

# ACTIVITY GUIDE



## Inside Out

A show written & developed by  
Imagination Stage &  
Tell Tale Hearts Company (U.K.)

Presented by  
**imagination**  
*stage*

Recommended for  
Ages 1 to 5

## CURRICULUM TIES

### Common Core Standards for MD Pre-K Readiness:

#### Personal & Social Development

- Show self-direction in familiar settings
- Demonstrate healthy self-confidence
- Participate cooperatively in group activities

#### Language & Literacy Development

- Follow a set of two- or three-step directions
- Use elements of drama to facilitate understanding
- Demonstrate active listening strategies

#### Fine Arts

- Experience performance through singing, playing instruments, and listening to performances of others
- Experiment with elements of art and design to organize personally meaningful compositions
- Use a variety of theatrical elements to communicate ideas and feelings

## Personal & Social Development

# Activities:

## NOT JUST A GLOVE

#### Key Concepts Addressed:

- Self-expression, imagination, recognition of symbols

#### What You'll Need:

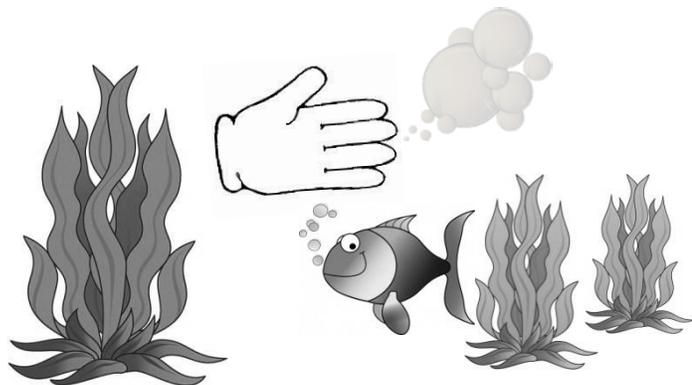
- One glove for every child

In *Inside Out*, we use our imaginations to travel underwater, sail on a boat, and visit a desert island. The two characters transform clothing and objects in their bedroom to travel to these places. How many different environments can you and your class create with a glove?

Have your students stand in a circle and introduce them to the glove. Explain this glove can become anything they want, such as an elephant's trunk. Attach the glove to your nose to transform yourself into an elephant. Using their entire bodies, have every student become a herd of elephants and move around the room. To get your students back to a neutral standing position, countdown from five to zero. Use this time to transform the trunk back into a glove.

Have every student transform his or her glove into something else while the rest of the group joins in. Encourage them to activate their entire body when exploring the glove in its new form.

If you're doing this activity at home spend more time on creating an environment for your child's glove transformation. As an elephant, explore your house as if it is the African plains in the heat of mid-day, or any other ideas you can think of. Let your child's imagination lead this exploration, and have fun!



## FINE ARTS

# Activities:

### A CLOTHING SONG

#### Key Concepts Addressed:

- Listening, observation, sequencing

#### What You'll Need:

- Costume or dress-up clothes (optional)

In our play, the “Brother” and “Sister” are inspired to create a fun and silly dance with their socks. Now it’s your turn! Using the tune of the “Hokie Pokie,” create a fun dance with your class!

Review the lyrics and melody of the “Hokie Pokie.” Then, ask your students to identify specific clothing items they are wearing. With each suggestion, go through the song again.

*Put your left shoes in, put your left shoes out.  
Put your left shoes in and shake them all about.  
Now do the hokie pokie and shake it all about.  
That’s what it’s all about!*

Encourage students to describe the color of their item. Any student with a matching item can participate in the movement while the entire class sings along.

*Put your blue shirts in, put your blue shirts out.*

If you are doing this activity at home, use costume items like crowns and capes. The more unique the item the more fun you and your child will have!



### Arts & Crafts

### THE MOST BEAUTIFUL SOCK

#### Key Concepts Addressed:

- Fine motor skills, independence, creativity

#### What You'll Need:

- Coloring template (included in packet)
- Various art and coloring supplies

In our show, “Brother” and “Sister” find all of their mismatched socks hanging on the chandelier in their bedroom. Color and create your very own sock to hang at Imagination Stage.

Using the template on the final page of the activity guide, students should bring to life a sock straight out of their imagination.

Color it in with crayons or markers, making a design or pattern of your very own. For added fun, decorate the sock with large buttons, jewels, or glitter glue. The sky is the limit for the creative possibilities! Just be sure all materials are safe for your young sock artist to use.



# Personal & Social Development and Fine Arts Activities:

## I SHARE MY SPECIAL "BLANK"

### Key Concepts Addressed:

- Self-expression, peer cooperation, verbalization

### What You'll Need:

- Paper and Crayons

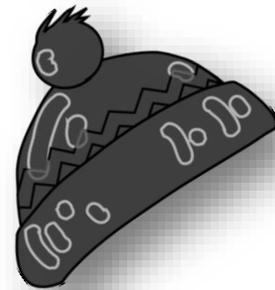
The character of "Brother" in *Inside Out* has a special hat that he wears all the time. The hat makes him feel comfortable, calm, and safe. When "Sister" wants to borrow the hat to play with it, "Brother" says 'no.' In this exercise, students will get a chance to share something really special with one of their classmates.

To start, have all the students think of something that is very special to them. Once students have thought of something special, ask them draw it on a piece of paper. As students are drawing ask them to think about what makes this item so special to them. You can give them an example of something special in your life and explain your feelings around it. Once students are finished drawing, have everyone join you in a circle on the floor.

Start by teaching the group the following two rhymes:

*"I have something very special that I want to share with you.  
Is there someone out there I can share with? If so, who?"*

*"Thank you for sharing it means a lot to me.  
I will take good care and return it back, you'll see!"*



Once the group has learned the rhymes tell them about the special thing you have drawn and what makes it special. Then, with the group's help repeat the first rhyme. Ask if there is a student who'd like to volunteer to share your drawing with you. Give the child your drawing to take back to their seat. The group will then repeat the second rhyme together.

The student who just received your drawing will then explain his or her own drawing and what makes it so special. The group will repeat the first rhyme again. Continue on this pattern until all students have shared their drawing.

In the end, everyone will end up with someone else's drawing and the students can have fun "returning" the drawings!



# Science/Personal & Social Development Activities:

## WHAT DO YOU SEE AND FEEL?

### Key Concepts Addressed:

- Vocabulary development, observation, peer cooperation

### What You'll Need:

- Five to eight pieces of clothing or fabrics of different texture, weight, and transparency
- Flashlight
- Small fan

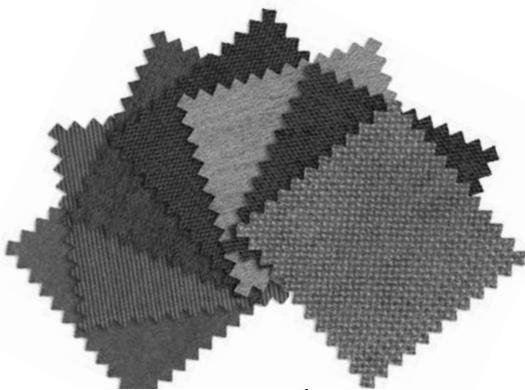
In *Inside Out*, the two children play with lots of clothing that they find in their room. Discover and track the unique properties of different pieces of clothing with your students.

Create a chart with five columns and five to eight rows depending on the number of fabrics or articles of clothing you provide. Each column contains a specific property you will test for, and each row is numbered for the specific fabric you are testing.

	Color	Feels Like	Transparency	Weight
Fabric 1				
Fabric 2				

With your students, go through each of the fabrics and ask them the following questions: What color is it? What does it feel like? Can you see through it? (*Use the flashlight to test the transparency of the fabric.*) How heavy is it? (*Use the fan to show how much the fabric moves.*)

Once you complete the chart with observations, ask questions to draw conclusions from this information. "Which fabric will keep us warm?" "Which fabric is good to sleep on?" "Which fabric is good to keep the sun out?"



## SUGGESTED READING

Berry, Joy Wilt. *I Love Getting Dressed: A Teach Me about Book*. New York: Joy Berry, 2010. Print.

Boynton, Sandra. *Blue Hat, Green Hat*. New York, NY: Little Simon, 1995. Print.

Brown, Margaret Wise, and Clement Hurd. *Goodnight Moon*. New York: Harper, 1947. Print.

London, Jonathan, and Frank Remkiewicz. *Froggy Gets Dressed*. New York, NY, U.S.A.: Viking, 1992. Print.

Meng, Cece, and Aurélie Neyret. *Bedtime Is Canceled*. Boston: Clarion /Houghton Mifflin Harcourt, 2012. Print.

Arts & Crafts

THE MOST BEAUTIFUL SOCK

