

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource Pack: **Living Large**

Second Level | Created by Matthew Pound

**Discovery Film Festival: Sun 25 October – Sun 2 November 2025**

# DCA

Dundee Contemporary Arts

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[dca.org.uk/discovery-film-festival](https://dca.org.uk/discovery-film-festival)

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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:

<https://www.dca.org.uk/discovery-film-festival-resources/>

### *Living Large*

Dir: Kristina Dufková

Czech Republic, Slovakia, France 2024 / 1h20m

English language



12-year-old Ben has just hit puberty and suddenly his weight is a problem – for him and for everyone else. The other kids bully him, his divorced parents don't know what to do... Even the school nurse is worried about him. So, despite his love of food and his emerging talent as a chef, Ben decides to take drastic action. He starts to diet. Maybe that can turn things round. And even win the heart of Klara, the girl of his dreams... Finally, Ben will learn that what truly matters isn't how you look – it's how you feel.

Upsetting scenes of bullying, multiple instances of profane gestures (middle finger), brief puppet nudity of Ben swimming in the pool without shorts.

Age and stage recommendations, including CfE objectives:

This pack is aimed at Second Level. The following Experiences and Outcomes can be covered:

Health and Wellbeing: **HWB 2-47a**

Literacy and English: **LIT 2-04a, LIT 2-07a, LIT 2-26a**

I think this film is an excellent discussion piece to use with Primary 7 classes for its themes of bullying and body image. The animation style is very unique, and the humour is great. I enjoyed watching it and think many pupils would benefit from seeing a character like Ben rise above his hardships and be supported by his friends and family.





## Before watching the film:

### Activity 1: Trailer Analysis (Literacy)

Watch the trailer (see link in **Useful links/websites** section) for *Living Large* and make some predictions of what you think will happen and what the characters will be like. Use the questions below to start discussions as a class.

Ask pupils to justify their predictions from what they see in the trailer:

- 1 Who is the main character and what problems do they face?
  - 2 Where do you think the film is set and why?
  - 3 What do you think of Ben so far as a character? What qualities and skills do you think he has?
  - 4 All the characters have a very unique design. Can you guess any of the characters demeanour or attributes based on their design?
  - 5 Ben appears to have a crush on Klara. Do you think he will get his happy ending with her?
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### Activity 2: Character Deep Dive (Literacy)

The film has lots of great characters that love and support Ben throughout the movie. Let's think more carefully about two characters from the movie. For each character draw a portrait of them and annotate it with their **qualities**, **desires**, **flaws** and **key moments** from the film.

For the first character choose Ben and choose any character for the second from below:

Ben's Mum, Ben's Dad, Sophie (Dad's new girlfriend), Gran or Max

Use **Appendix 1** as a worksheet template

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### Activity 3: Recipe Writing (Literacy)

Ben bakes a beautiful Pavlova cake for Klara halfway through the movie. Try writing the instructions to the recipe yourself using the pictures in **Appendix 2** to help you.

#### Things to remember:

- Use imperative verbs to tell the reader what to do.
- Include what you think you'll need to make the cake (equipment list and ingredients list).



## Activity 4: **Clay Figures (Expressive Arts)**

The characters of *Living Large* all have bizarre and strangely proportioned body parts to make them look unique. Some characters seem to have over exaggerated bodies to emphasise their personality traits, for example, Ben and his Dad have weight issues so they are presented with large bellies; the PE teacher has massive arms to show off his strength.

With this in mind create your own clay person in the style of *Living Large*. Use **Appendix 3** for reference.

### Materials:

- Clay or playdough for the model
- Acrylic paint
- Toothpicks
- PVA glue
- String, or fluffy material that could be used for hair

### Guide for creating your clay figures:

- 1 Start by roughly moulding the body, arms and legs. Bury a toothpick in the edges and attach them together.
- 2 Shape the face giving it distinctive features such as the sunken eyes and odd cheekbones.
- 3 Allow the model to harden overnight.
- 4 Paint clothes and details for the face using acrylic brushes.
- 5 Apply some glue to the head and your string for the hair.



## Activity 5: Discussion (Health and Wellbeing)

The movie deals with the themes of bullying and body image throughout. Thinking about Ben's story throughout, use the questions below to spark a conversation in the class.

### Bullying:

- 1 Ben is bullied by Max throughout the movie. What effect does this have on Ben originally and over time?
- 2 Max is always backed up by Klara's two brothers. Why do you think Max and the brothers bully Ben?
- 3 At the end of the movie Ben snaps and starts to throw a ball at Max. What do you think caused Ben to change and Klara's brothers to stop bullying Ben?

### Body Image:

- 1 At the beginning of the movie Ben is happy and doesn't seem to have a problem with his eating or body. What events change his perspective on this?
- 2 How do his friends treat Ben because of his size?
- 3 What tactic does Ben use to deflect hurtful things said to him?
- 4 The nutritionist suggests the problem is all in Ben's head. What do you think he means by that?

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## Activity 6: Food Songs (Expressive Arts)

Throughout the movie Ben comes up with lyrics to different songs and often relate to his weight or food. Try doing the same thing as Ben and write your own song based on food.

### Tips for writing your awesome song about food:

- Select one delicious food to sing about.
- Think of rhyming words to go with your food.
- Decide on your style of song (e.g. rap, pop or opera)
- Describe how the food makes you feel with the 5 senses.
- Write a catchy chorus
- Add some actions to go with the song

For example:

*Yo, I hear a pop, what's that sound?  
Something's jumpin', bouncin' all around!  
Microwave's lit, it's about to explode,  
Golden little kernels on snack attack mode!*

*Pop-pop-pop – it's a popcorn rap!  
Shake that bag, give the bowl a tap!  
Salty, sweet, cheesy or plain,  
Popcorn party – snack train lane!*



## Activity 7: **Clay Stop motion (Expressive Arts/STEM)**

The whole movie is made using puppets and clay. Using your own clay models from **Activity 4** try and make your own scene of stop motion. For a simple warm up task try having two characters walk into the scene, do a high five and then leave.

Set up an iPad with the Aardman Animator app and use the clay figures to make your stop motion animation.

### Tips for animating:

- Keep the camera still throughout the whole process.
- Small changes between pictures will make the movement smoother.
- Big changes between pictures can make it look fast.
- Use a green piece of paper as the backdrop if you want to replace it later.

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## Activity 8: **2D vs Stop motion animation (Film Literacy)**

While the whole movie is animated with clay puppets using stop motion animation there are scenes throughout that use 2D animations too. The director uses this to show how Ben sees the world and gives us his unique perspective.

Use the following questions to guide a discussion on how Ben's feelings are represented through the film:

- 1 Ben imagines himself getting blown up by a pump and exploding or turned into a duck. What emotions and experiences do you think influenced this sequence?
- 2 Ben often imagines Klara throughout the movie. How does she look in these sequences and what does she often do? What does this tell you about Ben's wishes and desires?
- 3 Ben imagines himself as a fat bug being inspected and prodded by the bullies and the nutritionist. What does this tell you about his fears?





Appendix 1 Worksheet template

Ben

Qualities:

Flaws:



Desires:

Key Moments:

Qualities:

Flaws:

Desires:

Key Moments:



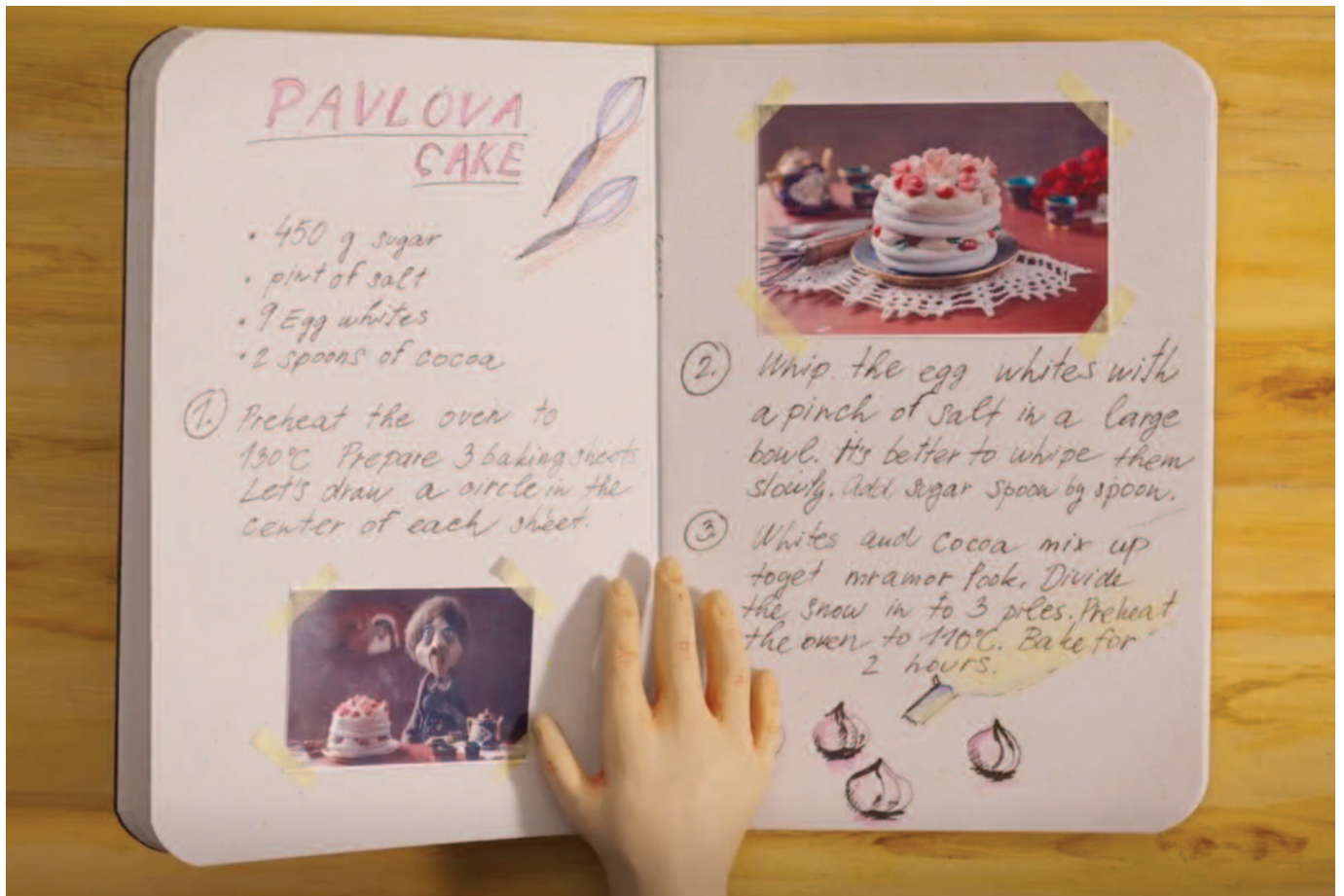




Appendix 2 Grandma's recipe



## Appendix 2 Grandma's recipe



### Useful websites / links:

Trailer link: <https://www.youtube.com/watch?v=QLI2hWtgAOo>

Aardman Animator app (already on DCC Devices)





## Appendix 3 Characters of *Living Large*









