

USE THIS LESSON TO: prepare your students to participate in *The Lion King* Experience.

🕒 45 minutes

OBJECTIVES: Students will...

- Become familiar with the concept and format of *The Lion King* Experience.
- Work as a group to create a set of standards and expectations.
- Work in groups to create a unique community identity.

PROVIDED MATERIALS:

- One blank totem for each student (included with ShowKit®)
- Twine (included with ShowKit®)

ADDITIONAL MATERIALS:

- Large sheet of paper
- Markers and art supplies
- Scissors

PREPARATION:

- Affix a large sheet of blank paper to a wall in the room. This will become the ensemble contract. Be sure to position this at a height that students can reach and read.
- Preset several markers next to the paper.

VIDEO: 🕒 5 minutes

- Play video: 2 Pride.
- The video will teach students part of their daily warm-up.
- The video will introduce the theatrical style of *The Lion King*, present the structure and goals of *The Lion King* Experience, and introduce the concept of an ensemble contract.

GROUP ACTIVITY: **Ensemble Contract** 🕒 10 minutes

- Recap the concept of an ensemble contract. Explain that your ensemble contract will be a written agreement of collaboration and participation used throughout *The Lion King* Experience.
- On a large piece of paper, posted in a central point in your room, write the words “Ensemble Contract.”
- As a class, challenge students to brainstorm a number of different rules, ideas, and expectations to include in the ensemble contract.

- Write ideas from the group on the contract. Feel free to suggest and add your own ideas to help keep the class on target. Side-coach using these prompts:
 - What makes a productive environment?
 - How can we support one another?
 - What makes a good audience member?
 - What makes a good Pride member?
 - What makes a good Pride Leader?
- Once the contract is complete, ask each student to sign his or her name on an open spot on the paper. Keep this contract posted in your room for the duration of *The Lion King Experience*, and use it as a classroom management tool.

PRIDE WORK:

Pride Identity

🕒 20 minutes

- Divide your students into their Prides and distribute a Challenge Sheet to this session's Pride Leaders.
- Distribute the blank totems, markers, and art supplies to each Pride.
- Prompt the Pride Leaders to read the Challenge Sheet aloud to their Prides.
- The Challenge Sheet will instruct your students to work as a group to create a Pride name. Once the Pride name is established, each student will decorate a totem representing their Pride. If time allows, distribute twine and have the Prides affix their totems to the ropes on their djembe drums.

SHARE:

🕒 5 minutes

- Invite each Pride to share its Pride name and djembe drum with decorated totems with the rest of the class.

REFLECTION:

🕒 5 minutes

Use these prompts to facilitate a discussion with your class:

- What was it like learning the warm-up?
- What was difficult or fun about creating a Pride identity?
- How did your Pride name and animal influence your totem design?

SESSION 2: PRIDE

PRIDE JOURNAL 2:

Invite your students to complete a journal entry in response to these prompts:

- Pick an animal that best represents you and decorate the cover of your journal with that choice.
- In the first page of your journal, create a contract for yourself. What goals do you have for this school year, and what agreements will you follow to reach those goals? Your contract must include at least three agreements. Be sure to sign your contract!

