

The characters in 'The Lion King' are presented with human qualities within their animal personas. Heroes and villains all have their own point of view – worthy of airing on a TV chat show! Students will explore the characters of 'The Lion King' and consider their motivations through a school chat show.



THE CONTROVERSIAL CHAT SHOW

LEARNING OBJECTIVES

- Preparing for, improvising and working in role as characters from 'The Lion King', audience members and other roles
- Empathising with characters in 'The Lion King', by understanding and defending their actions and intentions
- Clarifying and refining questions, putting across a point of view, asking pertinent questions, presenting a case persuasively, modifying views, analysing bias and evaluating own contributions through speaking and listening



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

PREPARATION

Photocopy the project sheet (Secondary 5) for each student.

LESSON OUTLINE

For this lesson, you take on the role of director/producer.

Choose a stage manager, who will need to make sure everyone knows what they are doing and to agree a running order (the order in which things happen) with you as the director. Assign a musical director, who plays an intro and outro theme and delivers a brief burst of music to introduce each guest. If a lighting rig is available, assign a lighting technician to train a follow-spot on guests as they walk to their seats – or as they storm out in a rage, for that matter. A follow-spot can also pick out members of the audience who are asking a question or creating a scene. Put a student or two in charge of the audience, welcomers holding up signs and making gestures to encourage them to laugh, cheer, boo, as in the style of 'The Jerry Springer Show'.

Choose two 'bouncers' to intervene – gently – if the debate gets too heated. Have someone play the role of a family counsellor, who comes on near the end of the show to advise everyone on how to reconcile their differences. ("Now Mufasa, I don't think you're really hearing what your brother is saying"; "I'm getting a lot of negativity from you, Scar. Come on, give your nephew a hug and make it like you mean it!")

Select individual students to play the parts of the chat show host, Simba, Mufasa, Scar, Sarabi and Nala. The host's job is to ask questions about the turning points in the production. They need to consider how decisions, right or wrong, affect our lives, and how the story could have

turned out differently. Did Simba make good decisions? Bad ones? How would each of these decisions have changed the story? Most importantly, the host also needs to build anticipation, excitement and involvement among the audience.

EXAMPLE OF RUNNING ORDER

1. Music
2. Lights
3. Welcomers hold up 'clap' sign
4. Spotlight follows presenter entering from stage left
5. Presenter sits and gestures audience to stop clapping
6. Music fades
7. Host welcomes audience
8. Guest 1: Entrance theme. Sarabi
9. Audience questions/comments
10. Guest 2: Entrance theme. Mufasa
11. Guest 3: Entrance theme. Nala
12. Audience questions/comments
13. Guest 4: Entrance theme. Simba (big build-up: "There's someone all three of you would like to see very much indeed, isn't there? Well, I've got a very special surprise for you tonight... Simba, come on out!")
14. Guest 5: Entrance theme. Scar (big build-up, have bouncers ready)
15. Family counsellor: entrance theme

As the show's director, you will need to agree the running order with the stage manager.

THE CONTROVERSIAL CHAT SHOW

Simba, Mufasa, Scar, Sarabi and Nala are appearing on a chat show.

As members of the audience, you will be invited to make comments and ask questions.

As well as planning your questions below, you will also need to decide what sort of audience member you will be: try to form a few strong opinions, regardless of whether or not they are reasonable.

QUESTIONS AND COMMENTS FOR:

SIMBA

MUFASA

SCAR

SARABI

NALA



Notes on your persona for the chat show:

Questions and comments arising during the chat show:

NATIONAL CURRICULUM LINKS

LESSON PLAN 5 - THE CONTROVERSIAL CHAT SHOW

ENGLAND

	Key Stage 3	Key Stage 4
English – Spoken word	speaking 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	improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact
Drama		apply knowledge and understanding when making, performing and responding to drama
		work collaboratively to generate, develop and communicate ideas
		develop a range of theatrical skills and apply them to create performances
		contribute as an individual to a theatrical performance

WALES

	Key Stage 3	Key Stage 4
English – Oracy	communicate for a range of purposes	communicate for a range of purposes
	speaking and listening individually, in pairs, in groups and as members of a class	speaking and listening individually, in pairs, in groups and as members of a class
	using a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate	using 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
English with Media	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
Drama	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

NATIONAL CURRICULUM LINKS

LESSON PLAN 5 - THE CONTROVERSIAL CHAT SHOW

SCOTLAND

	Third	Fourth – Senior Phase
Literacy and English – Listening and Talking	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
Expressive arts – Drama	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