

Dear Educator,

Embark on an exciting journey with activities inspired by Disney and Pixar's newest animated adventure, *Inside Out 2*. Audiences will be excited to return to the mind of Riley and see Joy, Anger, Sadness, and Disgust — just in time for them to face an entirely new challenge — new Emotions!

These free activities, developed by Disney and Young Minds Inspired, will help your students explore emotions and complement English language arts and social and emotional learning skills.

Enjoy and share this program with other teachers. Tell us your opinion of the program by visiting [ymiclassroom.com/feedback-insideout2](https://www.ymiclassroom.com/feedback-insideout2). We look forward to your comments and suggestions.

Sincerely,



Dr. Dominic Kinsley  
Editor in Chief  
Young Minds Inspired



Questions? Contact YMI toll-free at 1-800-859-8005 or by email at [feedback@ymiclassroom.com](mailto:feedback@ymiclassroom.com).

## Explore Emotions with

# Disney · PIXAR INSIDE OUT 2

### Target Audience

Grades 1-3

### Program Components

Available at [ymiclassroom.com/insideout2](https://www.ymiclassroom.com/insideout2):

- This teacher's guide
- Three reproducible student activities
- A reproducible letter for parents and caregivers (in English and Spanish)
- A curriculum standards chart
- An online feedback form

### Concepts and Skills

Identifying and managing emotions Recognizing emotions in others	Communication Vocabulary development Self-reflection
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### About Disney and Pixar's *Inside Out 2*

Disney and Pixar's *Inside Out 2* returns to the mind of newly minted teenager Riley just as headquarters is undergoing a sudden demolition to make room for something entirely unexpected: new Emotions! Joy, Sadness, Anger, Fear, and Disgust, who've long been running a successful operation by all accounts, aren't sure how to feel when Anxiety shows up. And it looks like she's not alone! *Inside Out 2* will be released only in theaters June 14, 2024.

### How to Use This Program

Make photocopies of the activity sheets and use the information below to implement them and guide learning. For younger students, you might want to do the activities as a class. When done, have students take their completed sheets home to do the family activity at the bottom of each page. Also send home copies of the parent/caregiver letter, email it to families, or post it on your class website to extend the learning fun.

### Activity 1: An Adventurous Day at Headquarters

To start, ask the students to name emotions. Guide them with examples if needed. Then have them think of a time when they felt strong or big emotions, perhaps when they performed in a recital or sporting event, lost something, started school, or had a special celebration.

Next, assign four emotions to areas of the room: joy, sadness, anxiety, and embarrassment. Explain that anxiety is when you feel nervous about something, and embarrassment is feeling uncomfortable if something awkward happened. Read the statements above again, and have students go to the corner of the room that best reflects how they felt, or would feel in the situation. Then, ask them if they felt any other emotion at the same time. If so, have them switch to the second corner. Add more examples and change the emotions as time permits. For example, ask students how they feel when they get a present, meet a new friend, watch a sad movie, see a bug/spider, do something for the first time (first sleepover with friends), or experience a thunderstorm.

Explain that sometimes we feel many emotions at the same time. It may feel like your brain is full of emotions, trying to figure out who will take control. That's what happens in the movie, *Inside Out 2*, where we meet emotions who live in Riley's brain: **Joy, Sadness, Fear, Disgust, Anger, Anxiety, Embarrassment, Ennui** (boredom), and **Envy**. (Define the emotions as needed.) From their "headquarters" in Riley's brain, the emotions help her navigate life events. Just like Riley, our brains are full of emotions that help us learn and grow.



Pass out the activity sheet and go over the instructions. Briefly review nouns, verbs, and adjectives. Have students work with a partner to complete the activity or do it as a class. Answers will vary.

### Activity 2: **Synonym Search**

Share a brief story about a character from a book the students know who experienced a strong emotion, but do not name the emotion. Have the students describe how they think the character felt. Point out the words that represent emotions and feelings.

Next, have students work in small groups and assign each group one of the emotions in bold under Activity 1. Ask them to brainstorm words that can be used to express how the emotion makes them feel. For example, fear might make you feel afraid, scared, worried, jumpy, alarmed, or uneasy. Once done, review each team's words. Point out that there are many words we can use to describe how emotions make us feel.

Pass out the activity sheet and go over the instructions.

**Answers:** Part 1: 1. F, 2. A, 3. B, 4. C, 5. I, 6. D, 7. H, 8. G, 9. E. Part 2: Answers will vary. Invite student volunteers to share their answers.

### Activity 3: **Message to Headquarters**

Explain to students that as we grow, we learn things we can do to help ourselves when we are feeling different emotions. For example, maybe we need a quiet place to be alone when feeling angry or embarrassed, or a hug from a friend when we're feeling sad.

Place the students into four groups and assign each group one emotion: joy, sadness, anxiety, and embarrassment. Briefly discuss what it means to feel each emotion. Then ask the students to brainstorm what they do when they feel the emotion, and how they might help someone else who is feeling the emotion. Have each group share their ideas.

Pass out the activity sheet and go over the instructions. Once done, invite students to share their answers. Answers will vary.

### **Extension Activities**

**A Feelings Wall** – Create an interactive bulletin board of emotions. Have the students place a sticky note each morning next to the emotion they are feeling when they enter the classroom. Refer to the bulletin board when talking about feelings.

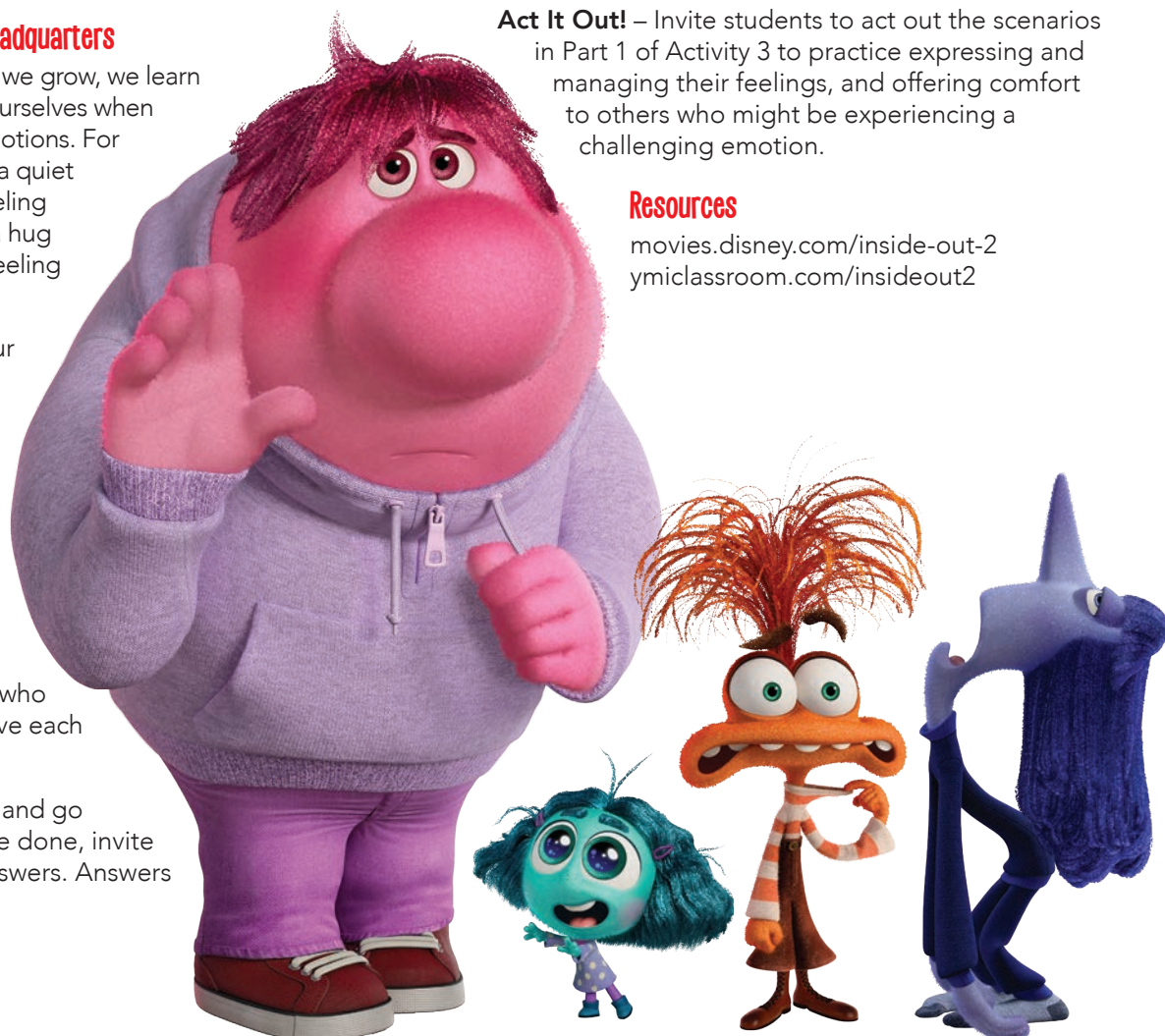
**Synonym Search Graffiti Board** – Extend Activity 2 by creating a bulletin board or large list of words that the students brainstorm. The words might be color-coded to represent the emotions, or they can be organized in columns by emotion. Students can refer to the wall for options when trying to express their feelings, while discussing or writing stories, and when engaging in group discussions.

**Our Classroom Headquarters** – Work with students to create a section of the room that might calm them when they are anxious, comfort them if they are sad or afraid, or soothe them if they are feeling another big emotion. Discuss what items might bring the students joy if they want to take a break in this section of the room. For example, cute pictures of animals, crayons and paper, etc. Provide parameters for using the space that works best for your class.

**Act It Out!** – Invite students to act out the scenarios in Part 1 of Activity 3 to practice expressing and managing their feelings, and offering comfort to others who might be experiencing a challenging emotion.

### **Resources**

[movies.disney.com/inside-out-2](https://movies.disney.com/inside-out-2)  
[ymiclassroom.com/insideout2](https://ymiclassroom.com/insideout2)



# An Adventurous Day at Headquarters

**Part 1** Find a friend and have some fun! Read the sentences below to yourself. When you get to a blank, ask a friend to give you a word that matches the label. Write their word on the line. Don't let them see the story until you are done. Then, read the story to your friend!

It's Riley's first day of hockey camp! The sun is \_\_\_\_\_ and the sky is \_\_\_\_\_.  
(verb) (color)

It's a \_\_\_\_\_ day! But at headquarters, things are busy.  
(adjective)

"What if Riley \_\_\_\_\_ and everyone laughs?" asks Fear.  
(action verb)

"She will feel \_\_\_\_\_ and her face will turn \_\_\_\_\_."  
(feeling) (color)

"I know," says Anxiety, who is nervous for Riley.

Envy chimes in. "Look at that kid's brand-new hockey \_\_\_\_\_ . I wish Riley had one!"  
(item of clothing)

"You all, Riley is going to be great!" shouts Joy as she \_\_\_\_\_ around the room.  
(action verb)

"We've been practicing for this! Let's cheer and \_\_\_\_\_ to support her!"  
(action verb)

On the benches, Riley suddenly feels happy. "I hope we have \_\_\_\_\_ for snack!"  
(food item)

she says. Then she \_\_\_\_\_ onto the ice to join the rest of her team.  
(action verb)

**Part 2** Think of a time you felt a strong emotion — or maybe more than one emotion at the same time. On the back of this sheet, draw a picture and write about it.



**Families,** talk with your children about emotions. Share a time when you felt happy, sad, nervous, or another emotion, to let them know that we all feel emotions, including grown-ups. Check out *Inside Out 2* only in theaters June 14, 2024, to learn about Riley and the new emotions joining headquarters!



# Synonym Search

**Part 1** In *Inside Out 2*, headquarters is busy! When Riley talks to her friends and family about her emotions, what words might she use? Match each emotion with a synonym that can be used to express the feeling. Write the letter on the line.

## Synonym

- a. unhappy
- b. mad
- c. afraid
- d. nervous
- e. bored
- f. happy
- g. jealous
- h. shy
- i. distaste



1. Joy \_\_\_\_\_



2. Sadness \_\_\_\_\_



3. Anger \_\_\_\_\_



4. Fear \_\_\_\_\_



5. Disgust \_\_\_\_\_



6. Anxiety \_\_\_\_\_



7. Embarrassment \_\_\_\_\_



8. Envy \_\_\_\_\_



9. Ennui \_\_\_\_\_

**Part 2** Riley feels many emotions — and so do we! Our feelings might also be different from someone else's feelings. For example, maybe having pizza for lunch makes one person happy. But someone else might feel disappointed or unhappy if they were hoping for something else. Now it's your turn. Read each sentence below. Fill in the blank to show how each situation makes you feel.

- Looking at pictures of silly puppies makes me feel \_\_\_\_\_.
- Going to the doctors makes me feel \_\_\_\_\_.
- When it is dark and rainy, I feel \_\_\_\_\_.
- When I play outside, I feel \_\_\_\_\_.
- When I fall in the mud, I feel \_\_\_\_\_.

**Families**, play your own synonym game. See how many words you can come up with that describe feelings for each emotion. Then, experience the "feel everything" movie of the year, *Inside Out 2*, only in theaters June 14, 2024!



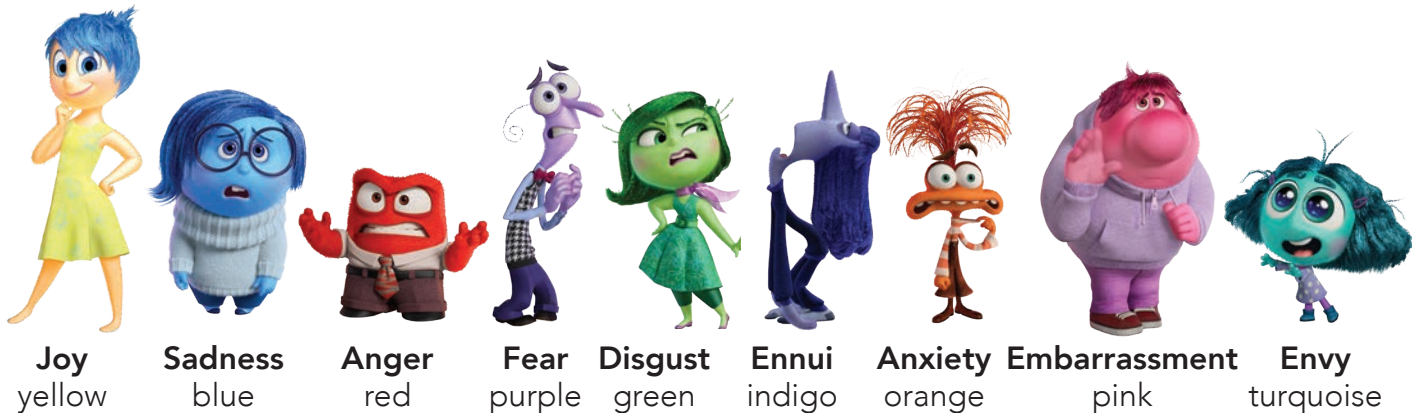
# Message to Headquarters



**Part 1** Riley's emotions are having a busy day! Read the sentences below. Then, on the back of this sheet, write a message to headquarters with tips to help Riley with her emotions.

1. Sadness is feeling blue because Riley fell in the hallway at school.
2. Joy is excited because Riley got a new hockey stick.
3. Disgust is taking over because Riley saw a little kid eat a bug.
4. Anxiety is antsy because Riley is trying to score a goal.

**Part 2** Look at the *Inside Out 2* characters and their colors. Then, read each event or activity. What emotion does it make you feel? Color the circle to match the emotion. Some might even have more than one color!



birthday parties	losing something	playing games	disagreeing with a friend
teasing	playing sports	reading	trying something new

**Families**, share ways you deal with strong emotions with your children to help them find methods to cope when they experience big feelings. Check out *Inside Out 2* only in theaters June 14, 2024, to learn about the new emotions taking residence in Riley's headquarters!

# Explore Emotions with Disney · PIXAR INSIDE OUT 2



Dear Parent or Caregiver,

In class, your child has been learning about emotions with a little help from Riley and her friends from Disney and Pixar's *Inside Out 2*. Through an in-school program developed with education specialists at Young Minds Inspired, your child has engaged in activities focused on identifying and expressing emotions, examining healthy ways to manage big emotions, and exploring how to support others when they are experiencing strong emotions.

We encourage you to ask your child about what they have learned and to share their completed activity sheets with you. Then, do a little sharing of your own! Here are some ideas to get you started:

- **Share emotions.** Share a time you felt joy. What made you feel that way, and when have you felt like that again?
- **Spread positivity with an alphabet game.** For each letter of the alphabet, name something that brings you joy. Take turns and see if you can come up with words for every letter!
- **Create a joy plan.** Ask your child to share ways you can help them feel better when dealing with strong emotions. Encourage them to talk with you when/if they feel this way. Then, work together to come up with methods to soothe anxiety, ease sadness, reduce anger, celebrate joy, and so on.
- **Create thoughtful cards.** Create cards that celebrate joy and all the emotions we feel and then send them to friends.
- **Design a memory scrapbook.** Create a scrapbook that records important events and joyful emotions in your family's history.

Learn more at [ymiclassroom.com/insideout2](https://ymiclassroom.com/insideout2) and check out the *Inside Out 2* trailer to meet Riley and the new emotions joining headquarters!

## About Disney and Pixar's Inside Out 2

Disney and Pixar's *Inside Out 2* returns to the mind of newly minted teenager Riley just as headquarters is undergoing a sudden demolition to make room for something entirely unexpected: new Emotions! Joy, Sadness, Anger, Fear, and Disgust, who have long been running a successful operation by all accounts, aren't sure how to feel when Anxiety shows up. And it looks like she's not alone! *Inside Out 2* will be released only in theaters June 14, 2024.