



SCREEN SCOTLAND
SGRÌN ALBA



Baboon on the Moon

Film Literacy Unit
First Level

'Baboon on the Moon'

(Christopher Duriez, 2002)

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This 3D model animation shows the nightly routine of a lonely baboon, whose job it is to light the moon with his 'moonshine machine'. A great deal of detail is shown of the baboon's house, including photos and posters of 'back home'. These combined with his clearly well-rehearsed daily routine paint a sad picture of his lonely existence. At the end of the film he laments his homesickness by playing blues on his trumpet whilst watching Earth.



[Baboon On The Moon | Screening Shorts](#)

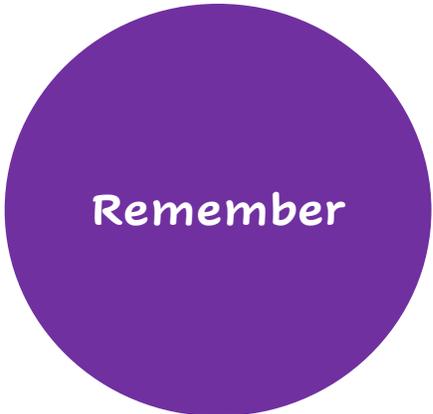


CfE Es
and Os

- The next two slides outline all Curriculum for Excellence Experiences and Outcomes for First Level.
- The areas that can be covered with this unit's specific film education tasks have been outlined in black.
- There may be others that could be covered, depending on the content of the teaching material.

MNU 1-01a	MNU 1-02a	MNU 1-03a	MNU 1-07a	MNU 1-07b	MNU 1-07c	EXA 1-01a	EXA 1-02a	EXA 1-03a	EXA 1-04a	EXA 1-05a	EXA 1-06a
I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate.	I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value.	I can use addition, subtraction, multiplication and division when solving problems, bringing best use of the mental strategies and written skills I have developed.	Having explored fractions by taking part in practical activities, I can show my understanding of: <ul style="list-style-type: none"> how a single item can be shared equally; the notation and vocabulary associated with fractions; where single fractions lie on the number line. 	Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division.	Through taking part in practical activities including use of pictorial representations, I can demonstrate my understanding of simple fractions which are equivalent.	I have experienced the energy and excitement of presenting / performing for audiences and being part of an audience for other people's presentations / performances.	I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.	I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.	I can create a range of visual information through observing and recording from my experiences across the curriculum.	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.	I can use exploration and imagination to solve design problems related to real-life situations.
MNU 1-09a	MNU 1-09b	MNU 1-10a	MNU 1-10b	MNU 1-10c	MNU 1-11a	EXA 1-07a	EXA 1-08a	EXA 1-09a	EXA 1-10a	EXA 1-11a	EXA 1-12a
I can use money to pay for items and can work out how much change I should receive.	I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change.	I can tell the time using 12 hour clocks, realising there is a link with 24 hour notation, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day.	I can use a calendar to plan and be organised for key events for myself and my class throughout the year.	I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers. I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equal to, not equal to, less than and greater than.	I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units.	I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.	I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice.	Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.	I am becoming aware of different features of dance and can practise and perform steps, formations and short dance.	I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.	I enjoy creating, choosing and accepting roles, using movement, expression and voice.
MNU 1-11b	MTH 1-12a	MTH 1-13a	MTH 1-13b	MTH 1-15a	MTH 1-15b	EXA 1-11a	EXA 1-11a	EXA 1-11a	EXA 1-16a	EXA 1-17a	EXA 1-18a
I can estimate the area of a shape by counting squares or other methods.	I have discussed the important part that numbers play in the world and explored a variety of systems that have been used by civilisations throughout history to record numbers.	I can continue and devise more involved repeating patterns or designs, using a variety of media.	Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied.	I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equal to, not equal to, less than and greater than.	When a picture or symbol is used to replace a number in a number statement, I can find its value using my knowledge of number facts and explain my thinking to others.	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.	I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script.	I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.	I can sing and play music from other styles and cultures, showing growing confidence and skills while learning about musical notation and performance directions.	I can use my voice, instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics.	Inspired by a range of stimuli, and working on my own and/ or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.
MTH 1-16a	MTH 1-16b	MTH 1-17a	<p style="text-align: center;">Curriculum for Excellence First Level Overview</p> <p>Session: Class: Teacher:</p> <p>Term 1:</p> <p>Term 2:</p> <p>Term 3:</p> <p>Term 4:</p>								
I have explored simple 3D objects and 2D shapes and can identify, name and describe their features, using appropriate vocabulary.	I can explore and discuss how and why different shapes fit together and create a tiling pattern with them.	I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning.									
MTH 1-18a	MTH 1-19a	MNU 1-20a									
I have developed an awareness of where grid reference systems are used in everyday contexts and can use them to locate and describe position.	I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes.	I can use appropriate vocabulary to describe the likelihood of events occurring, using the knowledge and experiences of myself and others to guide me.									
MNU 1-20b	MTH 1-21a	MNU 1-22a									
I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria.	Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale.	I can use appropriate vocabulary to describe the likelihood of events occurring, using the knowledge and experiences of myself and others to guide me.									
MLAN 1-01a	MLAN 1-01b	MLAN 1-01c	<p>By investigating forces on toys and other objects, I can predict the effect on the shape or motion of objects.</p> <p>By researching, I can describe the position and function of the skeleton and major organs of the human body and discuss what I need to do to keep them healthy.</p>								
I explore the patterns and sounds of language through songs and rhymes and show understanding verbally or non-verbally.	I am learning to take an active part in daily routines, responding to simple instructions which are accompanied by gesture and expression.	I can listen to and show understanding of language from similar voices and sources.									
MLAN 1-02a	MLAN 1-02b	MLAN 1-03									
I am beginning to identify key information from a short predictable conversation and react with words and/or gesture.	I am beginning to share information about myself using familiar vocabulary and basic language structures.	I can support I am becoming an active listener and can understand, ask and answer simple questions to share information.									
MLAN 1-05b	MLAN 1-06	MLAN 1-07a									
I can participate in a range of collaborative activities.	Through a variety of media, I am developing an awareness of social, cultural and geographical aspects of life in a country where the language I am learning is spoken.	I am beginning to explore similarities and differences between sound systems in different languages through play, rhymes, songs and discussion.									
MLAN 1-08b	MLAN 1-09a	MLAN 1-10a	<p>Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges.</p> <p>I have contributed to discussions of current scientific news items to help develop my awareness of science.</p>								
I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language.	I am beginning to recognise similarities and differences between dialect and a country where the language I am learning is spoken, using varied simple texts, visual prompts and media.	I have experienced a variety of simple texts, which may have been adapted for young learners.									
MLAN 1-07b	MLAN 1-07b	MLAN 1-08a									
I can use my knowledge about language and pronunciation to ensure that others can understand me when I use familiar words and phrases.	I can recognise labels and environmental print. I am beginning to organise images and text. With support, I can sequence images and text to demonstrate my understanding.	I am developing an awareness of the ways in which Christians celebrate different times of year and can relate these to my own life and community.									
MLAN 1-11	MLAN 1-11	MLAN 1-13									
I am beginning to use illustrated word-banks, picture prompts, picture dictionaries and displays to support my understanding of simple texts.	I am beginning to use illustrated word-banks, picture prompts, picture dictionaries and displays to support my understanding of simple texts.	With support, I am beginning to experiment with writing in the language I am learning.									
RME 1-01a	RME 1-01b	RME 1-01c	<p>I am developing an awareness of the ways in which followers of world religions celebrate different times of year and can relate these to my own life and community.</p> <p>I am developing respect for others and my understanding of their beliefs and values.</p> <p>I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways.</p> <p>I am developing an awareness that some people have beliefs and values which are independent of religion.</p>								
I can talk about my own beliefs, or express them in other ways.	Having explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people's lives and communities.	I can talk about my own beliefs, or express them in other ways.									
RME 1-02a	RME 1-02b	RME 1-03a									
I have explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people's lives and communities.	I can describe the key features of the values of Christianity which are expressed in stories.	Through investigating the Christian communities in my local area, I am discovering how Christian communities demonstrate their beliefs through prayer, worship and special ceremonies. I am developing respect for the practices and traditions of others.									
RME 1-04b	RME 1-04b	RME 1-05b									
Through exploring stories from world religions, I can describe some of their key beliefs.	By exploring some places and investigating artefacts, I am developing my knowledge of the beliefs of world religions and my awareness of their role in Scottish society and the world.	I can talk about my own beliefs, or express them in other ways.									
RME 1-06b	RME 1-07a	RME 1-08a	<p>I can describe the key features of the values of world religions which are expressed in stories.</p> <p>I am discovering how followers of world religions demonstrate their beliefs through prayer/meditation, worship and special ceremonies. I am developing respect for the practices and traditions of others.</p>								
I am developing an awareness of the ways in which followers of world religions celebrate different times of year and can relate these to my own life and community.	I am developing respect for others and my understanding of their beliefs and values.	I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways.									
RME 1-03b	RME 1-03b	RME 1-04a									
I am developing an awareness of the ways in which Christians celebrate different times of year and can relate these to my own life and community.	I am developing an awareness of the ways in which Christians celebrate different times of year and can relate these to my own life and community.	I can talk about my own beliefs, or express them in other ways.									
RME 1-05a	RME 1-05a	RME 1-06a									
I am developing an awareness of the ways in which Christians celebrate different times of year and can relate these to my own life and community.	I am developing an awareness of the ways in which Christians celebrate different times of year and can relate these to my own life and community.	I can describe the key features of the values of world religions which are expressed in stories.									

LIT 1-01a	LIT 1-02a	LIT 1-04a	LIT 1-05a	LIT 1-06a	LIT 1-07a	LIT 1-08a	HWB 1-01a	HWB 1-02a	HWB 1-03a	HWB 1-04a	HWB 1-05a	HWB 1-06a
I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice.	When I engage with others, I know when and how to listen, when to talk, how much to say, when to respond and how to respond in their respect.	I listen or watch, I can identify and discuss the purpose, key points and main ideas of the text, and I use this information for a specific purpose.	I make notes under given headings and use these to understand what I have listened to or watched and create new texts.	I can select and use relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.	I know what I listen to or watch by responding to and asking different kinds of questions.	I know, I am learning to recognise the difference between fact and opinion.	I can select or find facts to express my feelings and am developing my ability to talk about them.	I am aware of my own feelings and emotions and how they affect how we feel and how we learn ways of managing them.	I know that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.	I know that my feelings and reactions can change depending on what is happening within and around me. This helps me to understand my own behaviour and the way others behave.	I know that friendship, caring, being fair, respect, equality and love are important in building positive relationships. As I develop and value relationships, I can show respect for myself and others.	I understand the importance of mental well-being and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support.
LIT 1-09a	LIT 1-10a	LIT 1-11a	ENG 1-12a	LIT 1-13a	LIT 1-14a	LIT 1-15a	HWB 1-07a	HWB 1-08a	HWB 1-09a	HWB 1-10a	HWB 1-11a	HWB 1-12a
When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.	I can communicate clearly when playing with others within and beyond my place of learning, using selected resources as needed.	I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts or authors.	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.	I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear.	I know what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.	I am learning to make notes and given headings and use them to understand information, explore ideas and problems and create new texts.	I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.	I can recognise that people can be hurt and can be misunderstood and left out by others. I am learning how to give appropriate support.	I know that everyone has rights and others are entitled. I am able to exercise these rights appropriately and accept the responsibilities that go with them. I know how respect for the rights of others.	I know that everyone has talents and skills, and that we are all unique. I know that we are all made up of a unique blend of abilities and talents. I know that we are all made up of a unique blend of abilities and talents. I know that we are all made up of a unique blend of abilities and talents.	I know that everyone has talents and skills, and that we are all unique. I know that we are all made up of a unique blend of abilities and talents. I know that we are all made up of a unique blend of abilities and talents.	I know that everyone has talents and skills, and that we are all unique. I know that we are all made up of a unique blend of abilities and talents. I know that we are all made up of a unique blend of abilities and talents.
LIT 1-16a	ENG 1-17a	LIT 1-18a	ENG 1-19a	LIT 1-20a	LIT 1-21a	LIT 1-22a	HWB 1-13a	HWB 1-14a	HWB 1-15a	HWB 1-16a	HWB 1-17a	HWB 1-18a
I identify areas of learning, I can identify and consider the purpose and main ideas of texts.	I can show my understanding, I can respond to different kinds of texts and other class reading tasks and I am learning to create one question of my own.	I can help me develop an informed view, I can recognise the difference between fact and opinion.	I can share my thoughts about structure, characters and/or settings, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and their features.	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.	I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words.	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.	I can make friends and be part of a group in a range of situations.	I can make friends and be part of a group in a range of situations.	I am developing my understanding of the human body and can use this knowledge to maintain and improve my well-being and health.	I know that everyone has talents and skills, and that we are all unique. I know that we are all made up of a unique blend of abilities and talents. I know that we are all made up of a unique blend of abilities and talents.	I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.	I know and can demonstrate how to travel safely.
LIT 1-23a	LIT 1-24a	LIT 1-25a	LIT 1-26a	LIT 1-28a/1-29a	ENG 1-30a	ENG 1-31a	HWB 1-19a	HWB 1-20a	HWB 1-21a	HWB 1-22a	HWB 1-23a	HWB 1-24a
I recognise the writing process, I can check that my writing makes sense.	I can present my writing in a way that will make it legible and attractive for my reader, using words, images and their features.	I am learning to use my words and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new texts.	I can consider the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.	I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.	I can describe and share my experiences and how they made me feel.	I have explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings.	I am beginning to understand that nutritional needs change at different stages of life, for example the role of breastfeeding in infant nutrition.	I am becoming aware of how cleanliness, hygiene and safety can affect health and well-being and I apply this knowledge in my everyday routines such as taking care of my teeth.	I am developing my skills and techniques and improving my level of performance and fitness.	I know that everyone has talents and skills, and that we are all unique. I know that we are all made up of a unique blend of abilities and talents. I know that we are all made up of a unique blend of abilities and talents.	I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback.	
SOC 1-01a	SOC 1-02a	SOC 1-03a	SOC 1-04a	SOC 1-06a	SOC 1-07a	SOC 1-08a	HWB 1-25a	HWB 1-27a	HWB 1-28a	HWB 1-29a	HWB 1-30a	HWB 1-30b
I understand that evidence varies in the extent to which it can be trusted and can use this in forming about current issues in society.	By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history.	I can use evidence to describe the history of a place or individual of local historical interest.	I can compare aspects of people's daily lives in the past with my own by using historical evidence of the experience of recreating an historical setting.	I have selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since.	I can describe and discuss the characteristics of my local environment by exploring the features of the landscape.	I can consider ways of looking after my school or community and encourage others to care for their environment.	Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space.	I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest to look after my body.	I understand that my body needs energy to function and this comes from the food I eat. I am exploring how physical activity contributes to my health and well-being.	I am enjoying eating a diversity of foods in a range of social situations.	By investigating the range of foods available I can discuss how they contribute to a healthy diet.	I am experiencing a sense of enjoyment and achievement when preparing simple healthy food and drinks.
SOC 1-09a	SOC 1-11a	SOC 1-12a	SOC 1-12b	SOC 1-13a	SOC 1-13b	SOC 1-14a	HWB 1-32a	HWB 1-33a	HWB 1-35a	HWB 1-37a	HWB 1-38a	HWB 1-42a
I have explored the variety of foods produced in Scotland, I can discuss the importance of different types of agriculture in the production of these foods.	By exploring my community and the groups within it, I can identify and consider different types of housing and how they meet needs.	By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life.	By exploring climate zones around the world, I can compare and describe how climate affects living things.	I have explored the landscape of my local area, I can describe the various ways in which land has been used.	I can describe and discuss the physical features of my local area, I can discover how the physical features influence the way of living things.	Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area.	I am beginning to understand that nutritional needs change at different stages of life, for example the role of breastfeeding in infant nutrition.	I am becoming aware of how cleanliness, hygiene and safety can affect health and well-being and I apply this knowledge in my everyday routines such as taking care of my teeth.	When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.	I am discovering the ways that advertising and the media can affect my choices.	I know that there are medicines and some other substances that can be used in a safe way to improve health and I am becoming aware of how choices I make can affect my health and well-being.	I know how to react in unsafe situations and emergencies.
SOC 1-15a	SOC 1-16a	SOC 1-17a	SOC 1-18a	SOC 1-20a	SOC 1-21a	SOC 1-22a	HWB 1-44a	HWB 1-44b	HWB 1-45a	HWB 1-45b	HWB 1-47a	HWB 1-47b
I understand that evidence varies in the extent to which it can be trusted and can use this in forming about current issues in society.	I can contribute to a discussion of the difference between my needs and wants and those of others around me.	By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me.	I have developed an understanding of the importance of local organisations in providing for the needs of my local community.	I can work out the amount of money that I need to buy items, understanding that I may not always be able to afford the items I want.	I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success.	I can work out the amount of money that I need to buy items, understanding that I may not always be able to afford the items I want.	I am becoming aware of how cleanliness, hygiene and safety can affect health and well-being and I apply this knowledge in my everyday routines such as taking care of my teeth.	I am becoming aware of how cleanliness, hygiene and safety can affect health and well-being and I apply this knowledge in my everyday routines such as taking care of my teeth.	I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.	I know that everyone has talents and skills, and that we are all unique. I know that we are all made up of a unique blend of abilities and talents. I know that we are all made up of a unique blend of abilities and talents.	I am aware of my growing body and I am learning the correct names for its different parts and how they work.	
TCH 1-01a	TCH 1-02a	TCH 1-03a	TCH 1-04a	TCH 1-04b	TCH 1-04c	TCH 1-04d	TCH 1-05a	TCH 1-06a	HWB 1-48a	HWB 1-49a	HWB 1-50a	HWB 1-51a
I can use a range of simple food preparation techniques when working with food.	I can use a range of tools and equipment when working with textiles.	I am developing and using problem solving strategies to meet challenges with a food or textile focus.	I can use a range of simple food preparation techniques when working with food.	I can use a range of tools and equipment when working with textiles.	I am developing and using problem solving strategies to meet challenges with a food or textile focus.	I can use a range of simple food preparation techniques when working with food.	I can use a range of simple food preparation techniques when working with food.	I can use a range of simple food preparation techniques when working with food.	I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment.	I am learning what I can do to look after my body and who can help me.	I know that everyone has talents and skills, and that we are all unique. I know that we are all made up of a unique blend of abilities and talents. I know that we are all made up of a unique blend of abilities and talents.	I am able to show an awareness of the tasks required to look after a body.
TCH 1-07a	TCH 1-09a	TCH 1-10a	TCH 1-11a	TCH 1-12a	TCH 1-13a	TCH 1-14a	TCH 1-14b	TCH 1-15a				
I understand how technologies help provide for our needs and wants, and how they can affect the environment in which we live.	I can design and construct models and explain my solutions.	I can recognise a variety of materials and suggest appropriate material for a specific use.	I can explore and experiment with sketching, manually or digitally, to represent ideas in different settings.	I can explore and discover engineering disciplines and can create solutions.	I can explore and comment on processes in the world around me making use of core computational thinking concepts and can organise information in a logical way.	I understand the instructions of a visual programming language and can predict the outcome of a program written using the language.	I understand how computers process information.	I can demonstrate a range of basic problem solving skills by building simple programs to carry out a given task, using an appropriate language.				



Remember

Listen to the soundtrack without watching the film.

Can you write down some of the sounds you hear?

Can you draw your favourite scene from the film?

Try to remember as many different details as you can.

Where is the film set?

List all of the features of the setting that you can remember.

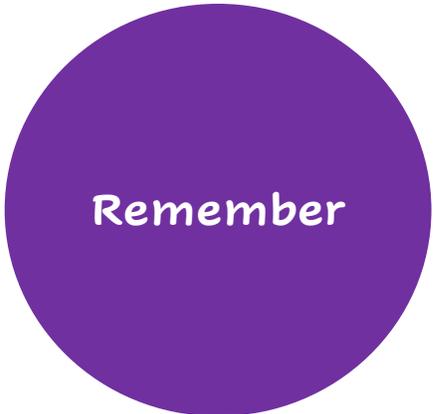
Draw the baboon.

Label the different features of their appearance that you can remember.

Remember

Label the picture with some details you remember.



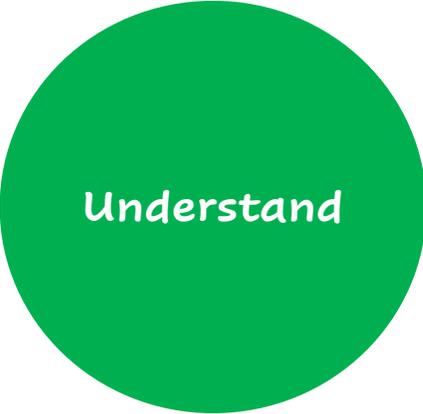


Characters

Settings

Events

Puzzles/Questions



Understand

Create a list of questions that you would like to ask the baboon.

Create a mind map of the film.

Create a trailer for the film.

What clues help us to know how the baboon is feeling?

You could take some screen shots to help you show your answers.

Create a storyboard by adding in screen shots or drawing pictures. Describe each shot and the sound effects that go with it.

Picture	Picture	Picture
Shot	Shot	Shot
Sound	Sound	Sound



Apply

How would you react to living on the moon?

Can you think of anything that could help you?

Think about how you could create the film set. You might want to use your Chromebook, try some illustrations or even create a model.

Making the moon shine is an unusual job.

Can you think of any other unusual jobs that you would like to do?

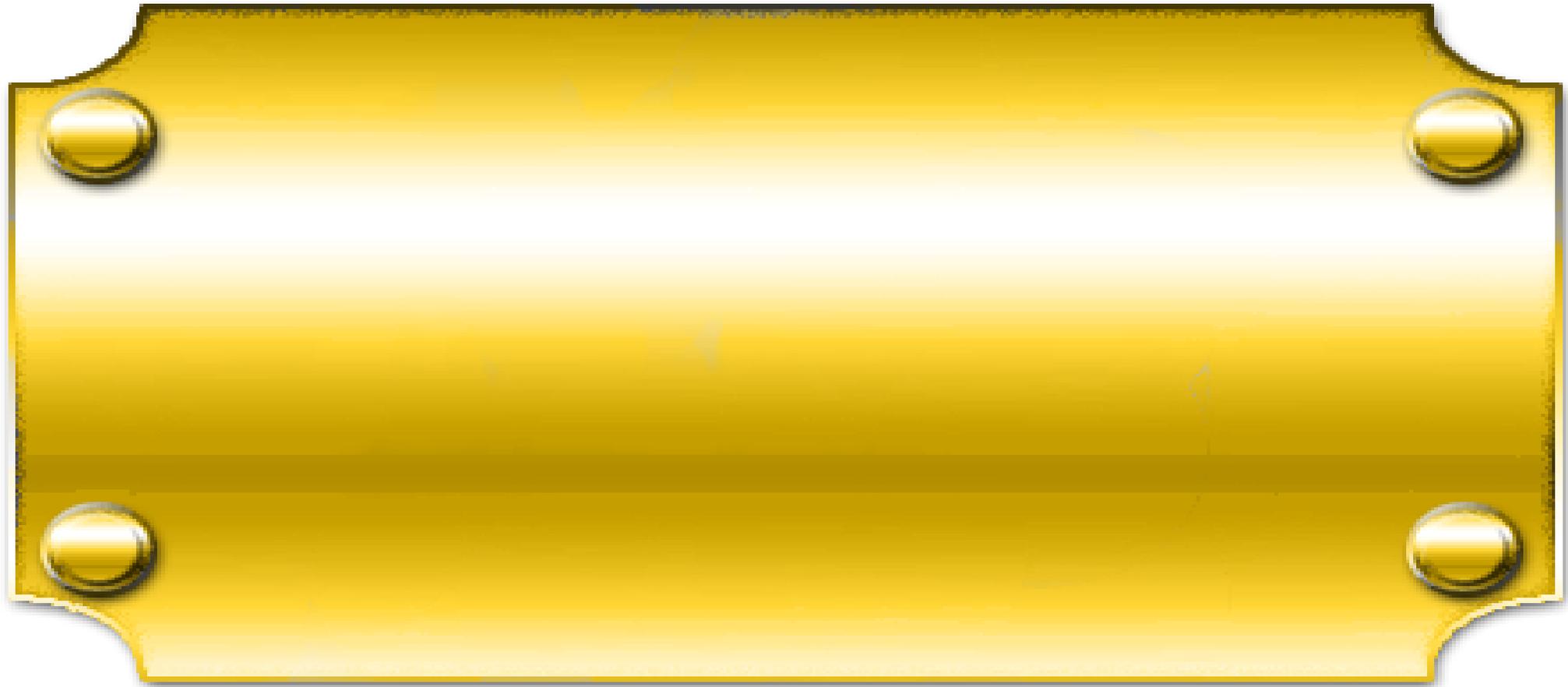
Write a set of instructions or draw a diagram to show how the moon shine machine works.

You will hear the soundtrack but not see the film. While the film is playing, write in the boxes below what you are hearing and what you think those sounds tell you about the film, or what might appear on the screen.

Sounds heard

What those sounds look like

Create a name plaque for the baboon's front door.
Choose a name and a font that suits them.





Analyse

Try playing different types of music as you watch the film.

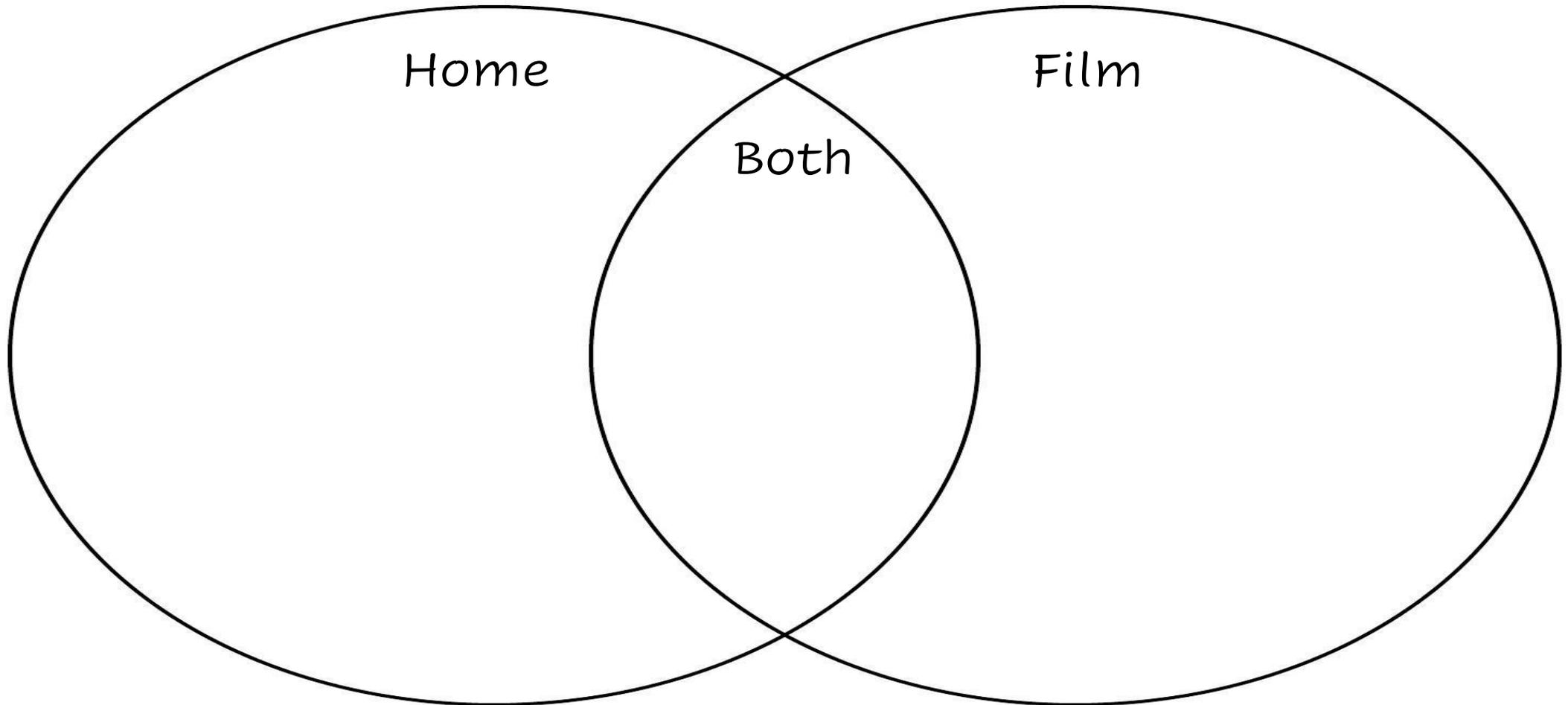
How does this change the story?

Can you find out what really makes the moon glow?

Write a letter, poem or song from the baboon's point of view.

Compare the film to other texts with similar characters (e.g. 'E.T.' or 'Where the Wild Things Are').

How is the film setting similar or different to your home?
Use this Venn diagram to record your answers.



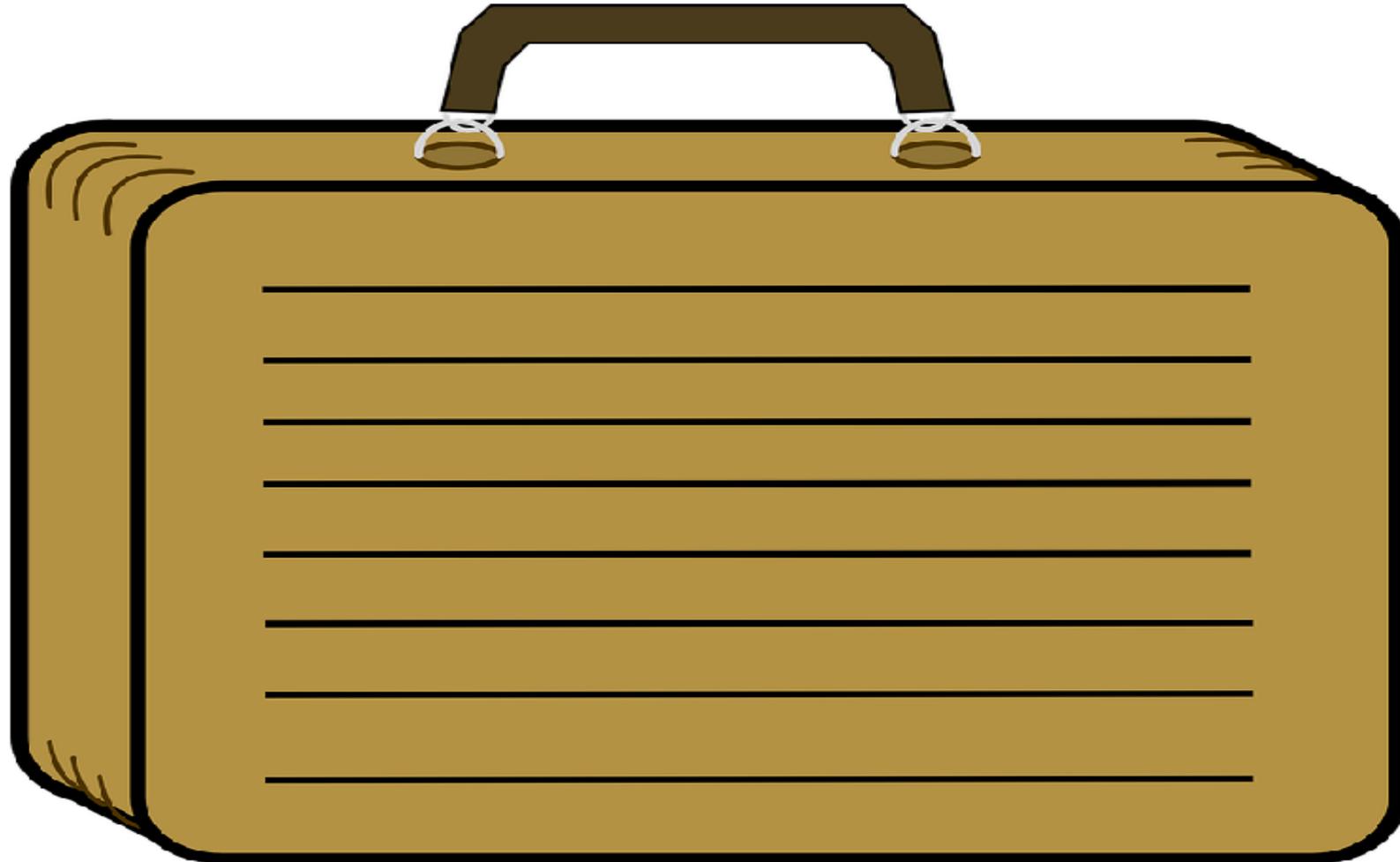
Evaluate

How does the filmmaker use visual or sound clues to tell you about the baboon's background? Can you spot any in the picture? Use screen shots or sound extracts to highlight the clues.



Evaluate

Can you create an image of what the baboon might have in his suitcase? Explain why each item is important.



Evaluate

How did the film make you feel?
How do you think the filmmakers achieved this?



Evaluate

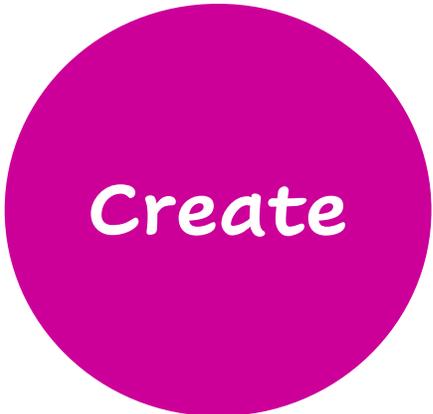
What did you think about the ending of the film?
Can you create a different ending that you think would be better?

Current ending



New ending

Blank space for writing a new ending.



Create

**Create a
voiceover for
the story.**

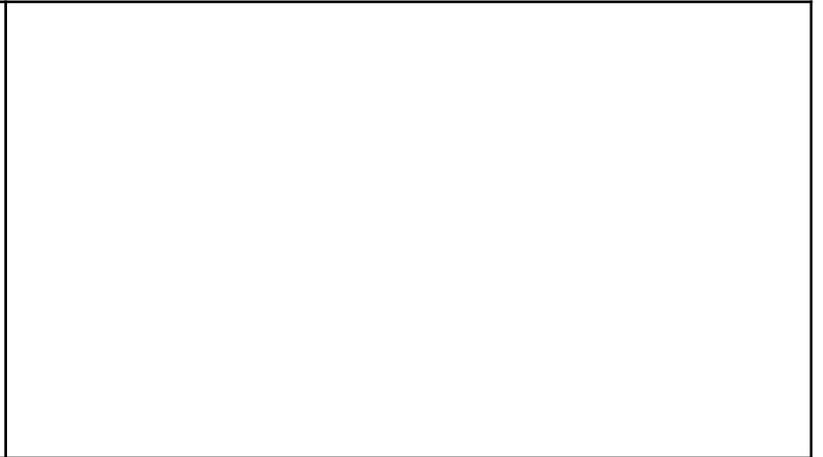
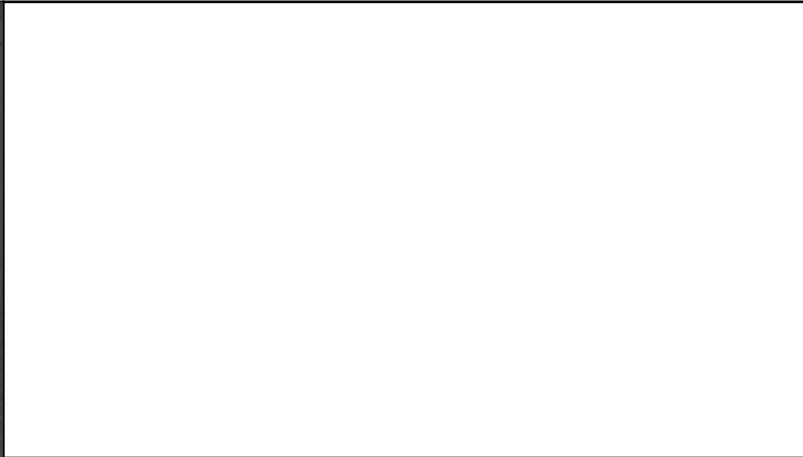
**Design a new
machine to make
sunshine,
rainbows or
happiness.**

**Create your own
version of the story,
adding different
characters and
events.**

**Create a prequel to
the story: how does
the baboon end up
on the moon?**

Create

Create a comic based on the film by inserting some screen shots into the boxes below. You could add some thought bubbles to show what the baboon is thinking.



Questions

What can we find out from the film about how Baboon lives on the moon?

What might Baboon have done when he was first alone on the moon?

How do you think he feels? How can we tell this from the film?

Imagine how Baboon is feeling as he plays his trumpet. What is he thinking?

Does he feel differently at the beginning of the film to the end?

How does Baboon get his moonshine to light up the moon?

Where does he get his food?

How long has he been up there on the moon?

How does he know how to light up the moon?

Did he take over the job from someone else?

Watching

Watch the film and pause just before Baboon leaves his house. Discuss what might happen next.

Watch the film and ask pupils to look for examples of close-up shots. When are they used and why?

Ask the pupils to list all the props in the film. This could be done for the whole film or a sequence, and by the whole class or in groups. Then ask them to take away any props that are not needed to actually tell the story. Give examples, such as: what would happen to the story if the bottle of moonshine was not there? Discuss which props are important parts of the action and which are there to create the setting/atmosphere.

Turn down the sound and play the final sequence of the film (vision only) when Baboon sits and looks at the earth and cries, through to where he picks up his trumpet and plays. What kind of music do the pupils think he will be playing?

Look at the opening sequence of the film. What clues tell us how time is passing? (e.g. the clock radio, Baboon getting up, getting dressed, eating breakfast).

Cover the screen and play the first minute of the film with sound only. Get the class to write down what sounds they hear and what images might appear on screen. From sound alone, can we tell if Baboon is male or female? How?

Analysing

Write a character profile of Baboon.

Use 'hot seating' to ask Baboon questions about his job and living on the moon.

Discuss Baboon's job, daily routine and whether he is happy. How do we know he is unhappy? Talk about being lonely and how to make friends.

Create a list of all the things Baboon would have taken with him when he went to the moon. You could add drawings or cut-out images from magazines and adverts.

Discuss loneliness. What is it and how does it make you feel? Get the pupils to write a story or draw a picture about a time when they felt lonely or sad. What made them feel better?

Creating



Write a pen-pal letter to Baboon letting him know that the class will build a rocket to go and visit him. Include lists of things they will bring to cheer Baboon up.

In the science classroom investigate the Moon. How far from Earth is it? Why do we only see the moon at night? Where does its light come from?

Build a rocket!

Write a job advert for the role of Moon engineer.

Create a shopping list, with costs, for Baboon to send back to Earth. Give them a limit to spend.

Find examples of 'sad' music and 'happy' music.

Create a balanced diet of meals for Baboon.

Write a diary entry by Baboon.

Create a set of the moon, with Baboon's house on it. Imagine other characters joining the story. Build places for them to live. Use this as a storytelling/filmmaking resource, adding to or changing the set.



SCREEN SCOTLAND
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Credits

Material from slides 6-21 created by Education Scotland's Julie Jamieson (Education Officer for Literacy and English) and George Milliken (Development Officer for Digital) and have been reproduced with their kind permission.

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Resource compiled by Gail Robertson on behalf of Screen Scotland.

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