






USE THIS LESSON TO: explore the use of transitions within *The Lion King*.

 45 minutes


OBJECTIVES: Students will...

-  Understand the transitions within the story of *The Lion King*.
-  Apply acting skills to demonstrate a transition in character.
-  Create designs to convey transition.
-  Use directing skills to execute transitions in a theatrical way.

PROVIDED MATERIALS:

-  Costume Design Template (for Pride A)

ADDITIONAL MATERIALS:

-  Colored pencils, crayons, and markers (for Pride A)

PREPARATION:

-  Print Costume Design Template (for Pride A).
-  Cover Simba Character Sign if it is displayed in your room.

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:  5 minutes

- Play video: 13 Transition.
- The video will introduce the concept of transitions in storytelling, and the transitions in the story and staging of *The Lion King*. The video will highlight Young Nala and grown Nala, and how the actor, director, and designers work together to show the transition from cub to adult lion on stage.

GROUP ACTIVITY: **Transitions in Tableaus**  10 minutes

- Have each Pride create a tableau showing Simba's experience during "I Just Can't Wait to Be King" (the beginning of the show).
- Once the Prides are frozen in their tableaus, give them five counts to transition into another tableau, this time representing Simba's experience during "The Stampede" (the middle of the show).

- Give the groups another five counts to transition into their final tableau, “Finale” (a reprise of “Circle of Life” reprise at the end of the show).
- Repeat the activity. This time, during each tableau, tap a few students in their frozen images to speak an “inner thought.” For example: during “The Stampede,” Simba might say, “I’m scared,” or a Wildebeest might say, “run!”

PRIDE WORK:

Theatrical Transitions

🕒 15 minutes

- Divide your students into their Prides and distribute a Challenge Sheet to this session’s Pride Leaders.
- Distribute Costume Design Template and colored pencils to Pride A.
- Prompt the Pride Leaders to read the Challenge Sheet aloud to their Prides.



Designing Transitions

Pride A will brainstorm design ideas for Young Simba and grown Simba, specifically tracking the character’s transition from cub to grown lion. Students will create a costume design for Young Simba and grown Simba.



Directing Transitions

Pride B will review the moment in the show in which Simba physically transitions from cub to grown lion. Students will use directing and choreography skills to stage this moment and show the transition in a theatrical way.



Character Transitions

Pride C will discuss how the actor playing Young Simba and the actor playing grown Simba might incorporate physical choices to show transition. Students will create a movement vocabulary that allows for smooth transitions between two actors.

SHARE:

🕒 5 minutes

- Invite each Pride to share its work and creative process.

REFLECTION:

🕒 5 minutes

Use these prompts to facilitate a discussion with your class:

- Why are transitions important in the theater?
- How could the three elements we explored work together to make clear transitions in the show?
- What other types of transitions might occur in a play?

PRIDE JOURNAL 13:

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

- Write about the transitions in your everyday life. What significant transitions in your culture or other cultures can you think of?