

**The essence of theatre is conflict, the fight between good and evil. 'The Lion King' revels in this conflict, drawing the audience into partisanship, feeling the highs and lows of the hero, willing the defeat of the villain. In this lesson, students explore the characters a little further, especially Scar, the notorious villain of the piece.**

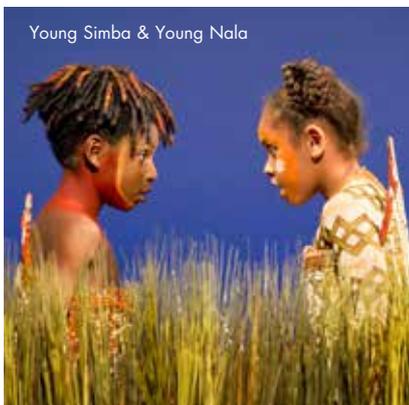


Simba

## CONTRASTING VIEWPOINTS

### LEARNING OBJECTIVES

- Explore empathetic writing through role-play and oration
- Discuss and evaluate conflicting evidence to arrive at a considered viewpoint
- Express a point of view persuasively
- Convey action, character, atmosphere and tension in the presentation of drama



Young Simba & Young Nala

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

### PREPARATION

**Photocopy the project sheet (Secondary 8) for each student.**

### LESSON OUTLINE

Remind students, and discuss with them, what they have learnt from 'The Lion King' so far. Focus especially on the relationships between the characters, how they develop or meet difficulties.

For example: Mufasa and Simba; Simba and Nala; Scar and Nala; Timon & Pumbaa; Simba, Timon and Pumbaa.

Which of these relationships are successful and why? Which are not successful and why?

Ask students to consider Mufasa and Scar. They are brothers, but very different. How might they have been as young cubs together? When did they become enemies? Perhaps Scar is, in a way, a victim, denied the throne first because he is the younger brother, and then because of the birth of Simba? Can your students relate in some way to Scar?

Divide the class into two groups and distribute the project sheets. One half of the class will represent Mufasa and the other will play Scar. Explain that they are to complete the project sheet as their character, bearing in mind that they are writing a dramatic piece to be performed out loud, and must pay particular attention to the use of language and rhythm.

The task completed, choose one student from each camp and stand them side-by-side. They are not to address each other directly, but speak their lines alternately, moving about as they wish, using facial expression and gesture, and appealing to the audience, or the stars, or whatever they choose.

It might run like this:

**Mufasa:** I am Mufasa, 'The Lion King', mate of Sarabi and father of Simba.

**Scar:** I am Scar, the rightful heir to the throne, with a fool for a brother.

**Mufasa:** I love my family, my glorious pride, the beauty of Pridelands and the velvet night sky.

**Scar:** I love power and luxury. I love to command those who are lesser than me, which frankly, means everyone.

Repeat the exercise with more pairs of students.

### PLENARY

Discuss what has been learned from the lesson. Can students understand Scar's point of view? Did anyone change their opinion of Scar?

### EXTENSION ACTIVITY

Write a monologue for a character from 'The Lion King' explaining their perspective on the story. Length should vary according to the ability of individual students, up to a maximum of 200 words for the more able, possibly in verse. These are to be performed to the class (the more able encouraged to perform from memory) using any props brought from home or made available, and, if wished, accompanying themselves on percussion instruments.

# CONTRASTING VIEWPOINTS

**Complete each phrase in the persona of either MUFASA or SCAR.**

Pay special attention to your choice of words and the rhythm of your writing;  
its object is to be performed back-to-back with another performer.

**I AM** \_\_\_\_\_

**I LOVE** \_\_\_\_\_

**WHEN I WAS A CUB** \_\_\_\_\_

**MY BROTHER** \_\_\_\_\_

**OUR PARENTS** \_\_\_\_\_

**YOUNG SIMBA** \_\_\_\_\_

**NALA** \_\_\_\_\_

**THE HYENAS** \_\_\_\_\_

**THE HUNTING GROUND** \_\_\_\_\_

**MY DESTINY** \_\_\_\_\_

**WHAT MATTERS TO ME MOST** \_\_\_\_\_

**I WILL BE REMEMBERED AS** \_\_\_\_\_

# NATIONAL CURRICULUM LINKS

## LESSON PLAN 8 - CONTRASTING VIEWPOINTS

### ENGLAND

	Key Stage 3	Key Stage 4
<b>English – Spoken word</b>	speak confidently and effectively	listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation
	using Standard English confidently in a range of formal and informal contexts, including classroom discussion	working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
<b>Drama</b>		apply knowledge and understanding when making, performing and responding to drama
		work collaboratively to generate, develop and communicate ideas
		reflect on and evaluate their own work and that of others

### WALES

	Key Stage 3	Key Stage 4
<b>English – Oracy</b>	communicate for a range of purposes	communicate for a range of purposes
	speak and listen individually, in pairs, in groups and as members of a class	speak and listen individually, in pairs, in groups and as members of a class
	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
<b>English with Media</b>	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
<b>Drama</b>	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
	take part in improvisation	take part in improvisation
	explore characterisation through use of masks, costume, props, puppets and electronic media	explore characterisation through use of masks, costume, props, puppets and electronic media

# NATIONAL CURRICULUM LINKS

## LESSON PLAN 8 - CONTRASTING VIEWPOINTS

### SCOTLAND

	<b>Third</b>	<b>Fourth – Senior Phase</b>
<b>Literacy and English – Listening and Talking</b>	When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion	When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions
	I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience	I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience
	I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts	I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts
<b>Expressive arts – Drama</b>	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