

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource Pack: **Alemania**

Senior Phase (S3–S6) | Created by Gordon Mackenzie

**Discovery Film Festival: Sat 19 October – Sun 3 November 2024**

## DCA

Dundee Contemporary Arts

DUNDEE  
ONE CITY, MANY DISCOVERIES



[discoveryfilmfestival.org.uk](http://discoveryfilmfestival.org.uk)

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With support from the DCA Cinema and Learning teams



## Introduction

Discovery Learning Resources give you exciting classroom activities to enhance Curriculum for Excellence delivery.

They are created by classroom teachers and education professionals.

Each resource aims to:

- support and extend working with film in the classroom
- help prepare teachers for a class visit to a Discovery Film Festival film and to extend the impact of that visit for delivery of CfE
- develop confidence in Moving Image Education approaches and working with 21<sup>st</sup> Century Literacy/moving image texts

Each resource is free and available to download from:  
<http://www.discoveryfilmfestival.org.uk/resources>:

### *Alemania*

Dir: María Zanetti

Argentina / Spain 2023 / 1h 27

In Spanish with English subtitles



# Alemania

## Synopsis:

Lola (16) is busy trying to resit her exams, when an opportunity to study for a semester in Germany arises. She wants to go, but her parents struggle with the idea, due to both financial reasons and the toll of looking after her sister, who struggles with a mental health disorder. The instability in her relationship with her family make Lola even more set on traveling and she starts taking risks, making choices and looking for new experiences that might provide a different perspective.

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## Advisory note:

Occasional swearing in the subtitles. The dialogue has occasional references to sex (“A German guy will pop your cherry/You fucked him in a hot tub?”). One character drinks beer, and another smokes in a car. One character slaps another, one character jumps out of a moving car, there is a scene of a nose being pierced. None of this is overly focused on or gory. The film is suitable for S3–S6 learners, and the activities are marked with recommended stages.

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## Teacher’s notes:

Lola’s sister suffers from a mental health disorder. It’s not specifically mentioned in the film what it is, but is implied to be something like bipolar disorder. Lola struggles to maintain a positive relationship with her sister and her family, but perseveres. We do not really see any self-destructive behaviour, and the family are shown to care deeply for the sister affected by their mental health. The film might not be suitable for those pupils who have similar home circumstances with either mental health conditions or family members affected by similar.

This pack is aimed at Modern Languages students learning Spanish. The following Experiences and Outcomes are covered by this pack:

- *Reading:* **MLAN 4-08a, 4-09a, 4-11a**
- *Writing:* **MLAN 4-12a, 4-13a and b, 4-14a**
- *Listening:* **MLAN 4-01a**



## Before viewing the film

### Activity: **The Tagline (S3–6)**

The film's Spanish tagline is: *El amor no alcanza. No pierdas el entusiasmo.*

Think about what this means, then answer the questions in Spanish.

#### Prediction 1: Es una película...

- |                                     |                                             |                                               |                                      |
|-------------------------------------|---------------------------------------------|-----------------------------------------------|--------------------------------------|
| <input type="checkbox"/> de comedia | <input type="checkbox"/> de drama           | <input type="checkbox"/> de la vida cotidiana | <input type="checkbox"/> de horror   |
| <input type="checkbox"/> policíaca  | <input type="checkbox"/> película romántica | <input type="checkbox"/> musical              | <input type="checkbox"/> de realismo |

#### Prediction 2: Los protagonistas son...

- |                                       |                                  |                                       |                                       |
|---------------------------------------|----------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> estudiantes  | <input type="checkbox"/> músicos | <input type="checkbox"/> trabajadores | <input type="checkbox"/> amigos       |
| <input type="checkbox"/> desconocidos | <input type="checkbox"/> jóvenes | <input type="checkbox"/> viejos       | <input type="checkbox"/> desempleados |

#### Prediction 3: El tema / Los temas de esta película es / son...

- |                                         |                                    |                                        |
|-----------------------------------------|------------------------------------|----------------------------------------|
| <input type="checkbox"/> la amistad     | <input type="checkbox"/> el amor   | <input type="checkbox"/> la naturaleza |
| <input type="checkbox"/> el crecimiento | <input type="checkbox"/> la muerte | <input type="checkbox"/> la venganza   |



## Activity: **Logline (S3–6)**

A logline is a very short summary of a film. Here is the official logline for *Alemania*:

*Lola, una adolescente inmersa en una dinámica familiar inestable, quiere hacer un viaje de estudios en búsqueda de autonomía, libertad y nuevas experiencias.*

Revisit your predictions from above. Do you want to change any of your answers?

Choose five key words from the logline in Spanish that you think are central to understanding what *Alemania* is about. Make sure you know what they mean – look them up if you need to!

Did you pick the same as the person next to you?

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## Activity: **Poster**

### **Higher / Advanced Higher:**

Look at the poster (**Appendix 1**). Try to answer the following questions with one or two sentences of Spanish each.

- ¿Qué puedes ver en el póster?
- Describe al personaje principal que aparece en el póster.
- ¿Qué tipo de género crees que tiene la película?
- ¿Cuál crees que es el estado de ánimo o tono de la película?
- ¿Te gusta el póster?
- ¿Crees que el póster es efectivo, llama tu atención?
- ¿El póster te hace querer ver la película?
- ¿Qué colores se utilizan en el póster?
- ¿Cuándo crees que se desarrolla la película, según el aspecto del póster?

### **S3 / National 5:**

The same questions as above but in English. Try to answer the questions in Spanish.

- What can you see in the poster?
- Describe the main character pictured in the poster.
- What kind of genre do you think the film is?
- What do you think the mood or tone of the film is?
- Do you like the poster?
- Do you think the poster is effective – does it catch your attention?
- Does the poster make you want to see the film?
- What colours are used in the poster?
- When do you think the film is set, based on the poster?



## Trailer – in Spanish (no subtitles) (S3–S6)

Link: <http://youtu.be/ZTg81xeilpw>

The trailer is 1 minute, 24 seconds long. The first time, listen to the trailer without seeing the visuals – letting everyone focus on the sounds, the words and the ‘mood’ of the audio. Don’t worry about understanding all the Spanish!

What do you hear? What do you think is happening? Can you predict any details about scenes or plot?

Rewatch the trailer, this time with visuals.

What do you see? What do you think is happening? Can you predict any details about the plot?

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## Trailer – in English (S3–S6)

Link: [http://youtu.be/7dzAerCPB\\_Y](http://youtu.be/7dzAerCPB_Y)

Watch the trailer again, this time with English subtitles. Once you have watched this, check back to what you wrote down during the predictions and poster tasks. Were you right?

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## After the film (S3–S6)

Activity: **German exchange**

Imagine that you were going on a school exchange to Argentina, and were to spend a term living and studying in a school there. Much like Lola does in the film, write a letter to your host family, introducing yourself and talking about your life. You might want to talk about your family, where you live, or your current school. Think about what a host family would find interesting and want to know about you! Aim to write between 100 and 150 words.

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Activity: **Am I Being Unreasonable? (S5–S6)**

In recent years there has been an increase in people asking “Am I Being Unreasonable?” or “Am I Right?” online, looking for people to pass judgement on them.

Below are some “Am I Being Unreasonable?” questions, written by some of the characters in the film. For each, decide if they are being reasonable, unreasonable, if everyone’s being reasonable or if everyone is being unreasonable.

S3 Suitable:

Hola, me llamo Lola. Quiero ir a Alemania, pero mis padres dicen 'no'. Aprobé todos mis exámenes. ¿Estoy siendo irrazonable?

Lola

Soy Tati. Mi mejor amiga y yo fuimos a un concierto. ¡Fue muy divertido! Tenemos 16 años. Mi amiga bebió alcohol y fumó, y no estoy contenta. ¿Estoy siendo irrazonable?

Tati

Mi hija se hizo un piercing en la nariz sin pedirme permiso. Tiene 16 años, y es legal, pero me pone triste. No he pasado mucho tiempo con ella. ¿Estoy siendo irrazonable?

Sandra

Mi hija quiere conducir mi coche. Amo mi coche. Me preocupa que tenga un accidente. ¿Estoy siendo irrazonable?

Esteban



**S4–S6 suitable:**

**Extension:** Higher/Advanced Higher: Write some advice in Spanish to the character to say what they should do.

Hola, me llamo Lola. Quiero ir de intercambio escolar a Alemania. Mis padres dijeron que podría ir si aprobaba todos mis exámenes. Trabajé muy duro, aprobé todos mis exámenes y ahora no me dejan ir. Mis padres dicen que no tienen suficiente dinero porque están pagando las facturas médicas de mi hermana mayor. Quiero ir. ¿Estoy siendo irrazonable?

Lola

Soy Tati. Mi mejor amiga y yo fuimos juntas a un concierto. ¡Fue muy divertido! Después, en lugar de volver a casa conmigo, mi amiga me abandonó para irse con una chica que acababa de conocer. Me puse celosa. ¿Estoy siendo irrazonable?

Tati

Me molesta que mi hija se hizo un piercing en la nariz sin pedirme permiso primero. Tiene 16 años, y es legal, pero me pone triste que no me haya preguntado. No he pasado mucho tiempo con ella últimamente porque he estado muy ocupada. ¿Estoy siendo irrazonable?

Sandra

Mi hija quiere conducir mi coche. Amo mi coche. Me preocupa que tenga un accidente. Está bien si yo estoy en el coche con ella, pero no quiero que conduzca sola o con sus amigas. ¿Estoy siendo irrazonable?

Esteban

**Extension:** based on the film's characters and plot, can you come up with your own Am I Being Unreasonable? questions?



Activity: **Fictional Character, Director, or Both? (S4–6)**

*Alemania* is based on a true story – the director María Zanetti’s life. Read the statement from the director below, then decide whether each sentence underneath is true for Lola in the film (**L**), true for the director (**D**), or both (**B**).

**La historia de Alemania nace de la necesidad de reconstruir una parte de mi historia familiar, sobre todo de un momento específico de mi adolescencia. Cuando tenía catorce años, mi hermano, seis años mayor que yo, tuvo su primer episodio bipolar. Su estado de ánimo empezó a cambiar entre la manía y la depresión, sufría de insomnio, delirios místicos, entre otras cosas. En ese momento no había un diagnóstico claro. Nuestra relación se volvió cada vez más compleja y errática.**

**Esta situación nos atravesó como familia, mi hermano menor era muy chico, mis padres estaban desbordados, pasaron varios médicos y diagnósticos errados. Al mismo tiempo, hoy siento que viví esos años que quedaban de mi adolescencia con bastante más libertad porque mi mamá y mi papá estaban ocupados con otra cosa y eso me dio más autonomía para explorar otras cosas.**

**Cuando apareció la posibilidad de hacer un intercambio de un semestre en un colegio en Alemania sentí que era algo que tenía que hacer. Tenía dieciseis años y lo único que quería era irme de casa y vivir otras experiencias.**

1. She has a younger brother.
2. She has an older brother who has bipolar disorder.
3. She was able to have more freedom as a teenager because her parents had to look after her older sibling.
4. She got a nose piercing.
5. She went on a school exchange for a term.
6. Her parents were overwhelmed by what was happening.
7. Her older sibling suffered from insomnia.
8. She was able to spend time driving.
9. The school exchange happened when she was 16.
10. She has to pass all her exams in order to go on the school exchange.



Activity: **Closing credits song (S3–6)**

Over the end credits Charly García sings *Hablando a Tu Corazón*. <https://youtu.be/Z7AERldCALc>

On the first listen, listen to the song, and follow along with the lyrics below. Some lyrics have been transcribed incorrectly. Can you underline the incorrect words? There are two mistakes per stanza.

**Hablando A Tu Corazón – Charly García**

*Oh, siempre puede ser feliz  
Con tanta gente hablando, hablando a tu alrededor  
Oh, dame tu gato a mí  
Estoy hablando hablando hablando a tu corazón*

*Cuando estás muy sola, sola en la clase  
Con tanta gente hablando, hablando a tu alrededor  
No necesitas alguien quien te acompañe  
Estoy hablando, hablando, hablando a tu corazón*

*Oh, no voy a ser feliz  
Con mucha gente hablando hablando a tu alrededor  
Oh, dame tu amor a mí  
Estoy hablando, hablando, hablando a tu corazón*

*No importa el idioma ni las palabras  
Y las tonteras que se paran al ver nuestro amor  
Quiero que me hablas y que te abras  
Estoy hablando, hablando hablando a tu corazón*

*Oh, no puede ser alegre  
Con tanta gente hablando hablando a tu alrededor  
Oh, dame tu amor a mí  
Estas hablando, hablando, hablando a tu corazón*

*Oh, no puede ser feliz  
Con tantas amigas hablando hablando a tu alrededor  
Oh, no puede ser feliz  
Estoy hablando, hablando, hablando a mi corazón  
Oh, no puede ser feliz*



Listen to the song again. This time, the incorrect words have been removed. Try to work out what the missing words are. For S3 and S4, there is a word bank at the bottom.

### **Hablando A Tu Corazón – Charly García**

Oh, \_\_\_\_\_ puede ser feliz  
Con tanta gente hablando, hablando a tu alrededor  
Oh, dame tu \_\_\_\_\_ a mí  
Estoy hablando hablando hablando a tu corazón

Cuando estás muy sola, sola en la \_\_\_\_\_  
Con tanta gente hablando, hablando a tu alrededor  
No necesitas alguien \_\_\_\_\_ te acompañe  
Estoy hablando, hablando, hablando a tu corazón

Oh, no \_\_\_\_\_ ser feliz  
Con \_\_\_\_\_ gente hablando hablando a tu alrededor  
Oh, dame tu amor a mí  
Estoy hablando, hablando, hablando a tu corazón

No importa el \_\_\_\_\_ ni las palabras  
Y las tonteras que se paran al ver nuestro amor  
Quiero que me \_\_\_\_\_ y que te abras  
Estoy hablando, hablando hablando a tu corazón

Oh, no puede ser \_\_\_\_\_  
Con tanta gente hablando hablando a tu alrededor  
Oh, dame tu amor a mí  
\_\_\_\_\_ hablando, hablando, hablando a tu corazón

Oh, no puede ser feliz  
Con tanta \_\_\_\_\_ hablando hablando a tu alrededor  
Oh, no puede ser feliz  
Estoy hablando, hablando, hablando a \_\_\_\_\_ corazón  
Oh, no puede ser feliz

amor	calle	escuches	estoy	feliz	gente
idioma	no	puede	que	tanta	tu



## Activity: **Song choice (S5–6)**

Look at the corrected version of the first few verses of the song again.

Why do you think the director María Zanetti chose this song for the credits? What links are there between the lyrics and the film?

Do the lyrics of the song match the film's plot or the characters' feelings?

*Oh, no puedes ser feliz  
Con tanta gente hablando, hablando a tu alrededor  
Oh dame tu amor a mí  
Le estoy hablando, hablando, hablando a tu corazón*

*Cuando estás muy sola, sola en la calle  
Con tanta gente hablando, hablando a tu alrededor  
Necesitas alguien que te acompañe  
Le estoy hablando, hablando, hablando a tu corazón*

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## Activity: **Writing based on the film**

Below are some suggested topics that could provide inspiration for a short piece of writing in Spanish. For S4-6, these could be used to create the National 5 or Higher Writing Assignment.

### **S3**

#### **Sharing your opinion of a film**

Write about a Spanish language film you have seen (Alemania), and share your opinion of it.

You could mention:

- Whether you liked or disliked it
- The reasons why
- What kind of film it was
- What did you like best

#### **Your Family**

Imagine you are taking part in a school exchange to Argentina, and have been asked to describe your family in Spanish.

You could mention:

- The different members of your family
- A short description of their appearance and personality
- Whether you like them or not and why



## National 5

### A Cinema Review

Write 120–200 words in Spanish. You take part in an outing with your school to see a foreign film, *Alemania*. You are asked to give a brief account of the film in Spanish.

You could mention:

- An overview of the plot
- Your opinion of the film
- The themes of the film
- Whether you would recommend this film to others
- A description of one of the main characters

### Your Family

Write 120–200 words in Spanish. You are welcoming an Argentinian teenager into your house for two weeks as part of a school exchange, and have been asked to describe your family to them in Spanish.

You could mention:

- The different members of your family
- A short description of their appearance and personality
- How well you do or do not get on with them
- What causes any problems or arguments in your house
- What you particularly enjoy doing together with them

### Higher

***Alemania*, directed by María Zanetti, is set in the 1990s, before social networks and mobile phones. Life would be better without social networks and mobile phones. Do you agree or disagree?**

You could mention the different characters within the film and how they interact without mobile phones, or how the film might have been different if set in the present day with social network and mobiles.

Write 200–250 words in Spanish to express your ideas and opinions. Give reasons for your opinions and draw any appropriate conclusions.

### Reading a book is better than watching a film. Do you agree?

Write about a book that you have read and a film that you have watched in class. Which did you prefer and why? What differences were there between them? You could discuss how each plot developed and describe the main characters. You could also mention if it is better to see things on screen or imagine them from a book.

Write 200–250 words in Spanish to express your ideas and opinions. Give reasons for your opinions and draw any appropriate conclusions.



### **Good friends are more important than family. Do you agree?**

You could refer to *Alemania* and the friendships and family relationships seen in the film. You could also reflect more personally, and discuss the importance of friends and what they mean to you. You could also set out the advantages and disadvantages of different relationships. You could mention whether friends are reliable, and when being with friends is better than with family and vice versa.

### **There is more to school than passing exams. Do you agree?**

You could refer to *Alemania*, and how Lola spends a great deal of time studying to pass her exams while trying to balance life with her family and her job. You could discuss if you and your friends think passing exams is the most important thing about going to school. What else does school do for you? For example, you might want to discuss the benefits of taking part in extra-curricular activities and the relationships you form in school.

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### **Activity: Translation practise (Higher)**

Translate the sentences below into English. This is taken from director María Zanetti's statement about the film.

*Por otro lado, creo que Lola, al igual que yo, a lo largo de la película está atravesada por una especie de duelo. Creo que la adolescencia, con sus preguntas, sus frustraciones, sus confusiones y su dolor, es un largo duelo.*

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### **Activity: Film reviews (S5/6)**

Here are extracts from four different film reviews of *Alemania*. What ratings did each review give the film out of 5, in your opinion? What did the reviewers particularly like or not like? The answers are at the bottom of the next page.

The review below is adapted from [otroscines.com](http://otroscines.com) and written by Violeta Kovacsics. Published 11th April 2024.

*Ambientada a finales de los años 90, es la primera película de Zanetti y está basada en sus propias vivencias y recuerdos. Esta cercanía revela la delicadeza con la que la directora aborda el tema, con una naturalidad sorprendente. Los padres se muestran con todas las contradicciones de la vida, y algunos eventos clave se sugieren, pero no se muestran explícitamente. No se ven las decisiones tomadas, como si la película quisiera transmitir que la vida es un flujo constante, y los momentos importantes no se pueden reducir a una frase o un gesto. Zanetti no se excede en su ambición y retrata un período de crisis a partir del detalle y eludiendo cualquier estridencia.*

Activity: **Film reviews (S5/6)**

The review below is adapted from lanacion.com.ar and written by Pablo De Vita.  
Published 11th April 2024.

*La sensible película de María Zanetti muestra el paso de la adolescencia a la vida adulta y la relación con la identidad propia. Maite Aguilar hace un gran trabajo como protagonista, acompañada por Miranda de la Serna como Julieta, su hermana; Vicky Peña como la abuela, y María Ucedo y Walter Jakob. Todos ellos forman parte del elenco que cuenta una historia sencilla pero profunda sobre las relaciones familiares.*

The review below is adapted from fotogramas.es and written by Juan Pando.  
Published 9th February 2024

*Con este drama sobre la llegada a la edad adulta, su primera película, María Zanetti demuestra que una historia personal puede ser universal. La película es un 'espejo', inspirada en su propia familia, aunque no es autobiográfica. Muchos del público se identificarán con ella. Lo mejor: la verdad que muestran sus imágenes. Lo peor: demasiadas escenas nocturnas.*

The review below is adapted from escribiendocine.es and written by Juan Pablo Russo.  
Published 10th February 2024.

*La dirección de María Zanetti se destaca por su enfoque íntimo y sensible, manteniendo la cámara cerca de los rostros de los actores. Esto ayuda al público a conectar profundamente con los personajes y sus emociones. Alemania celebra la fuerza, el afecto y la capacidad de recuperación de una época anterior a la era digital. En un mundo en constante cambio, la película subraya la importancia perdurable de la conexión humana.*



**Review gradings from previous task:**

Otroscines – 3.5/5, Lanacion – 3/5, Fotogramas – 3/5, Escribiendocines – 3.5/5

Appendix 1

Poster







## Evaluating this resource

We hope that you found this resource useful and appropriate.

Please do send us any film reviews, letters from your pupils, documentation of classwork and your feedback by e-mailing [amaya.marco@dca.org.uk](mailto:amaya.marco@dca.org.uk)

## Would you make a good Discovery Film Festival Case Study?

We are seeking a number of simple Case Studies in how teachers have used or are using Discovery films in the classroom across Curriculum for Excellence and across the Levels.

Any case studies that we develop would be intended for presentation on GLOW, the Creativity Portal and on Discovery Film Festival websites. We have a simple template to be completed and are keen to have classwork and documentation included.

If you would like to be a Discovery Case Study please e-mail [amaya.marco@dca.org.uk](mailto:amaya.marco@dca.org.uk)