

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource Pack: **Lars is LOL**

Second Level | Created by Sarah McCaulay

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

### **DCA**

Dundee Contemporary Arts

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[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>:

### *Lars is LOL*

Dir: Eirik Sæter Stordahl

Norway / 2023 / 1h 25m

Norwegian with English subtitles

# Lars is LOL

## Synopsis:

Lars is LOL is a Norwegian film with English subtitles. Amanda is reluctantly tasked with taking special care of her new classmate, Lars, who has Down's Syndrome. To her surprise, Amanda and Lars develop a unique friendship. But in her struggle to fit in, Amanda ends up betraying Lars, causing her to lose both him and her other friends. In her quest for forgiveness, Amanda must find the courage to stand out and be true to herself. This film looks at the themes of friendship, bullying, inclusion and peer pressure. At the bottom of this resource pack, you will find some useful websites to help teach a little more about Down's Syndrome.

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## Advisory note:

The word 'retard' is used multiple times in this film. As a teacher, I would probably have a conversation with my class afterwards about this derogatory term.

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## Teacher's notes:

This resource pack is aimed at Second Level. The resource pack contains the following Experiences and Outcomes from a variety of curricular areas including:

- *Literacy (Listening and Talking):* **LIT 2-04a, LIT 2-07a**
- *Literacy (Writing):* **Lit 2-29a**
- *Health and Wellbeing:* **HWB 2-05a, HWB 2-09a, HWB 2-10a, HWB 2-44a, HWB 2-44a**
- *Social Studies:* **SOC 2-16b, SOC 2-16c**





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## Before watching the film:

### Activity 1: **The poster**

Look at the poster (**Appendix 1**)

Make predictions of what you think will happen in the film. This can be done in a whole class environment. You should direct learners to look at each character, their posture and anything else relevant – such as a mobile phone. It may be worth at this point having a conversation about Down's Syndrome. You could look at the NHS website which you can find the link to in the **Useful Websites** section.

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## After watching the film:

### Activity 2: **Discussion points**

- Discuss opinions of the film, remember to back up these opinions with evidence.
  - Discuss the different settings in the film and what makes those settings relevant to the plot.
  - Identify the main themes of the film.
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### Activity 3: **Film Literacy – Understanding Character**

Using big pieces of paper, write each of the main characters names and have learners rotate around the classroom analysing the characters. Think about their actions, their character traits and their relationship with other characters, as well as opinions about them. Come together as a whole class and share thoughts about this.

Allow time for an open class discussion, talking about the things that happened in the film and what they would have done in the situations of some of the characters. This could also open up a discussion regarding social media use, particularly within a second level context.





## Activity 4: **Inclusion – We’re All Unique**

Discuss Lars and the fact that he has Down’s Syndrome. Discuss what that means and if any of the learners know anyone with the condition. You can choose to delve into Down’s Syndrome further or even look at other conditions which may or may not be relevant to your setting such as Type 1 Diabetes, cerebral palsy or epilepsy. You may wish to set a research task for this and get learners to research different conditions. Discuss scenarios where there might be children in the class with some of these conditions and what it means to be an inclusive classroom.

The main message of *Lars is Lol* is that we are all different and we should celebrate the things that make us unique. You could create a class jigsaw where each child has a piece which represents them and can include visual representations of things that make them special such as culture, skills and traits.

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## Activity 5: **Creating spells**

In *Lars is Lol*, Lars and Amanda create spells together which have a number of varying results. Discuss which ones you can remember from the film. Then, learners should create some of your own spells. They can act them out in pairs or small groups then create illustrations to go with them.

As a teacher, I love using film in the classroom. *Lars is LOL* is no exception to this. Film is such a wonderful tool in the classroom as children always engage very well, due to the level of discussion that can happen after watching a short film. This can help learners produce some fantastic work such as writing and art. *Lars is LOL* focuses on bullying, peer pressure and inclusion, all of which are massive themes to our day to day running in schools. It is important that we talk about these issues with learners so this is a great tool to support that.

**Sarah McCaulay**  
**Canongate Primary School**

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## **Useful Websites**

<https://www.nhs.uk/conditions/downs-syndrome/>

<https://www.downs-syndrome.org.uk/about-downs-syndrome/>

<https://kids.nationalgeographic.com/pages/article/down-syndrome> – a useful document written from the perspective of a child with Down’s Syndrome



Appendix 1





## 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)