








USE THIS LESSON TO: explore character objectives.

 45 minutes

OBJECTIVES: Students will...

-  Understand the importance of objectives when writing and performing.
-  Differentiate between given circumstances and actor/director choice.
-  Employ creative and improvisational skills to create new material.
-  Present original, creative content and ideas to peers.



PROVIDED MATERIALS:

-  Neutral Scene (for Pride B)
-  Script Excerpt – Scene 4: Scar’s Cave (for Prides A and C)

ADDITIONAL MATERIALS:

-  None

PREPARATION:

-  Copy Script Excerpt – Scene 4: Scar’s Cave (one for each student in Prides A and C).
-  Copy Neutral scenes (one for each student in Pride B).

OPENING RITUAL:  5 minutes

- Gather students in a large standing circle.
- Distribute djembe drums to this session’s Pride Leaders.
- Focus the class and ask students to facilitate their physical and vocal warm-ups, followed by the drum circle activity using the established call-and-response format.

VIDEO:  10 minutes

- Play video: 8 Objective.
- The video will explore the concept of objective and give examples from *The Lion King*. The video will also introduce the concept of given circumstances and actor/director choice. Additionally, the video will explore the concept of raising the stakes and how actors make physical and vocal choices to communicate their objectives.

GROUP ACTIVITY:

Gibberish

🕒 5 minutes

- Working in pairs, ask your students to determine who will be partner A and who will be partner B.
- Explain that partner A is Scar and partner B is Simba. Explain that Scar wants Simba to go to the Elephant Graveyard.
- Partner A will try to convince partner B to do what he wants. The catch: Both partners may only verbally communicate using gibberish.
- After a few minutes, switch partners and repeat the activity.
- Reflect on the activity with your students. What strategies did they employ to clearly communicate their objectives? What worked? What didn't?

PRIDE WORK:

Performing Objectives

🕒 20 minutes

- Divide your students into their Prides and distribute a Challenge Sheet to this session's Pride Leaders.
- Distribute the Script Excerpts to Prides A and C, and the Neutral Scenes to Pride B.
- Prompt the Pride Leaders to read the Challenge Sheet aloud to their Prides.



Raising the Stakes

Pride A will explore objective by understanding given circumstances and the concept of raising the stakes. Students will perform a scene from *The Lion King JR.*



Actor's Choice

Pride B will explore objective by understanding an actor's choice in a role. Students will perform neutral scenes using characters from *The Lion King JR.*



Physicality

Pride C will explore objective by understanding the importance of physical characterization. Students will perform a scene from *The Lion King JR.* without using any words.

SHARE:

🕒 5 minutes

- Select two pairs from each Pride to share their scenes.

REFLECTION: ⌚ 5 minutes

Use these prompts to facilitate a discussion with your class:

- What tools did you use to communicate your objective?
- Do you prefer developing objectives based on given circumstances or by inventing your own? Why?
- Which Pride's objectives were clearest? Why?

PRIDE JOURNAL 8:

Invite your students to complete a journal entry using this prompt:

- Write about a time in your life when you had a strong objective. What did you do to achieve that objective?