



## INSIDE OUT: LESSON PLAN 1 WORKING WITH YOUNG CAMPERS

<b>AUTHOR(S):</b>	Asya Gribov
<b>SUMMARY:</b>	Using the movie INSIDE OUT as a framework for understanding behaviors, participants will engage in various role play activities to develop strategies to improve communication among one another.
<b>TOPIC(S):</b>	Communication Skills, Community Building, Group Dynamics, Leadership Development, Theater, Young Children
<b>LEARNING OBJECTIVE:</b>	Participants will work to better understand personal motivations and behaviors and explore effective communication tools.
<b>AUDIENCE:</b>	Staff, specialists, and counselors; group size can vary
<b>TIMING:</b>	75-90 Minutes
<b>APPENDICES:</b>	Asya Gribov Specialty Track 1 INSIDE OUT Handout 1
<b>MATERIALS NEEDED:</b>	AV Set Up to watch YouTube Videos Post its
<b>SET-UP DETAILS:</b>	AV Set Up to watch YouTube Videos

### SESSION TIMELINE AND OUTLINE:

#### Ice Breaker: (10-15 minutes)

Participants stand in two lines facing each other with enough space for comfortable communication between partners and the others are standing side by side. After allowing ample time for participants answer first question, ask 1 row to shift over so that everyone has a new partner. Repeat as necessary.

#### Question Prompts:

- What is your name?
- What was your favorite toy or game as a child?
- What is a vivid memory you have of yourself as a camper? (Facilitator can share own story.)
- Did you have a childhood nickname? If so, what was it?
- Can you remember a time that you, as a child, were misunderstood by adults?

#### Miscommunicating with Campers Role-play: (20 minutes)



Taking turns, participants role-play difficult scenarios between counselors and campers. (Tip: instruct the actors not to give in.) Variation: other participants can tap our actors at any moment if they feel they can add anything to the situation. Facilitator can solicit situations from the participants or use predetermined scenarios.

Suggested Scenarios:

- Camper refuses to go swimming because they are afraid
- Camper is crying because they are homesick
- Camper refuses to eat
- Two campers are fighting and counselors comes in to deal with the situation
- Camper wet their bed and is embarrassed
- Camper hates role-plays
- Camper feels lonely, and doesn't have any friends
- Camper is acting out and throwing things

Discuss:

- What is happening? Is there miscommunication?
- How does it feel when the other person doesn't understand you?
- How are children limited in their ability to express their problems?
- How can we help our campers express themselves?
- How can we empower ourselves understand what they need?
- How can we create a common language between counselors and campers that can help communication?

What's going on inside their heads? (20 minutes)

Watch INSIDE OUT – Joy Introduces Emotions:  
<https://www.youtube.com/watch?v=lyDPZbLBdXA>

Discussion:

- What are some of your initial thoughts? (write them down)
- How can we use INSIDE OUT to help us understand what others are feeling, or what is motivating different behaviors?

Introduce the INSIDE OUT Poster: (15 minutes)

- What does the Jewish tradition say about each of these emotions? (Hand out poster)
- Going over the handout as a large group, participants will discuss the role of the emotions and study Jewish connects that speak to the role of each of the emotions for people.
- How can we use INSIDE OUT to create a common language between camp staff and campers?
- How can we pause to think about our emotions, other emotions prior to acting?
- What does it sound like for the emotion to have a conversation with the "Jewish text?"



### Dealing with Homesickness (10 minutes)

Watch clip “Sadness Understands Bing Bong”

<https://www.youtube.com/watch?v=i5Q2dah75Zc>

Discuss:

- What can we take away from this scene?
- What’s the importance of acknowledging someone’s feelings?
- What is empathy? How can we be empathetic to our campers? How can we help campers be empathetic toward each other?
- How can we talk about homesickness with our campers? What can we do to help them understand their feelings?

### Rewind Role-play (15 minutes)

Looking back at the previously played scenarios how can we adjust our conversations to include the new common language of emotions. How can we teach campers to be aware of their emotions? Participants repeat the scenarios, but this time both roles of campers and counselors can use the language provided by INSIDE OUT to deal with the emotions. Participants repeat scenarios giving voice to the emotions.

### Exit Activity

As participants exit (or throughout the session) they will write their ideas on the posts and paste on boards under the following headings:

- Difficulties of working with young campers
- Advantages of working with young campers

### **ADDITIONAL NOTES FOR BRINGING IT BACK TO CAMP:**

The workshop is developed as a training for staff for working with campers. It may be adapted accordingly to deepen communication and social skills between campers.



## INSIDE OUT: LESSON PLAN 2 A KID'S MIND

<b>AUTHOR(S):</b>	Asya Gribov
<b>SUMMARY:</b>	Participants will read and act out the short story Rooster Prince of Breslov. Participants will make memory boxes to store camp memories in.
<b>TOPIC(S):</b>	Bedtime Ritual, Young Children
<b>LEARNING OBJECTIVE:</b>	Participants will gain tools for creating meaningful experiences on the first day of camp as well as bedtime rituals.
<b>AUDIENCE:</b>	Staff, campers, small to medium size group, all ages
<b>TIMING:</b>	75-90 Minutes
<b>APPENDICES:</b>	INSIDE OUT Poster, Lesson 2 Handout (The Rooster Prince)
<b>MATERIALS NEEDED:</b>	Mini Cereal Boxes or any small box container Art Supplies: white paper, pencils, glue, markers, stickers, construction paper, glitter, natural materials, decorations
<b>SET-UP DETAILS:</b>	AV with ability to watch YouTube Videos

### SESSION TIMELINE AND OUTLINE:

#### Ice Breaker: (10 minutes)

Participants will draw a visual map of how they got here. Facilitator instructs participant to think of 4 meaningful life events that brought them to this place. Participants will draw these four events on a piece of paper without using any words. Share in small groups.

#### Unpacking the First Day of Camp: (20 minutes)

Watch Riley's First Day of School: <https://www.youtube.com/watch?v=z5XpOlzi2oE>

#### Discuss:

- What is going on inside kids mind on first day of camp?
- What does it mean to be the first camp experience for young campers?
- What are you planning for the first day of camp?
- How can you ensure that this is a positive experience for campers?

Idea share: Working in small groups, counselors come up with activities to welcome campers on the first day of camp.

#### Giving Instructions to Campers: (10 minutes)



Act out Reading: *The Rooster Prince of Breslov* (Handout 2 at the end of the lesson)  
Facilitator selects a few actors and assigns roles of characters in the story. As the facilitator reads the story, the actors act out the story.

Watch video of Bing Bong reading sign for Shortcut:  
<https://www.youtube.com/watch?v=K9hVidI6Te>

Discussion: (10 minutes)

- What are some of the challenges of setting rules or expectations with kids?
- What is an issue with having bunk rules? What are some alternatives?
- What are abstract rules vs. concrete rules? (be nice, no hitting, etc.)
- What is the difference between 'dumbing down' things and explaining them with developmentally appropriate concepts?
- What are some effective strategies you used to manage behavior in camp?
  - Do vs. don't do
  - Detailed instructions
  - Choice of options
  - Reasonable expectations
  - Picking your battles
  - Building rapport with campers (deposits and withdrawals)

Bedtime Activity: (40 minutes)

Discussion Questions:

- How can bedtime be a meaningful experience for campers?
- How can we ensure that kids remember the best memories from camp?
- How do you close out the day with your campers?
- Why is it important to give individualized attention to campers?

The Shema allows us to reflect on our day and make sure that the last thoughts prior to sleep are positive ones.

Watch clip from INSIDE OUT: Riley Going to Sleep  
<https://www.youtube.com/watch?v=Tc018s9oXDY>

Activity: Create your own Long Term Memory Storage

Participants will cover recycling mini-cereal boxes and decorate to make personal memory boxes. Using available art supplies, participants will decorate and individualize their own personal memory boxes. Participants will be able to use these memory boxes to record and store their experiences in (similar to a journal). Ask participants to put in a memory from their day or session into the box.

**ADDITIONAL NOTES FOR BRINGING IT BACK TO CAMP:**

Can be adapted to various ages.



## INSIDE OUT: LESSON 2 HANDOUT

The Rooster Prince (A Jewish Parable) Text: Amy Friedman and Meredith Johnson

Once upon a time a prince lived with his parents in a city in Eastern Europe. Every day the king gave his son tasks and instructions for how to behave. "Be polite to all the elders. Be kind to all the girls. Always dress like a prince. Behave in a princely fashion. Speak this way, walk that way ..." The king and queen selected the prince's music, the books he read, his friends and his foes, his food and his fun.

One day that otherwise seemed most ordinary, the prince woke at dawn, sat up and began to crow like a rooster. At first no one paid much attention, but when he took off his clothes and waddled downstairs, still crowing at the top of his lungs, the servants began to laugh.

The queen was in the kitchen eating breakfast, and when she saw her son, she gasped. "My dear, go put on some clothes! You're not behaving like a prince!"

But the prince ignored her and crouched under the table where he began to peck at the crumbs on the floor, just as a rooster might.

The king scowled. "This is hardly princely behavior. We are not amused!"

But no matter what the king and queen said or did, the prince crowed and waddled and pecked and behaved in every way like a rooster, not like a prince.

That evening, instead of going to his room, the prince padded out to the barn, and there he spent the night. At dawn he opened his eyes and began to crow, and soon he trundled back into the house to sit beneath the kitchen table and peck at the crumbs on the floor.

This went on, day after day.

In despair, the king and queen called upon the royal doctors who offered pills, but the prince refused to swallow the pills; instead he pecked at their hands. Other doctors tried talking sense to him, but the prince crowed in their faces.

"What can we do to make our son behave like a prince once again?" the king asked his wise men, but nobody had an answer, and soon word spread of the rooster prince.

The king would never let a rooster prince rule; if he could not cure his son, the prince could not inherit the kingdom, and the king needed an heir. But nobody seemed able to help. One day an old sage came to the city. His face was so lined with age his eyes were nearly invisible. When he walked, he limped and used a cane. But he made his way to the palace and announced, "I assure the king and queen I have the cure for their son."

The king hurried to meet the old man and asked, "What is your cure?"

"First you must promise you will pay me for my work," the old man said. "Second you must promise I may do whatever I wish."



"Of course!" the king nearly shouted, and a moment later the old man removed his robes. "Where is your son?" he asked.

The king pointed to the kitchen where the prince now spent his days under the table, and the sage limped there. The king followed and stood in startled silence as the old man climbed under the table and began to cluck like a chicken and to peck at the floor. "How can you cure my son of his madness if you are mad as well?" the king cried.

But the sage only clucked more loudly and scurried about, pecking for crumbs.

The king and queen consulted with each other. "What shall we do?" the queen pleaded. "Now we have two madmen in our home."

"We must wait," said the king, though his heart swelled with worry. Still, he had promised the sage, and the king was a man of his word.

The next day the rooster and the chicken, the prince and the sage, pecked away under the table, clucking and crowing, and as they pecked, they began to talk to each other.

"Are you a chicken?" asked the prince.

"That I am," answered the sage.

"I'm a rooster," said the prince.

"So you are," the sage said, "and how is your life here in the kitchen?"

"Fine indeed," the prince said. "Everyone leaves me alone to enjoy my time. It's a fine life."

"I understand," the sage said, "and it is good to live the life we like, isn't it?"

"Vital," said the rooster prince, crowing at the top of his lungs.

This went on for days, and though the queen was furious, the king did not interfere. He believed the sage was wise and he began to see how his son longed for freedom.

And then one day the sage called to the royal seamstress. "Bring me a pair of pants," he said.

When the seamstress brought them, the sage began to put them on. The rooster prince stared and cried, "What are you doing? Chickens don't wear pants!"

"Who says?" the sage asked. "Why shouldn't I be warm? Why should humans have all the good things?"

For the first time the rooster prince noticed the floor was cold and the barn too; the next day, when the sage asked for a shirt, the rooster prince stared and said, "Chickens don't wear shirts."

"Why should I shiver just because I'm a chicken?" the sage answered.



Once again the rooster prince thought about how cold he felt, and when the sage put on socks and shoes, the rooster prince saw how bruised and tired his own feet were. When the sage asked for a plate of food, and the rooster prince smelled it, his stomach grumbled. His heart contracted with envy.

The very next day the rooster prince asked for some pants, a shirt, some shoes and socks, and a plate of food. Soon after that he was behaving like a human being again.

From that day on, everyone lived happily ever after.

### **INSIDE OUT: LESSON PLAN 3 A KID'S MIND (PART II)**

AUTHOR(S):	Asya Gribov
SUMMARY:	Participants will build "Islands of Personalities" and discuss the long-lasting impact camp has on the character development of campers and camp staff.
TOPIC(S):	Community building, young children
LEARNING OBJECTIVE:	Participants will understand how meaningful experiences help develop a person's character. Participants will think about experiences they wish to have in camp.
AUDIENCE:	Staff, campers; all ages; any group size
TIMING:	60-75 Minutes
APPENDICES:	INSIDE OUT Handout 3 (Feelings Circles)
MATERIALS NEEDED:	Play-doh, white paper, pencils, markers, pipe cleaners, tape
SET-UP DETAILS:	AV set-up to watch YouTube videos

**SESSION TIMELINE AND OUTLINE:**

Warm Up: (15 minutes)

Independently, participants write a letter to a counselor or camper who has greatly influenced them this summer. The letter should be dated 2025 and written from the FUTURE, looking back on this year.

Creating Islands of Personality: (40 minutes)

Discuss what experiences make someone:





- A confident person
- A kind person
- A Jewish person

Watch clip of Island introduction <http://www.youtube.com/watch?vOyDAanmQPnM>

- What Islands of Personality do campers/staff come to camp with?
- What Islands of Personality are created at camp (such as swimming, independence, camp, Shabbat, Friends, Jewish, sports, nature, creativity, and more)?
- What memories must be created to build up these islands?

Create Islands of Personality: (20 minutes)

Participants think of an island they wish to build for themselves over the summer. Working individually or in groups, participants design their island from the art materials available. (Participants can draw their islands on paper, sculpt out of clay, or build a 3-D paper sculpture.

Displaying the islands, participants walk around, adding experiences/core memories, that someone would have to sustain the island. (Encourage participants to be as specific as possible.) Participants receive a paper memory orb (Handout at end of lesson 3) or write or draw and experience that would sustain the island. Each color memory corresponds to an emotion felt during that experience (yellow = joy; purple = fear; green = disgust; blue = sadness; red = anger). Participants also receive white orbs and can color them in multiple colors as they wish to represent a mix of emotions.

The Talmud says, “Whoever destroys a soul, it is considered as if he destroyed an entire world. And whoever saves a life, it is as if he saved an entire world. – Mishna Sanhedrin 4:9; Babylonian Talmud Tractate Sanhedrin 37a.

How does the effect you have in camp last far beyond camp days?

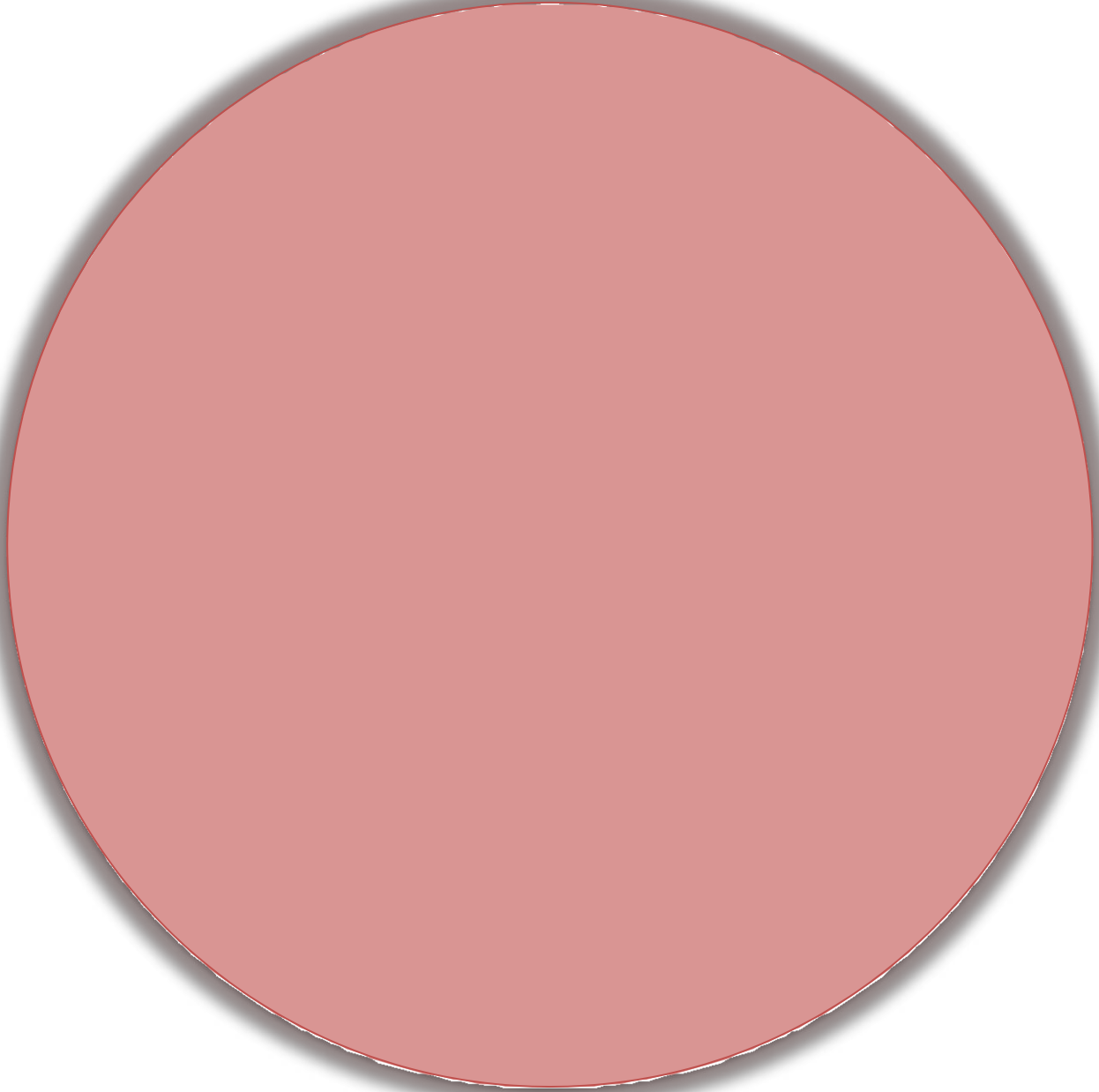
**ADDITIONAL NOTES FOR BRINGING IT BACK TO CAMP:**

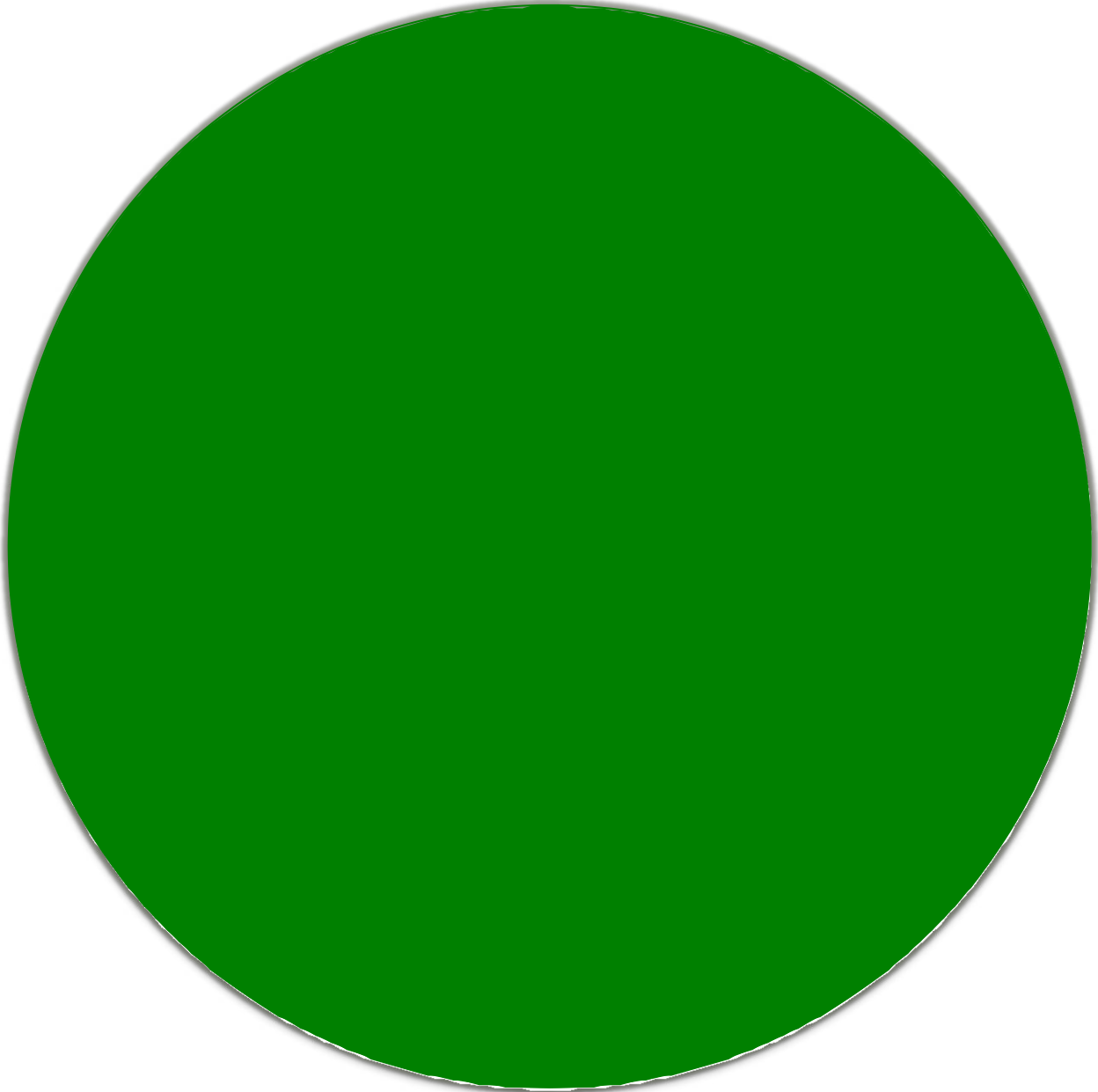
The workshop can be adjusted to meet various developmental needs.



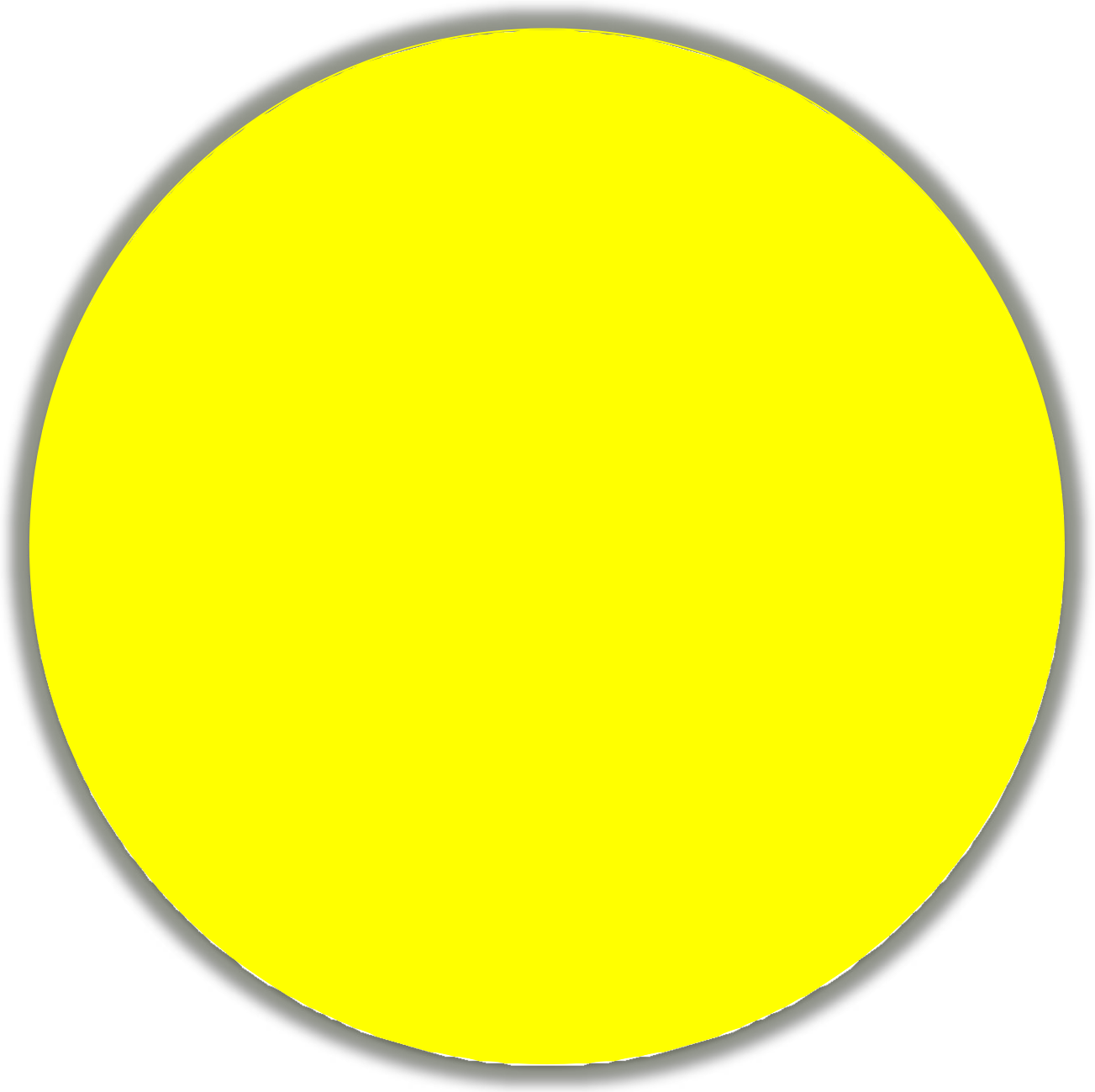
**INSIDE OUT: LESSON 3 HANDOUT (FEELINGS CIRCLES)**

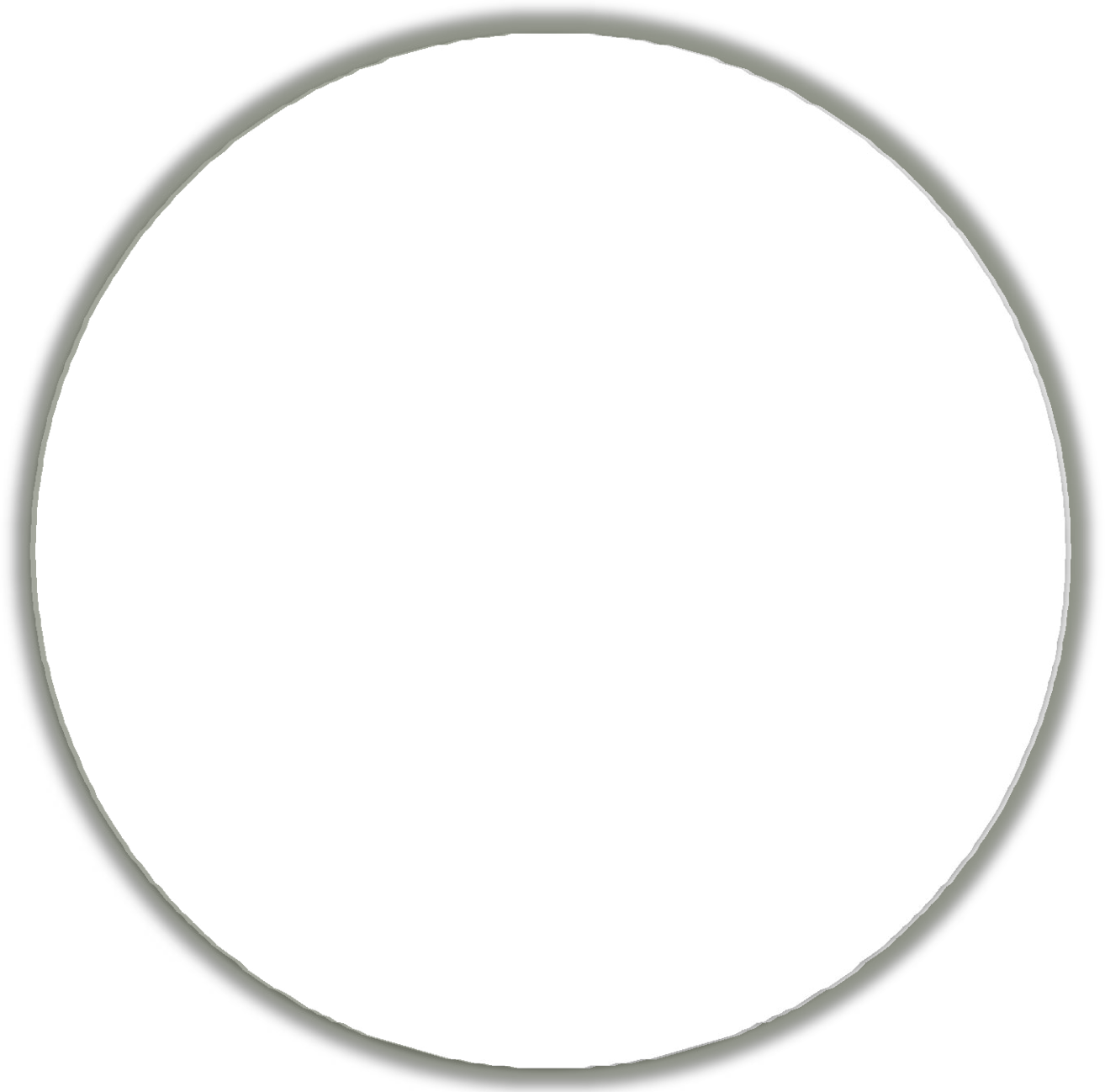












## INSIDE OUT: LESSON PLAN 4 BING BONG AND INSPIRING CREATIVITY

AUTHOR(S):	Asya Gribov
SUMMARY:	Using the movie Inside Out as a framework for working with young campers, participants will think about the role of imagination in child development and gain tools for creative activities and imaginative play, creativity and fostering innovation.
TOPIC(S):	Community building, young children
LEARNING OBJECTIVE:	Participants will think about the role of imagination in child development and gain tools for creative activities and imaginative play, creativity and fostering innovation.
AUDIENCE:	Staff, campers; all ages; any group size
TIMING:	90 Minutes
APPENDICES:	INSIDE OUT Handout 3 (Feelings Circles)
MATERIALS NEEDED:	Cardboard boxes, craft materials, drawing tools and paper
SET-UP DETAILS:	AV set-up to watch movie clips

### SESSION TIMELINE AND OUTLINE:

*"Imagination is the source of our creativity. Indeed, every uniquely human achievement in every field is the product of the human imagination. It's the ability to bring to mind things that are not present to our senses. We can imagine things that exist or things that do not exist at all. It is the primary gift of human consciousness. In imagination we can anticipate many possible futures. The imagination liberates us from our immediate present circumstances and holds the constant possibility of transforming the present."*

- Sir Ken Robinson, *Out of Our Minds* (UK: Capstone Publishing, 2011)

Watch: Introducing Bing Bong (10 minutes)

YouTube: <https://www.youtube.com/watch?v=oiHgvzIZx04> (Movie: 00:37:35 - 00:39:30). Discuss: What do you notice? Who is this creature? Why does he exist? What does it mean to be a best friend?

Exquisite Corpse Activity: (20 minutes)

Hand out pieces of paper and colored pencil to participants. Instruct participants to fold paper into three parts vertically. Prompt participants to be creative and to stay away from reality. On the top part, participants draw a top part of a creature and fold over so it is not seen. (Tip: Instruct participants to extend tiny lines past the fold so that the next person can see where to continue.) Participants pass the paper around in a circle. The next person draws the middle section of the creature, folds the paper over, and passes to the next person. In the final section participants draw the bottom of the creature. Then everybody opens their papers to see the strange creature created! Participants will share the creatures as a group.

Make Your Own Rocket: (60 minutes)

Participants work in small groups to create their own imaginary rockets or other vehicles of transportation out of cardboard boxes and any other recycled materials. Each group should think about where the rocket goes, write a short song that powers it, and create imaginary character who would operate it.