

This activity shows children that we are all part of a Circle of Life, encouraging pupils to think about how we can protect our circle and make our world a better place.



Rafiki

THE CIRCLE OF LIFE

LEARNING OBJECTIVES

- Understand the concept of a life cycle
- Introduce the importance of recycling



Simba

To learn more view
**THE LION KING
 BEHIND THE SCENES**
 EPISODE 2 - BEHIND THE STORY

PREPARATION

Photocopy the activity sheet (Primary 2) for each child.

LESSON OUTLINE

'The Lion King' starts and ends with a circle, the Circle of Life. To introduce this concept to the class, draw a circle on the board and ask what it means to them. It might remind them of the sun, a wheel, a face or a ring. Look around the classroom for examples of circles and list them.

Explain that there are other types of circles, or cycles. The life of a plant, for example, comes full circle when, having grown from a seed, it in turn drops seeds to the ground to grow into new plants, thus renewing the cycle. Older pupils might understand that we breathe in oxygen and breathe out carbon dioxide and that plants breathe in carbon dioxide and exhale oxygen, completing a harmonious circle beneficial to all. Ask if they can describe some other circles/cycles, e.g. the seasons, day and night, even birth and death.

If something breaks the circle, everything is thrown into chaos.

The earth gives us food, air and light in the endless Circle of Life. Ask children what we can give in return. For a start, we can give respect: for each other, for animals and for the environment. Point out that, in nature, there is no such thing as rubbish. Dead leaves give nutrition back to the earth; a tree that has fallen down provides a habitat for insects and lichen. Only humans create rubbish that scars the landscape and pollutes the waterways.

What should we do with unwanted items? Are the children aware that the

symbol for recycling is a circle? Ask them why they think that is and why it is good to recycle. What will happen if we are wasteful with resources? You could also discuss other ways of showing respect for the environment, such as not dropping litter, wrapping used chewing gum and placing it in a bin, respecting the home environment by helping to keep it clean, tidy and pleasant for the others living there, cleaning up after pets, and so on.

The Circle of Life is not just about looking after the earth, we also need to look after each other. Discuss ways we can do this. Respect for each other is a key issue and children should discuss ways in which they can show respect for each other.

Show pupils the activity sheet, and ask them to name some of the things the earth gives them, and to describe ways in which they can give back to the earth and give to other people.

PLENARY

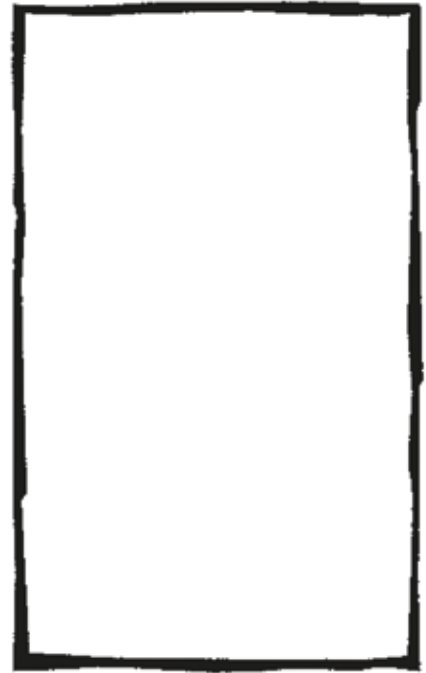
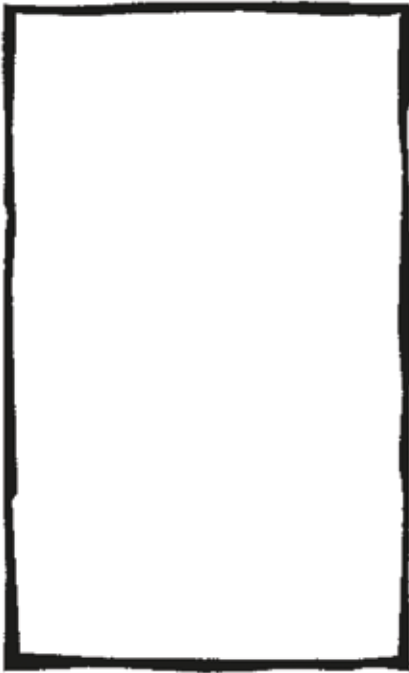
With children sitting in a circle, take it in turns to talk about the issue they thought was the most important when giving things back. Identify the most common issues and discuss the reasons for this.

EXTENSION ACTIVITY

Ask the children to design their own posters encouraging everyone in school/at home to recycle and look after the earth.

THE CIRCLE OF LIFE

These are some of the things that the earth gives to me:



1. _____

2. _____

3. _____

These are some of the ways I can give back to the earth:

1. _____

2. _____

3. _____

These are some ways I can give to other people:

1. _____

2. _____

3. _____

NATIONAL CURRICULUM LINKS

LESSON PLAN 2 - THE CIRCLE OF LIFE – PRE-SHOW

ENGLAND

	Key Stage 1	Key Stage 2
English – Spoken word	listen and respond appropriately to adults and their peers	listen and respond appropriately to adults and their peers
	articulate and justify answers, arguments and opinions	articulate and justify answers, arguments and opinions
	participate in discussions, presentations, performances, role play, improvisations and debates	participate in discussions, presentations, performances, role play, improvisations and debates
English - Writing	writing down ideas and/or key words, including new vocabulary	discussing and recording ideas
Citizenship		
	consider social and moral dilemmas that they come across in everyday life (simple environmental issues)	take responsibility (for example, for planning and looking after the environment)
	to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;	to talk and write about their opinions, and explain their views, on issues that affect themselves and society
Art (extension activity)		
	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

WALES

	Foundation Phase	Key Stage 2
English – Oracy	express themselves creatively and imaginatively	communicate for a range of purposes
	communicate in a range of contexts for a variety of purposes and audiences.	speak and listen individually, in pairs, in groups and as members of a class
		listen and view attentively, responding to a wide range of communication
English - Writing	express themselves creatively and imaginatively	write for a variety of purposes
	experience a language-rich environment that immerses them in the spoken and written word	
PSE		
		how the environment can be affected by the decisions we make individually and collectively
		appreciate the natural world as a source of inspiration
		take an active interest in varied aspects of life in school and the wider environment
Art (extension activity)		
	explore and experiment with a variety of techniques and materials	evaluate the methods and results of their own work and that of their fellow pupils
	make choices when choosing materials and resources	explore, experiment with and apply the elements of the visual, tactile and sensory language of art, craft and design

NATIONAL CURRICULUM LINKS

LESSON PLAN 2 - THE CIRCLE OF LIFE – PRE-SHOW

	mix, shape, arrange and combine materials to create their own images and objects that communicate and express their ideas, feelings and memories creatively	
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NORTHERN IRELAND

	Key Stage 1	Key Stage 2
Language and Literacy - Talking and Listening	participate in talking and listening in every area of learning	participate in group and class discussions for a variety of curricular purposes
	take turns at talking and listening in group and paired activities	know, understand and use the conventions of group discussion
	think about what they say and how they say it	improvise a scene based on experience, imagination, literature, media and/or curricular topics
Language and Literacy - Writing	organise, structure and present ideas and information using traditional and digital means	organise, structure and present ideas and information using traditional and digital means
The World Around us	How plants and animals rely on each other within the natural world	How living things rely on each other within the natural world
	Positive change and how we have a responsibility to make an active contribution.	The effects of positive and negative changes globally and how we contribute to some of these changes
Art (Extension activity)	explore the visual elements of colour, tone, line, shape, form, space, texture and pattern to express ideas	develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas

SCOTLAND

	First	Second
Literacy and English – Listening and Talking	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect	I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience
	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 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 show my understanding of what I listen to or watch by responding to and asking different kinds of questions	I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own
Literacy and English – Writing	By considering 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	By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience
Social Studies: People, place and environment	I can consider ways of looking after my school or community and can encourage others to care for their environment	I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way

NATIONAL CURRICULUM LINKS

LESSON PLAN 2 - THE CIRCLE OF LIFE – PRE-SHOW

LESSON PLAN 2 - THE CIRCLE OF LIFE – PRE-SHOW		
Art (extension activity)	I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture	I can create and present work that shows developing skill in using the visual elements and concepts