

LESSON PLAN
~Grade 4 Drama~

“Interpreting the Main Character of an Anti-Idling Story”

-created by Lynn Perreault, Ph.D.
(for Idle-Free Windsor)

Date:	Time:
School:	Teacher:
Special Instructions:	

Ontario Curriculum Connection

Overall Expectations:

- Interpret and communicate the meaning of stories, poems, plays, and other material drawn from a variety of sources and cultures, using a variety of drama and dance techniques.

Specific Expectations:

Creative Work:

- Represent and interpret main characters by speaking, moving, and writing in role (e.g., write and present monologues).

MATERIALS & EQUIPMENT:

Copies of the story found on Appendix 1, pencils (or pens), and blank sheets of paper (use recycled paper if available).

Vocabulary:

Words & concepts your class may be learning

Air pollution: Substances in the air that have harmful or unpleasant effects.

CO₂: Carbon dioxide – a colourless, odourless gas occurring naturally in the atmosphere.

Emission: The process or act of sending out.

Idling: Inactive, not in use, not moving or in operation.

Smog: A discoloured haze that is a combination of airborne particles, gases, and chemicals (ground-level ozone) that together affect our health and our natural environment; a form of air pollution.

Tailpipe: The rear section of the exhaust pipe of a motor vehicle.

Vehicle: A machine or object that helps us get from one place to another.

PROCEDURE

Topic Intro, Getting ideas, Connecting ideas (assess students' knowledge): ~5 min.

Have you ever been inside an idling vehicle (e.g., drive-thrus; waiting for someone)?

What does "idling" mean? How do you spell it? Use it in a sentence?

What does "vehicle" mean? How do you spell it?

What does CO₂ mean? Use it in a sentence?

What does tailpipe mean? How do you spell it? Use it in a sentence?

What does "emission" mean? How do you spell it? Use it in a sentence?

What does "smog" mean? How do you spell it? Use it in a sentence?

What does "air pollution" mean? How do you spell it? Use it in a sentence?

Part 1 (Writing)

Activity A ~ 10 min.

Distribute a copy of "The Adventures of CO₂ Fred" (see Appendix 1) to each student. Read the story out loud. Students can take turns reading the story. As they carefully listen to the story, ask students to take the point of view of CO₂ Fred. At the end of the story, students will write in the role of CO₂ Fred.

Activity B ~ 20 min.

At the end of the story, CO₂ Fred decides he will educate drivers about the effects of vehicle emissions, and how to reduce unnecessary idling. What will CO₂ Fred say to drivers?

Write a short one paragraph monologue (from CO₂ Fred's point of view) that encourages drivers to stop idling.

Part 2 (Presenting)

Activity C ~ 35 min.

Students will present the monologue they wrote. Remind students to speak and move like CO₂ Fred.

For more information about Windsor's anti-idling campaign, please visit www.idlefreewindsor.org or call 519-973-1156. (After May 1, 2007, please call the Citizens Environment Alliance at 519-973-1116.)

Appendix 1

"The Adventure of CO₂ Fred"

-written by Lynn Perreault, Ph.D. (for Idle-Free Windsor)

Once upon a time, in a neighbourhood much like yours, there was a little smog monster called CO₂ Fred. CO₂ Fred lived in the tailpipe of a dark blue minivan. It was a very warm, quiet and dark place to live – the perfect home for a little smog monster. But living in a tailpipe home can be very lonely. In his squeaky little voice, CO₂ Fred often wondered about the world outside: "Are there other tailpipe homes with smog monsters in them?"

CO₂ Fred was just about to ask himself that very question when, suddenly, out of nowhere, a loud thump bumped CO₂ Fred right off his puffy feet. The tailpipe began to shake and rattle, and a hot breeze blew overhead, whooshing and pushing CO₂ Fred toward the tip of his home. "I've never been outside!" CO₂ Fred cried. "I don't want to die!"

Clinging onto the tailpipe, head in and legs out, CO₂ Fred fought for his life. He wasn't ready to leave his home. He wasn't ready to experience the world outside. As the tailpipe vibrated more and more, CO₂ Fred began to lose his grip. His puffy fingers screeched and scratched while the hot wind whizzed and whooshed around him. Finally, the worst possible thing happened. CO₂ Fred was floating away from his tailpipe, and away from his home.

He tumbled about, getting caught in the wind. Up, up and away, he floated on this windy day. These were the perfect conditions for a smog monster's journey to the sky. CO₂ Fred was very afraid. He shook and shivered as his tailpipe home became nothing but a speck in the distance. He shut his eyes so tightly he thought his ears might explode.

High in the sky, CO₂ Fred began to hear hundreds of tiny voices. He slowly opened one eye just a crack, and what he saw was amazing. All around him were other small smog monsters just like him. They were talking all at once. "What are we doing here?" "I want to go back home!" "Where are we?" CO₂ Fred realized these others were just like him – they had also been pushed out of their tailpipe homes. It was all very confusing. He looked around, trying to find someone who could explain to him what had happened. He waved his puffy arms around, trying to get someone's attention.

Just as he was giving up hope, a wise old bird flew toward him, slowly flapping her big wings. "You look distressed," said the bird. "What am I doing here?" asked CO₂ Fred in his squeaky little voice. "You're up here because a human let his vehicle idle. When a vehicle idles, CO₂ emissions (and other vehicle emissions like smog monsters) come out of the tailpipe. Did you know that vehicle emissions make people sick? They aggravate

asthma and allergies, which increases school day absences and emergency room visits.” “But *I’m* a smog monster!” cried CO₂ Fred. “That means *I* make people sick!” “That’s right,” said the wise old bird as she flew away.

CO₂ Fred was left to his thoughts. He felt so bad for making others sick. He thought he must do something about it! “Perhaps I could warn drivers that idling makes people sick and pushes smog monsters out of their tailpipe homes,” thought CO₂ Fred. His head was buzzing with ideas.

Now, all CO₂ Fred had to do was find a way out of the sky and back to earth. He looked about him left and right, up and down. He spotted a great big enchanted tree down below. Its branches whizzed and thrashed, and its leaves formed the words “Come down.” CO₂ Fred suddenly felt himself being pulled down by the enchanted tree. He fell toward the ground at great speed. He hugged himself tightly, trying his best to think pleasant thoughts.

Crash! Boom! Bang! CO₂ Fred landed chest first into the tree branches. “Please help me!” squeaked CO₂ Fred. “I must find humans! I must tell them about how vehicle emissions make people sick! I must ask them to reduce their vehicle idling!” “Well...” replied the tree ever so slowly. “You should know that you will no longer make people sick. My enchanted tree leaves have healed you. You may approach humans without harming them in the least. Perhaps you can start your anti-idling campaign with this girl swinging on my branch...”

As he plopped to the ground and wiped himself off, CO₂ Fred realized that he recognized the girl who was swinging on the tree branch. She was Samantha, the girl who played around his tailpipe home! He hoped she would listen. He hoped she would help. And she did. Now Samantha and CO₂ Fred go around educating drivers about the effects of vehicle emissions, and how to reduce unnecessary idling. Humans now enjoy better health, smog monsters are able to stay in their tailpipe homes, and everyone is living happily ever after.

ASSESSMENT TOOL

Drama : "Interpreting the Main Character of an Anti-Idling Story"

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Written Requirements	All of the written requirements were met (i.e., writing in the first person from CO2 Fred's point of view, writing a short one paragraph monologue that encourages drivers to stop idling).	Almost all of the written requirements were met.	Most of the written requirements were met, but several were not.	Many requirements were not met.
Independent Work	The monologue was written with little or no assistance.	The monologue was written with occasional assistance.	The monologue was written with frequent assistance.	The monologue was written only with assistance.
Speaks Clearly	Speaks clearly and distinctly all the time, and mispronounces no words.	Speaks clearly and distinctly all the time, but mispronounces one word.	Speaks clearly and distinctly most of the time. Mispronounces two to three words.	Often mumbles or can not be understood OR mispronounces more than three words.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members most of the time.	Volume is loud enough to be heard by all audience members some of the time.	Volume is very often too soft to be heard by all audience members.
Performance	The reader interpreted CO2 Fred's character (e.g., voice, posture, movement) and stayed in character throughout the entire presentation.	The reader interpreted CO2 Fred's character and stayed in character throughout most of the presentation.	The reader interpreted CO2 Fred's character and stayed in character throughout some of the presentation.	The reader interpreted CO2 Fred's character inconsistently and had much difficulty staying in character throughout the presentation.