

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack: **Jump (¡Salta!)**

First Level | Created by Tinike Dingwall

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

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

Jump (¡Salta!)

Dir: Olga Osorio

Spain 2023 / 1h25m

Spanish with English subtitles

Jump! is a buddy movie starring two very different siblings, in a story that jumps from the 1980s to the present day. It aims to be an emotional, feel-good film, one of those that moves you, but leaves you smiling and knowing that life, after all, isn't so bad. The essential theme is the relationship between siblings, family roles, and how difficult it can be to understand and communicate with the people we love most.

There is a scene with guns, but no violence happens. It is in reference to them time travelling to the past. The film also discusses a missing parent and the possibility of time travel and the butterfly effect. It mentions mental health issues and describes a panic attack. The grandmother character in the film also suffers from dementia.

Age and stage recommendations, including CfE objectives:

Literacy and English: **LIT 1-24a, LIT 1-23a, LIT 1-22a, LIT 1-21a, LIT 1-26a, LIT 1-01a, LIT 1-06a, LIT 1-07a**
Expressive arts (Art and design): **EXA 1-02a, EXA 1-06a. (Drama) EXA 1-14a, EXA 1-12a. (Music) EXA 1-16a, EXA 1-17a.**

Science: **SCN 1-20a**

Numeracy and mathematics: **MNU 1-11a**

This film is all about the relationships between the characters. It celebrates how they are all different but working together then can solve their problems and make things better. It celebrates women in STEM with both the missing Mum character and Elena making important STEM breakthroughs. As the movie moves from 1989 to 2022 it highlights key technological advances, especially for children. It touches briefly on mental health issues and has images of boys and men crying and showing their emotions. While there is a lot of serious and important issues in the film it is funny and keeps you wanting to know what will happen next. I think there are so many learning opportunities to use in the classroom. The film is in Spanish with English subtitles, but the storyline is easy to follow, and the characters are relatable.

Before watching the film:

Activity 1: Film Poster (Discussion and prediction)

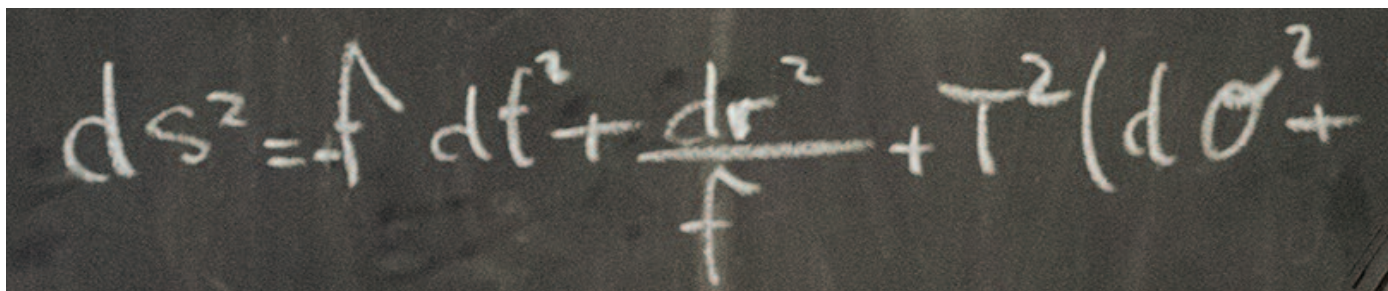
Look at the poster in **Appendix 1**. This could be printed for pupils to work together in small groups with a copy each or displayed on an interactive whiteboard.

- Discuss what they think the film might be about. Look at the characters; what do they look like?
- They may notice that the film is not in the English language; do they know what language it is?
- The title: tell them that “salta” means jump. Does this give them any more clues about what the film may be about?
- The tag line “viajar en el tiempo, un juego de niños” – means “time travel, a child’s game”. Does this give any more clues as to what the film might be about?
- You may want to discuss other time travel kids films they may have seen such as *Back to the Future*.

Watch the film trailer: <https://www.youtube.com/watch?v=h7353uPpock>

Does this change any of the pupil’s thoughts from their poster discussions? Was there any further evidence to support their thoughts?





$$ds^2 = -f dt^2 + \frac{dr^2}{f} + r^2(d\theta^2 + d\phi^2)$$

Activity 2: **Create a lost poster for Pepe (Design & Literacy)**

Pepe the turtle is lost. We know he is in the wormhole, but Oscar does not. He makes a lost poster to try and find him; can you make it better? What information would he need to put on the poster? (Image, description, where he was last seen, what he eats, contact details etc).

- Might be worth discussing what contact details are safe to put up. Would a reward encourage people to help look or return the pet?
- Discuss as a class and then have pupils individually or in pairs/groups create their own lost posters.

This activity could be completed using ICT.

Activity 3: **Time Travel (Drama)**

In the film the characters time travel to different times. Act out time travelling and ending up in different places and times. Pupils can describe what they are seeing and feeling but are not allowed to say directly where they are.

For example: if in a desert could say it was hot and lots of sand. Other pupils may want to guess where they are.

I have included example cards to use in **Appendix 2**, but it would be good to have pupils create their own cards to use.



Activity 4: **Personal time travel (Literacy)**

Imagine you got to time travel to any place and time in history or the future; where would you go and why?

Might be good for the teacher to give an example: go back to the time of the dinosaurs to see how big they really were or go forward to 2050 to see if humans are living in space.

They can then use this to complete an imaginative piece of writing. From when they jump into the wormhole, where do they end up? What they feel? How do they end up getting back to their own time or do they decide to stay there?

This writing piece would be a longer piece and so with planning time would probably be completed over several days.

Activity 5: **Characters (Film Study)**

All the characters have quite different personalities. Discuss personalities and introduce vocabulary which they may need.

Complete the worksheet on the main characters **Appendix 3**. As the pupils have only seen the film once, I would recommend them working in groups to complete this. I would suggest completing a character together as a class before they begin in groups.

Think about the characters' activities and jobs shown in the film and how they give them their personality as well as how they are dressed.

After they have completed the class could feedback what they had put down to describe the characters.

Then have a plenary on how although the characters are all so very different, their differences help them work together and discover about the wormholes and time travel. You may also discuss how the characters change throughout the movie.

I have also included teachers notes on the characters from the film's director. **Appendix 4**.



Activity 6: **Whistle codes (Music)**

- When the characters find themselves in 1949, they use whistle codes. How did they learn the whistle codes? Why would this be a good way to secretly communicate to one another?
 - **Task** – In pairs/groups, can you make up music whistling or humming or clapping codes? Can you make up different responses which mean different things? Are you able to write your code down in some way?
-

Activity 7: **Women in STEM (Science, mathematics and social studies)**

The Mum in the movie found the wormhole. She had folders and folders of her research. Elena also helps Oscar to get the calculations correct to find the other wormholes. It is rare to have females as the main roles in STEM activities in movies.

Look at some other famous Women in STEM. Discuss what STEM is and what an impact it has had on our lives today. Here are some child friendly websites including videos.

Horrible Science: Women of Science:

<https://www.bbc.co.uk/bitesize/articles/zhp73qt#zpn2b7h>

What do these game-changing scientific achievements have in common?:

<https://www.bbc.co.uk/bitesize/articles/zrqkqyc>

Scientists and engineers:

<https://www.bbc.co.uk/bitesize/topics/zd4dy9q>

Women in Science Day: Meet these amazing scientists making a difference:

<https://www.bbc.co.uk/newsround/47189421>

Building a Future for Women in Science:

<https://www.un.org/en/observances/women-and-girls-in-science-day>

In **Appendix 5** you can find a “Women in STEM research” worksheet but pupils could also make posters or give presentations on famous women in STEM.

Are any of the parents in your school women in STEM who would like to come in and talk to the pupils about their job?

They could be decorated and receive scores on their appearance as well as their ability to fly. Here are some websites with lots of different paper aeroplane designs on them.

<https://www.foldnfly.com/#/1-1-1-1-1-1-1-2-1>

<https://www.origamiway.com/paper-airplanes-for-kids.shtml>





Drama Cards

Desert	Dinosaurs
Zoo	Circus
Submarine	Flying
School	Rollercoaster
Forest	Legoland
Farm	Football pitch
Hospital	Antarctica
Pirate ship	Bakery



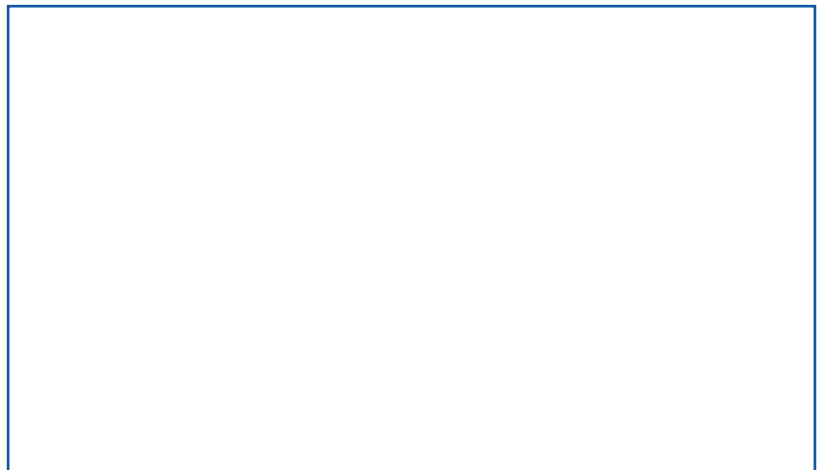
Appendix 3

Character Worksheet





Appendix 3:





Appendix 4:

Character Worksheet

Teo: the youngest of the family, is the opposite of his brother. While Oscar wants to have everything under control, Teo prefers to improvise and take risks, choosing adventure over study, and experiments over theory. He doesn't understand why his brother is obsessed with the memory of his mother or why he doesn't like having fun with him, so in righteous revenge, he does everything he can to make him angry. So much so that he goes so far as to throw his turtle Pepe, his brother's best friend and confidant, down a wormhole he discovers almost by chance.

Oscar: Teo's disappearance in 1989 is just what Oscar needed... if he was obsessed with wormholes before, he's even more so now. If he struggled with social relationships before, he's even more so now. That's why, when Teo lands in 2022, he's a somber man, marked by abandonment and nostalgia. During those thirty years, he's devoted himself to the study of science, trying to recover everything he's lost. But Teo's return could change everything.

Elena: When Óscar was little, Elena was the girl of his dreams, and all signs pointed to her loving him in return, even though Óscar's clumsiness didn't make it easy for either of them. Teo's disappearance caused Óscar to immerse himself in his grief and his research, and Elena's life naturally took a different direction. In 2022, Elena is a self-assured woman. She studied mathematics, lived her life, and had children. Recently divorced, she returns for a holiday to spend a few days with her father. Her encounter with Óscar will reawaken an old attraction that he will try to escape from.

Gran: In the 1980s, she takes care of Óscar and Teo. In 2022, it's quite the opposite. In her mind, the present and past merge to the point that seeing little Teo next to the adult Óscar seems completely normal. Óscar and Teo don't pay attention to their grandmother's crazy comments, but when they investigate her past, they will discover unknown aspects of an extraordinary woman.



Appendix 5

Women in STEM Worksheet

Name of woman and dates of her life.

What was she famous for? How did she discover it?

Pictures.

Any other interesting information.

More information

This is written by the film's director, and I think it is really good at explaining the film and why she made it.

Olga Osorio, Director and Screenwriter:

¡SALTA! is a buddy movie starring two very different siblings, not to say polar opposites, in a story that jumps from the 1980s to the present day. It aims to be an emotional, feel-good film, one of those that moves you, but leaves you smiling and knowing that life, after all, isn't so bad. The kind of film I would enjoy as a viewer, but that I can also share with my children, and that, in addition, allows me to engage in a dialogue with them about a lot of topics that I find important, particularly the relationship between them after leaving the cinema.

The film includes many references to my own childhood and draws on the great family films of the 1980s – especially Spielberg's *ET* – while also drawing on the aesthetics and tone of films like *The Florida Project*, *Little Miss Sunshine* and *Sing Street*.

The eldest, Oscar (13), is serious, responsible, and level-headed, and tends to take the burden of the world on his shoulders. The opposite to him, Teo (10) is the typical little brother, a little reckless, playful, and fun, who more or less always manages to get things right.

Oscar is obsessed with the idea that his missing mother is lost in space-time because she's entered a wormhole, but Teo will be the one to find her. So, without thinking twice, he jumps into the wormhole and lands in 2022, just as he is, ten years old, to meet his brother, who is now in his forties and whose life hasn't been kind to him: he's lost his mother, his brother, and even his turtle. And a little bit of his grandmother too, given that she suffers from senile dementia. It seems like everyone is abandoning the poor guy. Teo's arrival, of course, is going to turn his world upside down and stir up a lot of things he had buried inside.

This story stems from a short film I shot in 2016, *Einstein-Rosen*, with my sons Óscar and Teo, who are named, not coincidentally, like the protagonists in the film. The key theme of both the film and the short is the relationship between siblings, family roles, and also how difficult it can be to understand and communicate with the people we love most. The time travel element allows us to incorporate the "what ifs" and also engage in a nostalgic exercise. Ultimately, my goal was for my children to realise that they had to learn to treat each other better, to love each other, to see each other and understand how important they are in each other's lives. A message that I thought could be extended to many siblings with similar relationships. I hope it serves as a small step in that direction, so that the kids who see the film will think for a moment how much worse their lives would be if their sibling weren't there. If that happens, all the effort to bring this project to fruition will have been worth it.

Jump! is a commitment to solid, humane values, about love, friendship, family... about the things that are truly important in life. We're becoming a bit cynical as a society, in my opinion, so it's becoming urgent to focus on what's important. I'm from the "you can't do it alone, but with friends you can" generation, and I think it's a message that reached us, as opposed to today's individualism, social fragmentation, and narcissism, which is very good for capitalism and consumerism but is terrible for us as individuals. So, we have to fight back on all fronts: we need films that reconcile us with life and humanity, especially in times like these, which are so difficult socially and economically speaking.

This film is very important to me. It's a kind of letter to my children, and I've included many personal elements, including my mother's aging, who unfortunately passed away during post-production. It's also my first film, which makes it very special.



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