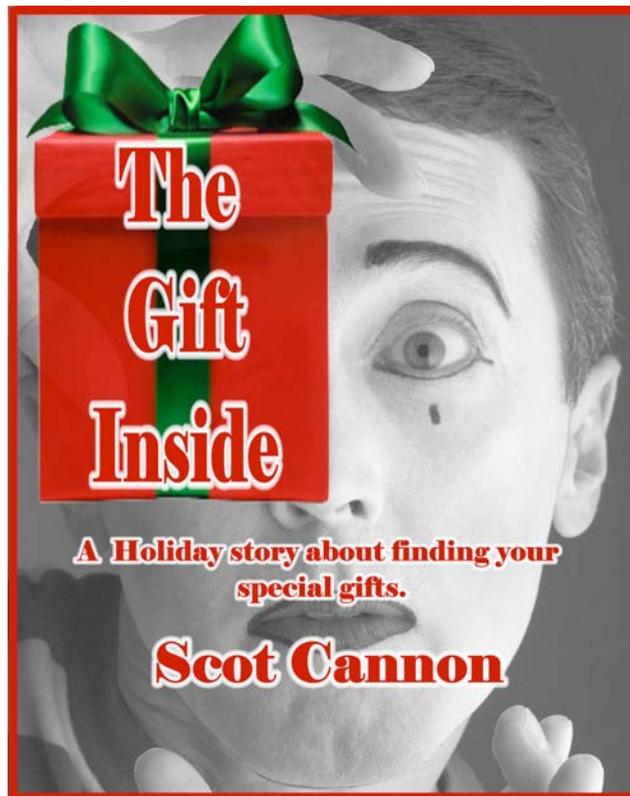


THE GIFT INSIDE



A Holiday Presentation

by Scot Cannon

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THE GIFT INSIDE is a pantomime and music presentation about a boy who could not talk, only a voice deep inside that would sing. He worked so hard to try and find his voice that he fell asleep for ten years.

THE GIFT INSIDE starts with the boy waking up. It is December and he has no memory of what the holidays mean. With a guiding voice, the boy goes on a journey to learn what the holidays are about. On the journey he meets a homeless family as well as entering both Christian and Jewish homes to see their traditions.

THE GIFT INSIDE concludes when he realizes the homeless family needs more attention than the search for his voice or his journey to understand the holidays. His discovery of giving of himself turns out to be the final step to find his voice and learn the true meaning of the holidays.

TEACHER'S NOTE

This guide is written for the teacher. It is hoped that teachers will be inspired to use the enclosed information to further enhance Scot's performances to help instill sensitivity in their students for the true meaning of the holiday season - the season of giving of one's self.

Please especially note **Activity #3 on Page 3** of the guide. Scot will be asking for student feedback dealing with this issue during the performance. We hope that teachers will most especially discuss this with their students before the performance.

ACTIVITIES

DISCUSSION: This is the season to give. Have your students discuss or make a list of people (family, friends, or famous figures) to whom they would like to give something. The catch is that it cannot cost anything. The objective is to have the students give something from inside. In the performance, Scot will ask the students to give him some of these gift ideas.

If you have some time talk a little to your class about how to help those less fortunate than they are. I am sure your school is involved in some activity such as a food or clothing drive.

It is hoped that you will make copies of the guide and conduct many of the activities with your class.

Scot would love to hear from your students. If you have any questions or comments about the performance, or if you would like to mail student packets to Scot, you can address email or mail to:

scotthemime@comcast.net

114 Congress Street, Belfast, ME 04915

THE GIFT INSIDE

Teacher Outline

The Gift Inside is a thirty-one minute pantomime – musical, followed by a discussion about the show. The program concludes with a mime lesson for the entire audience. The complete program length is forty-five minutes. All three segments are essential to convey the message of the story.

The Gift Inside is the story of a boy (Scot) who could not talk or sing. He worked so hard; walking, running, flying, looking and hunting, trying to try and find his voice that he fell asleep for ten years. The only thing he had during his search was a voice deep inside of him that would sing: “There’s no reason to hide, the gift that comes from inside.” Scot does not understand the message. He only know it’s the reason for his search.

This performance starts with the narrator waking Scot from his ten-year sleep. It is December and Scot has no memory of the holiday season or what it means. The narrator decides to bring Scot on a journey to help explain what the holidays are all about. This turns out to be the final step of Scot’s journey to find his voice. What follows is a brief synopsis of the scenes.

Scene 1: Scot’s Resting Place.

After waking Scot, the narrator discovers that Scot only knows why he fell asleep and what he was looking for. Scot has no memory of December or what the holidays mean. He decides to bring Scot on a journey to learn about the holiday season. It also may lead Scot to what he wants.

Scene 2: Outside. A City Street.

On the way to the shopping mall, Scot meets a homeless family. He does not understand why they have no place to go. Scot is upset because he doesn’t have anything to give them. Meeting them outside a mall further confuses Scot. This place seems to have everything you could ever want.

Scene 3: The Mall.

Scot has absolutely no memory of this place. He finds a way to get into trouble in every store. Scot visits the following stores: clothing, pet, china, department, toy, and music. His concept of money is shaky.

Scene 4: Outside.

This is a simple reminder about winter weather in New England.

Scene 5: Inside a Home During the Holidays.

A brief review of some Christmas and Jewish traditions along with a lesson on table manners Scot will never forget. Scot still is upset because he cannot find his voice. While the narrator is reminding Scot of all the wonderful traditions in the house his life takes a dramatic turn. He grabs all the food he can and leaves.

Scene 6: Outside. A City Street.

Scot realizes who needs attention more than he does. He finds the homeless family and shares the meal. The voice inside then sings a song telling what Scot would do if he could. (Homeless Song Sheet)

The narrator comes in to tell Scot he has given them the best gift, the gift from inside. He has given his time, caring and concern. The narrator asks the audience what gifts from inside they could give to people they care for. (Activity Sheet)

We finally decide that if Scot is to get his voice back the audience has to sing the two lines they have been hearing the whole show. They sing. Scot removes his make up. Scot sings to them – they have given Scot the gift from inside – the search is over. All Scot needed was to care for someone else and the gift would be returned to him. That’s what life and the holidays are all about!

THE GIFT INSIDE

HOMELESS SONG

WHY ARE THESE PEOPLE
OUT IN THE COLD
NO FOOD NO TABLE
ON ONE THEY CAN HOLD

THOSE OTHER PEOPLE
MUST HAVE SOMETHING TO GIVE
THEY'RE PASSING OUT GIFTS
YOU JUST WANT TO LIVE

I WANT TO BUILD YOU A WARM HOUSE
WITH DOORS AND WINDOWS AND WOOD
LET PEOPLE COME INSIDE
LET YOU BE UNDERSTOOD

IF I COULD TALK
I'D TELL YOU ALL THIS
IF I COULD SING
YOUR NEEDS THEY COULDN'T DISMISS

YOU DON'T WANT TO BE HERE
YOU DON'T HAVE A CHOICE
NO ONE CAN FIND YOU
JUST LIKE MY VOICE!

THE GIFT INSIDE

THE GIFT INSIDE SONG

THERE'S NO REASON TO HIDE
THE GIFT THAT COMES FROM INSIDE

I GUESS, I THOUGHT IT NEVER WOULD REALLY HAPPEN
I COULD NOT SEE INSIDE MYSELF
THAT VOICE, THAT WAS ME, IT WAS JUST WAITING
TO JUMP DOWN OFF THE SHELF.

SO THIS IS THE SEASON TO GIVE AND HELP OTHERS
WHY JUST IN DECEMBER
I THOUGHT WE WERE ALL SISTERS AND BROTHERS
THERE'S ELEVEN OTHER MONTHS THAT PEOPLE NEED HELP IN
WE SHOULDN'T SAVE IT UP, WE SHOULD SPREAD IT LIKE MARGARINE

THE GIFTS FROM INSIDE ARE THE ONES TO GIVE AND TO RECEIVE
TOYS AND VIDEO GAMES ARE NOT WHAT YOU NEED
WHAT YOU WANT FOR YOURSELF IS NOT THE ONLY THING THAT COUNTS
IT'S WHAT YOU GIVE TO OTHERS AND IT'S NOT THE DOLLAR AMOUNT

GIVE YOUR MOTHER A MONTH OF WASHING THE CAR
TELL DAD YOU DO THE DISHES AND PRACTICE THE GUITAR
GIVE YOUR SISTER A WEEK OF DOING HER CHORES
GIVE YOUR BROTHER YOUR FAVORITE SHIRT IF HE WILL STOP SLAMMING
YOUR DOOR.
THINK OF WHAT YOU COULD DO AND IT WOULDN'T COST A THING
YOU NEVER EVEN MET ME BEFORE AND YOU'VE GIVEN ME A CHANCE TO SING.

I THINK IT'S TIME I SETTLED DOWN
THANK YOU FOR EVERYTHING YOU HAVE DONE
I COULDN'T TALK, I COULDN'T SING, NOW LISTEN ...
YOU GUYS ARE THE ONES

THE GIFT FROM INSIDE IS THE GIFT THAT COUNTS

THERE'S NO REASON TO HIDE
THE GIFT THAT COMES FROM INSIDE.

THE GIFT INSIDE

ACTIVITY SHEET

1. Discuss with your class anything from the preceding pages you feel would be appropriate. Do not give them the exact synopsis.

2. Words to discuss:

Homeless

Dreidel

Menorah

Christmas

Hanukkah

3. This is the season to give. Have your students discuss or make a list of people (family, friends, or famous figures) to whom they would like to give something. The catch is that it cannot cost anything. The objective is to have the students give something of themselves (gifts from inside).

In the performance, Scot will ask the students to give him some of these gift ideas.

Example idea: Doing sister's chores.

Theater Activity

Mime Games

A big part of THE GIFT INSIDE involves pantomiming. Discuss with the students the concept of miming and use these suggestions and games to have the students do mime performances for each other.



Mighty Magnet: Divide the students into two teams. Have the teams line up as in a relay race. Tell the students that there is an imaginary magnet at the opposite end of the room, which "attracts" students in pairs. As students are drawn to the magnet, they should try to resist the powerful force. Give instructions such as, "The magnet is pulling you by your head ... by your bellybutton ... by your nose ...etc."

Let's go on a trip: Have the group pretend that they are on an object that is moving such as sailboat, a train, a merry-go-round, a Ferris Wheel, etc.



Help! I can't get out! Ask each student to pantomime a situation in which he or she can't get out of an entanglement. For example, a student could become "involved" with a boa constrictor, a spider web, a fishing net, a parachute, etc. Concentration should be on the object – not on the entanglement.



The words listed below reflect the feelings of both the homeless family and the boy.

Have the students define these words,
use them in a sentence, and you may use them for spelling words.

disgusted
indifferent
jealous
confident
sympathetic
agonized
grateful
curious
loving
apologetic
frustrated
suspicious
miserable
satisfied

shocked
enraged
disappointed
hurt
bored
happy
anxious
sad
lonely
determined
guilty
relieved
frightened
perplexed



CHANUKAH

It is important for children to know the difference between Chanukah and Christmas. Although both holidays fall in December and are gift giving holidays, Chanukah commemorates the end of a battle for religious freedom while Christmas is the celebration of the birth of Christ. They are totally unrelated holidays.

There are many excellent books in the public library that tell the story of Chanukah.



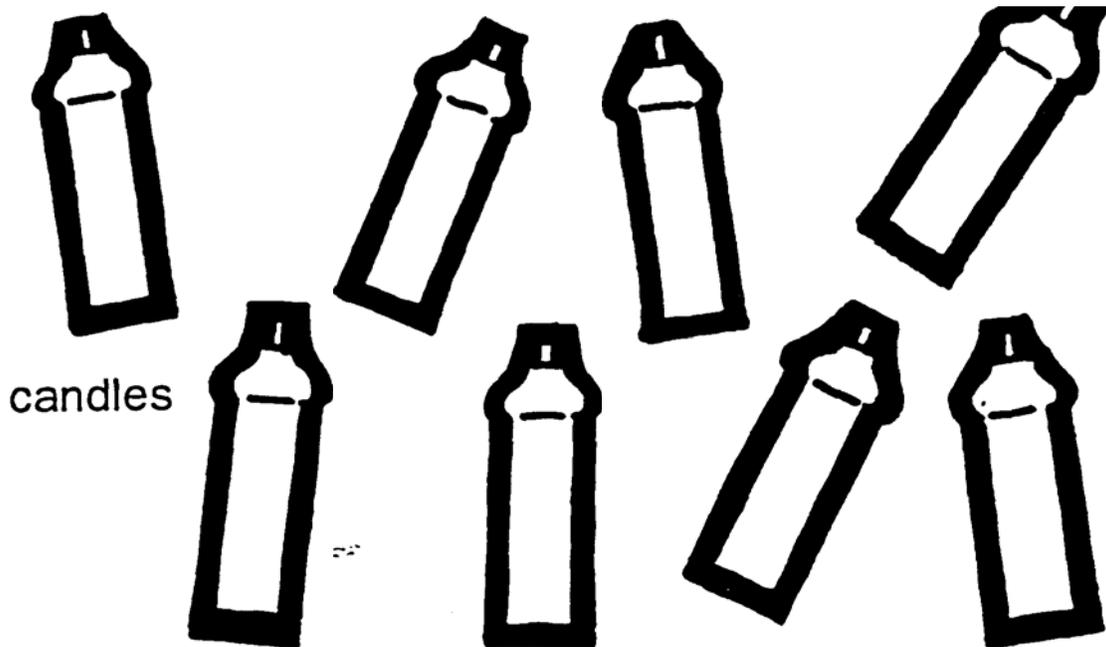
Part of the play is related to the story of Chanukah.

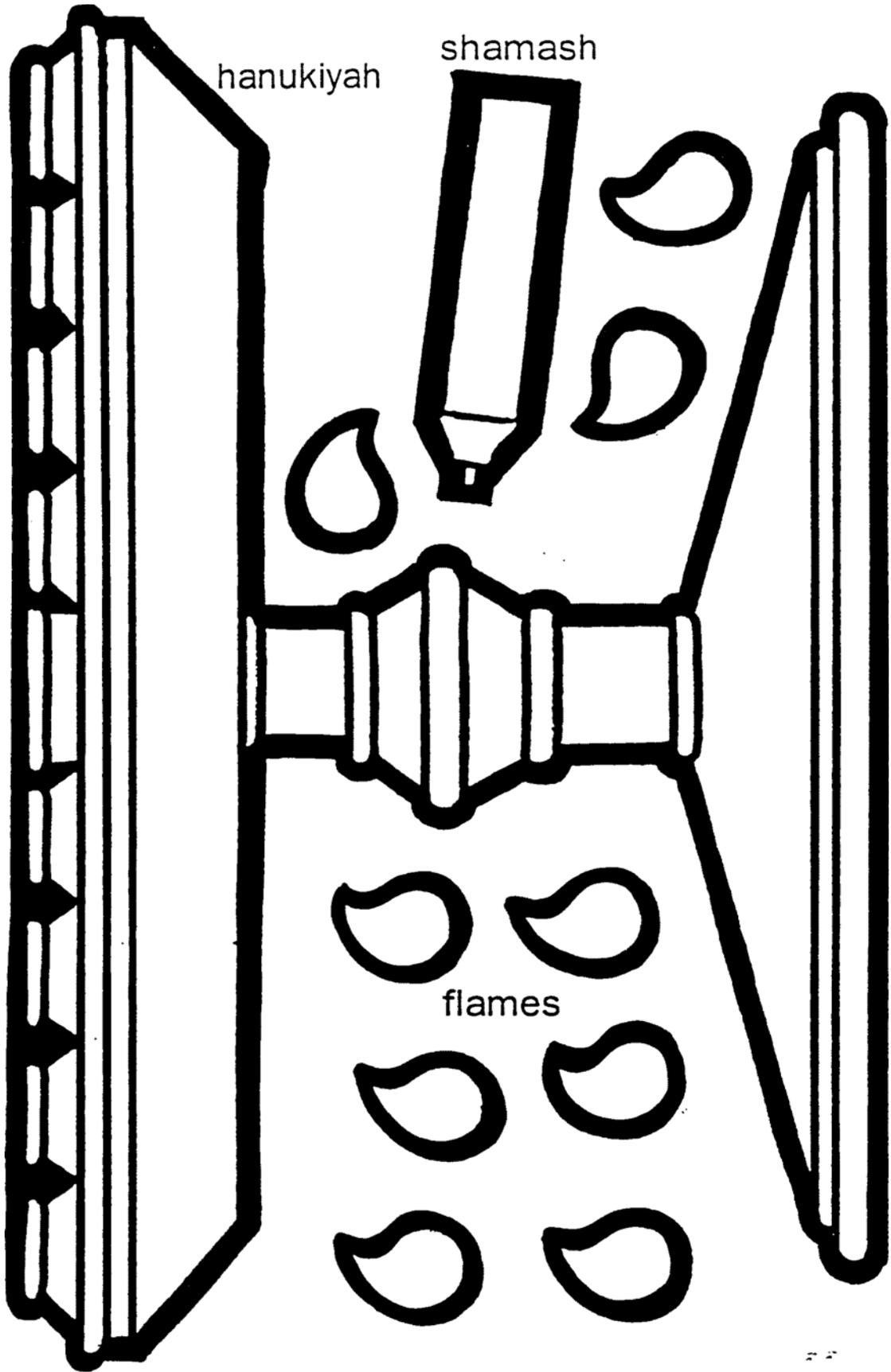
If possible, bring in a Menorah. The children may also make their own Menorah from the pattern below and on the following page.

MENORAH

Duplicate all pieces on orange or yellow construction paper.

1. Color candles bright colors.
2. Cut out all pieces.
3. Fold a small sheet of black construction paper in half.
4. Paste hanukiyah (menorah) on black paper, matching lower edges. The hanukiyah should now stand upright.
5. Paste candles behind holders, placing the Shamash in the middle.
6. Pastes flames on tops of candles, one each day if following the Hanukkah custom.





hanukiyah

shamash

flames

COOKING

Please read both recipes ahead of time and plan for adult supervision as necessary.

Perhaps half of the class can make potato latkes while the other half makes the Christmas cookies.

In the story, the boy enters a house where the family is celebrating Chanukah. It is traditional on Chanukah to eat potato latkes (pancakes). The following recipe may be used. (You may also use a box of prepared mix. Check the kosher section of any food market.)

POTATO LATKES

Serves 4 to 6

2 cups raw grated potatoes, drained
1 ½ tsp. Salt
1 medium onion, grated, drained
dash of pepper
2 eggs
¼ cup Matzoth meal

Mix potatoes and onions that have been drained of excess liquid.
Add eggs, salt, pepper and Matzoth meal.
Drop by tablespoonful into hot oil, which is almost deep enough to cover pancakes.
Fry on both sides until brown
Drain on absorbent paper.

Delicious served with sour cream and/or applesauce.

The boy also enters a Christian house during the story. He may see them making the following Christmas cookies:

CHRISTMAS COOKIES

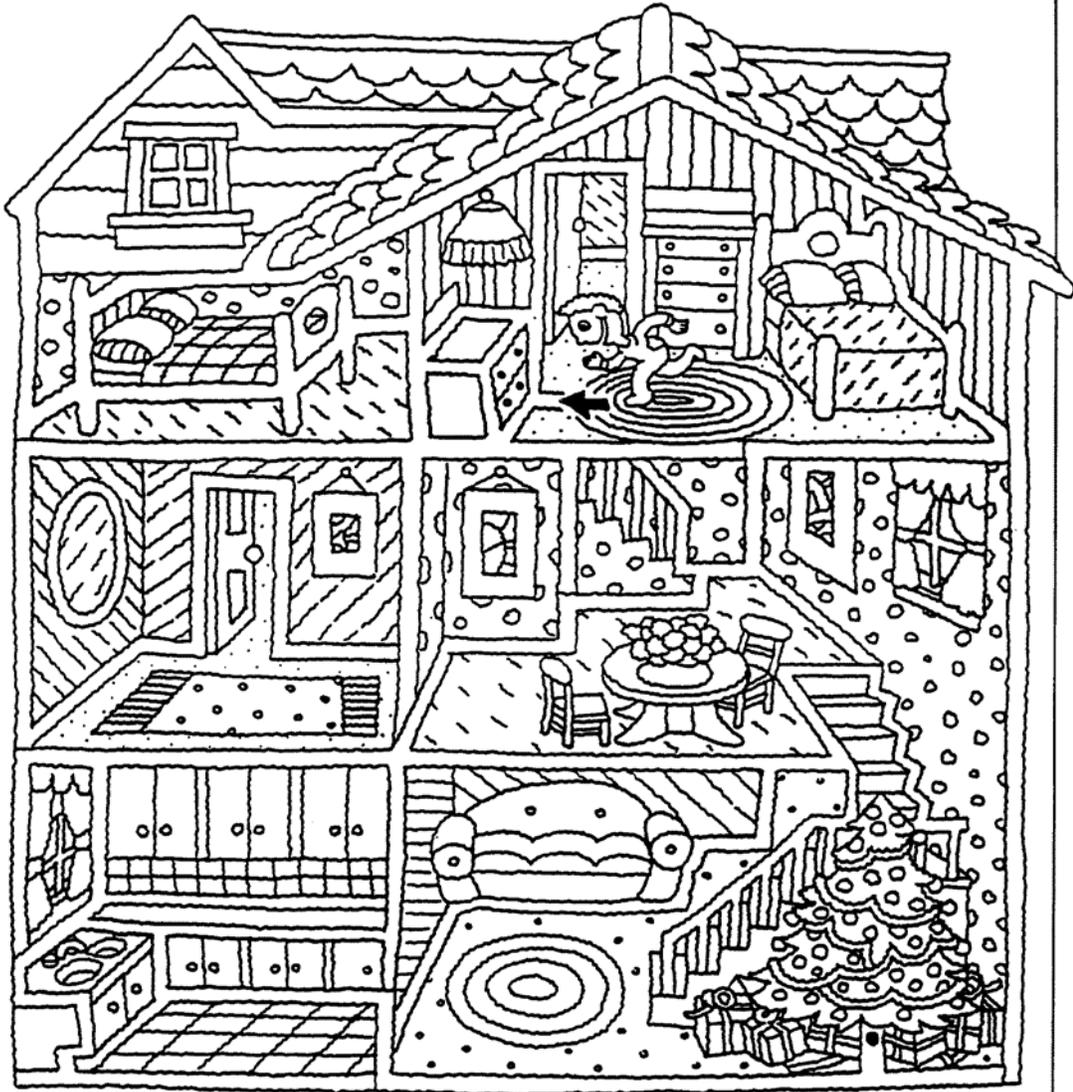
1 ½ sticks butter (6oz.)
1 cup chopped pecans
2 cups flour
3 tbsp. sugar
1 tsp. vanilla
1 tbsp. ice water

Melt butter and sugar in microwave or on stove.
Add other ingredients.
Form into rolls about the size of your little finger.
Curve slightly.
Bake in slow oven at 300 degrees for 25 minutes.
Remove from oven and immediately roll in confectioners sugar.
Put on rack to cool.



Christmas Maze

Can you find the way from the bedroom to the Christmas tree?



At the end of the story, the boy realizes that giving of yourself is more important than receiving presents. These two exercises may be used to reinforce this concept.

AT YOUR SERVICE

Even students can provide services. Ask your class to list as many services as they can.

If you were to set up a student service bureau at your school, what could you do?

Here's a list to get everyone started:

empty trash cans

file papers

clean desks, chalkboards

tutor younger students

shelve library books

show visitors around

deliver messages

put up bulletin boards

NEEDS OR WANTS?

Help students distinguish between needs and wants. Name the items below, one at a time. Let the students respond with "need" or "want."

shoes

computer

television

prescription drug

candy bar

video games

home/shelter

textbooks

newspaper

Be sure to allow discussion on any item upon which students do not agree. Make a "needs" and "wants" bulletin board. Encourage students to add items to it.

The boy in the story has difficulty with the concept of money.

The exercise below should be helpful to the class.

EVEN EXCHANGE



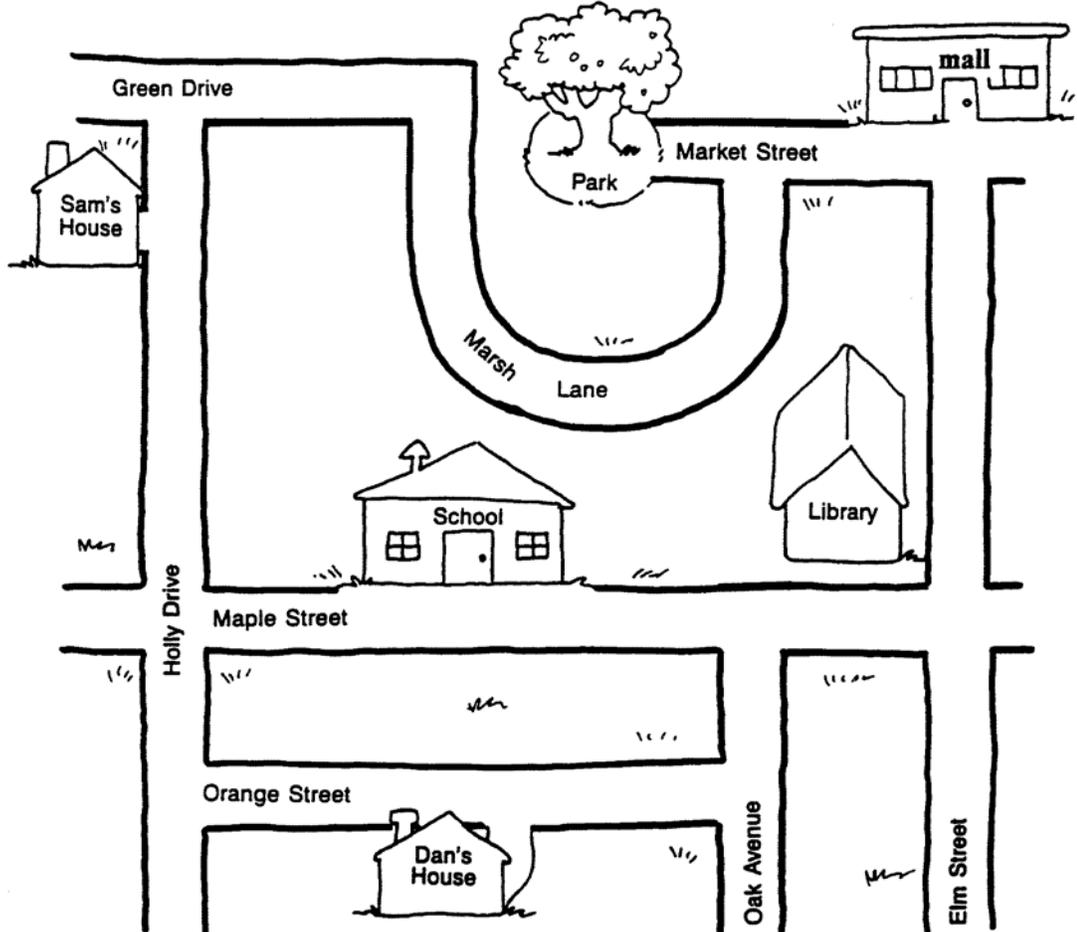
Name the amount of money and tell which bills or coins can be used to make up that amount. Students should name two or more ways to make that same amount using different combinations of bills or coins.

Examples: \$0.25 (one quarter, two dimes and one nickel, five nickels)
 \$3.10 (three one-dollar bills and one dime, twelve quarters and two nickels)
 \$10.00 (one ten-dollar bill, one five-dollar bill and five one-dollar bills)

This practice can be extended at an independent center if you have a supply of play bills and coins. Just write different amounts on index cards and let students see how many different ways they can make each amount.

The boy in the story goes to the mall.

Sam and Dan are going to the **mall**. Their directions are mixed up. Put their directions in order by numbering from 1 to 4.



Sam

- A. ___ Make a right on Marsh Lane.
- B. ___ Go right on Market Street.
- C. ___ Go left on Holly Drive.
- D. ___ Go right on Green Drive.

Dan

- A. ___ Go right on Maple Street.
- B. ___ Go left on Elm Street.
- C. ___ Make a left on Oak Avenue.
- D. ___ Go right on Orange Street.

The boy in the story falls asleep for ten years.

The following is an activity to be used with children having difficulty with time passage.

MATH TIME AWARENESS: TIME FLIES

Young children have difficulty accurately judging the passage of measured time. This activity lets them practice until they have a feel for given periods of time.

Have all students put their heads down on their desks with their eyes closed. Tell them you will say “start,” then they are to raise their heads when they think the specified amount of time has passed. Start with 15 or 30 seconds and work up to 3 minutes at a time.

The boy in the play meets a homeless family.

This science activity is a perfect opportunity to collect can goods to be delivered to a homeless shelter. Students will learn about the four food groups and how they can make a difference for homeless families.

Materials: Two-sided fast-food sandwich container 4 3"x3" sheets of paper
Magazines Markers
Newspapers Glue
Scissors Paper
Pencils

Teacher Preparation:

1. On each sheet of paper, print a different food group.
Milk and Milk Products
Meat, Fish, Poultry, Nuts and Legumes
Fruits and Vegetables
Breads, Grains and Cereals
2. Glue the labels into the four sections of the sandwich container.
3. Display the materials.



Student Directions:

1. Cut

pictures of food from the magazines and newspapers.

2. Place each picture in the correct food group container.
3. Could any food pictures be classified in more than one food group? Write on the paper why you think so.
4. A deluxe cheeseburger has mayonnaise, pickles, onions, catsup, mustard, tomatoes, and lettuce. Write the food groups that are included in this sandwich. List each ingredient under the correct food group.

Variations:

- Provide food containers, such as vegetable cans, fruit cans, tuna cans, cereal boxes, and nut cans. Have the students categorize the containers into food groups.
- Place pictures of food into “lunch boxes” made from doughnut boxes. Create appealing lunches using all of the food groups.

The boy in the play learns that it is very cold in New England in the winter.

Here is a winter science lesson that can be used even in sunny Florida.

Of course, it's most fun to look at real snow crystals, but you can scrape some frost from a freezer and look at those crystals. If you are an artistic sort of person, you particularly like drawing snow crystals.

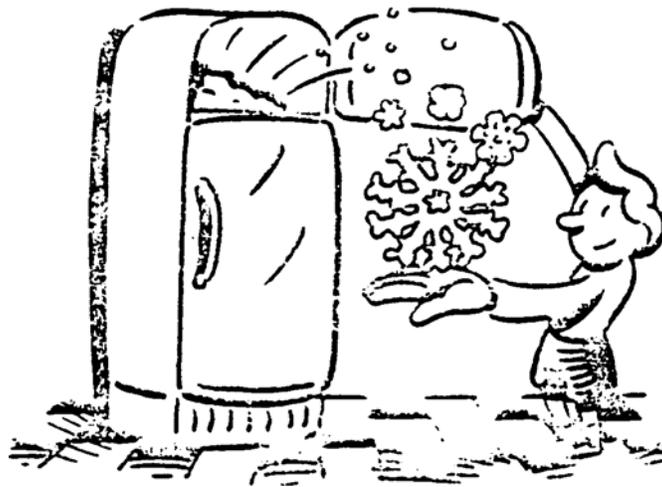
Here's what you need:

- Snow or frost crystals
- A magnifying glass
- Paper and pen or pencil

Here's what you do:

1. Look at a snow or frost crystal under the magnifying glass. You will see that it is not solid. Instead, it is like a lace doily with six sides.
2. Now look at another snow crystal. As far as anyone knows, each snow crystal is different from every other, though they all have six sides.
3. If you wish, draw pictures of snow crystals. Now you have your own artistic snow crystals.

Like rain, snow forms from fine water droplets in the clouds. But these water droplets become super cooled to below the freezing point. When the super cooled droplets of water collide with tiny dust particles, snow crystals begin to form. Did you know that snow crystals can form in the skies when it's very hot on the ground below? Of course, the crystals will melt before they reach the ground.



Look at the picture. On the lines below, write what the child is thinking.

