



Disney PRESENTS

THE LION KING

EDUCATION PROGRAMME

GETTING READY TO ROAR

Key Stage Three Teacher's Resource Pack

GETTING READY TO ROAR

KS3 TEACHER'S INTRODUCTION

Welcome to Getting Ready to Roar, a unique and inspiring insight into what it takes to bring Disney's THE LION KING to an audience of over two thousand people every day!

The specially commissioned 30 minute film gives your students the chance to meet the talented, dedicated and inspirational team behind the scenes at London's Lyceum Theatre and is the perfect accompaniment to your KS3 visit to the show.

This accompanying classroom resource aims to help your students develop an understanding of the employability skills the team uses, and how these relate to their own experience and skill sets. It comprises:

- Teacher's introduction
- KS3 Pupils' Discussion Questions, Student Task Sheet, Employability Skills Checklist and a Final Challenge
- Curriculum linking guidance
- A glossary of theatrical terms

SUPPORTING PSHE TEACHING AND LEARNING

After your group's visit to THE LION KING, this resource aims to improve their knowledge of **employability skills** required by the team to put on the show. It meets important aspects of the **PSHE curriculum 'Living in the wider world' at KS3**. Other curriculum connections are also signposted at the end of the resource.

The questions and task sheets provide work for the students before and after watching the film. They will need exercise books or paper to write down lists and ideas. We have designed this as a flexible resource offering up to three lessons to help you introduce employability skills, or to support previous or planned work in this area.

WHAT YOUR STUDENTS WILL LEARN

Overall, the aim is to support teaching and learning around three key messages:

- Live performance of major shows is about far more than the actors on the stage. The production company is formed from a wide range of highly skilled professionals who have a great deal of creative, technical and management expertise.
- This expertise can be broken down into individual elements called employability skills. Different jobs require particular combinations of these skills but some skills appear in nearly all jobs.
- Being able to identify and develop your own skills is important and being able to give examples of your skills is really useful when you are looking for a job.

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KS3 DISCUSSION QUESTIONS

BEFORE THE FILM

After explaining what the class is about to see, lead a short discussion where the students work in small groups or as a whole class to consider these questions:

- As well as the performers, what other job roles might be part of the team that creates and delivers Disney's THE LION KING for eight shows a week?

Teacher note: If needed, you might prompt them to consider the technical side e.g. lighting, sound, stage management, scenery changes etc.; the creative elements e.g. set design, costumes, puppets, orchestra, plus the production management team, London's Lyceum Theatre management team and all the marketing and advertising that generate ticket sales.

- What skills would it be advantageous for the team to display?

Teacher note: For younger groups, you may wish to hand out the Skills Checklist so the students have simple definitions of what the skills are. If the students are older or you have done prior learning on employability skills with them this may not be needed.

AFTER THE FILM

- Ask the class for general reactions as a group. Did they enjoy it and/or find it interesting? Were there any surprises? What struck them most about the people they met?

Teacher note: Hopefully the final questions above will start to generate answers that are actually employability skills e.g. committed, team players, creative, communicators, etc.

- Hand out the Getting Ready to Roar **Student Task Sheet** and **Employability Skills Checklist** and let them work through it.

Teacher note: Please set the class up as you wish, working individually, in pairs or as discussion groups. You may wish to summarise each of the question sections as mini-plenaries or split the work over different lessons.

Depending on the prior learning about employability skills that you have done with your class, you may wish to do some scaffolding work with the whole class before moving onto the **Student Task Sheet**. For example, you could start by naming a skill and asking the students for the definition, or vice versa.

You could also use this technique with the **Final Challenge**, working with the whole class to identify one or two planning tasks and defining the skills required, before the students start work on the **Final Challenge** independently.

- When they have finished, summarise the session by leading a discussion about the similarities and differences between the skills they've seen in the Getting Ready to Roar film, and the ones they've identified on their **Final Challenge**.

Teacher note: The idea here is to help the students to appreciate that skills are transferable between tasks and that the same skill can be useful in different settings. Maybe the skills we are using already in our school, family and social lives are actually employability skills and can be thought of in that way.

This final point is explored further in the KS4 **Job Application Activity** which you may wish to move on to if you feel that is the right thing for your student group.

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KS3 STUDENT TASK SHEET



Now that you have seen the Getting Ready to Roar film about the dedicated team behind the scenes at Disney's THE LION KING, please work through these questions. Your teacher might ask you to do some on your own and others working with a partner or in a group.

Keep a note of your answers and what the class thinks, as these will be useful to you as you do other work on employability skills.

QUESTIONS

1) Exploring Employability Skills

- A. After seeing the film, write down as many jobs as you can remember.
- B. Look at the **Employability Skills Checklist**. Try to match the list of skills to the individual jobs you have written down. Some jobs may have many skills.
- C. Are there any skills you want to add to the checklist? Write them in and define them.
- D. Count how many times the skills you have listed appear in total across all of the jobs. Which three appear the most? Why do you think they appear more often?
- E. Imagine you are doing one of the jobs in the list below, or choose your own. Would those top three skills be useful in that job too? Explain how you would use those skills in your new job.
 1. Computer game designer
 2. Police officer
 3. Professional sports player
 4. Teacher
 5. Shop manager
 6. Other

2) Skills in Action

Each year your school gives permission for an end of year student cabaret in the main school hall involving different groups and individuals performing pieces to an invited audience. This year you and some class friends have been asked to organise it. Use the **Final Challenge** to write down a list of the things you will need to arrange. Think about when the event will take place, who will perform, food, music, audience invitations, pricing, venue set up etc.

Then think about and write down the skills you'll be using as you work through each of these tasks. We've done one as an example. Use the **Employability Skills Checklist** to help you.

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KS3 EMPLOYABILITY SKILLS CHECKLIST

This is a list of some common skills people use in their daily jobs; there are many others that are not listed. We have left blank spaces for you to think of some other skills and jobs in which they may be useful.

SKILL	DEFINITION	JOBS
COMMUNICATION	Being able to say what you mean clearly and listen to what others are saying.	Barrister
TEAMWORK	To be able to work well within a group of people who are all working together.	Builder
TIME MANAGEMENT	To plan your work so you are not late with things you are doing. Being able to prioritise work so you do the most important or urgent things first.	Engineer
PROBLEM SOLVING	Being able to come up with new ideas or new ways to do things and solve problems.	Scientist
DRIVE	To keep going with your work and not give up. To be a positive member of the team.	Nurse
NUMERACY	Being able to understand and use maths for your job.	Accountant
RELIABILITY	Doing what you are supposed to do. Not letting the people you work with down.	Carer

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KS3 FINAL CHALLENGE

PLAN A SCHOOL CABARET

CABARET TASK	SKILLS NEEDED
CREATING THE INVITATIONS AND POSTERS	Deciding on what you want: Teamwork Researching designers and printers: Problem solving Managing a budget: Numeracy Giving clear instructions: Communication

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CURRICULUM LINKS

PERFORMING ARTS

Throughout the UK, Dance, Drama and Theatre Studies students at KS3, KS4 and post-16 will find that the Getting Ready to Roar film provides a unique insight into how a backstage theatre company prepares for a live performance.

PSHE

In England the main connections to teaching and learning are in non-statutory PSHE as recommended by the PSHE Association. These are outlined below. Relevant curriculum areas in Northern Ireland, Wales and Scotland are also included below.

ENGLAND

KS3 PSHE

Relationships

- The qualities and behaviours they should expect and exhibit in a wide range of positive relationships (e.g. sports teams, class, friendships, work, volunteering).
- To further develop and rehearse the skills involved in working as part of a team, including setting objectives, planning outcomes, cooperation, negotiation, managing setbacks and compromise.
- To further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness.
- To explore the range of positive qualities people can bring to relationships.

Living in the Wider World Pupils should have the opportunity to learn:

- The knowledge and skills needed for setting realistic and challenging personal targets and goals.
- To identify their own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability.
- Different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work.
- About different work roles and

career pathways, including clarifying their own early aspirations.

- The benefits of being ambitious and enterprising in all aspects of life.
- About the skills and qualities required to engage in enterprise.
- About different types of business.

KS4 PSHE

Relationships Pupils should have the opportunity to learn:

- The characteristics and benefits of positive, strong, supportive, equal relationships.

Living in the Wider World Pupils should have the opportunity to learn:

- To evaluate their own personal strengths and areas for development and to use this to inform goal setting.
- How their strengths, interests, skills and qualities are changing and how these relate to future employability.
- To further develop study and employability skills (including time-management, self-organisation and presentation, project planning, team-working).
- About the range of opportunities available to them for career progression, including in education, training and employment.
- To develop their career identity, including how to maximise their chances when applying for education or employment opportunities.

NORTHERN IRELAND

KS3 LEARNING FOR LIFE AND WORK

At Key Stage 3, the Learning for Life and Work area of learning includes Employability and Personal Development.

Work in Local and Global Economy Pupils should have opportunities to:

- Describe different types of work and investigate the range of employment in the local area, including any changes in employment trends, taking account of the implications for career planning, for example finding out about the main occupational sectors in Northern Ireland and

how these change over time.

- Investigate how an employer might deal with issues affecting work, for example examine why health and safety is so important in work.

Work in Career Management Pupils should have opportunities to:

- Assess personal skills and achievements to date; identify areas of interest and set targets for self-improvement, for example consider the impact that subject choices and personal interests have on future career options.
- Explore the changing concept of career, for example find out about the range of jobs some people have had and consider the importance of developing transferable skills for future career opportunities.
- Engage in the personal career planning process to investigate and reach decisions about post-14 options, recognising that attitudes to work will change over time and are influenced by family and community values, for example consider some of the reasons why people work and the importance of fulfilling work.
- Practise presentational and self-marketing skills, for example, find out about the qualities employers look for in potential employees.
- Investigate a variety of both familiar and unfamiliar jobs, for example explore career opportunities within various employment sectors.

Work in Self-Awareness Pupils should have opportunities to:

- Explore and express a sense of self, for example temperament, feelings and emotions, personal responsibility, personal needs, aspirations, etc.
- Explore personal morals, values and beliefs, for example the origin of personal values, developing a moral framework, personal integrity, etc.
- Explore the different ways to develop self-esteem, for example enhanced self-awareness, sense of security and self-worth; setting achievable targets; developing resilience, new interests and skills; learning to recognise achievement, etc.
- Develop skills and strategies

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CURRICULUM LINKS

to improve own learning, for example self-management, time management, attitudes and motivation towards learning, organisation and recognition of own learning preferences, developing ambitions for life and work, etc.

Work in Personal Health **Pupils should have opportunities to:**

- Explore the concept of Health as the development of a whole person, for example defining what makes up a whole person considering physical, mental, social, moral, cognitive development etc.
- Develop strategies to promote personal safety, for example responding appropriately to different forms of bullying, abuse, physical violence; developing safe practice in relation to the internet and getting home; understanding and managing risk, the place of rules and boundaries, etc.

Work in Relationships **Pupils should have opportunities to:**

- Explore the qualities of relationships including friendship, for example conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc.
- Develop strategies to avoid and resolve conflict, for example active listening, assertiveness, negotiation, mediation, etc.

KS4 LEARNING FOR LIFE AND WORK

At Key Stage 4, the Learning for Life and Work area of learning includes the contributory elements of Employability and Personal Development. The statements below provide the minimum content for Learning for Life and Work.

Employability **Pupils should be enabled to:**

- Explore self-employment and identify relevant sources of support.
- Examine the impact of globalisation on employment.
- Investigate the recruitment and selection process, taking into account the rights and responsibilities of employees and employers
- Consider how employees and employers might maintain an

effective working environment.

- Investigate the increasing social responsibility of business in the community.
- Develop a personal career plan based on relevant information and guidance.

WALES

WELLBEING – CAREERS AND THE WORLD OF WORK

Learners aged 11-19 should be given opportunities to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life.

KS3 LEARNING OUTCOMES

Skills – learners should be given opportunities to:

- Work both independently and cooperatively.
 - Listen attentively and respond helpfully.
 - Access an appropriate range of sources for help, support and advice within defined contexts.
 - Locate, select and summarise information, identifying key points.
 - Select and interpret data about learning and career opportunities.
 - Use ICT to find, check and use relevant information.
 - Consider their own and other people's ideas about learning, careers and the world of work to inform opinions and decisions.
 - Develop a range of ideas to solve problems.
 - Communicate clearly in English or Welsh, as appropriate, about careers and the world of work.
 - Organise information about themselves clearly and positively.
 - Plan, agree and review targets.
 - Manage time within given structures.
 - Adapt to new situations.
 - Be able to apply learning to a range of situations.
- Range - learners should be able to develop their skills, attitudes and values through a range of contexts.

Personal Achievement

- List their achievements in and out of school.

Understanding the World of Work

- Recognise and challenge the stereotypes that limit people in their choice of work and careers.
- Explore the attributes of entrepreneurs and the role of enterprise in wealth creation.
- Learn about the personal qualities that employers see as important.

Guidance

- Identify the people able to provide informed advice and guidance on subject choices/career ideas and understand the implications of the possible pathways ahead of them.
- Identify any obstacles to future plans and decide how they might be overcome.

Making and Implementing Decisions

- Use what they have discovered about themselves, learning and work in decisions about individual Key Stage 3 pathways.
- Be able to explain their proposed choices both to their peers and to appropriate adults.

KS4 LEARNING OUTCOMES

Skills – learners should be given opportunities to:

- Work both independently and cooperatively within the classroom and beyond.
- Listen attentively and respond helpfully, noting strengths and weaknesses of views.
- Access a wide range of sources for help, support and advice.
- Locate, select and identify key points from a range of information, including any lines of reasoning.
- Select, compare and interpret data relevant to their own needs.
- Use ICT to find information that is accurate and relevant for a range of purposes.
- Consider their own and other people's perspectives about learning, careers and the world of work to inform opinions and decisions.

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CURRICULUM LINKS

- Seek out and evaluate innovative solutions to problems.
- Communicate coherently in English or Welsh, as appropriate, about careers and the world of work.
- Present information about themselves effectively in a variety of forms.
- Plan, set targets, review and reflect on learning.
- Manage time with some independence.
- Adapt to a range of new situations.
- Be able to apply learning to a range of situations both within and outside school.
- Show emerging awareness of customer needs.

Range - learners should be able to develop their skills, attitudes and values through a range of contexts.

Personal Achievement

- Develop a curriculum vitae (CV) based on their achievements, abilities, interests and skills.

Understanding the World of Work

- Examine the implications of stereotyping in employment and training, recognising the benefits of a positive attitude to difference and diversity.
- Recognise their responsibilities and rights as employees and learn how to follow safe working practices.
- Use work-focused experiences to understand better what skills and personal qualities employers want.

Guidance

- Access realistic, impartial guidance on learning, careers and work-related matters.
- Understand the prospects and progression patterns in the jobs in which they are interested.
- Examine their careers ideas and the potential effects on their lives.
- Identify any obstacles to future aspirations and plan thoughtfully how they might be overcome and guidance.

SCOTLAND

HEALTH AND WELLBEING ACROSS LEARNING – SOCIAL AND LIFE SKILLS

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing.
- Experience challenge and enjoyment.
- Make a successful move to the next stage of education or work.

Effective learning and teaching in health and wellbeing:

- Engages children and young people and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices.
- Uses a variety of approaches including active, cooperative and peer learning and effective use of technology.
- Harnesses the experience and expertise of different professions to make specialist contributions, including developing enterprise and employability skills.

Within their learning environment students can expect support to:

- Develop self-awareness, self-worth and respect for others.
- Meet challenges, manage change and build relationships.
- Experience personal achievement and build resilience and confidence.
- Reflect on strengths and skills to help make informed choices when planning next steps.

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GLOSSARY OF THEATRICAL TERMS

Assistant Stage Manager	The person who is hired to help the Stage Manager and set props.
Audience	The people who come to see the show. Sometimes also known as patrons or guests.
Automation	A mechanical piece of set that is operated electronically.
Backstage	The part of a theatre which is not seen by the audience, including the dressing rooms and stage wings.
Box Office	Where tickets for a performance are sold. Usually located Front of House.
Box Office Manager	The person who is in charge of ticket reservations and ticketing.
Cast	The people who perform in a show.
Clearance	Once final clearance has been given by Front of House and the Company Manager the show can start.
Company	The cast and crew of a show.
Company Manager	This is the person that looks after the welfare of all employees involved in the show (cast and crew).
Countdown	This is the time at which all cast members should be in the building getting ready for the show (usually at least 45 minutes before the show starts).
Covering	This is the final list of cast members including the understudies, for that evening's performance. This means that any tailored elements e.g. costumes, make-up and puppet adjustments can be made to suit individual cast members.
Crescendo	Spoken words or song that gradually gets louder.
Crew	All the people who work together on a show except the cast.
Cue	Signals that are given to both the actors, the crew, the musicians and any others working on a show.
Curtain	The screen (usually made of cloth) which separates the stage from the audience. 'Curtain-Up' refers to the start of the show.
Dialogue	Spoken words between two actors.
Diminuendo	Spoken words or song that gradually get softer.
Dressing Rooms	The rooms where actors change into costumes and have make-up applied.
Dresser	The person who dresses the cast before and during the show.
Ensemble	A group of actors, singers or dancers who perform together on stage.
Final Call	The time at which all cast members need to be in place as the show is about to start.
Fly Pieces	A piece of set that is 'flown in' above the stage.
Front of House	The part of the theatre where the audience is seated, the lobby and the box office.
Front of House Team	All of the people in a theatre who deal with the audience including the people who sell tickets and the ushers (these are the members of staff who direct the audience to their seats).
Head of Wardrobe	The person in charge of the costumes for a show.
Hours to Curtain	This means how much time is left until the curtain goes up and the show starts.
Lamp	A stage light.
Lighting Designer	The person who designs the lighting for a show and works with the director to get desired effects.
Lighting Operator	The person who operates the lights during the show.
Master Carpenter	The person who builds and repairs the sets for the show.
Matinee	An afternoon performance of a show.
Merchandise	These are the products related to the show and which will be sold Front of House to the audience as they enter and leave the theatre.

Microphones	Used to enhance sound within the theatre.
Offstage	The area of the stage which the audience cannot see.
Orchestra Pit	An area below the stage where the musicians and conductor work during a show.
Patrons	Audience members.
Pre-set	The set and props that are in place before the show starts.
Pre-show Checks	All final technical and creative checks that must be completed before the show can start.
Principals	Members of the cast that play lead characters.
Props	All the items used in a play to tell the story e.g. swords (props do not include the scenery or costumes).
Props Manager	The person in charge of all the props and who usually works with them during a show.
Rehearsal	This takes place before the live show to give the cast and crew an opportunity to practise their parts.
Resident Choreographer	The person who makes sure that the dance moves stay true to the original choreography.
Resident Director	The person who ensures the quality and level of creativity and professionalism from the cast and crew is maintained. Works on behalf of the show's original director and ensures that the shows stay true to the original direction.
Rig	Where all the lighting and sound equipment is hung. When doing a 'rig check' the department will go through all the lights to make sure they are working, display the right colours at the right time and are able to change as and when necessary. With a sound rig check they will check all the speakers and microphones to make sure there is no feedback, broken cables, interference etc.
Running-Time	The amount of time it takes to perform the play from beginning to end not including any breaks.
Set	The setting of the stage for each act and all the physical things that are used e.g. scenery props.
Set Designer	The person who designs the sets for the show.
Show Caller	This person is the centre point of the entire physical production and they co-ordinate the show performance including the script, score and cueing all other crewed elements e.g. lighting and audio. They talk all the departments through the cues while the show is on, using headsets.
Slip Stage	Large pieces of set which slide in from the wings or from upstage into position.
Sound Effects	The noises which are produced to accompany a scene in a show.
Sound Manager/ Operator	The person who operates the sound for the show.
Stage	The area the cast perform on, and which the audience can see.
Stage Left/Stage Right	The areas of the stage are always from the actors' point of view. Therefore, 'stage left' is on the actor's left hand side as he/she is facing the audience.
Stage Manager	The person who runs the rehearsal and the show itself and who liaises across all the other teams to make sure the entire show comes together successfully.
Stalls	The lowest level of audience seating and closest to the stage.
The Call	The time that an actor must report to the theatre for either a performance or rehearsal.
The 'Book'	This contains a combination of the show script and score (music) plus all lighting, sound and crew cues.
The 'Half'	Half an hour before the show starts.
Understudy	An actor who studies the lines and blocking of a role, and is able to take over for the original cast member in an emergency.
Vocal warm-up	This is when the cast rehearse their lines/songs just before a show.
Wardrobe Department	This contains all the costumes and accessories used within the show.

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