

Like so many great stories, 'The Lion King' is not a one-animal show. These are three-dimensional characters, each with their own existence, thoughts, beliefs and desires. In this lesson students are encouraged to see the story through the eyes of a 'minor' character.



Nala

NALA'S STORY

LEARNING OBJECTIVES

- Consider and discuss different interpretations of a drama
- Explore issues, ideas and meaning by changing perspective
- Convey action, character, atmosphere and tension when scripting plays



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

PREPARATION

Photocopy the project sheet (Secondary 7) for each student.

LESSON OUTLINE

Remind students that we tend to see storylines through the eyes of main characters, such as Simba in 'The Lion King'. But the lives of many others are changed by the action and events that take place.

Ask students to consider Nala's part in the story, and what she represents. Nala is a strong character in her own right – fighting off Scar's advances and breaking the stereotype of the helpless princess waiting to be rescued by the hero.

Also ask them to consider how Nala's journey differs from Simba's. How important is her sex to this difference?

Hand out the project sheets. These show a summary of key events in 'The Lion King' story from Nala's point of view and experience.

Split the class into pairs or small groups, and give each group one of the points of the story involving Nala. Allow time for discussion within the groups. Students should consider how Nala might feel at that point and how she might express it.

Bring the class back together and discuss the different ideas of groups.

PLENARY

Summarise what students have learned about Nala.

EXTENSION ACTIVITY

As a homework or extension task, students use what they have learnt about Nala to write a new scene featuring her, based on one of the incidents covered. An example for you to discuss is given below and on the photocopyable project sheet 7 – Extension.

Mufasa is dead and Simba has vanished, also presumed dead. Rafiki, Sarabi and Nala are left alone. As they sing a mourning chant, Rafiki wipes away the drawing of Simba. The young prince and the hope he stood for are gone.

SCENE	SCRIPT	SCENE	ACTION
1		1	Evening at Pride Rock. Subdued lighting casting long shadows. Music: I Just Can't Wait to be King, played quietly and haltingly, in a minor key.
2		2	A single spotlight picks out Nala, sitting in the shade of the rock, head downcast.
3	Nala: Oh Simba, I should never have gone with you to the Elephant Graveyard. I, of all people, should have tried to curb your curiosity.	3	Nala raises her head.
4		4	Sound FX: Hyenas howl in the distance during which the music fades out.
5	Nala: You were the hope of the pride... more than that, the hope of my heart...	5	Nala rises slowly to her feet.

NALA'S STORY

You are going to write an extra scene for 'The Lion King', featuring Nala. The following are key points of her involvement in the story in. You can take any of these as the starting point for your script.

- Nala and Simba have been friends since they played together as cubs.
- She celebrates with him as he sings "I just can't wait to be King".
- Nala goes to the Elephant Graveyard with him and they have to be rescued by Mufasa.
- She learns of Mufasa's death and Simba's disappearance and sings a mourning chant with Rafiki and Sarabi.
- Nala enters Scar's cave to protest about the pride being forced to overhunt.
- Scar tries to force his attentions on her but she manages to break free and run away.
- Rather than submit to Scar, Nala leaves home. First, she goes to Rafiki for a blessing.
- In the jungle, Nala sees a young lion and goes to chase him off. A fight ensues. She flips him over and realises that it is Simba.
- She tells his two friends, Timon and Pumbaa, that he is the true King. (What does she make of Timon and Pumbaa?)
- Nala and Simba realise their love for each other and sing "Can you feel the love tonight?"
- She tells him about the Pridelands' devastation and urges him to reclaim the throne. He refuses and stalks away, hiding his guilt over Mufasa's death.
- After meeting Rafiki and seeing his father's face in the stars. Simba eventually returns to the Pridelands with Nala.
- With Simba and the lionesses, Nala confronts Scar and the hyenas.
- Together with Timon and Pumbaa, they fight them.
- Nala sees Simba show Scar mercy, only to be treacherously attacked again. She finally sees him throw Scar to his death.
- Nala sees Simba made King and gives birth to his cub.

NATIONAL CURRICULUM LINKS

LESSON PLAN 7 - NALA'S STORY

ENGLAND

	Key Stage 3	Key Stage 4
English – Spoken word	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	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
	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
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
	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 7 - NALA'S STORY

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