

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack: **Ruido (Beef)**

S4 Upwards | Created by Gordon Mackenzie

Discovery Film Festival | Mon 2 – Wed 18 November 2026

DCA

Dundee Contemporary Arts

DUNDEE
ONE CITY, MANY DISCOVERIES

CREATIVE
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dca.org.uk/discovery-film-festival

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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 21st Century Literacy/moving image texts

Each resource is free and available to download from:

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

Ruido (Beef)

Dir: Ingrid Santos

2025/1h 25min



Ruido (Beef)

Synopsis:

Ruido follows the story of Lati (20), an Afro descendant rapper who dreams of making it in the freestyling battle scene. Since the loss of her father, Lati has found her refuge in music. However, her mother, a traditional Muslim, disapproves. Behind her mother's back, Lati trains with a former freestyle competitor. Lati strives to stand out in the competitive world of freestyle battles despite her mother's disapproval.

Lati faces a difficult decision: follow her dream of being a rapper or please her mother and give up on her passion. Lati manages to find her voice, turning her journey into an echo of personal revolution.

Advisory note:

Film is rated for age 15+ (S4 upwards, ideally a relatively mature S4 class upwards).

Subtitles (and the Spanish) feature over 50 uses of swear words. There are passing references to drugs – “Do you want a beer?”, “smoke that green”, “smoking hash”, and a reference to a character having taken cocaine in the past.

Other rappers use racism, sexism, and bodyshaming in their rapping to try to put off the flow of the main character. Some of these are designed to be shocking – “with beating is how I educate my bitches”, “your parents didn’t take you out the toaster in time” (in a reference to skin colour), “fatty”, references to “dicks”. This is not an exhaustive list. The main ‘hero’ character does not use sexist or racist language, and is seen to disapprove strongly of these comments.

The main character’s father died in the past two years, and a subplot involves his corpse needing to be exhumed and reburied elsewhere. If a pupil in your class has suffered recent parental loss, this may be upsetting.

Teacher’s notes:

Age and stage recommendations, including CfE objectives:

The film is suitable for ages 15 and above. This pack is aimed at Senior Phase learners of Spanish. This film is recommended for S4 upwards. The following CfE Experiences and Outcomes are covered in this pack:

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MLAN 4-01a, MLAN 4-02a, MLAN 4-03a, MLAN 4-05a, MLAN 4-06a, MLAN 4-07a, MLAN 4-09a, MLAN 4-10a, MLAN 4-11a, MLAN 4-13a and b, MLAN 4-14a

Teacher quote:

A film about freestyle rap might not be the first thing you think of when thinking about the topics covered in Higher Spanish, but this 90 minute wonder manages to fit in almost every topic – family conflicts, friendships, social influences and pressures, the impact of the digital age, planning for the future and choosing a career path, bullying, living in a multicultural society, racism and sexism. Not bad for a single film!

Described in one review as ‘*Karate Kid* with rappers’, *Ruido* is a film that wins you over with charm, beautifully acted performances and emotion. I can’t wait to show it to my classes and promote all sorts of discussions and reflections for weeks on end.

Before watching the film:

Activity 1: Dictionary Work: El Título: Ruido (Beef)

In Spain, the film is called *RUIDO*. In English-speaking countries, it is called *BEEF*. These two words do not translate directly. Using a dictionary or wordreference.com, look up the word ‘Ruido’ and write down all the various meanings in a spider diagram.

Now create another spider diagram with ‘Beef’ at the centre. What meanings are there for the word ‘beef’ in English?

Compare your two diagrams. Is there crossover between the two sets of meanings? Can you predict anything about the film from what you have written down? Why do you think the film title is in CAPITAL LETTERS?

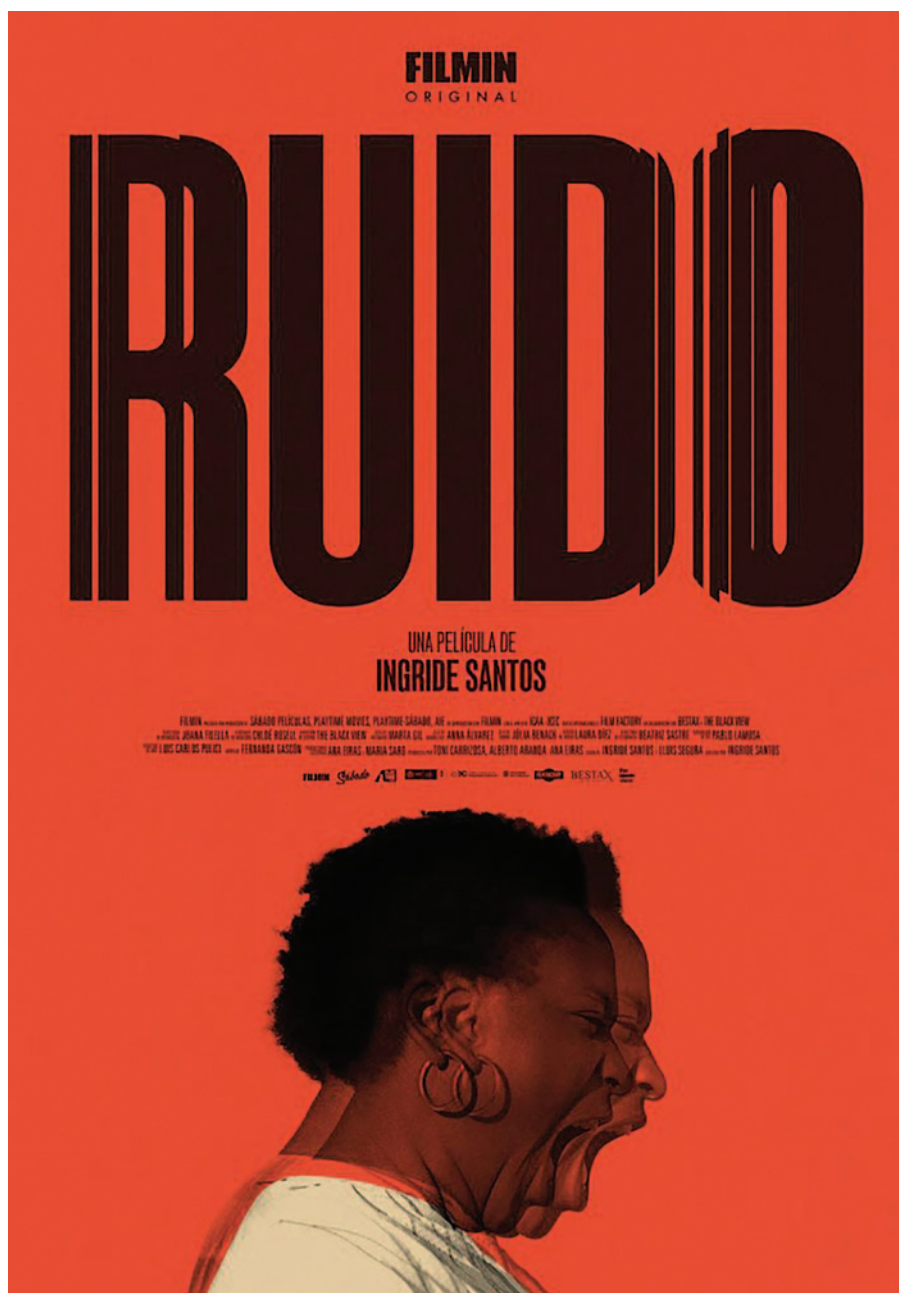


Activity 2: **Writing: El póster: The poster**

Look at the poster. If unable to provide colour printouts, display it on the smartboard.

Fill in the various headings below in Spanish, based on what you see:

- Una descripción del poster es...
- Los colores principales son...
- Creo que el póster utiliza estos colores porque...
- La protagonista de la película es...(una descripción)
- La personalidad de la protagonista es...
- Creo que el género de la película es...





Activity 3: **Listening: El Tráiler – the Trailer**

TEACHER'S NOTE:

The YouTube video linked has an annoying tendency to open an “auto dubbed” version of the trailer. You can switch back to the original Spanish language trailer by clicking the cog (settings) icon on the YouTube video, clicking on ‘Audio Track’, and selecting Spanish Original. This is the same place you can turn off subtitles, if turned on.

Link to trailer:

<https://www.youtube.com/watch?v=GAf510XFkQI>

- 1. First, play the trailer to the class without showing the images – let them focus solely on the audio.**

What do you hear? What kind of music do you hear? What background sounds do you hear – countryside noises, beach sounds, a motorway?

Can you pick out any key words? What characters can you hear, and what can you work out about them?

- 2. Then play the trailer again with images.**

Do your predictions based on the poster and the audio still work?

Can you predict the plot of the film?

- 3. Finally, play the film with English subtitles. This can be found here:**

<https://www.youtube.com/watch?v=S17HKz9cPg8>

Though you may need to turn off auto dub and auto subtitles again.

In Spanish, share with your partner what you think might happen in the film. If unsure, use one of the following sentence starters.

- En mi opinión...
- El género de la película es...
- La protagonista va a...
- Me gustaría / no me gustaría ver la película porque...

Activity 4: Reading and Translation: Origins of *Beef* – the short film

According to the director, Ingrid Santos:

RUIDO está inspirado en el cortometraje [short film] *BEEF*, que hizo la directora Ingrid Santos y por el que fue nominado a los Premios Goya 2021 ... La idea de convertirlo en un largometraje [feature film] fue cogiendo fuerza a medida que asistía a los festivales y percibía que la historia tenía gran aceptación por parte del público al que me dirigía. El cortometraje era en realidad la punta del iceberg de una gran historia que retrata el conflicto generacional de nuestra época.

- A. Translate the three sentences above into English.
Think carefully about the different tenses being used.

En un examen de literatura, en un instituto de cuarto de la ESO, una alumna llamada Melisa entrega su examen en blanco. Cuando su profesora le recrimina el hecho, Melisa le ataca alegando que todo lo que tiene que aprender en la escuela no le sirve de nada. Entre las risas y el ridículo la maestra hará todo lo posible para defender su posición como docente y como persona y se encontrará en la difícil tarea de justificar la desprestigiada educación que imparte. La discusión será el detonante para que estos personajes, en principio, antagonistas descubran que quizás están mucho más cerca de lo que creían.

- B. Above is a plot synopsis of *BEEF*, the short film. Skim the synopsis.
What similarities can you draw to *RUIDO*? Think of similarities in plot, character or theme.



Activity 5: **Talking activity: Rhyme Time**

When Lati first goes to Judy, she sits through a number of video exercises designed to get her thinking of possible rhymes. This can be turned into a group activity to encourage vocabulary building and speaking spontaneity.

Work in groups of 3 to 6. Each time, one person says a common Spanish word. Everyone else in the group has 30 seconds to come up with a word that rhymes in Spanish. If two people come up with the same word, they cancel each other out and get no points. Each original word not said or written by anyone else gets a point. The person who said the word gets a point for each original word the group comes up with.

This could be done spoken, rather than written, for a more able class.

Example common Spanish words that could be used:

casa,	perro,	camino,	ventana,
libro,	camisa,	puente,	jardín,
azúcar,	nube,	flor,	mesa,
zapato,	cuchara,	leche,	papel,
escuela,	naranja,	bolsillo,	guitarra,
verano,	montaña,	ciudad,	domingo,
corazón.			

Activity 6: **Talking and Writing: Reaction! Making a reaction video**

In *Ruido*, when Lati first goes viral, we see cameos from real-life Spanish influencers and streamers, including Daruma_SN, Sumeria La Seria, Kapo013 and Yagami. They watch the video of Lati at the Sants rap battle, and react to it.

Individually or in pairs, prepare a short script in Spanish. Imagine you are a Spanish streamer, interested in rap music, who has just discovered the clips from Sants. Aim to say about 100 words in Spanish, either expressing enthusiasm or disdain for this new unknown rapper, depending on your chosen point of view. You can either film yourselves (with the teacher's permission), record yourselves speaking the audio, or say it aloud to the rest of the class. Remember to convey emotion as you speak – are you excited? Nervous? Worried? Delighted?



Activity 7: **Listening activity – interview with the director**

In this clip, the Cinemascomics youtube channel interviews director Ingrid Santos.

The video has its own Spanish-language subtitles. See earlier for turning off auto-dubbing if needed. The following activity uses the first nine minutes of the video.

https://youtu.be/b6_7a0tlQJM

TEACHER'S NOTE:

It is possible to slow down a YouTube video by pressing the settings 'cog' in the bottom-right of the video. You can slow the video to 0.85x normal speed without any impact to audio quality, or slower still with some audio noise. This can help with more mixed ability classes.

In the first nine minutes, five questions are asked by the interviewer. As you listen, first of all work out what order do these five questions come in. Once you know the order, try to pick out a few key details for each that answers the questions.

- A.** The film talks about who we want to be and who we should be.
What was the original emotional idea that made you want to tell Lati's story?
- B.** The maternal figure is key to the film, played by Asaari Bibang.
What did you see in her that made her the emotional anchor for two conflicting generations?
- C.** Rap battles have lots of improvisation as they're live.
How did you bring this to the big screen? How much improvisation was there?
- D.** Something else that caught my attention was the change of aspect ratio, how it was a panoramic screen when Lati was outside, but more square when Lati is at home.
Talk to us about how you made this decision.
- E.** Your short film, *Beef*, explored freestyle rap.
When did you feel that you should turn it into a feature-length film?



Activity 8: **Writing Assignment Prompts**

Below are a number of prompts that could be used for a practise Writing Assignment, either at National 5 or Higher level.

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, *Ruido*. You are asked to give a brief account of the film in Spanish.

You could mention:

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

Your Family and Conflicts:

Write 120–200 words in Spanish. You have seen a Spanish film, *Ruido*, featuring a family with origins in Mali. You have been asked to compare and contrast your family with Lati's.

You could mention:

- The different members of your family and Lati's family
- A short description of their appearance and personality
- How your family compares to Lati's family
- How well you do or do not get on with them
- How well Lati does or does not get on with her family
- What causes any problems or arguments in your house/Lati's house

Higher

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

You could refer to *Ruido* 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.

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



Activity 8: **Writing Assignment Prompts**

You should follow your head and not your dreams.

Do you agree?

You could refer to *Ruido*, and how Lati has to decide between studying to become a dental hygienist while trying to balance life with her family and training in freestyle rap. You could discuss if you and your friends think getting a good job is the most important thing in your future, or if you want to follow your dreams and pursue your passions.

What might the future hold? What influences are there in your life to help you make this decision, and what advice might they give?

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

In *Rudio*, directed by Ingrid Santos, the main character Lati has racist and sexist language targeted at her in rap battles. Racism and sexism have no place in a modern society.

Do you agree or disagree?

You could mention Lati's experiences and what it tells us about the characters that use such language. You may also wish to draw on personal experiences, if relevant.

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

In *Rudio*, directed by Ingrid Santos, Lati gains a level of fame because she goes viral on Instagram. "I would like to go viral".

Discuss the positives and negatives of this.

You could mention Lati's experiences and the opportunities and disadvantages that it gives her.

You may also know of examples of people who have 'gone viral' in your community, and can draw on these. Is the price of fame too high? Is 'going viral' a valid career path that can be relied upon?

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

Additional content

Useful websites/links:

There are a number of further resources that could be used with *Rudio*.

The song that plays over the end credits is called “Ruido” by Ptazeta, and can be heard here:

<https://www.youtube.com/watch?v=mvqElfRjlqY>

An interview with the director in manageable Spanish is available here:

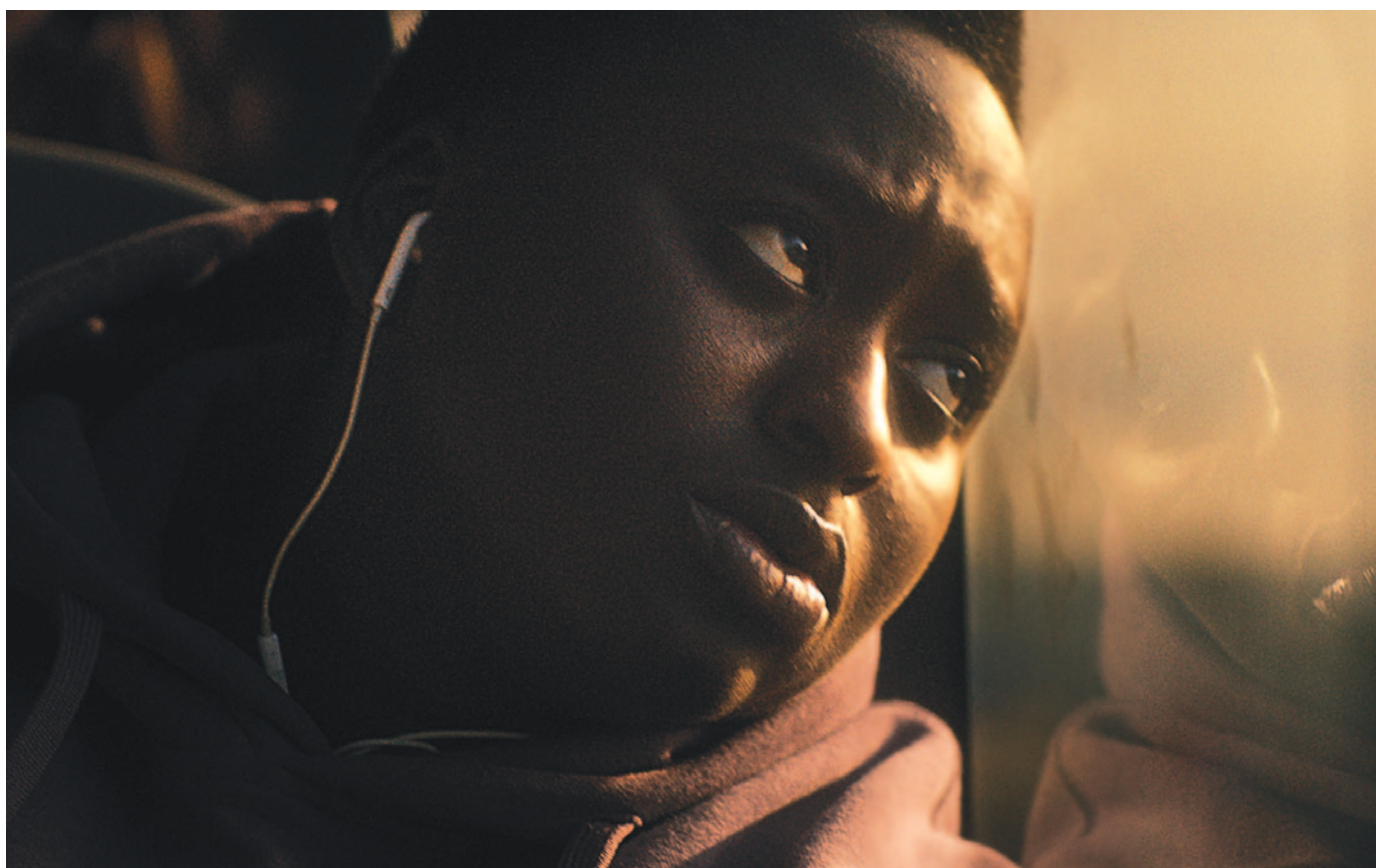
<https://www.cinemascomics.com/entrevista-ingride-santos-ruido/>

A review of Ruido can be found here:

<https://cineuropa.org/es/newsdetail/477844/>

Another can be found here:

<https://www.mindies.es/pelicula/ruido-critica-de-la-pelicula-de-ingride-santos/>





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 olivia.knight@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 olivia.knight@dca.org.uk