Bildungsthemen

The magazine by Phorms

Hello, digital world!

Getting your digital experience off to a great start – useful tips to inspire technology users of all ages **P. 10**

phorms education

'New technology is pervading our society at an astonishing rate'

Digitalisation is the driving force behind this process. Plans to improve network coverage in our country are absolutely right and urgently needed! Nevertheless, this core technology defines every area of life – especially in schools and nurseries. This isn't a matter of deciding whether this is a positive or negative development. It's a matter of equipping people, particularly children and teenagers, to use these new tools in a sensible way that builds their skills and character. Of course, the basis for these skills is mastery of the cultural skills of reading, writing and numeracy. But even for these learning processes, there's a range of new teaching methods and strategies available. It's also essential to teach children and teenagers about how technology can be abused and to help them stay safe. On this very subject, there is a fundamental truth that we adults need to bear in mind at all times: children learn most effectively by example. So we need to be self-aware when we're using computers, smartphones and other applications and ensure we're setting a good example. Treat these magazine articles as suggestions.

We hope you enjoy reading this edition of our magazine.
Dr Carsten Breyde

MAIN THEME
Hello, digital world!

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How we can successfully educate children and teenagers about modern media
From page 10

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Find Mr Phox!
There's a red fox hiding again in the pages of Bildungsthemen.
Can you find him?

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Did you know?

Light as a feather, but chock-full of useful features

Since appearing on the market, smartphones have secured their position as the heavyweight champion of the digital world – quite literally in the case of the first commercial smartphone, which weighed almost 1.1 kilograms. These days, the average mobile phone weighs a delicate 150 grams.

Source: https://mobilbranche.de/2017/06/funfacts-weltweit-handys (As at: 22 May 2019)

30 years of the World Wide Web

The WWW has become an indispensable part of everyday life. However, it was originally conceived as an automated information-sharing platform for scientists, universities and other research institutes. The mind behind this idea is British physicist and computer scientist Sir Tim Berners-Lee, who devised it while working at CERN. On 30 April 1993, CERN put the World Wide Web software in the public domain.

Source: https://www.heise.de/newsticker/meldung/30-Jahre-WWW-Die-Zaehmung-des-Wild-Wild-Web-4333078.html (As at: 4 April 2019)

From paper to electronics

These days, Nintendo is best known for its video game consoles. But for 67 years after its inception at the end of the 19th century, the only thing the Japanese company made were the so-called 'Hanafuda' playing cards. These cards were printed with flower designs, and people used them to play a range of games, much like European playing cards. From the 1960s onwards, Nintendo changed tack. Finnish telecommunications corporation Nokia also started out as an analogue, paper-based company, originally specialising in the manufacture of mechanical pulp.

Source: https://www.computerwoche.de/a/13-wirklich-wahre-it-geschichten,3218843 (As at: 4 April 2019)

Mobile Phone Throwing World Championships

We all get frustrated and chuck our phones into a corner every now and then. In the Finnish town of Savonlinna, you can enjoy throwing your phone every year as part of the World Championships. Since 2000, people have flocked to the town from around the world to compete in the official sport of throwing mobile phones. The 'athletes' compete in three different categories, the individual throw, team throw and freestyle, all of which involve throwing real, working phones. The men's record in the individual category is over 100 metres – whether or not this man was particularly frustrated is unknown.

Source: https://www.planet-wissen.de/kultur/nordeuropa/finnland/pwieskurrileweltmeisterschaften100.html#Handy-Weitwurf (As at: 22 May 2019)

Photo: unsplash.com/Joao Tzanno

Summer Corn Soup

INGREDIENTS

6	corncobs, kernels cut from cob
5	slices of bacon, cut into 1 cm pieces
1	medium yellow onion, chopped
1	clove of garlic, minced
30 g	flour
3 tbsp	butter
1 l	water
500 g	potatoes, cut into 1 cm pieces
1/2 tsp	dried thyme
1	bay leaf
125 ml	cream and
125 ml	milk (or 250 ml low-fat cooking cream)
1 tbsp	honey
2–3 tbsp	chopped fresh chives
	salt and freshly ground black pepper
	Cheddar cheese, grated (optional)

A RECIPE FOR KIDS OF ALL AGES

THIS IS WHAT YOU DO

Melt butter in a large pot over a medium heat. Add the onion and bacon and cook, stirring frequently for 8–10 minutes, until the onion has softened and is just starting to brown around the edges. Add in the flour and garlic and cook for 2 minutes.

While whisking, slowly pour in the water and bring the mixture to a boil. Then stir in the corn kernels, potatoes, thyme and bay leaf, and season with salt and pepper to taste. Bring to a boil again, then reduce the heat to low and allow to simmer, stirring occasionally, until the potatoes are cooked (about 20 minutes).

Remove the bay leave, then transfer half the soup to a blender and blend until smooth. Return the mixture to the pot, then stir in the cream, milk and honey. Sprinkle each serving with chives and cheddar.

ABOUT ME

'My name is Ned Karamujic and I was born in Bosnia-Herzegovina. There, I was able to sniff the gastronomic air in my parents' restaurant at an early age. As a teenager, I moved with my family to Australia and noticed during my law studies that I wanted to follow in my mother's footsteps. After my apprenticeship as a cook, I first worked on a cruise ship at the Great Barrier Reef and later moved to Melbourne. Since 2010, I have been living with my wife and son in Berlin, where I was able to experience interesting stations as kitchen director with the Soho House, Hotel Zoo and Grill Royal as well as the Izakaya Asian Kitchen & Bar in Hamburg and Munich.'

A school day in Albania

LOOKING TO THE WIDER WORLD:
Selina Dervishi, 15 years old, year 9, from Tirana, Albania

By Anisa, a secondary school student at the Josef-Schwarz-Schule who interviewed her cousin Selina during a visit to Tirana

What kind of school do you go to?
Selina I'm in year 9 at 'Shyqyri Peza' school. And then next year, I'll move on to secondary school. There are about 370 children in my school and 28 students in my class.

How far is it to your school?
I walk to school with my friends every morning. It takes roughly five to ten minutes. But if you live in the country, it can take a really long time to get to school because a lot of village schools have been closed over the last few years.

What languages do you speak in lessons?
We normally speak Albanian, except in foreign languages lessons. I'm also learning English and Italian.

What do you like about your school?
I like my school building and the schoolyard because we have a lot of really great things and most of our teachers are nice.

Do you have to wear a school uniform?
Yes, we all have to wear the same top as a uniform – a T-shirt or a jumper in winter. Apart from that, we can wear what we want.

What is your favourite subject?
My favourite subject is biology because we get to try out lots of new things and do experiments. I find that really interesting. My biology teacher is also my favourite teacher because she's always nice to me and she's really good at explaining things. But I'm not too keen on maths because we often have a lot of work to do, and there's a lot of homework.

What would you like to be when you grow up?
I'd love to be a doctor.

Do you use computers in your lessons?
Yes, there's an extra room with laptops that we use for our IT lessons. In IT, we learn all about computers. We're also allowed to use the computers if we need to research something online. ◆

Photo: private

What are you reading?

THE SCHOOL FOR GOOD AND EVIL – BOOK 1*
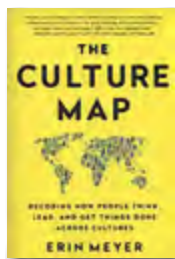*by Soman Chainani*

The first book in the 'The School for Good and Evil' series tells the story of inseparable friends Sophie and Agatha, who are kidnapped and taken to the magical 'School for Good and Evil' by large, skeletal birds. To the girls' surprise, beautiful Sophie is sent to the 'School for Evil' while Agatha, whose favourite colour is black, ends up in the 'School for Good'. Children in the 'School for Good' learn a great deal about appearance, while those in the 'School for Evil' learn how to brew potions. Sophie feels that she doesn't belong in the evil half of the school. The story sees both girls getting themselves into spots of bother and embarking on risky adventures. A handsome prince named Tedros also puts their friendship to the test. That's where the friends discover the schoolmaster's awful secret…

I like this book because it's very exciting and thrilling. There are now five books in this adventure series. I'd recommend this book to children and teenagers who like action and a little romance. I say, let the adventure begin!

*Read in German

TIP FROM
Emma,
who is in year 3 at the Phorms Campus München

THE CULTURE MAP: DECODING HOW PEOPLE THINK, LEAD, AND GET THINGS DONE ACROSS CULTURES
by Erin Meyer

I was drawn to this book because it spoke to the heart of a matter that we face every day here at Phorms: working with teams from a diversity of cultures. This is an incredibly honest and practical book. From the outset, Meyer articulates clearly that working in teams comprised of a range of cultural backgrounds is fraught with all kinds of hidden and unexpected challenges, and that building and leading successful multinational teams takes patience and understanding. Meyer encourages the reader to explore how different cultural behavioural patterns and biases will influence what we choose to see, what we think, and how we act in a range of different situations. Crammed full of personal examples from her own experiences supporting teams across the world, Meyer writes in a way that is relatable, insightful and very helpful. The book is based on a significant volume of research data into different national psyches and the end result is a very practical (and often humorous) exploration of intercultural team dynamics, with an abundance of practical insights and tips to help make working in and with multi-national teams just that little bit less mystifying.

TIP FROM
Nickolas Praulins,
head of primary school at the Phorms Campus Frankfurt City

DIE GLOCKE IM SEE*
by Lars Mytting

1880. Butangen – a small Norwegian village in the middle of nowhere. A clever young woman rebelling against her future as a wife, mother and farmworker. Two men. And two church bells, whose story is at the heart of this wonderfully subtle yet incredibly exciting novel. This is all told with just a dash of mysticism, which helps the reader to immerse themselves in a world far removed from their own in terms of both time and place: the world of the far North, where life is shaped by bitterly cold, dark winters. A world without electricity, without any real mobility. A world in which people's lives revolve around pure survival. That's where our protagonist Astrid Hekne truly stands out. She yearns for more. For education. For true love. For real purpose in life. At the same time, she fights with all her might to save the legendary sister bells in the Butangen stave church, which is suddenly to be taken away to Dresden…

It's a book that stays with you. Not only an account of its subtle yet captivating narrative style but also because of its wonderful language. Mytting is a great storyteller – so it's a good thing 'Die Glocke im See' is just the start of a trilogy!

*Read in German – The book is currently only available in German.

TIP FROM
Stefanie Sapara,
whose son is in year 1 at the Josef-Schwarz-Schule

'Every day is different. That's the best thing about it.'

BY

Karina

Karina is 11 years old and is in year 6 at the Phorms Campus Berlin Mitte. When marine biologist, research diver, conservationist, photographer and camera operator Robert Marc Lehmann gave a captivating speech at the campus, Karina was fascinated. She was given the opportunity to interview him afterwards. Happy reading!

Robert Marc Lehmann is a marine biologist, zoologist, (underwater) photographer and camera operator, research diver, filmmaker, adventurer and conservationist. He's also known as 'the two-legged fish' because of how much he loves the underwater world. He is passionate about researching, filming and photographing animals. Robert has dived in every climate zone in the world, but he also conducts research and photographs animals above water level. Of course, this profession comes with a risk of injury, but that doesn't put Robert off.

He was born on 7 February 1983 in Jena, which is also where he grew up. He could swim by the time he was three years old because his grandpa wanted to make sure he wouldn't drown. Robert was inspired to pursue his current career by books, films, other people working to conserve the ocean, fishing trips and his grandfather. His grandpa would often take him to explore natural environments and taught him a lot about them. Later, Robert went to Kiel to study marine biology, zoology and forensic medicine. He swam in a diving suit for the first time when he was 19. He was still a student when he became a team leader at 'Ozeaneum' aquarium in Stralsund. Now he owns an underwater research and film production company.

Robert's favourite underwater animal has always been the orca. 'They're my absolute, all-time favourite,' he says. He's especially fond of Argentina – it has deserts, mountains, sea and orcas. He likes almost every kind of environment, except for cities because of all the concrete. But he loves anywhere with any kind of forest, rainforest or sea – he feels at home there. Robert remembers his first orca rescue extremely well: 'You never forget rescuing your first whale. Or your first time seeing a blue whale – there's only 5,000 left in the world – is pretty amazing. Not to mention the first time you find and watch animals like elephants or tigers in the wild: they look different from animals in the zoo, behave differently. My goodness, I was silly when I was younger and believed zoos were anything like seeing animals in the wild.' Robert has a whole host of favourite bodies of water. He loves the Poor Knights Islands, which are home to lots of fish, sea lions and orcas. He also likes the Azores: 'Lots of sharks and whales live there, the water is beautiful and blue and temperatures reach 24 degrees.' He also likes visiting Norway and its large kelp forests. Of all the photos he's taken himself, his favourites are always with sharks. But he also likes the photo with the waving grey seal, which earned him the title of National Geographic Photographer. He loves his job filming animals as a camera operator. Robert also does a lot of work for the environment and is committed to animal welfare. ◆

THE STORY CONTINUES AT

www.bildungsthemen. phorms.de

Peter Kubasch

–

a passion for didactics and music

*An interview with the new head of school
at the Phorms Campus Hamburg*

'I chose to pursue a career in education because I love teaching other people new things,' says Peter Kubasch, new head of school at the Phorms Campus Hamburg. 'It makes me so happy when students understand what's being taught. I believe that good didactics are integral to a career in teaching.' He took over from Dr Karl-Heinz Korsten as head of school in August 2018 and feels very at home at Phorms in Hamburg. He not only values the collegial atmosphere of team spirit, but also the open-mindedness and curiosity of the students. Kubasch himself had teachers who motivated him, supported him and passed on the joy they took in school. 'If you, as a teacher, can inspire your students, you're starting out with a clear advantage.' This is something Kubasch knows from experience. He goes on, 'And don't be put off by the fact that puberty is part of everyday school life,' he adds with a laugh. The atmosphere of togetherness at the bilingual Phorms Campus Hamburg was one of the reasons Kubasch took the position as head of school. He is proud to report that the school and its students reiterated their role as the attentive, hands-on host at the recent open day, and their friendliness was met with great enthusiasm from prospective students, families and everyone else involved. 'That's exactly what I hope to see from Phorms. After all, we're an international community. Hospitality should be one of our key strengths,' says Kubasch. Kubasch's journey into the school system didn't start right after he finished his training. Instead, he went into international brand management via a marketing trainee programme run by a German consumer goods corporation. This was an exciting time that expanded and enriched his insight into the professional working world. From 2004 onwards, his focus returned to teaching. The 'Lüneburger Heide' secondary school in Melbeck, Lower Saxony, was looking for a head of school with marketing experience – a perfect combination for Kubasch. Kubasch was head of the Melbeck-based school for more than 14 years. But his heart was not only set on outstanding school quality, but also on digital education, England, Shakespearean literature and music. He plays a range of instruments: from piano and guitar to bass – even the trombone, because he 'had to step in once.' Peter Kubasch doesn't shy away from taking on challenges and trying out new things, whether that's in music or his career. And that includes taking on the task of getting his sixth formers ready for their external Abitur exams at the Phorms Campus Hamburg. 'While there may be little room for visionary thinking at present, there's plenty to dedicate to a vitally important task: educating our students.' ◆

It all comes down to reading skills

How we can successfully educate children and teenagers about modern media

TEXT
Thomas Feibel

ILLUSTRATION
Friederike Schlenz

Kids are spending a lot more time on their smartphones than is good for them. To help parents and teachers stay in control in this digital age, Berlin-based media expert and young adult fiction author Thomas Feibel is calling for a deeper understanding of the concept of reading skills

The smartphone is a perfect example of how drastically media education has changed over the past few years. For the first time in the history of media, parents are asking their children to do something that they themselves can't manage: resist their smartphones. Back in the day, we learned not to turn the telly on as soon as we got up in the morning, but to wait until we'd finished all of our work and chores for the day. But the TV doesn't beep and buzz incessantly – unlike the smartphone, which interrupts just about everything nowadays: work, lessons, mealtimes. We take the device everywhere with us, as naturally as we would our house keys and wallet. Of course, the smartphone has an incredible host of benefits that simplify things for us, especially in our professional lives. Being able to work from anywhere and respond to news and messages at any time is real progress. But for many adults, this means losing a lot of their free time. Behind the apparent blessing of convenience lurks the curse of constant availability. We don't get to switch off any more.

The question is this: how can we successfully educate children and teenagers about digital media when we ourselves haven't yet figured out how to have a healthy relationship with it? Finding the right balance is just one part of the solution. There's another factor affecting media education, which is entering the debate for the first time.

Modern media education affects us all

Just a few years ago, our media education problems looked a bit like this: kids and teenagers were playing video games non-stop and parents were desperately trying to limit their excessive gaming. These parents didn't play any video games themselves. The fundamental difference these days is that we want to protect children from risks and dangers that also greatly affect us. It's the same story, whether it's about fake news, hate speech or big data. We want to protect, support and guide our children. Modern media education simply cannot be separated from our own attitudes and behaviour any longer. In order to better educate our children and teenagers, we need to set a good example and become more knowledgeable on the subject ourselves, so that we can then implement what we learn. But how? By developing reading skills.

Teaching reading skills instead of media literacy

It's often said that children and teenagers are much more tech-savvy than adults. But let's be realistic: of course, children and teenagers are quicker at figuring out new media – but that's just a matter of pure operating skills. They find it a lot easier to navigate technical devices or social networks – however, most of them are not fully aware of the consequences of their online actions. Perhaps they don't know what happens to their data or they underestimate the impact of a silly prank that, in the online world, can quickly escalate into cyberbullying with fatal consequences. What they're missing is an integration process, which parents and teachers are responsible for providing.

Up to now, the supposed solution to these problems has been media literacy. But this term has become a little dated over the years. It means something different to everyone and only rarely manages to keep up with the rapid rate at which things change online. The end goal of developing reading skills is more precise, consistent and detailed. Developing our reading skills helps us to more clearly understand what we're consuming: how we read also shows how we interpret and assess information.

Where reading skills come into play

We adults have been developing a range of reading skills over the years. We've learned how to consume information from books, newspapers and films; it comes naturally to us. But that doesn't bring us any closer to understanding the game 'Minecraft'. You need entirely different reading skills to play video games. The internet also differs considerably from the kind of reading we're used to. After all, in the online world, we're faced with a new feeling: mistrust. Is it all really true? Is this text really an independent report or is it a form of advertisement? In the next section, I'll present a series of issues, each of which requires a particular set of reading skills to navigate.

FREE-TO-PLAY GAMES

In theory, 'free-to-play' games are just that. Children and teenagers get weapons, diamonds and other gifts to acquaint them with the game's payment system. If they lose these gifts during game-play, they can buy new items later for a small cost. According to the 'Süddeutsche Zeitung' newspaper, the creators of 'Fortnite' have made a profit of over three billion dollars.

GIFT CARDS

Parents and grandparents often buy iTunes and Google Play gift cards as birthday or Christmas presents. Gift cards were invented to enable people who don't have their own credit cards – children, for example – to buy things on the internet.

APPS

Apps cost considerably less than console and PC games and are a lot easier to install. But apps also like to snoop on their users. Some of them secretly take screenshots of the display, while others scan your contact list. The website 'www.app-geprüft.net' has a traffic light system to indicate the severity of privacy breaches by different apps.

SOCIAL NETWORKS

Social networks have always existed in some form: family, friends, neighbours, clubs or school classes, for instance. Members of these networks all share interests and communicate with one another. Online social networks are similar, except that Facebook or Instagram users can also suddenly be 'friends' with people they don't actually know. Of course, the fact that these networks also read and sell their users' data is what most clearly distinguishes them from real-life social networks.

PARTICIPATION

If you write a book or make a film these days, you no longer have to wait to be discovered. You can simply publish your work yourself online and, if you're lucky, you might build up a bit of a following. Anyone can do it, even children. That's how artists like Justin Bieber and German twins Lina and Lena got so popular. Their stories prove that anyone can do it.

FAKE NEWS AND HATE SPEECH

Fake headlines and news reports are posted to provoke people with lies and messages of hate. This spread of fake news is helped along by so-called 'social bots', robot programs pretending to be people, which automatically circulate the articles. Sites such as 'www.mimikama.at' and 'www.helden-statt-trolle.de' help to sort the real sites from the fake ones.

CHATBOTS

A lot of websites have chat boxes that open automatically, asking questions such as 'How can I help you?' – but it's just an automated program. Up to now, users have only noticed because of all the linguistic and grammatical errors the programs feature in their questions. But agencies have already started working with dramatists to ensure that, in future, nobody will be able to tell whether they're talking to a bot or another human being.

PRIVACY

There's no privacy online. The most intimate details shared online or in messenger applications such as WhatsApp can easily be sniffed out.

BIG DATA

Nothing posted online can stay secret. Companies we've never even heard of are analysing everything we search, post and buy and many other traces we leave online. We all know by now that companies can use this information to present us with specific, personalised adverts. But by sharing their data, people also leave themselves vulnerable to political campaigns of extremely subtle online manipulation. Students are also at risk here.

VIRTUAL ASSISTANTS

Virtual assistants such as Alexa have an unbeatable advantage: they have ended the need for keyboards. The speech recognition technology is excellent. Manufacturers often downplay fears that these devices listen in on conversations even when they're switched off. Supposedly, they only start listening after someone says a certain keyword. But surely virtual assistants need to be listening all the time to hear the keyword?

SOCIAL SCORING

This term refers to a rating system for citizens. If you pay your taxes on time, you're a good citizen and you'll be rewarded, for example with the opportunity to get a new apartment sooner. If you go bankrupt, you'll lose the right to travel on express trains or book flights. It sounds like something out of a dystopian novel, but it has been a reality in China for a while now.

This brief overview shows that there's a lot more to our educational mission than just worrying about when our children are putting their phones down. This just leaves one question.

Who should be doing the educating?

Of course, media education is to a greater extent the responsibility of parents, but schools also have a part to play. Schools often take the simplest approach here:

they ban phones. This is good on the one hand, because school is potentially one of the only places left where students are offline. On the other hand, using smartphones is a cultural skill that children do need to learn. Bans don't help anybody. That's why some schools permit students to use their mobile phones to record or document things, but not for anything else. It's also important to develop a set of digital and ethical school rules together with the students. Topics such as photos, rights and cyberbullying could be handled much more purposefully if there's a clear outcome at the end. These school rules also shouldn't be treated like the ten commandments, applicable only to the school's day-to-day relationship with digital technology, but rather regarded as a key element of media education. There's also another useful educational institution that gets forgotten time and again: the public library. Libraries provide the space, technology (WiFi, tablets, sometimes even robotics) required for media education, not to mention trained staff. If we incorporated libraries more into the process of media education, it would take some pressure off both schools and parents.

One last tip: draw up a contract on media usage

Much like the digital school rules, it's also a good idea to agree on a set of rules to follow at home. At 'www.mediennutzungsvertrag.de', parents can create a useful contract containing a set of rules, agreed upon with their children or teenagers, on a range of media. Kids are more likely to follow rules if they've played a part in making them. Of course, this won't stop something going wrong every now and then. They're kids and kids test boundaries – that's completely normal. That's why having even the very best rules and contracts in place isn't enough on its own – parents also need to check that the rules are being followed. Sure, it's tiring, but that's why it's called educational *work*. ◆

Thomas Feibel
is a media expert and runs the 'Büro für Kindermedien' (an office for children's media) in Berlin. He works as a journalist and young adult fiction author, holds readings and talks and organises workshops and seminars.

⇢ **www.feibel.de** 🔍

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Improve online safety by checking in regularly

BY
Thomas Feibel

David Ling is a primary school teacher at the German-English Phorms Campus Frankfurt City and e-safety officer. His job is to inform staff, children, parents and carers about the challenges of the online world

Digitalisation as a topic has a wide range. How do you impart this?

David Ling The Phorms Campus Frankfurt City has introduced training for all teachers and teaching assistants on the subject of e-safety. This is a specific term relating to the safeguarding of children when using the internet or new technologies. Our training discusses the possible risks of internet usage for children. In addition, we offer parents and the staff meetings on this subject so that adults can feel more confident in discussing the digital world with their children.

How do you use e-safety in class?

On the one hand, we give clear instructions on certain topics (such as share awareness) but we also explore the topic of e-safety whenever we are using computers in class. We encourage children to speak out whenever they feel uncomfortable online. In this sense, our teaching of e-safety is ongoing and dynamic.

Which skills do students have innately when dealing with new media, and what do they have to learn?

Students are by their nature inquisitive and keen to explore new things. As a result, they will often enjoy exploring new content online. This can have a very positive impact if it concerns a topic that is taught in class. But we also know that students like to take risks. There are times online, however, where a student could put himself/herself in danger and become vulnerable.

Do students feel unsafe on the net?

Students usually want to do the right thing. There are times when they may take a risk online and feel uncomfortable as a result. Examples include viewing inappropriate content or being approached by adults in an unsuitable way online. Often children do not know how to express their worries and concerns that they experience online. Part of our e-safety support is to allow children a space to discuss how they feel online and to have greater confidence in speaking out if something does go wrong.

What would be an e-safety incident? What are the steps to be followed?

An e-safety incident is when a child has become emotionally or physically vulnerable as a direct result of online activity. Examples of emotional vulnerability include online bullying or, in extreme cases, sexual harassment. In the event of a disclosure by a child or observation by an adult in the school, the e-safety officer can be approached and action taken. The measures taken depend on the severity of the incident. If necessary, the head of primary school, parents or even the police could be involved.

How can you help children surf the web safely?

The best and only way to truly tackle e-safety is through regular engagement and discussion with the children that we teach. ◆

'It used to be different'

During a shopping trip, author, editor and former blogger Katja Reim learned an important lesson from her daughter about protecting her privacy in public. She wrote it all down in her blog 'Mein Computerkind'

TEXT
Katja Reim

Embarrassing moments from our school days, shared on Instagram and other social media platforms. Smartphones that can broadcast our every moment live. Map apps that track our journeys. 'Privacy may actually be an anomaly,' is what Vint Cerf, computer scientist and one of the 'fathers' of the internet, said on the matter. He believes the feeling of anonymity first emerged during the industrial revolution and the subsequent urban boom. Before that point, supposedly, this concept of privacy had barely existed, as people were living on top of each other in small towns or villages. This is the explanation offered by Cerf, who serves as Google's figurehead under the title 'Chief Internet Evangelist'.

I guess the implication here is that the ongoing advancement of digital networks is turning our society back into a village community, where we can be watched and tracked from every angle, even by our own toothbrushes.

This is why we tried, from the very start, to give our daughter a sense of how valuable her data and privacy are. We explained to her that our laptop and tablet cameras are like doors into our lives, and that strangers can watch us through them. We showed her how we cover them up to keep ourselves safe. We explained to her that we don't let our purchase history accumulate on loyalty cards, even if it means missing out on points and rewards, because we don't want our shop assistants to know everything about us. Maria is now nine years old and has become better at spotting privacy issues than I am.

She surprised me with her perceptiveness recently while we were shopping together to find her a new swimming costume. Every fitting room was occupied.

There in the shop, I told my daughter to quickly put on the costume next to the clothes rails, to see if it fits. She had no interest in that solution and I couldn't understand why. 'You don't have to get undressed, just pull it on over your clothes,' I said, irritated. But my child still refused. At that moment, a fitting room became available, so the situation didn't escalate any further.
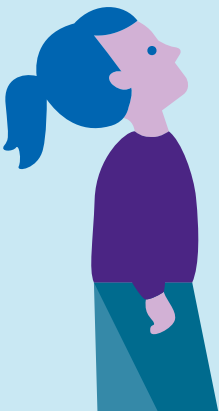
In the evening, Maria broached the subject again. She wasn't impressed with how I'd tried to push her. I apologised, because I hadn't accepted the boundary she had set. But I still didn't understand her reason for refusing, taking it for prepubescent embarrassment. 'It used to be different,' Maria said, as if to excuse my ignorance. I still didn't get it. Sure, swimming naked was a lot more common than it is today, but what did that have to do with what happened in the clothes shop? Nothing, as my child patiently explained to me. 'When you were younger, you didn't get filmed in shops and everywhere else.' She went on to explain that there's someone, somewhere, watching those screens, who might be able to watch her, take the recording out of context or send it to other people.

The next time I want to quickly slip something on in a shop, I'll remember my daughter's words – and go to the fitting rooms. ◆
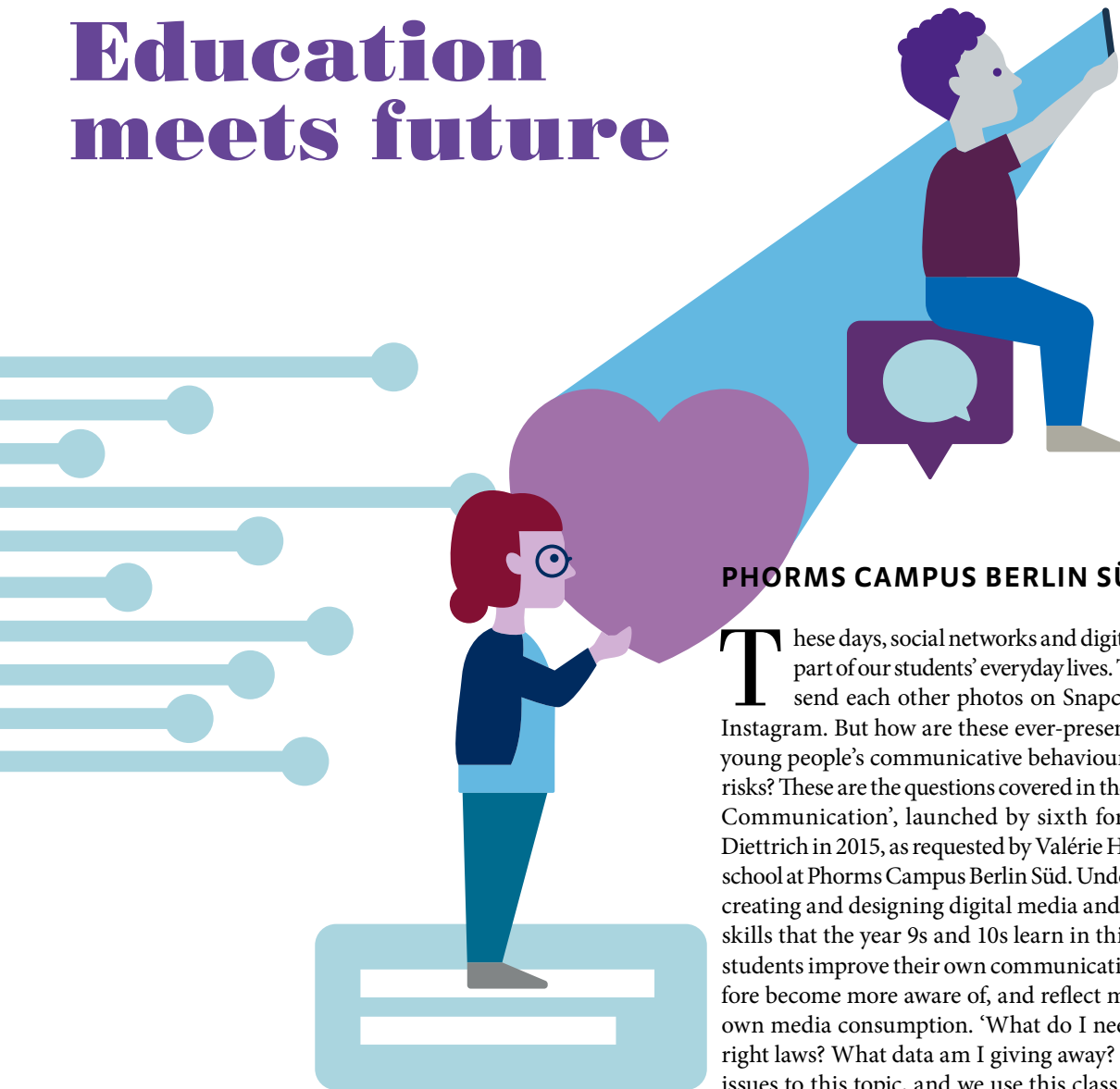
Katja Reim
is deputy editor-in-chief of 'SUPERillu' magazine and author of the book 'Ab ins Netz?! Wie Kinder sicher in der digitalen Welt ankommen und Eltern dabei entspannt bleiben'. In her blog, 'Mein Computerkind', she writes about how she educated her daughter about digital media from an early age.

Education meets future

From the elective subject 'Media Communication' to robot programming to receiving the 'Digital School' award – digitalisation is transforming classrooms at the Phorms Campus Berlin Süd, the Phorms Taunus Campus (Frankfurt) and at the Josef-Schwarz-Schule

TEXT
Nicole Erdmann

PHORMS CAMPUS BERLIN SÜD

These days, social networks and digital media are an integral part of our students' everyday lives. They chat via WhatsApp, send each other photos on Snapchat and post selfies on Instagram. But how are these ever-present media apps affecting young people's communicative behaviour, and do they pose any risks? These are the questions covered in the elective subject 'Media Communication', launched by sixth form coordinator Stefan Diettrich in 2015, as requested by Valérie Hardt, head of secondary school at Phorms Campus Berlin Süd. Understanding, questioning, creating and designing digital media and technology are the key skills that the year 9s and 10s learn in this class. The idea is that students improve their own communicative behaviour and therefore become more aware of, and reflect more closely upon, their own media consumption. 'What do I need to know about copyright laws? What data am I giving away? There's a huge range of issues to this topic, and we use this class to work through them all with our young people,' explains Diettrich.

This class is well-received by students, who are very grateful for everything it is teaching them. 'Since taking this subject, I think a lot more carefully about what I actually want to post online,' says year 9 student Maria. This subject also covers location services, data theft and personalised advertising. Alongside social media, the students also get to try out useful programs for editing films or creating GIFs, as the term 'media communication' also includes photographs, moving images and computer games.

For instance, Aljoscha Peters, who is teaching the subject this year for the first time, and his students are investigating representation and stereotypes in films, series and reality TV shows, as well as the effect of media on how we form our opinions. Homework, worksheets, videos and texts are available via the school's very own, specially created online digital platform. Diettrich seems to be satisfied with how successful the 'Media Communication' subject has been in its first few years. 'It provides the students with a more detailed insight into the ever-present media world, with the hope that they will navigate it more safely and knowledgeably.' ◆

PHORMS TAUNUS CAMPUS (FRANKFURT)

More and more professional fields require employees to have programming skills. That's why students at the Phorms Taunus Campus start learning the very basics from as early as years 5 and 6 in their ICT (Information and Communication Technology) lessons. As of this academic year, there is also a 'Robotics and Programming' project within STEM* subjects for years 8 and 9. 'We're running this project to enrich and expand our students' essential, basic skills through practical experience with "tangible" technology,' explains ICT teacher Karin Griesar. For instance, in the first stage, students learn how to direct a robot so that it can find its way through a labyrinth on its own. In the advanced phase, students design, construct and programme a robot that helps to reduce food waste. 'Successfully completing these practical tasks showed the students that there is far more to programming than just semantics and syntax. I could see how pleased they were when they figured something out, and how they enjoyed working carefully and creatively to find the right answers,' says Griesar.

There's also a digital side to creativity in art lessons, which are being taught as of this academic year. It is run by teacher Jonathan Grissett with a focus on the topic of media. 'We spend a lot of time expanding our understanding of images, symbols and colours, as they form the basis for the analysis and creation of media content,' explains Grissett. This subject is project-based. The students gain an understanding of how various forms of media work and use technical tools to create different types of presentations. Through these lessons, Grissett hopes to encourage his students to take a critical approach to any kind of media, so that they are better equipped to carefully navigate them in future. ◆

*STEM = Science, Technology, Engineering and Mathematics
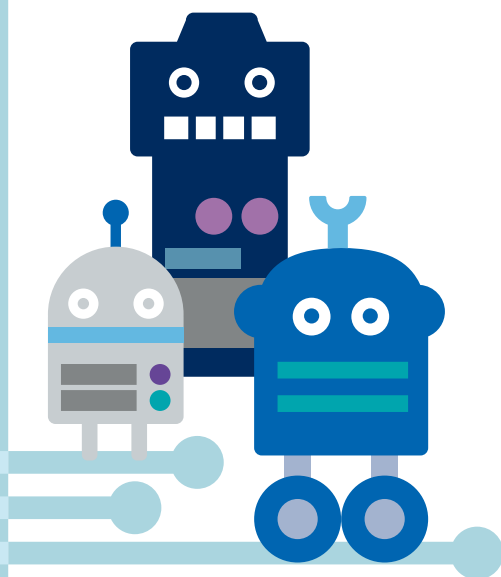 (similar to the German MINT subjects)

JOSEF-SCHWARZ-SCHULE

From online learning platforms to the 'Seesaw' app to students programming small robots: the Josef-Schwarz-Schule (JSS for short) has integrated digital education into its school curriculum and, as a result, earned the title of 'Digital School', awarded in 2018 by the 'MINT Zukunft schaffen!' initiative (STEM – creating the future! initiative). 'We regularly work with technology and believe it's important to prepare children for the digital world, and it's obviously wonderful to be able to show that with certificates like these,' explains Franziska Korten, who, along with the rest of the leadership team, oversees the digital development of the school.
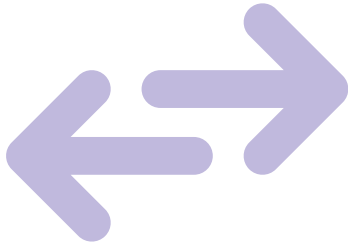
Use of digital media is a part of everyday school life, in every department. All students have access to tablets and laptops. Even year 1s use digital learning games. From year 3 onwards, students research topics on the internet, under their teachers' supervision, and use age-appropriate painting and calculator software.

The JSS also runs an after-school Lego club, where students can programme machines and robots, designed for their age level, which can make noises or walk around in a ready-made stadium. 'The children have a lot of fun at the Lego club – it's always very well attended!' says Korten.

This year, the 'Seesaw' app was also introduced at the JSS by teacher Jennifer Hohenschläger. The app supports communication with parents and provides a transparent insight into everyday school life, as well as the children's educational development and achievements.

Primary school head Lisa Schüfer seems satisfied with the school's digital development: 'We're so proud of our dedicated teachers, who are always open-minded about new forms of media and strive to teach the children how to use them safely and carefully. Without these colleagues, we would never have been awarded that title.' ◆

Children and smartphones –

Tim Gailus

is the presenter of the children's media magazine 'Timster' ('KiKA'). Every weekend at 'KiKA', he presents a particular aspect of the media world and encourages his viewers to use media creatively and confidently. The 'KiKA' programme 'Timster' was awarded the klicksafe prize in 2017 and nominated for the Grimme-Preis award in 2018. Tim Gailus has been a reading ambassador for the 'Stiftung Lesen' (German Reading Foundation) since 2016.

⇝ **www.kika.de/timster**
⇝ **Twitter / Instagram @TimGailus**

MY APP TIPS

MONKEY SWAG
An exciting treasure hunt! Kids can play games and learn about geometry along the way. The game received the German Computer Games Award in 2018.

SPLITTER CRITTERS
A witty puzzle game featuring cute knobbly aliens, guaranteed not to frighten anyone.

PROFESSOR ASTROKATZ
A brilliant learning app all about our solar system.

THE UNSTOPPABLES
A wonderful free app with a great story touching on the issue of otherness in society.

KIKA-PLAYER
Every 'KiKA' programme is finally available in an app.

TIM GAILUS

It can work well when children discover the digital world together with their parents. Of course, part of this journey is uncertain. Risks lurk around every corner: chain letters spark fear, in-app purchases empty wallets and social networks cause stress. At 'KiKA', I get a lot of messages asking me to cover particular topics, to address these risks. One issue that gets requested time and again is the need for online safety. Any risks should always be explained honestly and discussed in advance. Playing through specific situations in a 'what if…' format can be useful. Taking the time to go through every stage together will substantially benefit both parent and child. It turns, for example, a scary chain letter into just a bit of junk mail.

I take a critical view of strict bans or threats. Primary school is a great time to teach children about the opportunities digital technology can open up. At this point, parents are (still) the authority on digital devices and the single most important point of contact when it comes to using digital media. So they can show their children that a smartphone can be more than just a concentration-killer, and that we can be more than just clicking consumers.

Children and smartphones can be a good combination if everyone involved views the device as a design tool. I'll never forget the smiles on the faces of two girls presenting me with their first self-programmed game app. One young audience member sent me a short comedy film created using his silent movie app. At 'Timster', I meet young book bloggers who use smartphones to visually present their books and convey their love of reading. A child will gain more self-confidence from designing media than simply consuming it.

But children shouldn't miss out on offline hobbies, or on playing, having fun and relaxing in the real world. In the digital world, parents should keep an eye out for good apps, games and content for their children. 'www.seitenstark. de' is a good place to start. This platform provides an overview of high-quality, child-friendly websites. The website 'www.spielbar.de' provides reviews of the latest video games. My favourite guides for apps are 'www.medienlabyrinth.de' or 'www.ene-mene-mobile.de'. The 'KiKA-Player' app is a safe video platform.

So if smartphones are used cleverly, they can be a useful tool that opens up a smart, digital playground. That makes it all the more important to ensure children are as effectively safeguarded as possible and get an ideal, well-supervised introduction to the digital world. ◆

a good combination?

Two opinions

Philipp Depiereux
is a founder and managing director of digital consultancy and start-up incubator 'etventure', a columnist at German business magazine 'BILANZ' and the founder of non-profit initiative ChangeRider.com, a video and podcast platform that showcases positive stories of innovation, digitalisation, reorganisation and change.
As a father of four and a proponent of Waldorf education, he prefers to raise his children with as little influence from digital media and technology as possible.

PHILIPP DEPIEREUX

Children and smartphones – a good combination? Here's my counter question: Why do children need smartphones, or what can children do more effectively with smartphones than without them? Children are sensitive creatures that absorb everything without a filter, especially in their early years. Giving them unlimited access to smartphones and web-enabled applications at an early age is problematic.

Premature digital or media contact replaces the child's traditional playtime. This stunts the development of the child's empathy, creativity and communication, as they're being drip-fed pre-packaged content and interacting less frequently with others. This hinders the child's own, free access to the world and limits those essential processes of discovering and experiencing their surroundings via their five senses. Screen time has been proven to adversely affect the development of social skills. Smartphones also impact negatively on the health and education of young people. They suck up moments of idleness that could otherwise be used to discover a wealth of ideas. A child dressing up in a green blanket, hopping around the garden saying 'I'm a frog!' may seem simple, but it's also creative and truly child-like.

The constant availability of digital devices means it's tempting to use them all the time, because it's practical and easy – especially in today's fast-paced world. For many parents, taking a child on an eight-hour transatlantic flight without any films or a tablet might seem like an insurmountable challenge, as tablets are a welcome way to pass the time. But these parents could use this time consciously, drawing, solving puzzles or reading with their child. They might also reawaken their own creative minds.

Parents are the most important point of contact for their children, so it's essential that they dedicate a lot of time to gradually introducing their little ones to digital media, with carefully planned content. Parents should be trying to introduce their children to digital content as late as possible, carefully selecting the content, establishing clear rules and encouraging moderation. So, just as parents in the real world set out clear rules about what their children are allowed to do and where and when they're allowed to do it, they should also be in charge when it comes to the digital world. And kids learn how to use digital technology more quickly than we can even imagine, so we don't need to worry about them practising early on.
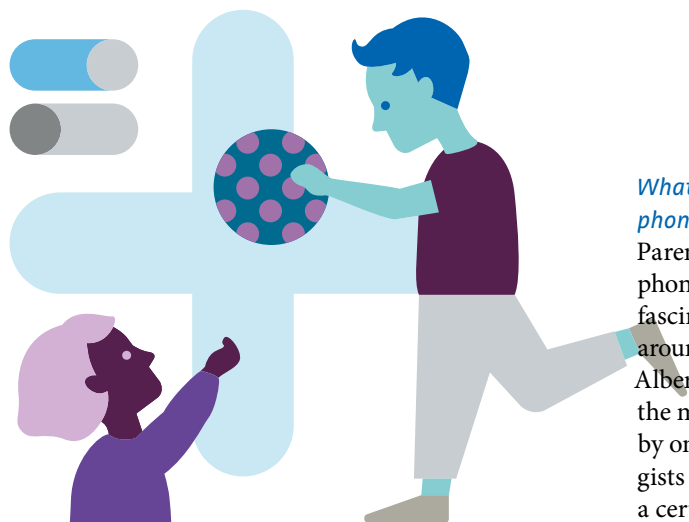
It's important that every parent finds a strategy that works for them and their children, which provides whatever they believe constitutes adequate and age-appropriate access to digital technology and its content. How long a child should grow up without access to digital technology is ultimately up to their parents. The crucial factors are keeping an open dialogue about opportunities and dangers, as well as a certain degree of foresight, which we and our children should be able to maintain in spite of the endless series of screens in our faces. ◆

'When it comes to digital devices, it all depends on content, context and how they're being used'

An interview with Professor Christian Montag about the relationship between people and digitalisation. Montag was a guest speaker at the Phorms Campus München's own discussion and lecture event 'Talking Phorms'. He gave a talk entitled: 'Excessive use of smartphones and other devices'

BY
Luise Maron

What opportunities and dangers do you think the future of digitalisation holds?

Prof Montag I firmly believe that digitalisation in itself is neither a good nor a bad thing. If we're trying to seriously assess the impact of technology, then we need to consider first and foremost how digital content/devices are being used and in what context. If we use the devices properly, they boost our productivity. For example, when I'm travelling in a city I don't know, I use the Google Maps application, which helps me reach my destination more quickly. In short, the device makes me more productive. When I'm working in China, I enjoy seeing my family every day via Skype. So these devices or forms of technology have actually become a necessity in this fast-paced, digital age, where there is particular demand for flexibility and mobility. With this new technology, we can communicate easily, quickly and directly. This is a fantastic achievement that demonstrates the positive sides of digitalisation.

When do digital devices start making us less productive?

Frequent smartphone use can breed unproductive habits. After all, the constant availability of smartphones and the range of apps and features tempt us into spending all of our time on them, therefore fragmenting our daily lives. Having our phones constantly switched on – even just to keep an eye on the time – causes regular interruptions that cut into our productive working time. Smartphone users also process a lot of information they read on a purely superficial level, as so-called 'deep learning' is often no longer possible. Online newspapers have already adapted to this change by providing bite-sized summaries of their stories – these chunks of information enable the reader to consume as much as they can within a short space of time, but without really having to think about it. The permanent presence of smartphones has instilled in us a kind of 'fear of missing out', while training us to neglect any moments of real, enjoyable downtime, which could otherwise be a perfect time for our creativity to flow.

What can parents do to try to prevent 'Excessive use of smartphones and other devices'?

Parents can set an example. If a parent is constantly on their own phone, the child will conclude that the device must be incredibly fascinating. Small children, in particular, imitate what they see around them, a pattern confirmed by the experiments conducted by Albert Bandura in the 1960s. Parents should try to make sure that the majority of their smartphone use is purposeful, for example by only using it in the study or during working hours. Psychologists refer to this as 'spatial conditioning'. This obviously requires a certain level of discipline that we don't always have, including myself. If, in this age of the attention economy, we're spending around two or more hours a day on our smartphones (generally on our own), we're losing time that could be spent with our kids, time we can never get back. In most cases, the problem isn't actually the smartphones or the internet themselves, but rather the excessive use of applications or their content. If parents are constantly looking at their phones, it builds a kind of communication wall. This wall prevents children from effectively learning how to decipher non-verbal information (reading emotions from facial expressions), as their parents' faces are always hidden.

Why is traditional, real-life playtime important for children and teenagers?

Psychology professor Jaak Panksepp's experiments, which involved electrically stimulating animals' brains, revealed seven genetically embedded emotional systems that also play a crucial role in our species, Homo sapiens. One of these systems is the play instinct, which is a fundamental genetic need for mammals. If animals don't play enough, they start exhibiting unusual behaviour. When it comes to children, physical play (running about, tussling, etc.) is, among other things, essential for their development between the ages of three and ten. Through play, children learn basic motor skills, which can be stunted by premature exposure to digital content. If traditional play is replaced by screen time at an early age, physical playtime is neglected, and that can cause problems. Traditional play also helps children to develop social skills, as direct interaction teaches them empathy. My guess would be that digitalisation is at least making it more difficult for children to gain or build on these basic skills. But this is yet to be confirmed by long-term studies. In any case, digital devices present kids with a constant competition between digital and real-life playtime. As children don't have as much capacity for self-discipline as adults, I think they should spend as little time consuming digital media as possible. But there's nothing wrong with playing a round of a smartphone or computer game every now and then, if the child has completed their homework, is doing well at school and has enjoyed enough outdoor playtime with other children – i.e. when their play instinct has been satisfied.

From what age would you recommend having a smartphone?

Let me just reword that question: 'From what age should children have their own smartphone?' I'd estimate that children don't need their own smartphone until they're about 12 years old. Platforms such as Instagram can cause body image issues, especially for girls. Constant social comparison is another dangerous aspect of social media use. Social media can create the impression that the grass is generally greener elsewhere. But adults shouldn't demonise smartphones or their range of applications, either. They should make it clear to their children from the start that social media presents an image of an airbrushed world, with a bunch of filters on it, and that nobody is perfect. So I actually think it's important that children under 12 are allowed to look at digital social platforms with their parents. ◆

THE STORY CONTINUES AT

www.bildungsthemen.phorms.de

Prof Christian Montag
is a Heisenberg Professor of Molecular Psychology at the University of Ulm. His main areas of research include psychoinformatics, in particular the effect of the internet, mobile phones and computer games on our emotionality, personhood and society.

TIPS

MAKE A CONSCIOUS EFFORT
to consume less digital media on your own and be sure to switch off your devices every now and then

ENJOY SOME 'OFFLINE DOWNTIME'
and give your thoughts space to roam

WHY NOT USE AN ANALOGUE ALARM CLOCK
instead of your smart-phone?

HOW MUCH TIME AM I SPENDING ON MY SMARTPHONE?

⇥ **www.menthal.org**
is a free app developed by Prof Montag with other computer scientists and psychologists from the University of Ulm. One of its functions is to show smartphone users which apps they use most often. The app is part of a research project investigating mobile phone use.

⇥ **www.smartphone-addiction.de**
is a free self-testing platform, which sends users a report of how problematic their own smartphone behaviour tends to be in comparison with a large number of users. The app provides separate reports for Facebook, Instagram, WhatsApp and Snapchat. This analysis helps users to better evaluate their own habits.

Caught in the net

Concentration is required, because all the letters are scrambled! The word search contains 15 words relating to technology or digitalisation. Beware, the words might be hidden horizontally, vertically or diagonally. Can you find them all?

K	B	K	M	T	D	U	G	X	C	G	H	J	Y
C	L	I	C	K	E	L	A	K	O	G	S	J	W
C	Z	U	S	X	C	L	M	L	P	T	Q	R	F
W	N	C	C	G	O	Y	E	T	X	H	S	F	L
M	L	U	F	O	M	O	F	P	V	H	O	U	D
C	C	M	Q	M	M	A	N	J	H	F	T	T	P
B	N	T	P	T	U	P	I	Z	G	O	Q	U	O
O	Y	F	G	R	N	S	U	X	T	M	N	R	W
Y	S	Z	E	Y	I	N	I	T	A	V	F	E	F
L	I	U	A	L	C	V	C	C	E	A	U	M	O
D	N	D	Q	U	A	H	A	V	Y	R	G	N	B
N	T	A	V	E	T	B	M	C	V	X	R	Y	M
F	E	T	D	M	I	O	E	D	Y	F	I	Q	P
A	R	A	J	U	O	W	R	Y	V	I	J	E	U
Q	N	M	I	P	N	P	A	E	I	T	X	V	M
M	E	D	I	A	K	M	Q	A	D	T	W	I	P
A	T	D	A	S	N	S	S	U	E	T	O	R	S
M	L	N	B	T	E	C	H	N	O	L	O	G	Y

ERZIEHERAKADEMIE HEILBRONN

'Good education starts early on'

In September 2019, the new 'Erzieherakademie Heilbronn' (Heilbronn Educators' Academy) will be opening its doors, ready to train up the next generation of state-approved educators using the PiA (practice-integrated) training model

'Our aim is to train good educators who are ready to start working right after they complete their training,' says Isabel Engelhaus, head of school at the newly established Educators' Academy in Heilbronn (EAH for short). The school was created in cooperation with the Dieter Schwarz Foundation, the aim Academy and Phorms Education. Students at EAH will train to be state-approved educators in a course based on the practice-integrated (PiA) training model. Depending on their level of school-leaving qualification, trainees can enrol in either the three- or four-year course. Alongside their specialist theory modules, trainees will also gain practical experience working at a public or private nursery, or at one of our on-site nurseries, on one fixed day per week for two four-week periods. Trainees therefore won't need to complete a probation year. They will also receive a trainee's salary from when they start, which increases as they progress through the course. The practical work experience enables each trainee to familiarise themselves with the local characteristics of their assigned nursery, where they can start working as a fully fledged member of staff once their training is complete. With support from the Dieter Schwarz Foundation and the aim Academy, trainees can also earn additional qualifications (for example, 'Europa' educator, 'MINT' educator or language educator) and enjoy small classes in modern, well-equipped classrooms at the Bildungscampus in the centre of Heilbronn. The bilingual environment of Phorms comes in useful here, particularly for the additional 'Europa' educator qualification. In addition, some specific lessons like P.E. are taught in English by a native speaker. LM & JP ◆

Photo: aim, unsplash.com/Brenda Godinez

JOSEF-SCHWARZ-SCHULE

Healthy and happy

The Josef-Schwarz-Schule has already held its second 'Health Day'

PHORMS CAMPUS MÜNCHEN

Running for a good cause

Primary school students, secondary school students and teachers alike took part in the Phorms Campus München's annual 'Run for Help' and managed to raise an impressive total of EUR 14,025 for the 'Lichtblick Hasenbergl' initiative

What is a healthy lifestyle? This is the question JSS students were trying to get to the bottom of at this year's 'Health Day', held at the beginning of April. The 'Health Committee', made up of teachers and teaching assistants, devised six stations, where the reception class and primary school students could try things out and learn more about health. The main focus of this event was health and wellness, with a range of activities on offer, such as meditation, Zumba and sensory games, as well as plenty of healthy food to eat. The health stations were adapted for each age group and were met with great enthusiasm, as confirmed by student Anna: 'Everything was great. I really enjoyed making fruit salad.' The 'Ninja Warrior' obstacle course, set up in the sports hall, was another highlight enjoyed by all ages. This event not only activated all five senses, but also the students' brain cells, when they were visiting the 'Movement and Maths' station, for example, or working through the puzzle sheet. LM ◆

Teachers and students from the primary and secondary school of the Phorms Campus München were once again eager to take part in 'Run for Help' last year, which has already become a traditional charity run for the school. The money raised will be donated, along with the proceeds from the Christmas market, to the 'Lichtblick Hasenbergl' initiative. The non-profit association is committed to helping disadvantaged children and families from Hasenbergl, a deprived area of Munich and 'does truly heroic work', according to Peter Kemmer, head of school at the Phorms Campus München. The idea of a charity run was met with great and immediate enthusiasm by Phorms students, as confirmed by year 4 student Adele: 'I had loads of fun doing the charity run. We got to run and raise money for children who aren't as lucky as we are.' Her classmate Chiara chimed in: 'I was also spurred on because the money we raise goes towards helping children and young people that have to to get by with less than we have.' Before the run, the students have to find a sponsor – a family member,

for example. The runner and their sponsor agree on a specific amount of money to be donated for every completed lap. Whenever a student passes the start/finish line, they get a rubber band on their wrist. These are then counted up at the end and the number of completed laps is written down on the student's sponsor sheet. The students take this sheet home with them and collect the money donated by their sponsor, which they then hand over to their class teacher in an envelope. The total sum raised will then be sent in a cheque to the 'Lichtblick Hasenbergl' initiative, who can do a lot of good with it. LM ◆

PHORMS CAMPUS HAMBURG

School without racism

Phorms Hamburg has cause to celebrate: as of 2 May 2019, we are officially a 'Schule ohne Rassismus – Schule mit Courage' (School without racism – school with courage)

TEXT
Yamuna, year 9

Our student council has been working on this project since November 2018 and we're very excited about it. When I suggested the idea as head girl, after my teacher Kerstin Schrader showed me a newspaper article about the project, we spread the word about the project idea, made sure everyone knew what it involved and started gathering the signatures we needed. We actually managed to collect even more signatures than the required 70% from our students, teachers and members of staff.

After we'd submitted all of the necessary documents and signatures, we started planning an event to celebrate the presentation of the title. We had to run the event twice in a row, as both our secondary school and our primary school were awarded the title. One very important guest was our project sponsor Frank Schweikert, who organised the Hamburg 'Klimawoche' (Hamburg Climate Week) and founded the 'Deutsche Meeresstiftung' (German Ocean Foundation). We're looking forward

to working with him! Dirk Assel, the regional coordinator from the 'School without racism – school with courage' organisation, was also there. The primary school students performed the 'Phorms Express' song and at the secondary school, the year 5s and 6s sang 'We Shall Overcome', a classic protest song from the American Civil Rights Movement.

There were various speeches from our student council coordinator Ashley Davidson, our head of school Peter Kubasch, Frank Schweikert, Dirk Assel and myself as head girl. At the end, there was cake and we were presented with a certificate, as well as a large 'School without racism' plaque, which will soon be hanging up in our school's entrance hall.

We're really eager to start thinking up some brilliant anti-racism projects to help us all come together. United we are strong and we can make a difference! We have a voice, even if we're 'just' kids. 'At Phorms Hamburg, we're a rainbow of differences and we're proud of it!' ◆

Photo: R. Sieber

PHORMS SCHULE FRANKFURT

Game, set and match!

With support from BASE Tennis Academy, our students in reception and year 1 can try their hand at tennis at the Phorms Taunus Campus

The partnership between BASE Tennis Academy and the Phorms Taunus Campus was launched nearly two years ago on the recommendation of a Phorms mother and with the approval of Michael Gehrig, who was head of school at the time. Since then, it has continued to flourish at the primary school and is now run by Dr Astrid Simon, who is a keen tennis player herself. For ten weeks at the beginning of this school year, the reception class spent their sports lessons practising swinging their tennis rackets. The BASE Tennis Academy has a special teaching strategy: one training session consists of a half-hour tennis lesson, followed by half an hour of fun athletics activities, which focus on training the students' fitness and coordination, as well as ball games. These sessions delight children and adults alike, as confirmed by Julia Lafko, sports coordinator at the Phorms Taunus Campus: 'The tennis teachers always have great ideas and are really dedicated to their work.' Since February 2019, the tennis lessons have also become an integral part of the year 1 timetable. In addition to getting some exercise, the children gain social skills such as taking part in team competitions, respecting their opponents and making decisions without the umpire stepping in. The Phorms Taunus Campus plans to take part in the 'Hessischer Tennis-Verband' (Hessen Tennis Association) Primary School Cup in September, where around 300 primary school students from the Campus can enjoy a day full of tennis-based activities. LM & JP ◆

PHORMS SCHULE FRANKFURT

School 2.0

The new intranet at the Phorms Campus Frankfurt City enriches communication between parents and the school

'We wanted to make internal school communications faster, more reliable and more sustainable for parents,' says Nickolas Praulins, head of primary school at the Phorms Campus Frankfurt City. Initiated by Praulins and the parent representative council, and in collaboration with educational consultant Miriam Kumpf and the Corporate Systems and Projects department at Phorms Education SE, an intranet was developed and released at the end of last year. The platform meets the needs of parents, giving them independent access to information about events, school policy, forms and Praulins' and his collegues' live blog, all at a glance and with just a few clicks. Each parent receives their own username and password for accessing the intranet. The school's own intranet calendar can also be transferred to parents' personal calendar, making family schedules easier to plan. For Praulins, it was also important to create a place where the school community could come together online and stay up to date. 'The intranet offers working parents in particular a transparent insight into what's going on at the school,' he explains. The intranet is under continual development based on parents' feedback, and a new version with new features is soon to be released. LM & JP ◆

PHORMS CAMPUS BERLIN SÜD

Students spellbound by puberty expert Anne Wilkening

For nearly five years, Ms Wilkening has been paying regular visits to the Phorms Campus in Steglitz-Zehlendorf, giving out useful advice on puberty and prevention

The annual visit from Anne Wilkening, a qualified psychologist and specialist in addiction prevention and health, has become an integral part of school tradition at the Phorms Campus Berlin Süd. This partnership began a few years ago after a Phorms mother recommended it, and the visits have since become an essential event in the school calendar. Ms Wilkening's useful and interactive talks mainly cover key, sensitive issues, all geared towards raising awareness and preventing addiction and violence of any kind. When the psychologist comes to the campus, she works with each year group for 90 minutes and holds a parents' event in the evening entitled 'How do I get my kid through puberty?' – a challenging phase for everyone involved. Valérie Hardt, head of secondary school, believes it is important that students take away valuable insights from Ms Wilkening's talks and feel comfortable during them: 'This awareness and prevention work is a key part of the timetable. But it's much more crucial that Anne Wilkening's approach gets through to students and creates an atmosphere of trust, where they feel comfortable asking questions that they might be afraid to ask their parents, friends or teachers.' This is the very approach the psychologist uses – the teachers are often not even present during her talks. The students' feedback is always overwhelmingly positive, because they feel they can trust Ms Wilkening as an expert and talk to her about anything. They appreciate the wealth of knowledge and experience she conveys in her talks, which are also funny at times. She knows how to inspire children and teenagers and always leaves a lasting impression on them. If that encourages the students to take a critical look at their mindset and actions, it means they're already taking the first preventative step. In Ms Wilkening, the students have a solid, trusted point of contact, who knows them and their problems inside out and shows up every year to see how they're getting on – a crucial constant during the instability of their adolescent years. LM ◆

Photo: Phorms Education SE

PHORMS CAMPUS BERLIN MITTE

More safety for schoolchildren during drop-off and pick-up times

The primary school students draw drivers' attention to their way to school with self-made signs

TEXT
Phorms Primary School Berlin Mitte

One of the most emotive topics of the Phorms Campus Berlin Mitte has been arriving at and leaving the school. In an area where parking is limited and supervision and guidance for road use by the authorities is also in short supply, Phorms has responded by making sure they model good habits for drivers and road users. In December, a group of parents joined in with student electives to design and make signs to alert drivers arriving at the school as part of the Berlin-wide 'Mach deine Schule zum Projekt' initiative (Make your school a project initiative). In January 2019, when the signs were complete, students joined Derek Llewellyn, head of primary school, greeting students and parents arriving in the morning with the signs promoting an important message to drivers to drive slowly, carefully, watch out for pedestrians, try to avoid stopping in the area outside the fire entrance and try to avoid double parking and making u-turns. Since the project started, it has been a huge success, resulting in an almost complete reduction in unsafe driving outside the school. The students are happy with the results so far: 'Not only does it help people avoid accidents and think about others, but it also saves the police having to persuade us to drive carefully when they could be doing something else.' ◆

Photo: Phorms Campus Berlin Mitte

»DIGITAL NATIVE«

Von allen so benannt, aber selbst nicht als solche erkannt:
Die 14- bis 24-Jährigen sehen sich nicht als »Digital Natives«.
Sie betonen, dass auch sie ihr digitales Wissen ganz bewusst
erlernen müssen – trotz Internet & Co.

'DIGITAL NATIVE'

So they're called by others, but not themselves: 14- to
24-year-olds don't see themselves as digital natives.
They emphasise that they also have to consciously learn
their digital skills – despite resources like the internet.

99,8 %

DIESER ALTERSGRUPPE
IN DEUTSCHLAND BESITZT
EIN SMARTPHONE.
—
OF PEOPLE IN THIS AGE
RANGE IN GERMANY HAVE
A SMARTPHONE.

**WHATSAPP –
ODER »WHAT'S UP?«**
99 % nutzen den Instant-Messaging-
Dienst WhatsApp. Kommunikation
ist den Jugendlichen und jungen
Erwachsenen somit wichtiger, als
über soziale Netzwerke wie Facebook
vernetzt zu sein.

**WHATSAPP –
OR 'WHAT'S UP?'**
99% use the instant messaging service
WhatsApp. Communication is more
important for adolescents and young
adults than being connected over social
networks like Facebook.

Die 14- bis 24-Jährigen in der digitalen Welt*
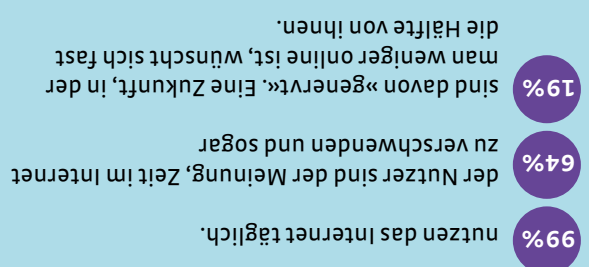
Foto/Photo: Josef-Schwarz-Schule

*Quelle: Grundlagenstudie des SINUS-Instituts Heidelberg im Auftrag des Deutschen
Instituts für Vertrauen und Sicherheit (DIVSI): U25-Studie »Euphorie war gestern –
Die ›Generation Internet‹ zwischen Glück und Abhängigkeit«, Nov. 2018. Die Studie
betrachtet die Altersgruppe der 14- bis 24-Jährigen.
https://www.divsi.de/wp-content/uploads/2018/11/DIVSI-U25-Studie-euphorie.pdf

Bereits 2014 gab es im Auftrag des DIVSI eine U25-Studie, die Einblick in die
digitale Lebenswelt von Jugendlichen und Erwachsenen in Deutschland bot
(»Kinder, Jugendliche und junge Erwachsene in der digitalen Welt«, Feb. 2014).
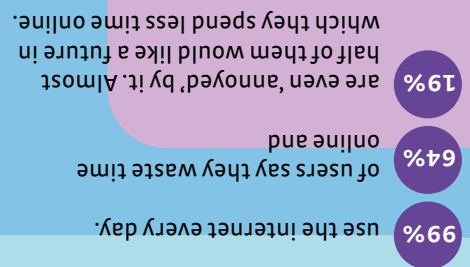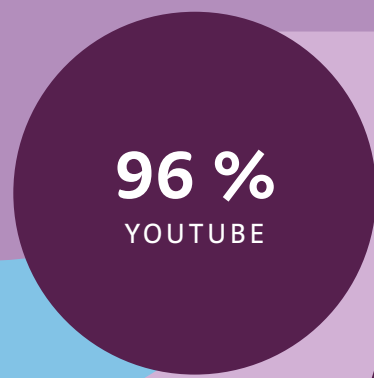
14- to 24-year-olds in the digital world *

73 %
INSTAGRAM

96 %
YOUTUBE

67 %
FACEBOOK

Nutzeranteil bei verschiedenen Medien-Plattformen.
—
Proportion of users on various media platforms.

INTERNET: BLESSING OR CURSE?

99% use the internet every day.

64% of users say they waste time online and

19% are even 'annoyed' by it. Almost half of them would like a future in which they spend less time online.

INTERNET: SEGEN ODER FLUCH?

99% nutzen das Internet täglich.

64% der Nutzer sind der Meinung, Zeit im Internet zu verschwenden und sogar

19% sind davon »genervt«. Eine Zukunft, in der man weniger online ist, wünscht sich fast die Hälfte von ihnen.