

***In the course of the play, the actions of everyone affect everyone else: for instance Scar's bad act leads to other bad acts, in particular the devastation of the land. This activity will help to demonstrate how our deeds and words affect far more people than just the person to whom they are directed.***

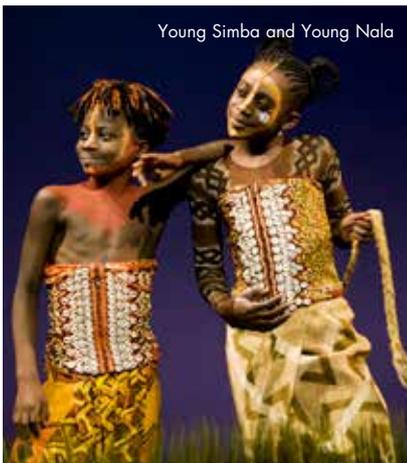


Simba

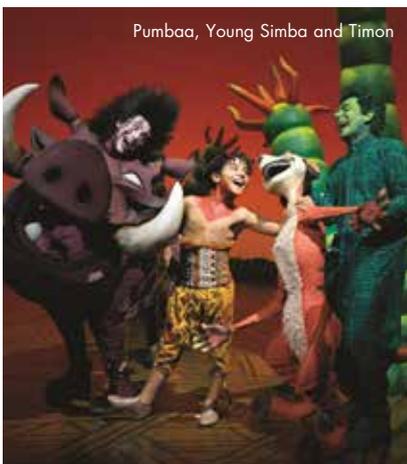
## THE CIRCLE OF FRIENDSHIP

### LEARNING OBJECTIVES

- Understanding that our actions affect others
- Recognising that friends are important



Young Simba and Young Nala



Pumbaa, Young Simba and Timon

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

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

### PREPARATION

**Photocopy the activity sheet (Primary 4) for each pupil.**

### LESSON OUTLINE

Have the pupils stand in a circle, holding hands. Point out to them that they are now all connected in the circle. Tell one child to sit down, while still holding hands; everyone is affected by this action, with some children having to lean or stoop, or shuffle their feet to find a new balance. This exercise demonstrates to your pupils that we are all connected to one another and that an action can affect many more people.

Ask one child for an example of this. A simple example would be that if Kylie, Caitlin and Myra are friends, then if someone hurts Kylie, the other two girls will also be upset – to say nothing of their parents, grandparents, brothers and sisters. Ask another child for an example, maybe one that shows how kindness spreads around. Someone who has been treated kindly is more likely to be kind to the next person, and so on. Continue until each child has given an example, either imaginary or from their own experience.

Hand out copies of the activity sheet and split the children into groups of three or four.

Ask each child to draw pictures of him or herself, using a mirror, if you wish. They fill in their name, age, favourite animal, food, colour and hobby, and then pass the sheet to the child on their right in their group. Each child fills in a comment under the heading 'Things people like about me'. Explain that the idea is to be kind and encouraging. It might be useful to remind the children that they should not write anything about anyone else which they would not like to

read about themselves. Comments could range from 'she is good at sport', to 'he has nice eyes' or 'she tells funny jokes'.

When each child in the group has added their comment, the sheet is placed face down in the middle of the circle. When all the children have finished, collect the sheets (this way you can make sure no-one has written any hurtful comments). If any negative comments have been written, you will need to decide whether it is appropriate to address these issues either with the individuals concerned or the whole class.

### PLENARY

Read the children's responses out to the class, drawing attention to any new information that arises. For example: 'Did anyone else know that Peter spent last Saturday weeding his Grandma's lawn. That was very kind of him, wasn't it?'. When you have finished, draw the children's attention to the fact that we all know more about each other now – because of the actions of individuals. It has affected their place in the circle. Ask them if writing nice things about each other, as well as hearing nice things about themselves, made them feel good. If appropriate, return the sheets to their original owners.

### EXTENSION ACTIVITY

Pupils write a description of a friend they have in the class without naming that person. Read these out to the class and ask them to guess who is being described. What are the best clues?

# THE CIRCLE OF FRIENDSHIP

My Name

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My Age

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Animal

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Food

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Colour

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Hobby

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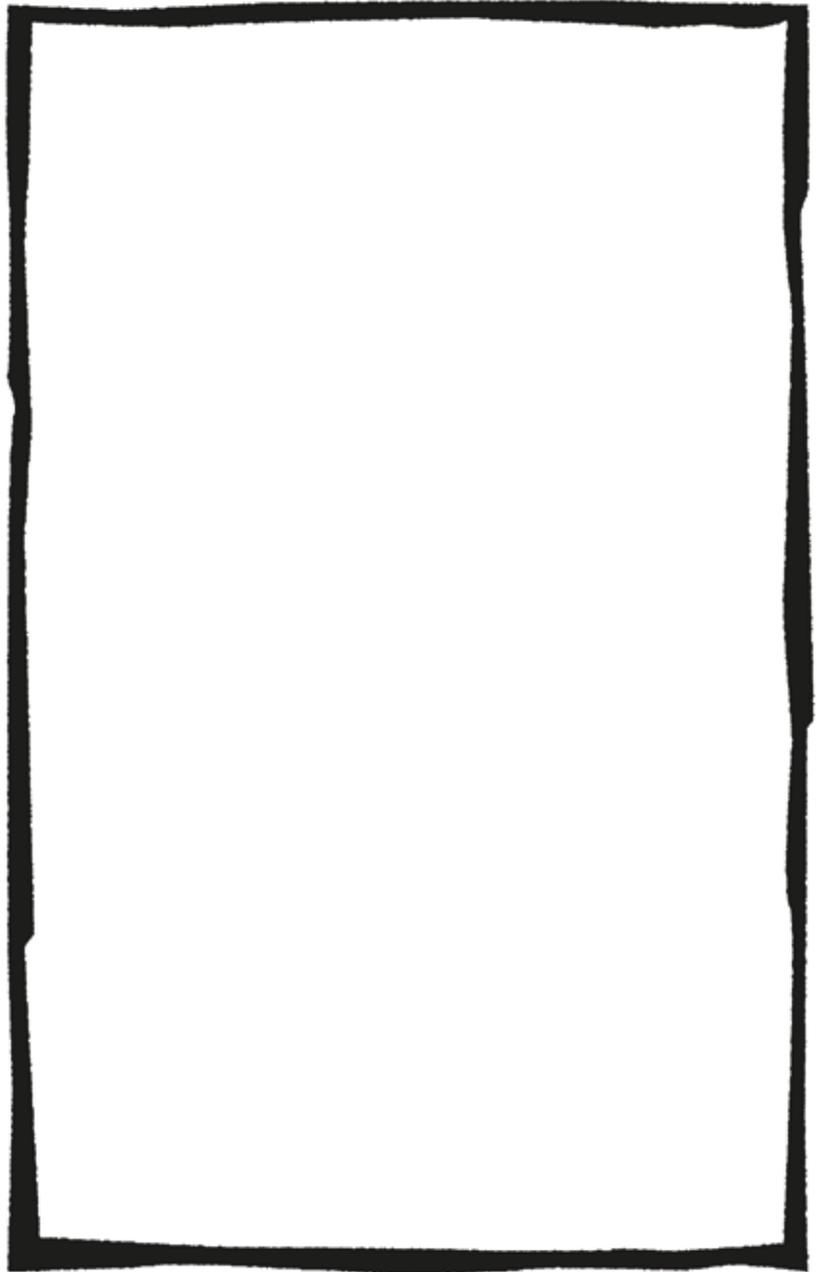
Things people like about me

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# NATIONAL CURRICULUM LINKS

## LESSON PLAN 4 - THE CIRCLE OF FRIENDSHIP

### ENGLAND

	Key Stage 1	Key Stage 2
<b>Art</b>	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
	to use a range of materials creatively to design and make products	
<b>Citizenship</b>	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 think about themselves, learn from their experiences and recognise what they are good at;	to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
	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
<b>PSHE</b>	identify their special people (family, friends, carers), what makes them special and how special people should care for one another	identify their special people (family, friends, carers), what makes them special and how special people should care for one another
	that they belong to different groups and communities such as family and school	that they belong to different groups and communities such as family and school

### WALES

	Foundation Phase	Key Stage 2
<b>Art</b>	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
	mix, shape, arrange and combine materials to create their own images and objects that	evaluate the methods and results of their own work and that of their fellow pupils
	communicate and express their ideas, feelings and memories creatively	Pupils should be stimulated and inspired, where appropriate, by; media, styles, ideas etc
	reflect on their own and others' work	experiment with and examine the methods used by other artists, craftworkers and designers from different; places, cultures, periods
<b>PSE</b>		Understand the benefits of families and friends and the issues that can arise
		how cultural values and religious beliefs shape the way people live
		appreciate the natural world as a source of inspiration

# NATIONAL CURRICULUM LINKS

## LESSON PLAN 4 - THE CIRCLE OF FRIENDSHIP

		take an active interest in varied aspects of life in school and the wider environment
		how the environment can be affected by the decisions we make individually and collectively

### NORTHERN IRELAND

	Key Stage 1	Key Stage 2
<b>Art</b>	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
	look at and talk about resource material to stimulate their own ideas	collect, examine and select resource material to use in the development of ideas
<b>Personal Development and Mutual Understanding</b>	their self-esteem and self confidence	their self-esteem, self-confidence and how they develop as individuals
	responsibility and respect, honesty and fairness	initiating, developing and sustaining mutually satisfying relationships
<b>The World Around us</b>	The effect of people on the natural environment over time	Positive and negative effects of natural and human events upon place over time
	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

### SCOTLAND

	First	Second
<b>Art</b>	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
	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 have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks
	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design
<b>Social Studies: People, place and environment</b>	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
<b>Health and Wellbeing</b>	I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others	I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others