



Lesson 2: **Ceremonial Naming & Family Dynamics**

Scene 1: "Circle of Life" (repeat)

Scene 2: "Scar"

Introduction to Journaling

Objectives:

- (1) To revisit Scene 1 as a refresher, to discuss **ceremonial naming**, and to help any youth who missed the previous session to feel that they have caught up with their peers.
- (2) Scene 2: To talk about the **naturalness of family discord** and how sometimes "life isn't fair."
- (3) To introduce them to the practice of **journaling** and to take possession of a journal of their own to use in this and all subsequent sessions.

Materials:

- **chime or bell**
- *The Lion King* DVD and DVD player. Before class, **put Disk 1 to into the player and cue it up to the very beginning or the movie**, or to the beginning of Scene 1: Circle of Life, and then pause it.
- *The Lion King* **Audio CD** and CD player with speakers (to play the song "Circle of Life" at end of class).
- Extra photocopies of **the lyrics to "Circle of Life"** for newcomers, plus the stack of lyrics that youth already used and signed in the previous session.
- **Photocopy** of the DISCUSSION QUESTIONS printed (with pictures) at the end of this lesson, for cutting apart and using for the **2 Grab-bag discussions**. (Make sure to keep Discussion 1 questions separate from the Discussion 2 questions.) You might want to photocopy them onto **stiff paper**, so that they seem like cards for a real game.
- Bring to class a **Grab-Bag** (a big sock will do), or other closed container to hold the discussion questions and from which the youth will select at random.

You will use this container in all the remaining classes, too.

- **Purchase small notebooks or journals** — enough to hand out to each student after the grab-bag discussions. . The journals should all be the **same size and kind**, but it is okay if they are different colors or patterns.

If a name cannot be written on the outside front cover, then purchase **blank labels** and put them on the front covers, for the students to write their names on. This way privacy can be maintained: the journals can be distributed in each session to their owner without having to be opened to find the name.

- **A pillowcase** to put the journals in and have each student blindly pull out a journal from it.
- **Borrow or purchase a LOCK-BOX**, big enough to hold all the journals to keep them secure and private between sessions.
- **Lots of pens, colored markers and colored pencils.**

ACTIVITIES: DVD watching; discussions; silent reflection; journal-writing; stretching; singing



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Classroom preparation:

- Before class, cue up **Disk 1** of the DVD to Scene 1: "Circle of Life." Cover monitor with cloth.
- Put the stack of **"Circle of Life" Song Lyrics** on a table.
- Put the **journals** into the **pillow case**; have **lock box** accessible.
- Have the **chime** or **bell** accessible.
- Put the **Rafiki question cards** into the **Grab-Bag**.
- Have the **Scar question cards** hidden but accessible.

Lesson flow:

1. **Recollections** from previous week **(3 to 5 mins)**
2. **DVD**: Rewatch Scene 1 "Circle of Life" and continue on through the new scene, Scene 2 "Scar" **(10 mins)**
3. Use new **Grab-bag format** for **discussion** of Rafiki's role in Scene 1 and, NEXT, for Family Dynamics in Scene 2 **(15 - 20 mins)**
4. Students each blindly choose a **journal** and, after silent reflection, begin guided **journal writing**, primarily on the themes of Ceremonial Naming and Family Dynamics that were just discussed **(5 minutes** to choose and name journals + **10 minutes** of journal writing)
5. Stretching **(2 mins)**
6. Ritual ending (stay standing): play the **audio CD** "Circle of Life song" and encourage sing-along using sheet lyrics — and dancing too. **(5 mins)**



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Introduction to Journaling

Recollections from Previous Week (3 - 5 mins)

GUIDE: *[Begin with this question:]*

Q: "Does anyone wish to share with us all **something important that you remember** from our previous time together? — especially something that gives you insight into events in your own life that have already happened or that gives you a sense of hope about how your future may unfold — or else something that just really delighted you?"

[Let the discussion continue so long as it is lively and on point.]

DVD Viewing: Scenes 1 and 2 (Disk 1) (10 mins)

GUIDE:

"This time we are going to **re-watch the opening scene, "Circle of Life,"** that we watched last week, and then we'll **continue right on to the next scene, which is titled, "Scar."** Scene 1 takes about 5 minutes and Scene 2 takes another 5 minutes."

[PLAY SCENE 1: "CIRCLE OF LIFE", and let it continue through SCENE 2, "Scar" for a total of 9 minutes. Hit the Pause button right after Mufasa and Zazu the bird are walking away after dealing with Scar, and just as a beautiful Acacia tree shows up full screen.]

Grab-Bag Discussion 1: Rafiki & Ceremonies (5 - 10 mins)

GUIDE:

"I'd like to introduce a new, fun way of opening up discussion on the video segments we just saw. We will probably use this new **Grab-bag**

format often in future weeks, too, if it seems to work well now. So let's try it. . . ."

*[Ask for a first **volunteer** to reach into the **GRAB-BAG**, pull out card, read the question aloud, then stop and let discussion happen. The volunteer will see the answers, too, so that **they can help guide discussion and give hints** if necessary. You, as the adult Guide, should have very little to do during discussion; if possible, let the kids run it. You just need to help close it off in time to ensure sufficient time for the second discussion period (on Scar and Family Dynamics, and for journaling.)]*

*[After 10 minutes or so, urge the Rafiki discussion to come to a close, even if all the Rafiki questions haven't yet been discussed. **Announce that it is time to move on to "Scar" questions. But first call for a volunteer to read any Rafiki questions that remain, plus the answers.** Say to the class something like,*

*"If you really, really want to say something about any of those unanswered questions, **remember it till next week**, and you can say what you want to say at the very beginning of class."*

*[After the final Rafiki questions are read aloud, **put the new "Scar" questions into the empty bag** and repeat the process.]*

Grab-Bag Discussion 2: Scar & Family Discord (5-10 mins)

GUIDE: *[Use same process as before. When there is only 15 minutes left in class, close off this discussion by having the remaining Q&A in the bag read by volunteers, but without calling for answers.]*

Journaling: Ceremonies & Family Discord (15 mins)

GUIDE: *[Recruit a student to **pass out the JOURNALS**, while you explain:]*

*"Some people find that a great way to figure things out and to remember something important is to **dialogue** with other people — which you, as a group, just did. Some people benefit most by **talking**. Others benefit most by **listening** to others talk and then just thinking about what others are saying.*

*"In addition, some people find it helpful to take some **silent time** and notice what thoughts come to mind. Still others find that **writing in a journal** really helps clarify things for them.*

"Many people regard **journaling as an important spiritual** as well as practical activity. Journaling means that you **write or draw** your thoughts and emotions and memories down in a private notebook. This is a special way to help you **reflect on recent events and feelings**. You can express your emotions in a private notebook and record your most important experiences. Sometimes, too, while writing in your journal an idea will come that helps you **solve a challenge** in your life. Or you can **let off steam** if you are angry, and thus not have to act out your anger. Overall, journaling is a great practice to learn right now so you can call upon it during your teen years and on into adulthood, if you wish."

*[Show the class the **lock box**, and stress that,]*

"Now this is VERY IMPORTANT: Anything you write or draw in your journal is **entirely secret**. Your journal will be kept safe in the **lock box** in between classes. Then, at the end of this curriculum, there will be a special and secret place for your journal to go, if you want yours to go there — or you can destroy it in the trash . . . But I will tell you about those options later. All you need to know right now is that you should feel it is **safe** to write anything in your journal because nobody but you will see it. And, **if you don't feel like writing or drawing** anything in this session, you don't have to, because there will be more opportunities to give it a try in the weeks to come.

"But if you don't want to write or draw or doodle in your journal, please stay seated and quiet so that you don't disturb the others."

"Just in case you do feel inspired to write or draw something, **open up your journal and title a page**, "Ceremonial Naming and Family Dynamics." Put today's date on the top of the page too. And I suggest that you also write at the top **the title of the 2 scenes** we watched today. "Circle of Life" is the title of the first scene we watched. "Scar" is the title of the second.

Q: "ANY QUESTIONS BEFORE WE BEGIN?"

"Okay, let's begin the experience of journaling by first taking a **minute of silent reflection**, and then I will help you generate your own thoughts to write about by asking you some simple questions to reflect on. . . So get comfortable and calm, take some deep breaths, and let us then begin our silence with the chime. . .

[ring chime or bell and wait one minute before speaking again]

[Read each question below in a soft, calm voice, and then leave a minute or more for the youth to write in their journal, before you speak the next question.]

"Here are some questions to help you reflect on **how events in your own life may be like Simba's life** . . .

- "Were you told any stories about the day you were presented to the world and how you got your **name**?" . . .
- "Who, if anyone, in your family sometimes seems like **Scar** to you? That is, who isn't always kind and nice to you — or who even tries to get you into trouble?" . . .
- "In your own family, is there anyone there who sometimes experiences YOU as being something like **Scar**? That is, are you sometimes mean to somebody? Do you even try to get them in trouble? In what situations?" . . .
- "Scar has lived his whole life **resentful** of the fact that he can't be king. He can't be king because his brother, Mufasa, is king. His resentment about this fact of life has turned Scar into a very unpleasant and untrustworthy lion. Now think about this: Are YOU carrying any resentments about the way life is that also diminish you, that keep you from being your best?" . . .
- "Scar says, **"Life is unfair."** Do you agree? If so, in what ways is life unfair for you? . . . In what ways is life unfair to other people you know? What about to other people around the world?" . . .

"Our time is almost up. If you want to **keep writing in your journal** while we play the closing song, "Circle of Life," go ahead and keep writing. You can also keep writing at home on separate sheets of paper and then bring in those papers next week, when you can tape or staple them into your journal."

Ritual ending: **Sing-along "Circle of Life" audio (7 mins)**

Stretch:

"Let's all stand and stretch or jump or move around a bit to get our blood flowing." **(2 mins)**

Pass out the SONG LYRICS: *[After a minute or so of stretching, ask for a volunteer to pass out the SONG LYRICS again to "Circle of Life," and to give out extra copies to those who missed the first session. The volunteer will probably need to call out the names on each sheet, especially for the*

students he/she doesn't know. Kids can stay standing and moving during this time if they wish.]

Play AUDIO CD of "Circle of Life":

[Tell them that because this is just the AUDIO of "The Circle of Life" song, not the video, they can put their full attention to following along with the lyrics if they don't already know them. And ask them to stand and feel free to move or even dance if they get the urge!]

*NOTE: If anyone **asks if they can take home their journal**, give an enthusiastic YES! — but ask them to remember to bring it back for next week's session.*

Grab Bag Discussion Questions: *Make a photocopy of these questions to cut apart and fold up tightly. Keep Scene 1 separate from Scene 2 questions*

Scene 1 questions for FIRST GRAB-BAG DISCUSSION



Rafiki

Question: *What real African animal does Rafiki represent?*

Answer: Rafiki is an African **mandrill**. The blue face, and lines and red nose of Rafiki in the Lion King is absolutely real. Rafiki is a male because only male mandrills have such a colorful face.

Related question: *Why do you think only male mandrills evolved colorful faces?*

Answer: Maybe somebody will volunteer to google it and tell us the answer next week.

After the answer is given, **pass this around**, so that everyone can see a real mandrill.



Rafiki performs two or three ceremonial actions thus far in the movie.

Question: *What are those ceremonial acts?*

Possible answers:

1. Rafiki tests the baby with the **rattle** to see if it is alert and curious. Simba passes the test because he tries to claw the rattle. So Rafiki makes a **mark** on Simba's forehead.
2. Rafiki **shows** the new Lion prince to the gathered animals, in an action called a "presentation."
3. Rafiki **draws a picture** of the baby lion on the cave wall, with the forehead mark. Then Rafiki gives the baby lion a name by saying, "Simba."





Question: What is the name of the person in tribal cultures who performs the same role that Rafiki plays in this movie?

Possible answers: Medicine man, Wise woman, Shamen (pronounced SHAH-min)

Related question: Tribespeople believe that their shamens have special powers. What are the different ways modern people might understand such powers?

Possible answers:

- (1) Shamens have real powers; they can tap into supernatural realms.
- (2) Shamens do not have special powers; they are just skilled magicians.
- (3) Shamens seem to have extraordinary powers only because they are extraordinary observers of the natural world and human nature; they are very insightful and intuitive and they study the world carefully like scientists do. Also, generations of shamens pass down knowledge secretly to the next generation of shamens about things like medicinal plants, how to forecast the weather, and so on.



Thus far, we have seen special ceremonies for the presentation of Simba to the world and for naming Simba. Rafiki played an important role in both.

Question: Does anyone remember a story they were told about their own "presentation" to the world and how their name was chosen?

Scene 2 questions for SECOND GRAB-BAG DISCUSSION



Mufasa is the older brother, and Scar is the younger brother. They don't get along.

Question: *Speaking from your own personal experience, what are the advantages of having an **older brother or sister**? And what are the disadvantages?*

Q: *What are the advantages and disadvantages of having a **younger brother or sister**?*

Q: *And what are the advantages and disadvantages of **not having any siblings** at all?*



The very first thing Scar says in the whole movie is when he is talking to the mouse he just caught: Scar says,

"Life's not fair, is it! You see, I shall never be king."

So Scar has lived his whole life resenting the fact that he can't be king. And it has turned him into a very unpleasant and untrustworthy lion.

Question: *Do you think Scar's family situation made it impossible for him to become an honorable and admired lion? Or could he have used his brains in a way that would have made other lions respect him, even if he could never be king?*



Wild Card!

Question: *Does anybody have a discussion question or topic about the scene with Mufasa and Scar that they would like the group to discuss?*

[Note to Reader: You choose who to call on to pose the question or topic, from among those who want to speak.]