

Brief synopsis of the film

This film (released in 2013) is based on Alina Bronsky's book by the same name (2008). It is the story of 17-year-old Sascha, a bright young woman, who lives in an area of high-risers on the outskirts of Stuttgart, which is dominated by problems of social deprivation. Sascha's dreams are to take revenge on her stepfather for killing her mother and to write a book about her mother. When she meets Volker and his son Felix, a whole new world of middle-class living opens up to her. We follow Sascha, as she confronts her demons and tries to follow her dreams and ambitions.

This is a coming-of-age story which covers topics such as family, friendship, grief, anger, the life of migrants and social divides in Germany. As such, it fits in naturally with the AS topic 'Being a young person in German-speaking society' and prepares students for the A2 topic 'Diversity and difference' (although this is not the main focus of this film).

	Description of activity and suggested uses	Skills covered
Activity 1	<p>Students watch the trailer of the film and decide when the depicted scenes take place in relation to Sascha's sexual encounter with Felix.</p> <p>This would be a good starter activity after having watched the film for the first time to help students remember the plot and to introduce some vocabulary necessary for discussing the film.</p>	<p>Students use their listening and reading skills to recall the plot of the film and familiarise themselves with some vocabulary related to this film.</p> <p>A possible extension activity might be to ask students to retell the story of the film within 1-2 minutes (in order to use the vocabulary).</p>

Activity 2

For this exercise, students watch the scene where Sascha first meets Volker and confronts him about the newspaper article about Vadim E. Subsequently, Volker offers her his help, should she need it in the future. Students write a short piece reflecting upon the significance of this scene for the development of the story. A help button is available, which provides students with some pointers on what they might want to consider when answering the question. However, students should be encouraged to come up with their own individual responses, as long as they can back up their ideas with the plot of the film.

This activity lends itself to individual work. However, students could also work in pairs and produce an answer together.

A printing tool is available whereby students can submit their work to the teacher for feedback.

Students have opportunities to develop their analysis, creativity, assimilation and writing skills.

Activity 3

Students have to read the additional information provided by clicking on the “i” button (top right). Then, they select a character and write a short piece explaining the influence of Sascha on each of the chosen characters.

This activity can be easily adapted and developed further by teachers, by choosing other characters. As Sascha is the central character, she has an effect on all other characters in the film. The main male characters were chosen for this particular exercise, as these relationships are the focus of the film.

Once checked by the teacher and corrected, this print-out can be a very effective tool for further discussion, study or revision.

Taking the central character in the film, Sascha, students will evaluate her impact on different characters, the structure and timeline of the film. Reading, writing and analytical skills are developed with this exercise.