

# SESSION 1: INTRODUCTION

**USE THIS LESSON TO:** introduce your students to the story and characters of *The Lion King JR.*

 45 minutes

**OBJECTIVES:** Students will...

-  Explore the format of *The Lion King Experience*.
-  Learn about various jobs in the theater.
-  Become familiar with scripts.
-  Explore story structure.
-  Work in groups to read and perform scenes from *The Lion King JR.*

**PROVIDED MATERIALS:**

-  Plot Cards
-  Character Signs
-  Script Excerpt – Scene 2: Scar’s Cave (for Pride A)
-  Script Excerpt – Scene 8: The Gorge (for Pride B)
-  Script Excerpt – Scene 13: Pride Rock (for Pride C)

**ADDITIONAL MATERIALS:**

-  None

**PREPARATION:**

-  Pre-assign students into one of three groups: Pride A, Pride B, or Pride C. Note that the Prides will work together for the duration of *The Lion King Experience* during the Pride Work section of each session.
-  Print and cut out the Plot Cards.
-  Print and display the Character Signs around your room.
-  Print Script Excerpt – Scene 2: Scar’s Cave (one for each student in Pride A).
-  Print Script Excerpt – Scene 8: The Gorge (one for each student in Pride B).
-  Print Script Excerpt – Scene 13: Pride Rock (one for each student in Pride C).

**VIDEO:**  10 minutes

- Play video: 1 Introduction.
- The video will introduce and welcome students to *The Lion King Experience*. The video will also introduce students to the craft of musical theater, the process of creating and producing a musical, and some of the various jobs in the theater. Additionally, the video will introduce the characters and plot of *The Lion King JR.*

**GROUP ACTIVITY:** **Unscramble the Plot**  12 minutes

- Divide your class into nine groups.
- Distribute a Plot Card to each group. (If necessary, you can distribute more than one card to each group.)
- Tell the groups that they have each been given a moment from *The Lion King JR.*
- From the list on their Plot Cards, have the groups choose a creative way to bring their plot moment to life.

- Give the groups several minutes to experiment and rehearse their work. After some time for discussion, encourage the groups to get the work up on its feet.
- Pause the activity. Challenge the class to clearly communicate which characters are in their moment and what is happening in the story. Give the groups time for a final “dress rehearsal.” Encourage your students to reference the Character Signs you’ve posted throughout the room for inspiration.
- Invite each group to share its work, beginning with the Plot Card labeled “A” and continuing alphabetically. (NOTE: The Plot Cards are intentionally labeled out of order. Later in the activity, the class will be challenged to determine the correct order.)
- After each performance, ask students in the audience what they think is happening in the plot. Allow the performing group to respond.
- After all groups have performed, challenge the class to determine the correct plot sequence. Assemble the groups in the order they have determined before revealing the correct order: C, F, A, D, H, B, E, I, G. Adjust the groups as necessary.
- With the groups lined up in sequential order, perform each moment one last time.
- After the activity, facilitate a class discussion using these prompts:
  - Whose journey does the story follow?
  - How would you describe Scar? Pumbaa? Nala?
  - What happens at the beginning of the story? The middle? The end?

### PRIDE WORK:

### Exploring the Story

🕒 13 minutes

- Divide your students into their Prides and distribute a Challenge Sheet to one student in each Pride. These students are the Pride Leaders for today’s session.
- Distribute the scenes to the corresponding Prides.
- Prompt the Pride Leaders to read the challenge aloud to their Prides.



#### Scene Study

Pride A will receive a scene from the beginning of *The Lion King JR.* By following the directions on the Challenge Sheet, students will work as a group to stage the scene and present their work to their peers.



#### Scene Study

Pride B will receive a scene from the middle of *The Lion King JR.* By following the directions on the Challenge Sheet, students will work as a group to stage the scene and present their work to their peers.



#### Scene Study

Pride C will receive a scene from the end of *The Lion King JR.* By following the directions on the Challenge Sheet, students will work as a group to stage the scene and present their work to their peers.

**TEACHER TIP:** Encourage the Prides to get the work up on its feet after they have read through the scene.

**SHARE:** ⌚ 5 minutes

- Invite each Pride to perform their scenes for the class, beginning with Pride A and ending with Pride C.
- Establish a clear playing space, and have the remaining students sit as an audience. Review good audience behavior with the class, and ask the group to give a cue like “3, 2, 1, scene!” for the performing Pride.

**TEACHER TIP:** This activity can be used to determine your students’ prior knowledge and is repeated in the final session. Use the Teacher Pre- and Post-Evaluation Rubric to gauge your students’ growth.

**REFLECTION:** ⌚ 5 minutes

Use these prompts to facilitate a discussion with your class:

- What is the conflict in *The Lion King JR.*?
- What is Scar’s goal in the story?
- What is Simba’s struggle?

**PRIDE JOURNAL 1:**

Invite your students to complete a journal entry using these prompts:

- Using collage and original artwork, decorate the front cover of your Pride Journal in a way that tells the story of *The Lion King JR.*
- Decorate the back cover of your journal to express your own personal story.