

Adelaide
Film
Festival
Youth

Sad Girlz

Education Resource

adelaidefilmfestival.org/initiatives/aff-youth



Sad Girlz

(Chicas tristes)

Education Resource

Content Information, Synopsis & Themes

Curriculum Links

Questions & Resources



Content Information, Synopsis & Themes

Recommended Age: 15+

Viewer Advice: Contains themes of sexual violence

Themes:

- Friendship
- Consent
- Sexual Assault
- Trust
- Communication

Synopsis:

Painting a remarkable portrait of young female solidarity, Fernanda Tovar's unforgettable debut feature is anchored by the tight bond between Paula and La Maestra, two 16-year-old athletes hoping to compete at the Junior Pan American Swimming Championships. Everything changes after a party and one of the girls becomes increasingly withdrawn. Their bond is tested when the fraught reality of navigating consent without clear guidance spirals in the coming days. An achingly vital film, Tovar's triumph is as beautiful as it is heartbreaking.

Genre:

Drama, Women, Coming of Age

Country:

Mexico

Runtime:

90 mins

Language:

Spanish

Director:

Fernanda Tovar

Cast:

Rocio Guzman, Darana Álvarez, Lucio Lemus

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Links to the Australian Curriculum

Achievement Standard; Year 9

They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse representations of people, places, events and concepts, and how texts respond to contexts. They analyse the aesthetic qualities of texts.

Achievement Standard; Year 10

They read, view and comprehend a range of texts created to inform, influence and engage audiences. They analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers. They analyse the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts.



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Links to SACE Year 11 & 12

Creative Arts (Stage 1 & 2)

Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

Media Studies (Stage 1 & 2)

Students explore the role of media in Australian and global contexts, and how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time.

English (Stage 1)

Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry, and drama texts.

English (Stage 2)

English students analyse the interrelationships of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts.



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Questions & Resources

Before film questions:

- What does sexual consent mean?
- Why might consent be important?
- At what age, in South Australia, can people legally give their consent to have sex?
- Who can you talk to about sexual assault?
- What happens when trust between people is broken?
- How can friends sometimes be helpful yet sometimes unhelpful when talking about sex?
- What can we do to help ourselves communicate more successfully?

Revisit these questions after you have viewed and read these resources:

Having Sex for the First Time & Safer Sex (SHINE SA)

shinesa.org.au/sex-pleasure-consent/

Sexual activity and consent

(Legal Services Commission of South Australia)

lsc.sa.gov.au/resources/Young-people-and-the-law-Sexual-activity-and-consent.pdf

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After film questions:

- Sad Girlz is a film from Mexico. Why do you think a film from Mexico might be relevant to teenagers in South Australia?
- If you could change something in the narrative of the film, what would that be? Why make that particular change?
- In your opinion, is the performance of Darana Álvarez a convincing one?
- What is the central 'problem' in this film and how is it 'fixed'?
- Do you think the title Sad Girlz is a good one? What would you call the film if you made it and why?
- If you had to (briefly) recount events from the point of view of either Daniel or La Maestra what would you say?
- Sad Girlz has been described as a beautiful film. Why do you think making a beautiful film might be important to the film maker?

