

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource: **Laura's Star (Lauras Stern)**

Early and First Levels | Created by Sonia MacEwan

**Discovery Film Festival: Sat 22 October – Sun 6 November 2022**

### DCA

Dundee Contemporary Arts

EUROPA CINEMAS  
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ONE CITY, MANY DISCOVERIES

CREATIVE LAND SCOTLAND  
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SCOTTISH  
EDUCATION

[discoveryfilmfestival.org.uk](https://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>:

### ***Laura's Star (Lauras Stern)***

Dir: Joya Thome

Germany 2021 / 1h19m

German with English subtitles



# Laura's Star (Lauras Stern)

## Synopsis:

Laura misses her old home very much after moving to the big city. She finds it difficult to make new friends and wants to go back to the house she refers to as 'home'. One evening, when she observes a small star falling from the sky and then finds it with a broken point, she comforts it and treats it caringly with a plaster. Together, she and the star experience magical adventures that make Laura's most imaginative dreams come true – and with the help of the star, she finally settles into her new home.

For over 20 years, *Laura's Star* has been one of Germany's biggest children's brands. The timeless character based on Klaus Baumgart's book now returns to the screens – 15 years after Thilo Graf Rothkirch and Maya Gräfin Rothkirch's animated film drew a whole generation of young fans to the cinema for the first time. This time round, the enchanting story about friendship, care and trust is told as a live-action film, charmingly and sensitively interpreted by up-and-coming director Joya Thome and produced by Christian Becker and Maya Gräfin Rothkirch. The film introduces very young viewers to important topics in an interesting, amusing and touching way.

Watch the subtitled trailer here: <https://www.youtube.com/watch?v=1EhbS3iOpbU>

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## Underlying themes:

This is a beautiful film that portrays the issues surrounding moving home and settling into a new area. The film has been shot in a lovely setting with beautiful, vivid colours which give it a real 'feel-good' factor. Children will find the film engaging and I don't think they will have an issue following the storyline as all the screenings in DCA Cinema will have a reader reading the subtitles out loud to assist them. There are many ways in which this film can be used in the classroom and I have included a range of activities to explore friendships, writing, art and numeracy. Most of these are aimed at around P1/2 but could be adapted to suit other age groups.

The resources in this pack are aimed at Early and First Levels of CfE. The activities focus on discussion, sequencing, writing, numeracy and health & wellbeing.

*I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a*

*I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a/1-01a*

*Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-09a*



When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. **LIT 1-09a**

I have the freedom to discover and choose ways to create images and objects using a variety of materials. **EXA 0-02a**

I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. **EXA 1-02a**

I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. **MTH 0-13a**

I can continue and devise more involved repeating patterns or designs, using a variety of media. **MTH 1-13a**

I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. **MNU 0-02a**





## Before watching the film

### Discussion

**You will need:** the film poster in Appendix 1 for showing to the whole class, the film trailer without subtitles: <https://www.youtube.com/watch?v=8Nmmdgf8RCY>

Look at the poster for the film in Appendix 1 on the Interactive Whiteboard. Discuss as a class what they think the film will be about. What do they think 'Stern' might mean? Is it similar to any word we know?

Read the questions below to see where to pause the trailer as you watch it. If the link above doesn't work, then search YouTube for "*Lauras Stern* – Trailer #1 Deutsch German (2021)." The trailer is in German with no subtitles. This will allow the children to use visual clues to determine what they think the film is about. Tell the children that they are going to be detectives while watching the film trailer. Their mission is to look for useful information. This could be things such as what the characters are doing, their facial expressions or music.

#### PAUSE THE TRAILER AT 16 SECONDS:

- Who is the main character?
- How do you think she is feeling? How do you know this?
- What other characters have we met?

#### PAUSE THE TRAILER AT 1 MIN 17 SECS:

- How is she feeling now? How do we know?
- Why do you think her feelings have changed?

#### WATCH THE REST OF THE TRAILER:

- Why do you think the star was at the window?
- Why do you think the star stopped glowing?
- What do you think will happen to the star?
- What do you think will happen to the girl?
- What kind of colours are in the trailer? What does this tell us about what kind of film it might be? Does it remind you of something you have watched? Would it be different if it was all dull colours?
- What language do you think they are speaking?
- What do you think the word 'Stern' means in English?

*I listen or watch for useful or interesting information and I use this to make choices or learn new things. **LIT 0-04a***

*As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **LIT 1-04a***

## After watching the film



### Activity 1: **Literacy – Sequencing/Writing**

**You will need:** copies of the images in Appendix 2 and copies of the sentences in Appendices 3/4/5/6 depending on the age & ability of pupils.

Pupils should work in pairs. Print the images in Appendix 2 for each pair of children. They should sequence the images and discuss with their partner what is happening in each one. Pupils can then either:

- **Glue each image into their jotter and write a sentence underneath to explain what is happening in the image.**
- **Match the sentences in Appendix 3 to the images.**
- **Have the sentences in Appendix 4 cut, ready for pupils to rearrange to form the sentence.**
- **Colour in the key words in Appendix 5 and match to some of the stills in appendix 2.**
- **Appendix 6 is a sheet with the words in dots that can be used for writing practice.**

*I listen or watch for useful or interesting information and I use this to make choices or learn new things.*  
**LIT 0-04a**

*As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.* **LIT 1-04a**

*I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write.* **ENG 0-12a / LIT 0-13a / LIT 0-21a**

*I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.* **LIT 1-22a**

## Activity 2: Literacy – Circle Time Discussions

In a circle, use the following activities for discussion.

- **Think of the word “star”.** What sound can you hear at the start? What other words can you think of that start with the/s/sound?
- **“Laura’s star is...”** Each child adds a word to describe the star. Go round the circle with each child saying “Laura’s star is (all the words said so far and then add a new word)”.
- **What makes a good friend?** Go round the circle and ask each child what they think makes a good friend. What do they like about their friends?
- **Starting something new.** In the film, Laura has moved to a new house and doesn’t have any friends. Can the children relate to this? Encourage each pupil to share a time when they have started something new, perhaps school or a club, or moved house. Alternatively, they could share how they felt at a time when they didn’t have a friend/anyone to play with. What could they do in this situation?

*I am aware of and able to express my feelings and am developing the ability to talk about them.*

**HWB 0-01a/1-01a**

*Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.* **LIT 0-09a**

*When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.* **LIT 1-09a**

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## Activity 3: Art – Create a Star

**You will need:** a copy of Appendix 7 for each pupil, a range of shiny, sparkly materials.

Using the star in Appendix 7, pupils decorate their star using shiny, glittery materials. Either cut the star out or leave on the A4 paper to allow older pupils to write words around the star to describe it.



*I have the freedom to discover and choose ways to create images and objects using a variety of materials.* **EXA 0-02a**

*I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.* **EXA 1-02a**





## Activity 4: Numeracy – Pattern

**You will need:** a copy of Appendix 8 for each pupil. Discuss patterns with pupils. Give them a copy of Appendix 8 and ask them to continue the star patterns. They can create their own patterns on the bottom two rows.

*I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. MTH 0-13a*

*I can continue and devise more involved repeating patterns or designs, using a variety of media. MTH 1-13a*

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## Activity 5: Numeracy – Counting

**You will need:** a copy of Appendix 9 for each pupil. Pupils count how many points are on each star shape and write the number in the middle of the star. They then colour the star with the least points red and the star with the most points green.

*I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. MNU 0-02a*

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## Activity 6: Literacy – Writing

Pupils should use the film as a stimulus for writing. They could structure their writing in different ways depending on age and ability:

- **I went on a... (train, plane, bus etc) to... (place).**
- **Write a letter to Laura telling her not to worry about settling in to a new home and giving her some advice on making new friends.**
- **A good friend is... (continue sentence and draw a picture).**
- **I feel sad when... I feel happy when... (continue sentence and draw a picture).**

*I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a*

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## Activity 7: Art – Junk Modelling/Literacy – Story Writing

**You will need:** junk for creating models, glue, paint, glitter etc (optional). In the film, both Laura and her friend have rockets they have made that they use to imagine going on exciting adventures. Children should collect junk and create their own models. They can discuss what adventures their model would take them on. Older pupils could also write a story about their adventure.

*I have the freedom to discover and choose ways to create images and objects using a variety of materials. EXA 0-02a*

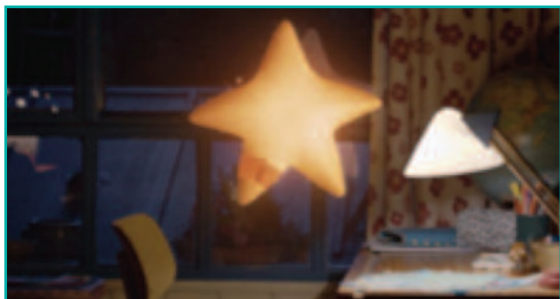
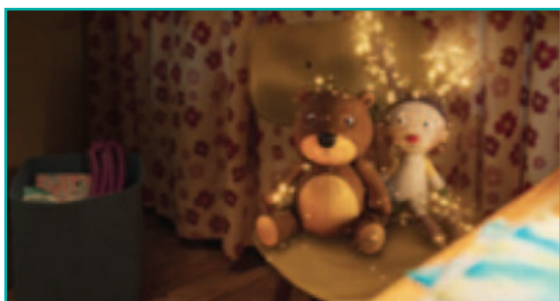
*I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a*

*I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a*



Appendix 1





### Appendix 3: Learning Intention: to match sentences to pictures

<p><b>Laura is sad in her new home.</b></p>
<p><b>She finds a star.</b></p>
<p><b>She helps the star.</b></p>
<p><b>The toys are alive.</b></p>
<p><b>Laura plays with the star.</b></p>
<p><b>The star gets sad.</b></p>
<p><b>Laura sends the star home.</b></p>
<p><b>Laura is happy in her new home.</b></p>

## Appendix 4: Learning Intention: to form sentences

Laura	is	sad	in	her	new	home
She	finds	a	Star.			
She	helps	the	Star.			
The	toys	are	alive			
Laura	plays	with	the	Star.		
The	Star	gets	sad.			
Laura	sends	the	Star	home.		
Laura	is	happy	in	her	new	home





Appendix 5:

**Laura**  
**star**  
**home**  
**sad**  
**fun**  
**help**



## Appendix 6: Handwriting Practice

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Handwriting Practice

Laura

star

home

sad

fun

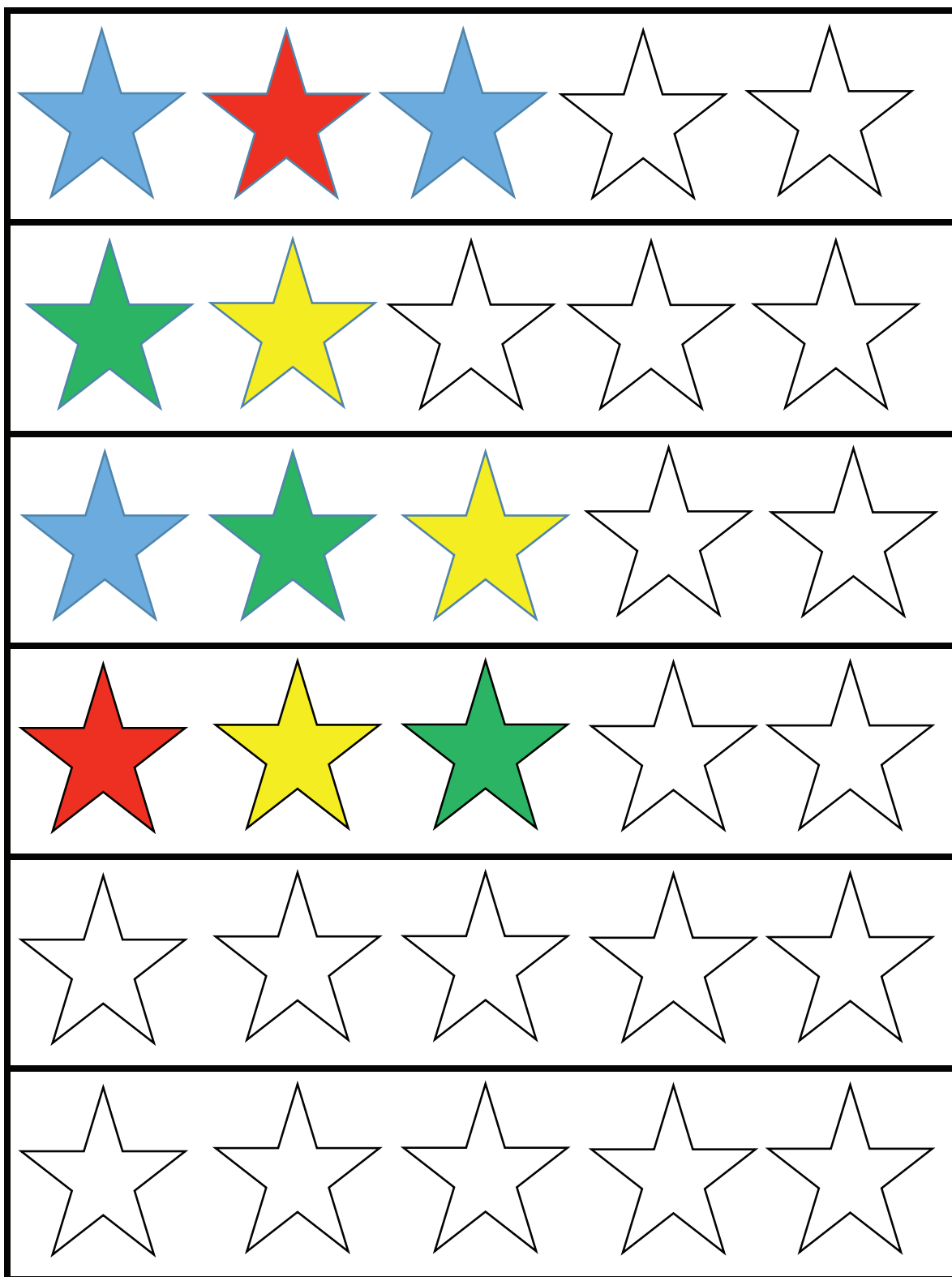


## Appendix 7:

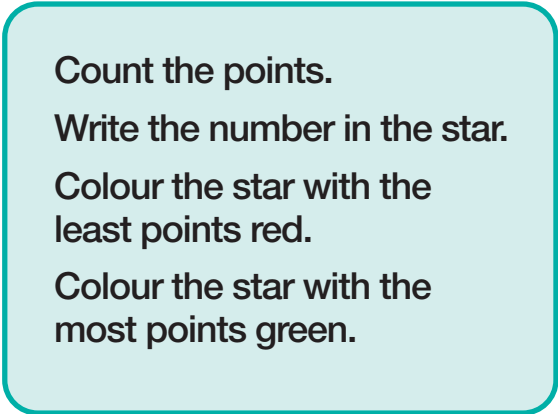




## Appendix 8:









## Film Information

The film is based on a series of books by Klaus Baumgart.

There is also a cartoon series, covering many issues and seasonal events, available to purchase on Amazon which could also be used as a follow-up in class.

[Watch Laura's Star, Season 1 Prime Video \(amazon.co.uk\)](https://www.amazon.co.uk)

## 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 [mike.tait@dca.org.uk](mailto:mike.tait@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 [sarah.derrick@dca.org.uk](mailto:sarah.derrick@dca.org.uk)