


SESSION 18: REFLECTION

LESSON PLAN

USE THIS LESSON TO: reflect on *The Lion King* Experience, assess student growth, and acknowledge accomplishment.

 60 minutes

OBJECTIVES: Students will...

- Review all the elements of theater covered in *The Lion King* Experience.
- Work in groups to present a culminating performance incorporating much of what they have learned.
- Make personal connections to their work.

PROVIDED MATERIALS:

- Script Excerpt – Scene 2: Scar’s Cave (for Pride A)
- Script Excerpt – Scene 8: The Gorge (for Pride B)
- Script Excerpt – Scene 14: Pride Rock (for Pride C)
- Blank totems – one per student (included with ShowKit®)
- Twine (included with ShowKit®)

ADDITIONAL MATERIALS:

- Ball of yarn
- Colored pencils, crayons, markers, etc.
- Fabric, newspaper, butcherpaper, tape
- Flashlights, multicolored lids or plastic wrap
- Masks, puppets, or costumes made in Session 12
- Scissors

PREPARATION:

- Presort totems according to number of students in each Pride.
- Presort supplies for Pride work.
- 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).

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: 18 Reflection.
- The video will recap *The Lion King* Experience, review jobs in the theater, and reflect on the students’ theatrical journeys.

GROUP ACTIVITY: Circle of Reflection ⌚ 10 minutes

- Gather your students in a sitting circle.
- Choose one student in the circle to begin the activity and hand her a ball of yarn or string.
- Holding on to the loose end of the yarn, have the student complete the following phrase: "Through *The Lion King* Experience, we have _____."
- As they complete the phrase, encourage students to focus on the work they have accomplished as an ensemble.
- When the phrase has been completed, have the students roll the ball of yarn to a classmate at another point in the circle. The originating student should hold tightly to the loose end of the yarn so that the ball begins to unravel.
- The student that receives the ball should complete the same phrase, hold onto a section of the string, and toss or role the ball of yarn to another student in the circle.
- Continue the activity until every student in the circle has completed the phrase.
- Your class will have created a web of yarn, connecting each student in the room to each other. Point out that no matter where they go in life, these students will always be connected through their time in *The Lion King* Experience. They are each connected in the circle of life.

PRIDE WORK: Performance ⌚ 15 minutes

- Divide your students into their Prides and distribute a Challenge Sheet to this session's Pride Leaders.
- Distribute the Script Excerpts to the corresponding Prides.
- Prompt the Pride Leaders to read the Challenge Sheet aloud to their Prides.



Performance

Pride A will perform a scene from the beginning of *The Lion King JR.*



Performance

Pride B will perform a scene from the middle of *The Lion King JR.*



Performance

Pride C will perform a scene from the end of *The Lion King JR.*

TEACHER TIP: This activity is intentionally similar to the Pride Work activity from Session 1: Introduction. This time, however, students will be challenged to incorporate the skills and theatrical storytelling strategies they have learned throughout *The Lion King Experience*. Use the Teacher Pre- and Post-Evaluation Rubric to assess your students' performance and growth.

SHARE:

🕒 10 minutes

- Invite each Pride to share its scene with the class.

REFLECTION:

🕒 15 minutes

Performance

Use these prompts to facilitate a discussion with your class:

- How did you choose which role to assume for today's activity?
- What theatrical elements did you use to supplement your scene? Why did you choose them?
- How were the scenes we shared today different from the scenes we shared on our first day together?

Activity

- Share with your class that today is the final session of *The Lion King Experience* and that means it is time to celebrate all we have accomplished!
- Invite your students to think of their proudest accomplishment during *The Lion King Experience* or what they most enjoyed learning.
- Distribute a totem to each student and instruct your students to decorate the totems symbolizing their favorite learning moments or accomplishments.
- If time allows, invite students to share their totems with the class.
- Using the provided twine, instruct your students to affix the totem to the string to wear as a medal on their wrists.

Experience

Use these prompts to facilitate a discussion with your class:

- What is something you learned through this experience that you will apply to your life?
- What is one thing that surprised you about yourself or your classmates during this experience?
- How will you use what you created in this class to make the world a better place?

If you are moving straight into rehearsal for *The Lion King JR.*, supplement your reflection with these questions:

- How can we apply what we learned during *The Lion King Experience* to our upcoming rehearsal process?
- How has this experience strengthened our ability to work as an ensemble?

PRIDE JOURNAL 18:

Invite your students to complete a journal entry in response to this prompt:

- Pick one thing you learned about the theater through *The Lion King Experience*. Describe how you might apply this skill or concept to your life.