

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
Activity 1	<p>Students drag the appropriate answer into the correct "question cloud" on-screen (a paper version is also available). This could be done individually by students as often as necessary until they get a 100% score.</p> <p>Alternatively it could be done on a whole class basis as a starter activity to focus students' attention on Daniel's character and important relationships.</p> <p>Another approach entirely might be to get students to come up with their own answers before doing the drag and drop exercise and then comparing class answers with the "official" ones. This could be the basis of a stimulating discussion.</p>	<p>Students use their reading comprehension and writing skills to consider and develop their thinking about aspects of Daniel's character and relationships. They will at the same time have opportunities to develop analytical, creative and assimilation skills.</p> <p>The rationale behind the activity is to introduce key elements of Daniel's character and relationships in the film, by using a question and answer format. Students could expand on the suggested answers in the writing part of this activity by giving illustrative examples on the printable mind-map.</p> <p>An extension activity might be for students to add their own clouds with questions and answers. They could even make their own version of the activity on paper/digitally.</p>

<p>Activity 2</p>	<p>This activity is about a key part of this film, when Daniel starts working with the nurse, sister Anna and how it affects his thinking and his relationships. It is in many ways a turning point.</p> <p>The mind-map activity supplies a set of focusses for students to think and write about the significance of this part of the film. It could be used as a basis for an individual, group or whole class activity. As it has implications for much of the film, students will need to have watched the film several times and discussed the film in depth to benefit fully.</p>	<p>In this activity students have opportunities to develop their critical, analytical, assimilation and writing skills. If done in a paired or group setting, they would also potentially be able to develop collaborative skills.</p> <p>A possible extension exercise could be to get students to identify other important parts of the film (e.g. when Dennis kisses Luca; the effect of the car scene at the start of the film on the viewers) and consider how/whom these events affect.</p>
<p>Activity 3</p>	<p>This activity is a reading comprehension and writing activity. Students will need to read a short text about the key character Luca and the part she plays in the film. They will then have to write a short text about what the film would be like without her.</p> <p>As with activity 2, students will need to have thorough knowledge of the film in order to do this one well. A good teaching approach might be to prepare the ground by having a class discussion on how important Luca is to Daniel. Students should take down notes and thereafter go on to complete their own written piece of work.</p>	<p>Students will develop their reading and writing skills by doing this exercise. If it is preceded by a whole class preparatory session, they will also be developing listening and speaking skills. Apart from this they will in addition be developing analytical, creative and assimilation skills.</p> <p>An extension activity might be to expect linguistically stronger students to make extensive use of the subjunctive to express ideas by forming conditional structures. Support in the formation of such structures could be supplied to less strong students.</p> <p>Alternatively students could consider and write about the removal of another key character/ key characters.</p>