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	This activity could be used as a starter. Students could do this as a whole class activity, or in group, pair or solo formats. It is basically a matching exercise in the first instance (matching words to images and sound clips from the film), but should be developed in follow-up activities to get the maximum effect. Suggested follow-up activities: Discussion/ Writing: – with the solutions visible on a screen, the class could discuss or write about how the director creates the atmosphere (e.g. with sound/ silences; music; dialogue; body language/facial expressions etc); The class could watch the clip <u>with</u> the image(s) and discuss the impact on ambience of having the visual side too - what does image add? How do sound and image combine to create ambience?	The basic activity (matching up) tests and develops students' listening and reading skills. Follow up activities can be used to develop speaking, writing and collaborative skills (depending on how the teacher uses the follow-up activities)

	In class students could be encouraged to suggest *other* music that might intensify ambience (and say why); They could also consider any other moods / sub-moods in the clip(s) **Extension** – students could find other clips with similar ambience or find their own clips and define / discuss ambience in it/them.	
Activity 2	As Activity 1, this is at a basic level a matching activity. The differences here are a) that the language to be matched is no longer individual words, but longer chunks of language and; b) that the clips have both sound <u>and</u> images. Once the initial match-up has been completed (in whichever format chosen by the teacher), possible follow-up discussions could take place.	The basic activity develops students' listening and responding skills. The two suggested follow-up activities could further extend students' oral, listening and collaborative skills. The discussions ensuing from these activities could also develop students' critical and analytical skills.
Activity 3	Students describe the mood and emotions of the characters experienced in this scene. After the writing task has been completed, students could compare their written versions, and assess strengths and weaknesses of each other's work. This might lead to redrafting. As an **extension exercise**, students could go on to find their own ambience clip and write in a similar way about it.	This activity tests a student's memory and is also useful for developing writing skills (under time pressure). Furthermore by participating in the ensuing discussion, students will have opportunities to develop their appreciation of a key part of the film. By listening to other students and assessing their work they will also be developing their critical skills.