

Brief synopsis of the film

This is the director Benjamin Quabeck's first feature film (produced in 2000 and released in 2001) based upon his eponymous novel.

It is the story of 19-year-old Daniel, who returns from a surfing holiday with friends following his successful Abitur and is looking forward to his life really getting underway. We follow Daniel, as he undertakes community service and tries to win over the love of his life for the last four years, Luca.

This is a coming-of-age story which follows but does not explicitly comment upon the path taken by its main character. 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>Activity 1</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 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). Students can also develop their critical faculties</p>

The class could watch the clip with 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?

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 and images.

Once the initial match-up has been completed (in whichever format chosen by the teacher), possible follow discussions could take place using the following sample formats:

Clip 3 – In this short clip, Daniel creates his own in-car ambience in order to avoid any problems with the police who have stopped him. Students could discuss how and why Daniel creates this ambience in the car. The discussion could then move on to how the police might have reacted to the previous ambience (with more age appropriate music, Daniel's normal look (without glasses) etc.)

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>Clip 6 – Students could discuss ambience of this scene in depth. How are Daniel’s feelings illustrated here in the mood/atmosphere created in the film? Would an inner monologue or some kind of dialogue have enhanced this or made it less good? Students could suggest other music that could have been used and say why.</p> <p>Other clips could be similarly exploited. Class discussion could be followed up with a writing exercise.</p>	
<p>Activity 3</p>	<p>Students might in their writing consider Daniel’s inner turmoil suggested by the “stuttering” camera shots and disjointed music. They might consider how effective these techniques are in creating ambience, and even as an extension exercise suggest more effective ways.</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 extension exercise, 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>

