

'The Lion King' celebrates the great Circle of Life – the interdependence of all creatures, their binding ties to nature, and the dangers and dire consequences inherent in breaking the Circle. This lesson will allow students to explore the concept of the Circle of Life and help develop an appreciation of the need to respect the world we live in.

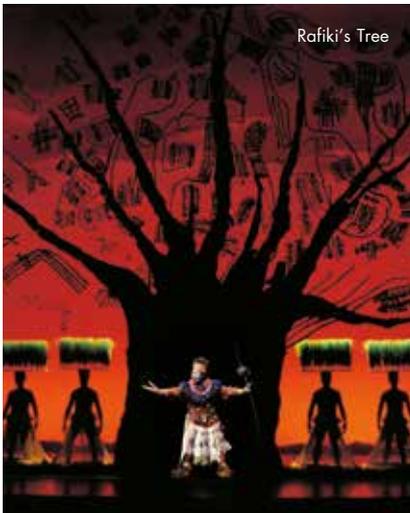


Rafiki

THE CIRCLE OF LIFE

LEARNING OBJECTIVES

- Learning about and discussing the concept of the Circle of Life, developing instructional, explanatory and answering skills through speaking and listening
- Writing to inform, explain and describe complex ideas
- Using dramatic techniques to explore the concept of the Circle of Life



Rafiki's Tree

To learn more view
**THE LION KING
BEHIND THE SCENES**

EPISODE 2 - BEHIND THE STORY
EPISODE 3 - MEET THE CHARACTERS

PREPARATION

Photocopy the project sheet (Secondary 4) for each student.

LESSON OUTLINE

Draw a large circle on the board and ask students what the circle has to do with 'The Lion King'.

Elicit the point of the opening song, 'The Circle of Life', how the story ends as it began, with Rafiki presenting the newborn son of The Lion King to the pride, part of an unending cycle.

Present students with the words of the show's director, Julie Taymor: "As I began to visualise 'The Lion King', the dominant theme and image to emerge was the circle. In addition to being a tale about a boy's personal growth, 'The Lion King' dramatises the ritual of birth, death and rebirth."

Remind students how Mufasa tells Simba that all creatures depend upon each other, that we all have a place in the Circle of Life, and how Simba's journey helps him to discover his true place in that circle.

Ask students to work in pairs to discuss and report back on the following points:

- Circles used in the production (the great sun, Mufasa's mane)
- The effect of breaking the circle (Scar's over-hunting brings ruin)
- Examples of circles in mythology and literature (King Arthur's table, Sleeping Beauty's spinning wheel, the yin and yang sign)
- Other natural cycles, apart from birth and death (day and night, the seasons, sowing and reaping, the orbits of the planets)

- Modern examples of the need to keep the circle (recycling of waste)

Distribute the worksheet to students. Remind them of Zazu's wisdom, of his knowledge of the value of the Circle of Life. On the sheet, students are to draw Zazu in the centre, and, in each of the labelled bubbles around him, put, briefly, what Zazu would say was the importance of that character, object or action to the great Circle of Life in the Pridelands.

PLENARY

Discuss the activity, ensuring that students understand the Circle of Life.

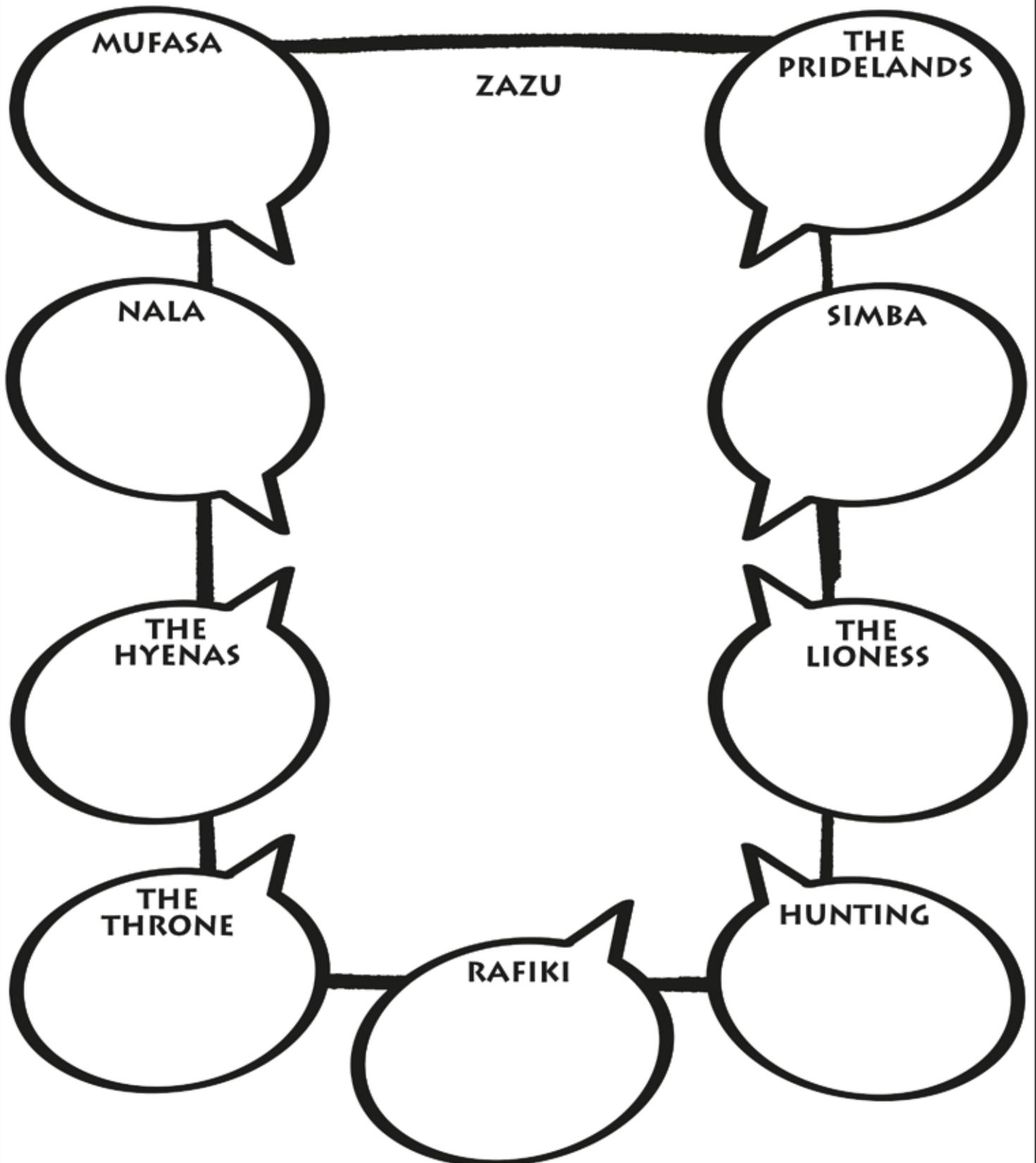
EXTENSION ACTIVITIES

Ask students to improvise scenes where Zazu explains to particular characters their importance in the Circle of Life. They could also create mime or dance pieces symbolising the Circle of Life.



Mufasa and Young Simba

THE CIRCLE OF LIFE



NATIONAL CURRICULUM LINKS

LESSON PLAN 4 - THE CIRCLE OF LIFE

ENGLAND

	Key Stage 3	Key Stage 4
English - Writing	writing for a wide range of purposes and audiences	adapting their writing for a wide range of purposes and audiences
	summarising and organising material, and supporting ideas and arguments with any necessary factual detail	selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
Drama		apply knowledge and understanding when making, performing and responding to drama
		social, historical and cultural contexts including the theatrical conventions of the period in which the performances were created

WALES

	Key Stage 3	Key Stage 4
English - Writing	write for a variety of purposes	write for a variety of purposes
	write in a range of continuous and non-continuous texts in a variety of forms	write in a range of continuous and non-continuous texts in a variety of forms
English - Oracy	use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate	use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate
	present, talk and perform in formal and informal contexts	present, talk and perform in formal and informal contexts

NORTHERN IRELAND

	Key Stage 3	Key Stage 4
English - Writing	expressing meaning, feelings and viewpoints	expressing meaning, feelings and viewpoints
	talking to include debate, role-play, interviews, presentations and group discussions	talking to include debate, role-play, interviews, presentations and group discussions
	participating in a range of drama activities	participating in a range of drama activities
Drama	engage with a range of stimuli to develop critical and creative thinking skills	engage with a range of stimuli to develop critical and creative thinking skills

SCOTLAND

	Third	Fourth - Senior Phase
Literacy and English - Writing	By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience	By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience

NATIONAL CURRICULUM LINKS

LESSON PLAN 4 - THE CIRCLE OF LIFE

	I can convey information, describe events, explain processes or concepts, and combine ideas in different ways	I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways
Expressive arts – Drama	I can create, develop and sustain a realistic or stylised character through the use of voice, movement and language	In response to a variety of stimuli, I can use my understanding of characterisation to create characters using different approaches, making use of voice, movement and language. I can present my work to an audience
	Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts	I can analyse technical aspects of drama and scripts, make informed judgments and express considered opinions on my own and others' work
	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	Having had opportunities to lead negotiation and decision making, I can work on my own and with others to devise, rehearse and refine dramas and scripts