

# Sprockets

Toronto International FILM  
Festival for children  
April 14-18, 2008

A great deal of thanks and appreciation goes out to our teacher committees who volunteer their time to assist in the development of Sprockets lesson plans.

**TITLE:** Wild Chicks in Love

**COUNTRY OF ORIGIN:** *Germany*

**RELEASE YEAR:** *2007*

**ORIGINAL LANGUAGE:** *German*

**DIRECTOR:** *Vivian Naefe*

**RUNTIME:** *108 Minutes*

**CURRICULUM LINKS:** Cross-curricular learning in **language** (media literacy, oral communication, reading) and **health** (identifying factors such as trust, honesty, and caring that enhance healthy relationships; applying a problem-solving/decision-making process to issues related to friends, peers and family relationships).

**FOCUSING QUESTION:** As the Wild Chicks begin to explore new relationships, they find themselves in unfamiliar territory. In this film, how do friends and family members help each other navigate the perpetual twists and turns of dating?

**SYNOPSIS:**

**Recommended for Grades 6 to 8**

The Wild Chicks are back! And they have begun dating, which turns out to be as complicated as the relationships in the play they are rehearsing, *A Midsummer Night's Dream*. Melanie is hurt that Willi has left her for another girl, and she has reacted by flirting with "bad" boys. Frieda is

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worried that the guy she met at summer camp has forgotten about her, while Trude has eyes for Ricky who doesn't even seem to notice her. Everything would be great between the Wild Chicks' leader, Sprotte, and her boyfriend, Fred, if her growing jealousy wasn't getting in the way. And then there's Wilma, who reminds us that not all girls are attracted to boys. Wilma is happy dating another girl, but not all the Wild Chicks feel the same about Wilma's relationship, and this threatens to tear the group apart.

Based on the books by acclaimed author Cornelia Funke, *Wild Chicks in Love* intelligently explores adolescent struggles with feelings of insecurity, heartache and rivalry, while powerfully addressing homophobia. Featuring strong performances that showcase the dynamics between the Wild Chicks, the film highlights the need for friends to accept their differences, to support each other during difficult times and, of course, to share the good times together.

## TEACHER ENDORSEMENT

"This film beautifully captures both the innocence and complexities of first romantic attachments. The plot, including Sprotte's mother's romantic difficulties, and the use of *A Midsummer Night's Dream* as a play within a film, help contextualize the tangled essence of love as an eternal reality."

## DIRECTOR'S FILMOGRAPHY:

WILD CHICKS IN LOVE (2007)  
THE WILD CHICKS (2005)  
TWO WOMEN, TWO MEN (1998)

## PRE-SCREENING PREPARATION:

In the film, students are working on a production of Shakespeare's *A Midsummer Night's Dream*. Aspects of the play resonate with the romantic theme of the film so it would be helpful for viewers to read the play or be familiar with the plot of that play. They could read a synopsis of the plot from Lamb's *Shakespeare*<sup>i</sup> or they could view a film<sup>ii</sup> or staged version of the play.

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This film is an excellent adjunct for lessons in Health on healthy living

This is a German film. Give your students some basic information about Germany, locating it geographically on a map, and economically as a developed country, and a member of the European Union. Some students may notice a lack of diversity among the students in the film. Germany has focused on integrating East and West Germany, after the fall of the Berlin Wall, and on the development of the European Union. Immigration occurs mainly among countries within the European Union, rather than from countries around the globe.

## **DURING SCREENING QUESTION/ACTIVITY**

In our real lives, sometimes friends help us and sometimes they hurt us. Conflicts can provide an opportunity for better understanding among friends. Watch how disputes develop and are resolved by the characters in this film.

**POST-SCREENING ACTIVITY:** Create a CONFLICT/RESOLUTION T chart on the board. Ask the students to define various conflicts in the film, then describe the way each conflict was resolved. This activity can be done as a whole class activity or the students can develop the charts, while working in small groups and reporting back to the whole class at the end of the activity.

OR

Working with the whole class, plot the screenwriter's story arc, comprised of smaller conflicts, building to the larger conflicts over Wilma and Leonie and the fight at the party. Did all the conflicts get resolved? Why? Why not? In life, some issues never get resolved. A follow-up writing activity can be recording a dating conflict as a storyboard sequence for a film.

To conclude divide the students into pairs and ask them to rate the film in writing, with a score of one to five stars (five being the best). Use specific references to the film as part of the explanation for the rating.

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## CONCLUSION/WRAP UP:

Dating is complicated. This was true in Shakespeare's time. It is true for adults. It will be true for you. Good communication skills and supportive friends will help you through the bumpy parts.

For potential screenwriters, romance offers unlimited possibilities for conflict and misunderstandings, essential plot devices for lively scripts.

## ADDITIONAL RESOURCES:

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<sup>i</sup> Lamb, Charles, and Mary Lamb. 1984 *Tales from Shakespeare*. London: Dillithium Press, Ltd. Children's Classics Division. *Shakespeare, William. A Midsummer Night's Dream*.

<sup>ii</sup> Check with AV Dept of your Board to use the film in class or suggest that students view the film at home.



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RATE THIS FILM

Name of  
Film \_\_\_\_\_

Rating \_\_\_\_\_

Reviewers \_\_\_\_\_

Reasons

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