

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack: **La Suprema**

Third / Fourth Level | Created by Gordon Mackenzie

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

DCA

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ONE CITY, MANY DISCOVERIES



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/>

La Suprema

Dir: Felipe Holguín Caro

Colombia 2023 / 1h23m

Spanish with English subtitles



La Suprema

Synopsis:

Laureana is a teenager from the town of La Suprema, in Colombia, where there is no electricity. She dreams of becoming a professional boxer, but her grandmother refuses to let her. When she finds out that her uncle, a famous boxer, is about to fight for the World Boxing title, she wants to make sure that she can watch the fight – live on TV. But with no TV and with no electricity, she will need to get the whole town involved and behind her...

Advisory note:

No drugs, alcohol or sex in the film. Two swear words in the subtitles – one use of bastard, one of bullshit. A fight breaks out in a shop. No wounds or blood are seen.

Teacher's notes:

Age and stage recommendations, including CfE objectives:

This film is appropriate for ages 12+. There is nothing objectionable in the film that would make it inappropriate for younger Secondary pupils, which could open it up to BGE audiences. The resource pack has a range of activities aimed at different levels, to cater both for BGE and Senior Phase pupils. The following CfE Experiences and Outcomes are covered:

Listening: **MLan 3-01a**

Reading: **MLan 3-08a, MLan 3-09a, MLan 3-10a, MLan 3-11b**

Writing: **MLan 3-12a, MLan 3-13a, MLan 3-14a, Tch 3-04a**

Home Economics: **Tch 3-04a**

Teacher quote:

As Spanish teachers, it's all too easy to forget that there's a world outside of Spain. It's delightful to be able to recommend a film from Colombia, a part of the world about which we only hear negative headlines in the news, and even better for it to be a film telling a positive story of hope and trial against all odds to fight for your community. *La Suprema* is a window into a way of life so completely unlike our own, and a charming film about wanting to follow your dreams.

Bringing the world to your classroom really empowers young people as Global Citizens, able to see perspectives and lifestyles completely contrasting their own. Taking pupils to Discovery Film Festival every year and opening their eyes to a world of cinema outside of standard Hollywood fare is one of the highlights of the year.

Activity 1: Trailer – audio and video analysis

The trailer for *La Suprema* can be found on YouTube, either by searching “La Suprema trailer” or by clicking on the link <https://www.youtube.com/watch?v=6vYrrBTafWc>

First, play the trailer to the class without any visuals – i.e. let them hear the audio only. It might be beneficial to play it through twice.

- Where in the world do the class think this film is set?
- When do they think it is set?
- Can they pick out any repeated key words that give any indication as to the plot?
- Can they work out what La Suprema is or refers to?

After this discussion, show the trailer again, this time with visuals.

Revisit the questions above and see if any answers have changed.

- Where in the world do the class think this film is set?
- When do they think it is set?
- Can they pick out any repeated key words that give any indication as to the plot?
- Can they work out what La Suprema is or refers to?

The song at the end of the trailer has the following lyrics:

Ya no sé qué es lo que pasa

Aquí vivo yo

Que no estamos en el mapa

Aquí vivo yo

En el pueblo de La Suprema

Aquí vivo yo

- What is this telling us about the main problem in *La Suprema*?

Poster



Activity 2: Writing a bullerengue song about your home area

Bullerengue is a traditional style of music and dance from the Caribbean region of Colombia, where *La Suprema* is set. In the film, Laureana's grandmother, Pabla, sings a slow bullerengue about her town. It can be heard by clicking here <https://www.facebook.com/watch/?v=387322194298952>

The lyrics, complete with English translation, are below.

Spanish

Oye le le, oye mi pueblo

Pueblo de La Suprema

Oye le le, oye mi pueblo

Pueblo de La Suprema

Es rico en toda su región ①

Pueblo de La Suprema

Ombe, tenemos dos embalses ②

Pueblo de La Suprema

Uno es Matuya y otro es Playón ③

Pueblo de La Suprema

Oye le le, oye mi pueblo

Pueblo de La Suprema

Del cultivo y de la pesca ④

Ay que vivimos por aquí

Oye le le, oye mi pueblo

Pueblo de La Suprema

Oye le le, oye mi pueblo

Pueblo de La Suprema

English

Oye le le, hear my town

Town of La Suprema

Oye le le, hear my town

Town of La Suprema

It's rich in all its region ①

Town of La Suprema

We have two reservoirs ②

Town of La Suprema

One in Matuya and one in Playón ③

Town of La Suprema

Oye le le, hear my town

Town of La Suprema

Of farming and fishing ④

Oh those of us who live here

Oye le le, hear my town

Town of La Suprema

Oye le le, hear my town

Town of La Suprema

Can you write a Spanish-language bullerengue about the place where you live, be it village, town or city? If you want support, you could start by changing the underlined sections of the Spanish lyrics above.

① is describing the area

② mentions a feature in the area that is well-known

③ gives more information about the feature mentioned in ②, such as naming it

④ mentions the two main industries of the area

Activity 3: Bullerengue music – La Suprema

Bullerengue is a traditional style of music and dance from the Caribbean region of Colombia, where *La Suprema* is set.

The film ends with a bullerengue song simply called “La Suprema”. It can be heard on YouTube by clicking here https://youtu.be/1K_5SrAOrrA or by searching “La Suprema bullerengue”.

Listen to the track through. As you do, try to hear and complete the missing words in Spanish. Think about the sounds and spellings of Spanish words and try to be accurate. Once you have done this, make sure to put the same words in the English, too. You can pause or rewind the YouTube video as many times as you need to. You can also slow down the song by pressing the cog icon on the video.

Spanish

Aquí vivo yo,

Aquí vivo yo.

Le la le, le la le la

Aquí vivo yo,

En el pueblo de La Suprema.

Aquí vivo yo,

Ya no sé qué es lo que pasa.

Aquí vivo yo,

Que no estamos en (1) _____.

Aquí vivo yo,

En el pueblo de La Suprema.

Aquí vivo yo,

En el pueblo de La Suprema.

No estamos (2) _____ de piedras,

(3) _____ menos abajo de tierra.

Agarrados de (4) _____,

Juntos (5) _____ coloreamos.

En el pueblo de La Suprema,

Vivimos la (6) _____ buena.

Nos levantamos temprano,

Y la tierra (7) _____.

English

Here is where I live,

Here is where I live.

Le la le, le la le la

Here is where I live,

In the town of La Suprema.

Here is where I live,

I don't know what is happening.

Here is where I live,

We are not on (1) _____.

Here is where I live,

In the town of La Suprema.

Here is where I live,

In the town of La Suprema.

We are not (2) _____ stones,

(3) _____ less underground.

Holding (4) _____,

we'll colour (5) _____ together.

In the town of La Suprema,

good (6) _____ live.

We rise early,

and (7) _____ the earth.

Activity 3: Bullerengue music – La Suprema

Spanish

Aquí vivo yo,
En este pueblo viejito.
Aquí vivo yo,
Ombe, apilando el (8) _____.

Aquí vivo yo,
Ay, (9) _____ en el arroyo.
Aquí vivo yo,
Pensando en el desarrollo.

Aquí vivo yo,
En el pueblo de La Suprema.
En (10) _____ de Bahareque,
La paz siempre prevalece.

El (11) _____ de mango sonriente,
En la represa florece.
Aunque hay golpes del destino,
Hay lágrimas y alegría.

Aquí (12) _____ y aquí me quedo,
Con toda la gente mía.
Aquí vivo yo,
En el pueblo de La Suprema.

Aquí vivo yo,
En el pueblo de La Suprema.
Aquí vivo yo,
En este pueblo bonito.

Aquí vivo yo,
A orillas de la carretera.
Aquí vivo yo,
Donde está la gente buena.

Aquí vivo yo,
Le la le, le la le la.

Aquí vivo yo,
Le la le, le la le la.

English

Here is where I live,
In this little old town.
Here is where I live,
Stacking the (8) _____.

Here is where I live,
(9) _____ in the stream.
Here is where I live,
Thinking about progress.

Here is where I live,
In the town of La Suprema.
In (10) _____ mud _____,
peace always prevails.

The mango (11) _____ smiles
on the reservoir.
Although there are blows of fate,
there are tears of joy too.

Here (12) _____ and here I stay,
with all my people.
Here is where I live,
in the town of La Suprema.

Here is where I live,
In the town of La Suprema.
Here is where I live,
In this pretty town.

here is where I live,
by the side of the road.
Here is where I live,
where the good people are.

Here is where I live,
Le la le, le la le la.

Here is where I live,
Le la le, le la le la.



- Answers to Activity 3:**
- (1) el mapa – the map
 - (2) bajo – under
 - (3) mucho – much
 - (4) la mano – hands
 - (5) el mapa – the map
 - (6) gente – people

- (7) trabajamos – we work
- (8) arroz – rice
- (9) lavando – washing
- (10) mi casa – my house
- (11) sol – sun
- (12) estoy – I am

Activity 4: **Penpal letter to Laureana**

We see Laureana attend school in La Suprema. She has written to schools in other countries, in order to find out about different ways of life, and would like to know about your life.

Could you reply to her, talking about where you live, your hobbies, and what you would like to do in the future? You could use Laureana's letter as a starting point and adapt various parts.

Hola, me llamo Laureana y vivo en un pueblo llamado La Suprema, que está en el Caribe colombiano. Mi pueblo es muy pequeño y no tiene electricidad. No tenemos muchas cosas modernas.

Yo soy una chica afrocolombiana y tengo 16 años. Mi sueño es ser boxeadora profesional. Mi tío Anastasio es un gran boxeador. Decidí que yo también quería entrenar para ser como él. Mi abuela Pabla no está de acuerdo, y dice que debo cuidarme y no hacer cosas peligrosas. Ella me quiere mucho, pero no entiende mi sueño.

Voy a una escuela pequeña que tiene una sola habitación. No tenemos electricidad ni pantallas, solo una pizarra y un mapa de Colombia. Tenemos que usar uniforme todos los días – no me gusta. A pesar de todo, me gusta ir a clases, porque aprendo cosas nuevas y estoy con mis amigos.

Me gustaría saber más de ti. ¿Cómo es tu escuela? ¿Qué asignaturas te gustan? ¿Cómo es tu familia? ¿Tienes algún sueño como yo?

¡Gracias por leer mi carta! Con cariño,

Laureana



Activity 5: Colombian Context Clues

Much like English, there are many varieties of Spanish.

While much Colombian Spanish will be familiar to Castilian Spanish speakers, some will be less so.

Can you guess the meaning of these uniquely Colombian words from the surrounding context?

1. Mi madre es super **intensa**, quiere que limpie mi dormitorio todo el tiempo.
2. ¡Eww, este queso huele horrible... huele a **pecueca**!
3. Todas las mañanas **manejo** mi coche al trabajo.
4. No, hoy no puedo ir, tengo mucho **camello** para el colegio.
5. Pasé el examen de pura **chepa**.
6. “Haz tu cama, lava los platos, aspira el suelo, haz los deberes y saca la basura.”
“¡Ya! ¡Deja la **cantaleta**, mama!”
7. ¿Tienes hambre? ¿Sí? Va conmigo, vamos a comer un **mecato**.
Tengo chocolate, galletas, pasteles...
8. Este vestido que me compré en Vinted es **chiviado**.

Answers to Activity 5:
(1) Annoying
(2) Smelly feet
(3) Drive
(4) Work

(5) Luck
(6) Nagging
(7) Snack
(8) Fake

Activity 6: **Cross-curricular project: Making alegrías**

Alegrías are a sweet treat made in Colombia. In the film, Laureana and her grandmother make them at home, then Laureana sells them on the bus to Cartagena to raise money for the TV.

Below is a recipe for alegrías. Can you work out what ingredients are needed, and the quantity? If your Home Economics department are willing, can you make some?

First, translate the ingredients and quantities. Then find the instruction words – the verbs – in the instructions. These have been underlined to help you.

Ingredientes principales para preparar 10 alegrías:

Cien gramos de palomitas (un paquete grande)

Ochenta y cinco gramos de coco desecado

Doscientos gramos de azúcar blanco

Cien veinte mililitros de agua

Seis gramos de semillas de anís

Tres gramos de canela en polvo

1 pizca de sal

En una cacerola, calienta el azúcar con el agua hasta que se disuelva por completo.

Agrega el anís y la canela, y cocina hasta obtener un jarabe espeso.

Añade el coco y mezcla bien. Luego, incorpora las palomitas y revuelve rápidamente para que todos los granos queden cubiertos.

Con las manos húmedas, toma porciones de la mezcla y forma bolitas.

Deja enfriar completamente las alegrías antes de servir.

Recipe adapted from Colombian newspaper *El Universal*, original recipe at:

<https://www.eluniversal.com.co/ocio/2025/03/17/receta-para-semana-santa-prepare-deliciosas-alegrias-con-coco-millo-y-anis/>



Activity 7: Reading exercise: The impact of *La Suprema*

Read the text below about the film *La Suprema* and the impact it is having in the community where it was filmed. Then answer the questions that follow.

La Suprema, la ópera prima del director Felipe Holguín Caro, tiene un objetivo claro: visibilizar la realidad y las necesidades que tienen pueblos del Caribe colombiano, como La Suprema, una aldea del municipio de Maria La Baja, al noroeste de Bolívar, un departamento de Colombia.

Una narración inspirada en la historia de Kid Pambelé, cuando el veintiocho de octubre de mil novecientos setenta y dos logró el primer título mundial de boxeo para Colombia. Habían pasado muchos años desde que Pambelé se impuso en el boxeo mundial y La Suprema todavía no conoce lo que es tener agua potable y, fue hasta el año pasado, que tuvieron consciente de lo que era el cine y cómo se hacía.

Pedro, hijo de la comunidad de La Suprema, cuenta que la película es un hito para la comunidad, que estuvo inmersa hasta el último día. “En la comunidad nadie conocía lo que era hacer cine ni habían ido a cine y que consideraban que era algo de gente rica. Ahora los jóvenes sueñan con hacer cine y narrar historias a través del cámara de video”. Hasta se permiten soñar con un proyecto de turismo comunitario que les permita tener una fuente de ingresos económicos.

1. Complete the following sentence with answers based on the first paragraph of the text.

La Suprema, the first film by director Felipe Holguín Caro, has one clear goal: to highlight the _____ and _____ of towns in the Colombian Caribbean. (2)

2. Where is La Suprema? (2)

3. When did Kid Pambelé become world boxing champion for Colombia? (1)

4. It has been many years since Pambelé became world boxing champion. What vital necessity does La Suprema still not have? (1)

5. In the community, nobody knew what filmmaking was, and cinemas were considered something for who? (1)

6. What do young people now dream of doing? (2)

7. Why do the community now plan to start a tourism project? (1)

Text adapted from El Universal, Colombian newspaper. Original article here:

<https://www.eluniversal.com.co/cultural/2024/10/08/conozca-el-impacto-de-la-pelicula-la-suprema-en-una-vereda-de-bolivar>



Useful websites/links:

Interview with Pabla Flores, who plays Grandmother in the film and sings some of the songs.
In Spanish:

<https://www.eltiempo.com/cultura/cine-y-tv/la-cantadora-pabla-flores-en-la-suprema-crei-que-cantar-era-mi-unico-talento-3338517>

Review of the film in Spanish:

<https://es.rollingstone.com/critica-la-suprema/>

Review of the film in English:

<https://variety.com/2024/film/reviews/la-suprema-review-1236256625/>

Resource pack for Spanish schools from Festival De Málaga

<https://festivaldemalaga.com/public/La%20suprema.pdf>

Director interview, talking about the real villages that La Suprema is based on:

<https://www.elcolombiano.com/cultura/cine/la-suprema-pelicula-colombiana-de-felipe-holguin-IC24405184>



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**

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**