

This fun activity will switch on children’s imaginations and stimulate their curiosity about theatre in general, and Disney’s ‘The Lion King’ in particular.



ANIMAL ANTICS

LEARNING OBJECTIVES

- Identify the characteristics of fictional characters
- Identify the characteristics of real animals and consider how they can be used to create a fictional counterpart



PREPARATION

Photocopy the activity sheet (Primary 1) for each child. You may also find it useful to enlarge pictures of each animal individually to use as a visual stimulus.

LESSON OUTLINE

Begin by asking children to take it in turns to act like different animals, from the familiar (cats, dogs, foxes, cows) to the more exotic species featured in the play, such as lions, baboons, elephants, giraffes and warthogs (pigs). Ask pupils to discuss how they think these animals act and how they could translate this into human characteristics.

Next encourage children to think of differences between how animals really are and how they are depicted in stories. Start by asking for the names of some famous stories or films about animals ('Finding Nemo', 'Mickey Mouse', 'Stuart Little', 'Tom and Jerry', 'Chicken Run' etc). Now ask pupils to suggest words that describe the leading animal characters. Encourage them to consider whether that's what those animals are like in real life. For example, do fish speak English? Can chickens knit?

Ask the class to write a description of one of the characters they have just discussed. They should then write descriptions of the real animals underneath their fictional counterparts and compare the similarities and differences between the real animals and their fictional characters.

Now ask pupils to think about the animals in 'The Lion King'. Can they name any of the characters?

Hand out the activity sheet. It shows the animals that appear in the show: lion, warthog (wild pig), hornbill (parrot),

mandrill (baboon), meerkat, hyena, elephant and giraffe. Children should write a word to describe each animal, even if they haven't heard of them before.

PLENARY

After completing the activity sheet, the pupils' next task is to decide which characteristics are 'real' and which they have learned from stories. Discuss why they have chosen these characteristics. Did they come from some factual knowledge they have from reading books or watching a programme? Did they choose that characteristic because of something a character did in a fictional story or a film they have seen? Sort the characteristics into two sets – 'real' and 'from stories'. Keep these lists safe so that you can refer back to them and add any new characteristics after your visit to 'The Lion King'.

EXTENSION ACTIVITY

After seeing 'The Lion King', pupils can revisit their list of characteristics. Did the creators of the musical use some of these characteristics in developing the characters? Ask them to add another descriptive word for each character and explain how their view of that animal has changed, perhaps, since seeing the show. They can then write a description of a character from 'The Lion King' and another of the real animal underneath, and compare the descriptions.

CURRICULUM LINKS

ENGLAND

English	
KS1 Reading	a-d
KS1 Writing	a,b
KS2 Reading	a-f
KS2 Writing	a,b

WALES

English	
Foundation Reading	a-c
Foundation Writing	a-d
KS2 Oracy	a,b
KS2 Reading	a-e
KS2 Writing	a-c

SCOTLAND

Literacy 3-18	
Levels 1 & 2 Writing	a-d

NORTHERN IRELAND

Language & literacy	
KS1 Talking & listening	a-d
KS1 Reading	a-g
KS1 Writing	a-d
KS2 Talking & listening	a-c
KS2 Reading	a,b
KS2 Writing	a-d

To learn more view

**THE LION KING
BEHIND THE SCENES**

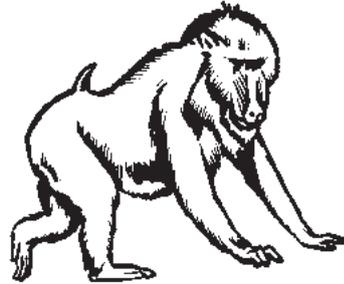
EPISODE 3 - MEET THE CHARACTERS

ANIMAL ANTICS

Write a word to describe each of these animals on the line underneath their name.
Don't worry if you have not heard of them before.

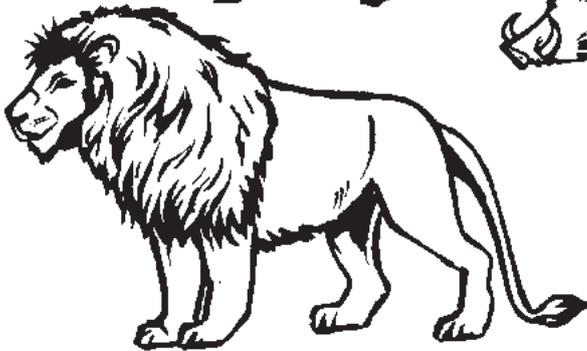
ZEBRA

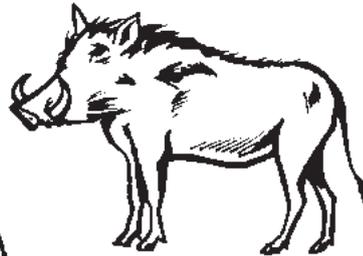




MANDRILL

LION





WARTHOG

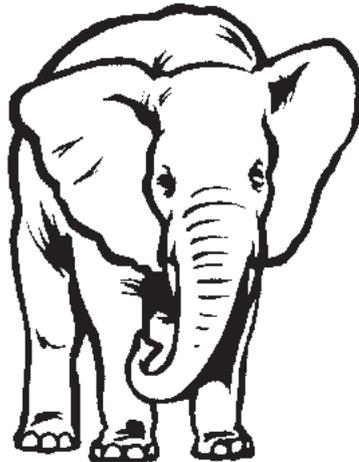
MEERKAT

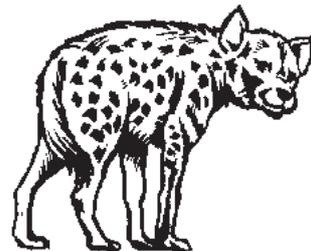




HORNBILL

ELEPHANT





HYENA

CURRICULUM LINKS

LESSON PLAN 1 - ANIMAL ANTICS

ENGLAND

ENGLISH - LITERACY

KEY STAGE 1

Reading Comprehension

Developing positive attitudes to reading, and an understanding of what they read

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- asking questions to improve their understanding of a text.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- retrieve and record information from non-fiction.

Writing Composition

Developing positive attitudes towards and stamina for writing

- writing for different purposes.
- consider what they are going to write before beginning.

KEY STAGE 2

Reading Comprehension

Maintain positive attitudes to reading and an understanding of what they read

- understand what they read.
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- distinguish between statements of fact and opinion.
- retrieve, record and present information from non-fiction.
- explain and discuss their understanding of what they have read.

Writing Composition

- draft and write by describing settings, characters and atmosphere.
- evaluate and edit.

WALES

ENGLISH

FOUNDATION PHASE

Language, Literacy and Communication Skills

Reading strand

Locating, selecting and using information

- Reading strategies.
- Comprehension.
- Response and analysis.

Writing strand

Organising ideas and information

- Meaning, purposes, readers.
- Structure and organisation.

Writing accurately

- Language.
- Handwriting, spelling.

KEY STAGE 2

Oracy

- Level 2: Learners begin to show confidence in talking and listening, particularly where the topics interest them.
- Level 3: Learners talk and listen confidently in different contexts, exploring and communicating ideas.

Reading

- Level 1: Learners recognise familiar words in simple texts.
- Level 2: Learners' reading of simple texts shows understanding and is generally accurate.
- Level 4: In responding to a range of texts, learners show understanding of significant ideas, themes, events and characters.
- Level 6: In reading and discussing a wide range of texts, learners select relevant words, phrases and information in order to comment on their significance and effect.
- Level 7: Learners show understanding of the ways in which meaning and information are conveyed in a range of texts.

Writing

- Level 1: Learners' writing communicates meaning through simple words and phrases.
- Level 2: Learners' writing communicates meaning in both creative and factual forms, using appropriate and interesting vocabulary.
- Level 3: Learners' writing is often organised, imaginative and clear.

SCOTLAND

ENGLISH

LITERACY 3-18

Writing

- Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life *LIT 1-2a/LIT 2-20a*.
- Tools for writing – using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning *LIT 1-21a/22a/23a, LIT 2 – 21a/22a/23a/24a*.
- Organising and using information – considering texts to help create short and extended texts for different purposes *LIT 1-25a/26a, LIT 2 25a/26a*.
- Creating texts – applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary *LIT 1-28a, LIT 2 – 28a/29a*.

NORTHERN IRELAND

ENGLISH LANGUAGE AND LITERACY

KEY STAGE 1

Develop knowledge, understanding and skills in: Talking & listening

- participate in talking and listening in every area of learning.
- listen to, respond to and explore stories, poems, songs, drama, and media texts through the use of traditional and digital resources and recreate parts of them in a range of expressive activities.
- think about what they say and how they say it.
- speak audibly and clearly, using appropriate quality of speech and voice.

Reading

- read, explore, understand and make use of a range of traditional and digital texts.
- research and manage information relevant to specific purposes.
- use a range of comprehension skills, both oral and written, to interpret and discuss texts.
- explore and interpret a range of visual texts.
- build up a sight vocabulary
- use a range of strategies to identify unfamiliar words.
- recognise and notice how words are constructed and spelt.

Writing

Pupils should be enabled to:

- talk about and plan what they are going to write.
- begin to check their work in relation to specific criteria.
- use a variety of skills to spell words in their writing.
- use a legible style of handwriting.

KEY STAGE 2

Develop knowledge, understanding and skills in: Talking & listening

- listen and respond to a range of fiction and drama texts.
- participate in group and class discussions for a variety of curricular purposes.
- describe and talk about real experiences and imaginary situations.

Reading

- read, explore, understand and make use of a wide range of texts.
- begin to be aware of how different media present information in different ways.

Writing

- write for a variety of purposes and audiences.
- understand the differences between spoken and written language.
- use a variety of skills to spell words correctly.
- develop a swift and legible style of handwriting.