*This fun activity will switch on children's imaginations and stimulate their curiosity about theatre in general, and Disney's 'The Lion King' in particular.*

ANIMAL ANTICS

LEARNING OBJECTIVES

- Identify the characteristics of fictional characters
- Identify the characteristics of real animals and consider how they can be used to create a fictional counterpart

Ed

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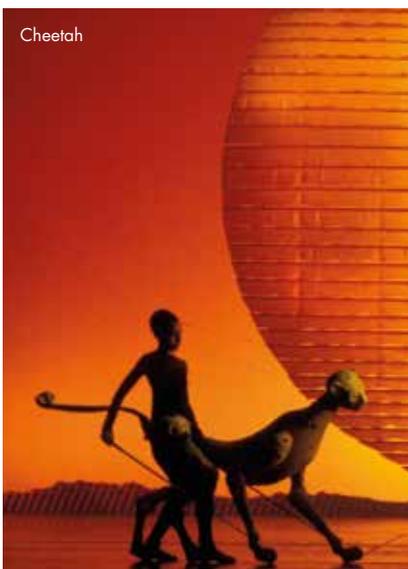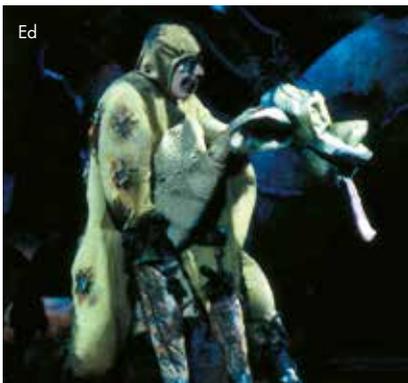
To learn more view
THE LION KING BEHIND THE SCENES
EPISODE 3 - MEET THE CHARACTERS

PREPARATION

Photocopy the activity sheet *(Primary 1)* for each child. You may also find it useful to enlarge pictures of each animal individually to use as a visual stimulus.

LESSON OUTLINE

Begin by asking children to take it in turns to act like different animals, from the familiar (cats, dogs, foxes, cows) to the more exotic species featured in the play, such as lions, baboons, elephants, giraffes and warthogs (pigs). Ask pupils to discuss how they think these animals act and how they could translate this into human characteristics.

Next encourage children to think of differences between how animals really are and how they are depicted in stories. Start by asking for the names of some famous stories or films about animals ('Finding Nemo', 'Mickey Mouse', 'Stuart Little', 'Tom and Jerry', 'Chicken Run' etc). Now ask pupils to suggest words that describe the leading animal characters. Encourage them to consider whether that's what those animals are like in real life. For example, do fish speak English? Can chickens knit?

Ask the class to write a description of one of the characters they have just discussed. They should then write descriptions of the real animals underneath their fictional counterparts and compare the similarities and differences between the real animals and their fictional characters.

Now ask pupils to think about the animals in 'The Lion King'. Can they name any of the characters?

Hand out the activity sheet. It shows the animals that appear in the show: lion, warthog (wild pig), hornbill (parrot), mandrill (baboon), meerkat, hyena, elephant and giraffe. Children should write a word to describe each animal, even if they haven't heard of them before.

PLENARY

After completing the activity sheet, the pupils' next task is to decide which characteristics are 'real' and which they have learned from stories. Discuss why they have chosen these characteristics. Did they come from some factual knowledge they have from reading books or watching a programme? Did they choose that characteristic because of something a character did in a fictional story or a film they have seen? Sort the characteristics into two sets – 'real' and 'from stories'. Keep these lists safe so that you can refer back to them and add any new characteristics after your visit to 'The Lion King'.

EXTENSION ACTIVITY

After seeing 'The Lion King', pupils can revisit their list of characteristics. Did the creators of the musical use some of these characteristics in developing the characters? Ask them to add another descriptive word for each character and explain how their view of that animal has changed, perhaps, since seeing the show. They can then write a description of a character from 'The Lion King' and another of the real animal underneath, and compare the descriptions.

ANIMAL ANTICS

Write a word to describe each of these animals on the line underneath their name.
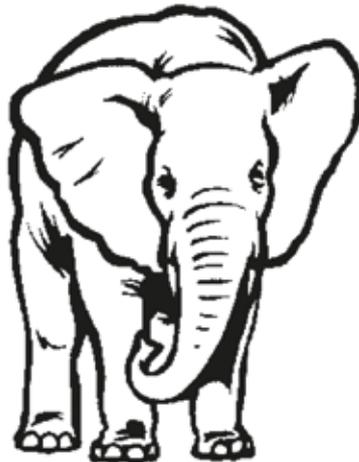Don't worry if you have not heard of them before.

ZEBRA

MANDRILL

_____

_____

WARTHOG

LION

_____

_____

HORNBILL

MEERKAT

_____

_____

GIRAFFE

ELEPHANT

_____

_____

HYENA

_____

NATIONAL CURRICULUM LINKS

LESSON PLAN 1 - ANIMAL ANTICS - 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 for different purposes	noting and developing initial ideas, drawing on reading and research where necessary
	writing down ideas and/or key words, including new vocabulary	in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

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	

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	talk about and plan what they are going to write	talk about and plan what they are going to write
	write without prompting, making their own decisions about form and content	write without prompting, making their own decisions about form and content
	organise, structure and present ideas and information using traditional and digital means	organise, structure and present ideas and information using traditional and digital means

NATIONAL CURRICULUM LINKS

LESSON PLAN 1 - ANIMAL ANTICS - PRE-SHOW

SCOTLAND

	First	Second
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
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