

## Brief synopsis of the film

This film (released in 2013) was directed by Hüseyin Tabak. It is the story of Mika, who loves Mathematics, always tells the truth and hates jokes. Mika suffers from Asperger syndrome. Once he meets Bucephalus his life changes.

This is a family film which covers topics such as family, relationships and problems associated with Asperger syndrome, as well as an addiction to gambling. As such, it fits in naturally with the AS topic 'Being a young person in German-speaking society'.

	Description of activity and suggested uses	Skills covered
<p><b>Activity 1</b></p>	<p>Ambience – is an integral part of how a director communicates the film’s message. As such it merits separate attention (i.e. in these activities) in order for viewers to appreciate the film more fully.</p> <p>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 image - less sound clips from the film), but should be developed in follow-up activities to get the maximum effect.</p> <p><u>Suggested follow-up activities:</u>            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.);</p> <p>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?</p>	<p>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 these activities)</p>

	<p>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)</p> <p><b>Extension</b> – students could find other clips with similar ambience or find their own clips and define / discuss ambience in it/them.</p>	
<p><b>Activity 2</b></p>	<p>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.</p> <p>Once the initial match-up has been completed (in whichever format chosen by the teacher), possible follow-up discussions could take place using the following sample formats:</p> <p><b>Clip 1</b> – Teacher led discussion on the importance of opening scenes generally (covering the importance of making a good first impression, setting the scene, establishing and maintaining the viewer’s interest etc.). The focus could then move to this particular scene to discuss the extent to which the ambience of mystery is engaging in this film (by the director’s use of questions, inner monologue etc.)</p>	<p>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 faculties.</p>

	<p><b>Clip 4</b> – The class could discuss the impact on the ambience of having no words. What effect does this have on us? What dialogue/ monologue might students add to add to the ambience? Students could also assess the effect of the music, and even suggest other music to illustrate/intensify the mood. Perhaps a further twist might be to have students suggest inappropriate music and say why.</p> <p>Other clips could be similarly exploited. Class discussion could be followed up with a writing exercise.</p>	
<b>Activity 3</b>	<p>Students might in their writing consider Sascha’s reasons for admiring Mika’s mathematical giftedness (as someone who had studied maths, but had used his knowledge about/ passion for maths to get himself into gambling and debt). They could also refer to the friendly atmosphere in the clip and how that atmosphere is created. Students could suggest other ways to create this ambience.</p> <p>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.</p> <p>As an <b>extension exercise</b>, students could go on to find their own ambience clip and write in a similar way about it.</p>	<p>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 faculties.</p>