

This activity is based on Simba's central challenge: to understand who he is and to take his place in the Circle of Life. To do this, he had to find out about himself and the things that really matter to him and then accept his rightful place and the responsibilities that go with it. The children are asked to consider who and what is important to them and why.

Young Simba and Young Nala



MY CIRCLE OF LIFE

LEARNING OBJECTIVES

- Identify who and what is important to us
- Recognise why these people/objects are important
- Explore how people and objects can be linked together

LESSON OUTLINE

Hand out the activity sheet, which asks the children to list some of the people who are important to Simba (Mufasa, Zazu, Nala, Timon and Pumbaa, Sarabi, Rafiki) and why. Talk about the people who are important to Simba and the reasons why they are important. Work together to complete the first section of the work sheet, modelling how you would like the children to complete the task.



Young Simba and Mufasa

PREPARATION

Photocopy the activity sheet (Primary 5) for each child, you may also find it useful to produce an enlarged copy for your own use. Collect drawing materials, paper glue and magazines from which to cut pictures.

Pupils now make their own Circles of Life, showing where they stand in relation to the important people and things in their lives. Ask them to complete the sections about the people and things that are important to them, and to say why.

Next, distribute sheets of drawing paper to the class and have them draw a large circle; they could draw around a paper plate to do this. Provide them with drawing materials, paper glue and magazines from which to cut pictures. Pupils then draw pictures or cut out images to make a collage of their own Circle of Life, using the people and items they listed on the activity sheet to inspire them. As they do this, ask them to think about the connections between the different people/things and themselves, and what their own place is within the circle. For example, if there is a drawing of a cousin and a picture of a piano, which the child likes to play, the connection could be that the cousin likes to hear the child play the piano, or maybe she plays it, too.

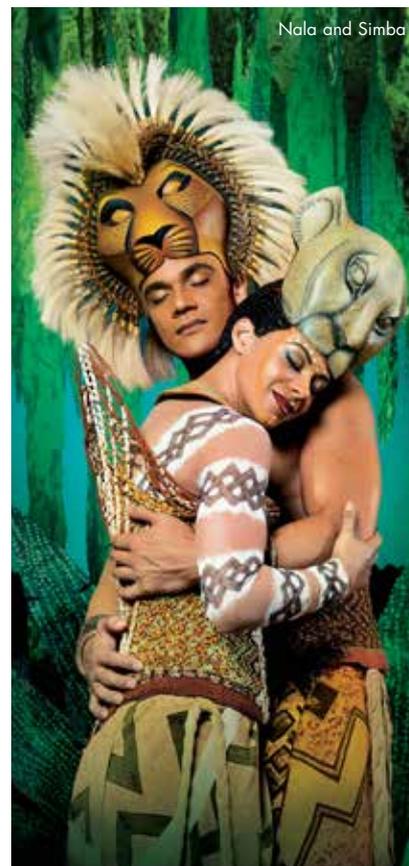
PLENARY

When the collages are finished, have the children first discuss and then write lists of different connections that they have noticed. The finished collages could then be displayed on the wall alongside the children's writing under the heading 'Our Circles of Life'.

EXTENSION ACTIVITY

Create a Circle of Life showing the connections between children in the class or adults within school and add

this to the display. How do different children make connections between the same people in the Circle of Life? What are the similarities and differences?



Nala and Simba

To learn more view
**THE LION KING
 BEHIND THE SCENES**
EPISODE 2 - BEHIND THE STORY
EPISODE 3 - MEET THE CHARACTERS

MY CIRCLE OF LIFE

These are some of the people who are important to Simba

This is why they are important to Simba

Things that are important to me

Why they are important

People who are important to me

Why they are important



NATIONAL CURRICULUM LINKS

LESSON PLAN 5 - MY CIRCLE OF LIFE

ENGLAND

	Key Stage 1	Key Stage 2
Art	to use a range of materials creatively to design and make products	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	
PSHE	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
Art	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
PSE		Understand the benefits of families and friends and the issues that can arise
		how cultural values and religious beliefs shape the way people live

NORTHERN IRELAND

	Key Stage 1	Key Stage 2
Art	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
Personal Development and Mutual Understanding		Understand the benefits of families and friends and the issues that can arise
		how cultural values and religious beliefs shape the way people live

NATIONAL CURRICULUM LINKS

LESSON PLAN 5 - MY CIRCLE OF LIFE

SCOTLAND

	First	Second
Art	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
Health and Wellbeing	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