



Disney PRESENTS

# THE LION KING

EDUCATION PROGRAMME

## GETTING READY TO ROAR

Key Stage Four Teacher's Resource Pack

# GETTING READY TO ROAR

## KS4 TEACHER'S INTRODUCTION

Welcome to Getting Ready to Roar, a unique and inspiring insight into what it takes to bring Disney's THE LION KING to an audience of over two thousand people every day!

The specially commissioned 30 minute film gives your students the chance to meet the talented, dedicated and inspirational team behind the scenes at London's Lyceum Theatre and is the perfect accompaniment to your KS4 visit to the show.

This accompanying classroom resource aims to help your students develop an understanding of the employability skills that THE LION KING team uses, and how these relate to their own experience and skill sets. It comprises:

- Teacher's introduction
- KS4 Pupils' Discussion Questions, Student Task Sheet, Employability Skills Checklist and Job Application Activity
- Curriculum linking guidance
- A glossary of theatrical terms

## SUPPORTING PSHE TEACHING AND LEARNING

After your group's visit to THE LION KING, this resource aims to improve their **knowledge of employability skills required** by the team to put on the show. It meets important aspects of the **PSHE curriculum 'Living in the wider world'** at KS4. Other curriculum connections are also signposted at the end of the resource.

The task sheets provide work for the students before and after watching the film. They will need exercise books or paper to write down lists and ideas. We have designed this as a flexible resource offering up to three lessons to help you introduce employability skills or to support previous or planned work in this area.

## WHAT YOUR STUDENTS WILL LEARN

Overall, the aim is to support teaching and learning around three key messages:

- Live performance of major shows is about far more than the actors on the stage. The production company is formed from a wide range of highly skilled professionals who display many employability skills through their creative, technical and management expertise.
- Students realise how many employability skills are common to many jobs – for example good communication skills are important for THE LION KING team as well as for those in other workplaces. Having a good set of employability skills means you have a wider choice of places to work.
- Students should see their life experience as a skills development process and that many of the things they automatically do in their school, private and social lives demonstrate employability skills and can be given as examples on job applications. The ability to identify, write and talk about these is very useful.

# GETTING READY TO ROAR

## KS4 DISCUSSION QUESTIONS

### BEFORE THE FILM

After explaining what the class is about to see, lead a short discussion in which the students work in small groups or as a whole class to consider these questions:

- As well as the performers, what other job roles might be part of the team that creates and delivers Disney's **THE LION KING** for eight shows a week?

*Teacher note: If necessary, you might prompt them to consider the technical side e.g. lighting, sound, stage management, scenery changes etc.; the creative elements e.g. set design, costumes, puppets, orchestra, plus the production management team, London's Lyceum Theatre management team and all the marketing and advertising that generate ticket sales.*

- What skills would it be advantageous for the team to display?

*Teacher note: For younger groups, you may wish to hand out the Skills Checklist so the students have simple definitions of what the skills are. If the students are older or you have done prior learning on employability skills with them this may not be necessary.*

### AFTER THE FILM

- Ask the class for general reactions as a group. Did they enjoy it and/or find it interesting? Were there any surprises? What struck them most about the people they met?

*Teacher note: Hopefully the final questions above will start to generate answers that are actually employability skills e.g. committed, team players, creative, communicators, etc.*

- Hand out Getting Ready to Roar **Student Task Sheet** and **Employability Skills Checklist** and let them work through it.

*Teacher note: Please set the class up as you wish, working individually, in pairs or as discussion groups. The students will need the Job Application Activity sheet for the third section. You may wish to summarise each of the question sections as mini-plenaries or split the work over different lessons.*

Depending on the prior learning about employability skills that you have done with your class, you may wish to do some scaffolding work with the whole class before moving onto the **Student Task Sheet**.

For example, you could start by naming a skill and asking the students for the definition, or vice versa.

# GETTING READY TO ROAR

## KS4 STUDENT TASK SHEET



Now that you have seen the Getting Ready to Roar film about the dedicated team behind the scenes at Disney's THE LION KING, please work through these questions. Your teacher might ask you to do some tasks on your own and others working with a partner or in a group.

Keep a note of your answers and what the class thinks, as these will be useful to you as you do other work on employability skills.

### QUESTIONS

#### 1) Exploring Employability Skills

- A. After seeing the film, write down as many jobs as you can remember.
- B. Look at the **Employability Skills Checklist**. Try to match the list of skills to the individual jobs you have written down. Some jobs may have many skills.
- C. Are there any skills you want to add to the checklist? Write them in and define them.
- D. Count how many times the skills you have listed appear in total across all the jobs. Which five appear the most? Why do you think they appear more often?
- E. Imagine you are doing one of the jobs in the list below, or choose your own. Would those top five skills be useful in that job too? Explain how you would use those skills in your new job.

1. Plumber	4. Teacher
2. Computer game designer	5. Shop manager
3. Professional sports player	6. Other

#### 2) Auditing Your Skills

- A. Choose one of the jobs from your Getting Ready to Roar list. Look at the skills you have listed against it and remind yourself of the definitions on the **Employability Skills Checklist**.
- B. Imagine you are doing that job. Do you have any of the skills the job needs? Discuss with a partner what skills you have that would apply to that job.
- C. Which skills from other parts of your life might be relevant? Brainstorm with your partner how they might transfer over to your chosen job on Disney's THE LION KING. For example:
  1. Teamwork: Are you used to working in a team through any sports or other activities, like science or art clubs or school committees?
  2. Communication: Think about all the different types of people you communicate with in a week – your friends and family, teachers etc. What skills do you use to talk and listen to these different groups?
  3. Good organisation: What have you organised recently – maybe a party or a trip to a concert or outing with your friends?

### DESCRIBING YOUR SKILLS

- A. Now imagine you are applying for the job you have chosen. Give examples of the experience you have that would be relevant to the role.
- B. Using the **Job Application Activity** write down how the skills you have identified would be useful when applying for a job on Disney's THE LION KING. Use specific examples from your life to make your skills real.

# GETTING READY TO ROAR

## KS4 EMPLOYABILITY SKILLS CHECKLIST



This is a list of some common skills people use in their daily jobs, but it doesn't cover all of them. We have left blank spaces for you to think of some other skills and jobs in which they may be useful.

SKILL	DEFINITION	JOBS
<b>COMMUNICATION</b>	Being able to say what you mean clearly and being able to listen and understand what others are saying.	Police Officer
<b>TEAMWORK</b>	To be able to work well within a group of people who are all working towards a shared objective.	Builder
<b>TIME MANAGEMENT</b>	The ability to understand timescales and deadlines and to plan your work to meet these.	Engineer
<b>CREATIVITY</b>	Being able to come up with new ideas or suggest alternative ways to do things and solve problems.	Interior Designer
<b>INITIATIVE AND DRIVE</b>	To motivate yourself and to keep going when you are working towards an objective. To be a positive member of the team.	Politician
<b>COMMERCIAL AWARENESS</b>	Understanding the business you work for and the pressures upon it.	Marketing Manager

# GETTING READY TO ROAR

## KS4 JOB APPLICATION ACTIVITY



**Name:**

**Job Title:**

Write down the job that you have picked from the Getting Ready to Roar film.

In the table below, write down the skills you think you will need to fulfil this job role and how your own personal experience can contribute to this role.

SKILL REQUIRED	MY EXPERIENCE
<b>COMMUNICATION SKILLS</b>	I have to speak and listen to lots of different people in my life. My grandparents are very traditional and so I have learned to be quiet and polite and listen carefully to what they say. But when I am out with my friends I am much livelier, so I am using different communication skills with different people.

# GETTING READY TO ROAR

## CURRICULUM LINKS

### PERFORMING ARTS

Throughout the UK, Dance, Drama and Theatre Studies students at KS3, KS4 and post-16 will find that the Getting Ready to Roar film provides a unique insight into how a backstage theatre company prepares for a live performance.

### PSHE

In England the main connections to teaching and learning are in non-statutory PSHE as recommended by the PSHE Association. These are outlined below. Relevant curriculum areas in Northern Ireland, Wales and Scotland are also included below.

### ENGLAND

#### KS3 PSHE

##### **Relationships**

- The qualities and behaviours they should expect and exhibit in a wide range of positive relationships (e.g. sports teams, class, friendships, work, volunteering).
- To further develop and rehearse the skills involved in working as part of a team, including setting objectives, planning outcomes, cooperation, negotiation, managing setbacks and compromise.
- To further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness.
- To explore the range of positive qualities people can bring to relationships.

##### **Living in the Wider World** **Pupils should have the opportunity to learn:**

- The knowledge and skills needed for setting realistic and challenging personal targets and goals.
- To identify their own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability.
- Different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work.
- About different work roles and

career pathways, including clarifying their own early aspirations.

- The benefits of being ambitious and enterprising in all aspects of life.
- About the skills and qualities required to engage in enterprise.
- About different types of business.

#### KS4 PSHE

##### **Relationships**

##### **Pupils should have the opportunity to learn:**

- The characteristics and benefits of positive, strong, supportive, equal relationships.

##### **Living in the Wider World**

##### **Pupils should have the opportunity to learn:**

- To evaluate their own personal strengths and areas for development and to use this to inform goal setting.
- How their strengths, interests, skills and qualities are changing and how these relate to future employability.
- To further develop study and employability skills (including time-management, self-organisation and presentation, project planning, team-working).
- About the range of opportunities available to them for career progression, including in education, training and employment.
- To develop their career identity, including how to maximise their chances when applying for education or employment opportunities.

### NORTHERN IRELAND

#### KS3 LEARNING FOR LIFE AND WORK

At Key Stage 3, the Learning for Life and Work area of learning includes Employability and Personal Development.

##### **Work in Local and Global Economy** **Pupils should have opportunities to:**

- Describe different types of work and investigate the range of employment in the local area, including any changes in employment trends, taking account of the implications for career planning, for example finding out about the main occupational sectors in Northern Ireland and

how these change over time.

- Investigate how an employer might deal with issues affecting work, for example examine why health and safety is so important in work.

### Work in Career Management

#### **Pupils should have opportunities to:**

- Assess personal skills and achievements to date; identify areas of interest and set targets for self-improvement, for example consider the impact that subject choices and personal interests have on future career options.
- Explore the changing concept of career, for example find out about the range of jobs some people have had and consider the importance of developing transferable skills for future career opportunities.
- Engage in the personal career planning process to investigate and reach decisions about post-14 options, recognising that attitudes to work will change over time and are influenced by family and community values, for example consider some of the reasons why people work and the importance of fulfilling work.
- Practise presentational and self-marketing skills, for example, find out about the qualities employers look for in potential employees.
- Investigate a variety of both familiar and unfamiliar jobs, for example explore career opportunities within various employment sectors.

### Work in Self-Awareness

#### **Pupils should have opportunities to:**

- Explore and express a sense of self, for example temperament, feelings and emotions, personal responsibility, personal needs, aspirations, etc.
- Explore personal morals, values and beliefs, for example the origin of personal values, developing a moral framework, personal integrity, etc.
- Explore the different ways to develop self-esteem, for example enhanced self-awareness, sense of security and self-worth; setting achievable targets; developing resilience, new interests and skills; learning to recognise achievement, etc.
- Develop skills and strategies

# GETTING READY TO ROAR

## CURRICULUM LINKS

to improve own learning, for example self-management, time management, attitudes and motivation towards learning, organisation and recognition of own learning preferences, developing ambitions for life and work, etc.

### Work in Personal Health

#### Pupils should have opportunities to:

- Explore the concept of Health as the development of a whole person, for example defining what makes up a whole person considering physical, mental, social, moral, cognitive development etc.
- Develop strategies to promote personal safety, for example responding appropriately to different forms of bullying, abuse, physical violence; developing safe practice in relation to the internet and getting home; understanding and managing risk, the place of rules and boundaries, etc.

### Work in Relationships

#### Pupils should have opportunities to:

- Explore the qualities of relationships including friendship, for example conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc.
- Develop strategies to avoid and resolve conflict, for example active listening, assertiveness, negotiation, mediation, etc.

### KS4 LEARNING FOR LIFE AND WORK

At Key Stage 4, the Learning for Life and Work area of learning includes the contributory elements of Employability and Personal Development. The statements below provide the minimum content for Learning for Life and Work.

### Employability

#### Pupils should be enabled to:

- Explore self-employment and identify relevant sources of support.
- Examine the impact of globalisation on employment.
- Investigate the recruitment and selection process, taking into account the rights and responsibilities of employees and employers
- Consider how employees and employers might maintain an

effective working environment.

- Investigate the increasing social responsibility of business in the community.
- Develop a personal career plan based on relevant information and guidance.

## WALES

### WELLBEING – CAREERS AND THE WORLD OF WORK

Learners aged 11-19 should be given opportunities to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life.

### KS3 LEARNING OUTCOMES

#### Skills – learners should be given opportunities to:

- Work both independently and cooperatively.
- Listen attentively and respond helpfully.
- Access an appropriate range of sources for help, support and advice within defined contexts.
- Locate, select and summarise information, identifying key points.
- Select and interpret data about learning and career opportunities.
- Use ICT to find, check and use relevant information.
- Consider their own and other people's ideas about learning, careers and the world of work to inform opinions and decisions.

- Develop a range of ideas to solve problems.
- Communicate clearly in English or Welsh, as appropriate, about careers and the world of work.
- Organise information about themselves clearly and positively.
- Plan, agree and review targets.
- Manage time within given structures.
- Adapt to new situations.
- Be able to apply learning to a range of situations.

Range - learners should be able to develop their skills, attitudes and values through a range of contexts.

### Personal Achievement

- List their achievements in and out of school.

### Understanding the World of Work

- Recognise and challenge the stereotypes that limit people in their choice of work and careers.
- Explore the attributes of entrepreneurs and the role of enterprise in wealth creation.
- Learn about the personal qualities that employers see as important.

### Guidance

- Identify the people able to provide informed advice and guidance on subject choices/career ideas and understand the implications of the possible pathways ahead of them.
- Identify any obstacles to future plans and decide how they might be overcome.

### Making and Implementing Decisions

- Use what they have discovered about themselves, learning and work in decisions about individual Key Stage 3 pathways.
- Be able to explain their proposed choices both to their peers and to appropriate adults.

### KS4 LEARNING OUTCOMES

#### Skills – learners should be given opportunities to:

- Work both independently and cooperatively within the classroom and beyond.
- Listen attentively and respond helpfully, noting strengths and weaknesses of views.
- Access a wide range of sources for help, support and advice.
- Locate, select and identify key points from a range of information, including any lines of reasoning.
- Select, compare and interpret data relevant to their own needs.
- Use ICT to find information that is accurate and relevant for a range of purposes.
- Consider their own and other people's perspectives about learning, careers and the world of work to inform opinions and decisions.

# GETTING READY TO ROAR

## CURRICULUM LINKS

- Seek out and evaluate innovative solutions to problems.
- Communicate coherently in English or Welsh, as appropriate, about careers and the world of work.
- Present information about themselves effectively in a variety of forms.
- Plan, set targets, review and reflect on learning.
- Manage time with some independence.
- Adapt to a range of new situations.
- Be able to apply learning to a range of situations both within and outside school.
- Show emerging awareness of customer needs.

Range - learners should be able to develop their skills, attitudes and values through a range of contexts.

### Personal Achievement

- Develop a curriculum vitae (CV) based on their achievements, abilities, interests and skills.

### Understanding the World of Work

- Examine the implications of stereotyping in employment and training, recognising the benefits of a positive attitude to difference and diversity.
- Recognise their responsibilities and rights as employees and learn how to follow safe working practices.
- Use work-focused experiences to understand better what skills and personal qualities employers want.

### Guidance

- Access realistic, impartial guidance on learning, careers and work-related matters.
- Understand the prospects and progression patterns in the jobs in which they are interested.
- Examine their careers ideas and the potential effects on their lives.
- Identify any obstacles to future aspirations and plan thoughtfully how they might be overcome and guidance.

### SCOTLAND

#### HEALTH AND WELLBEING ACROSS LEARNING – SOCIAL AND LIFE SKILLS

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing.
- Experience challenge and enjoyment.
- Make a successful move to the next stage of education or work.

#### Effective learning and teaching in health and wellbeing:

- Engages children and young people and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices.
- Uses a variety of approaches including active, cooperative and peer learning and effective use of technology.
- Harnesses the experience and expertise of different professions to make specialist contributions, including developing enterprise and employability skills.

#### Within their learning environment students can expect support to:

- Develop self-awareness, self-worth and respect for others.
- Meet challenges, manage change and build relationships.
- Experience personal achievement and build resilience and confidence.
- Reflect on strengths and skills to help make informed choices when planning next steps.

# GETTING READY TO ROAR

## GLOSSARY OF THEATRICAL TERMS

<b>Assistant Stage Manager</b>	The person who is hired to help the Stage Manager and set props.
<b>Audience</b>	The people who come to see the show. Sometimes also known as patrons or guests.
<b>Automation</b>	A mechanical piece of set that is operated electronically.
<b>Backstage</b>	The part of a theatre which is not seen by the audience, including the dressing rooms and stage wings.
<b>Box Office</b>	Where tickets for a performance are sold. Usually located Front of House.
<b>Box Office Manager</b>	The person who is in charge of ticket reservations and ticketing.
<b>Cast</b>	The people who perform in a show.
<b>Clearance</b>	Once final clearance has been given by Front of House and the Company Manager the show can start.
<b>Company</b>	The cast and crew of a show.
<b>Company Manager</b>	This is the person that looks after the welfare of all employees involved in the show (cast and crew).
<b>Countdown</b>	This is the time at which all cast members should be in the building getting ready for the show (usually at least 45 minutes before the show starts).
<b>Covering</b>	This is the final list of cast members including the understudies, for that evening's performance. This means that any tailored elements e.g. costumes, make-up and puppet adjustments can be made to suit individual cast members.
<b>Crescendo</b>	Spoken words or song that gradually gets louder.
<b>Crew</b>	All the people who work together on a show except the cast.
<b>Cue</b>	Signals that are given to both the actors, the crew, the musicians and any others working on a show.
<b>Curtain</b>	The screen (usually made of cloth) which separates the stage from the audience. 'Curtain-Up' refers to the start of the show.
<b>Dialogue</b>	Spoken words between two actors.
<b>Diminuendo</b>	Spoken words or song that gradually get softer.
<b>Dressing Rooms</b>	The rooms where actors change into costumes and have make-up applied.
<b>Dresser</b>	The person who dresses the cast before and during the show.
<b>Ensemble</b>	A group of actors, singers or dancers who perform together on stage.
<b>Final Call</b>	The time at which all cast members need to be in place as the show is about to start.
<b>Fly Pieces</b>	A piece of set that is 'flown in' above the stage.
<b>Front of House</b>	The part of the theatre where the audience is seated, the lobby and the box office.
<b>Front of House Team</b>	All of the people in a theatre who deal with the audience including the people who sell tickets and the ushers (these are the members of staff who direct the audience to their seats).
<b>Head of Wardrobe</b>	The person in charge of the costumes for a show.
<b>Hours to Curtain</b>	This means how much time is left until the curtain goes up and the show starts.
<b>Lamp</b>	A stage light.
<b>Lighting Designer</b>	The person who designs the lighting for a show and works with the director to get desired effects.
<b>Lighting Operator</b>	The person who operates the lights during the show.
<b>Master Carpenter</b>	The person who builds and repairs the sets for the show.
<b>Matinee</b>	An afternoon performance of a show.
<b>Merchandise</b>	These are the products related to the show and which will be sold Front of House to the audience as they enter and leave the theatre.

<b>Microphones</b>	Used to enhance sound within the theatre.
<b>Offstage</b>	The area of the stage which the audience cannot see.
<b>Orchestra Pit</b>	An area below the stage where the musicians and conductor work during a show.
<b>Patrons</b>	Audience members.
<b>Pre-set</b>	The set and props that are in place before the show starts.
<b>Pre-show Checks</b>	All final technical and creative checks that must be completed before the show can start.
<b>Principals</b>	Members of the cast that play lead characters.
<b>Props</b>	All the items used in a play to tell the story e.g. swords (props do not include the scenery or costumes).
<b>Props Manager</b>	The person in charge of all the props and who usually works with them during a show.
<b>Rehearsal</b>	This takes place before the live show to give the cast and crew an opportunity to practise their parts.
<b>Resident Choreographer</b>	The person who makes sure that the dance moves stay true to the original choreography.
<b>Resident Director</b>	The person who ensures the quality and level of creativity and professionalism from the cast and crew is maintained. Works on behalf of the show's original director and ensures that the shows stay true to the original direction.
<b>Rig</b>	Where all the lighting and sound equipment is hung. When doing a 'rig check' the department will go through all the lights to make sure they are working, display the right colours at the right time and are able to change as and when necessary. With a sound rig check they will check all the speakers and microphones to make sure there is no feedback, broken cables, interference etc.
<b>Running-Time</b>	The amount of time it takes to perform the play from beginning to end not including any breaks.
<b>Set</b>	The setting of the stage for each act and all the physical things that are used e.g. scenery props.
<b>Set Designer</b>	The person who designs the sets for the show.
<b>Show Caller</b>	This person is the centre point of the entire physical production and they co-ordinate the show performance including the script, score and cueing all other crewed elements e.g. lighting and audio. They talk all the departments through the cues while the show is on, using headsets.
<b>Slip Stage</b>	Large pieces of set which slide in from the wings or from upstage into position.
<b>Sound Effects</b>	The noises which are produced to accompany a scene in a show.
<b>Sound Manager/Operator</b>	The person who operates the sound for the show.
<b>Stage</b>	The area the cast perform on, and which the audience can see.
<b>Stage Left/Stage Right</b>	The areas of the stage are always from the actors' point of view. Therefore, 'stage left' is on the actor's left hand side as he/she is facing the audience.
<b>Stage Manager</b>	The person who runs the rehearsal and the show itself and who liaises across all the other teams to make sure the entire show comes together successfully.
<b>Stalls</b>	The lowest level of audience seating and closest to the stage.
<b>The Call</b>	The time that an actor must report to the theatre for either a performance or rehearsal.
<b>The 'Book'</b>	This contains a combination of the show script and score (music) plus all lighting, sound and crew cues.
<b>The 'Half'</b>	Half an hour before the show starts.
<b>Understudy</b>	An actor who studies the lines and blocking of a role, and is able to take over for the original cast member in an emergency.
<b>Vocal warm-up</b>	This is when the cast rehearse their lines/songs just before a show.
<b>Wardrobe Department</b>	This contains all the costumes and accessories used within the show.

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