfing and chatting. This pattern is followed in the other sections.

There is a link to a section on the same website about mobile phones, and further links to similar advice at Handywissen ([www.handywissen.at](http://www.handywissen.at)) and Checkdeinhandy, ([www.checkdeinhandy.at](http://www.checkdeinhandy.at)) which has 3 small screens of advice.

At the bottom of the saferinternet screens there are further links and also downloadable pdf files that contain magazine-style advice on both the Internet (Safer Surfing) and mobile phones (Handy Guide). The latter has a very useful appendix which explains in German what all the abbreviations, from the English, mean: for example, SIMS, SMS, GPRS, GSM, PIN and PUK.

#### For teaching and learning

This theme could be exploited along with revision of imperatives and especially negative imperatives, so that students, by the end of the unit, should be able to produce their own list of Dos and Don'ts for using both the Internet and mobile phones.

This could be achieved with the interactive whiteboard:

- Use the board to access the site and its links.
- Make annotated notes on screen.
- Link to worksheets or grammar explanations such as PowerPoint presentations.

Students could work independently on gap-fill activities, or multiple choice drop-down menus in Word documents, which would allow them to deepen their understanding of both the language and the grammar before moving to more challenging creative work.

For the latter, students could use desk top publishing software to prepare their lists of Do's and Don'ts in the form of adverts. The completed products could be printed for wall display. Alternatively, students could make sound recordings for adverts on the same theme, which could be used as a podcast or incorporated into a PowerPoint presentation.

The sections of the site aimed at specific audiences such as teenagers or parents are presented in the following way:

- A headline
- Text

- Further links to more information.

For whole class activities:

- The headlines can be exploited on the interactive whiteboard using drag and drop, hide and reveal features to engage students in text building activities.
- The accompanying text can be exploited with whole class discussion, annotations on screen and links to matching or gap-fill activities prepared by the teacher with word-processing or authoring software.

The further links may be used to guide students to areas of individual or group investigation as part of extended writing tasks or creative presentation work.

N.B. There are more links at the bottom of the screen Tipps für Jugendliche, not all of which might be considered suitable: e.g. [www.loveline.de](http://www.loveline.de).

Check with the ICT co-ordinator about school policy on using real screens. If it proves inadvisable to allow students access, download the screens for off-line use only. This will entail also downloading the pages which are linked to the 'rules'.

### Why this topic was chosen

This site offers the chance to repeat and emphasise again the possible dangers posed by the anonymity of the Internet. It is topical, relevant and provides information and language which is not easily found in the target language.

### 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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