

# IN THE AIR IN THE AIR

[www.intheair.org](http://www.intheair.org)

## CORE Activity

"Gloomy-Doomy,  
Go Away!"

K-3 EDUCATION MODULE



## Correlation with Education Standards Summary

### CORE Activity “Gloomy Doomy, Go Away!”

For a narrative description of these standards and how they relate to the connecting activities please refer to the Teacher's Guide.

#### National Standards

SOURCE: [www.education-world.com/standards](http://www.education-world.com/standards)

NA-T.K-4.2	NL-ENG.K-12.3
NA-T.K-4.3	NL-ENG.K-12.4
NA-VA.K-4.1	NS.K-4.1 a, b
NA-VA.K-4.2	NS.K-4.4 a, b
NPH-H.K-4.1	NS.K-4.6 a, b, c
NPH-H.K-4.3	NSS-C.K-4.5 d
NPH-H.K-4.4	NSS-G.K-12.5 a, b, c
NPH-H.K-4.6	NT.K-12.2 a, b

#### Missouri Show-Me Standards

SOURCE: [www.dese.mo.gov/standards](http://www.dese.mo.gov/standards)

##### Performance Standards:

- GOAL 1: 6, 10
- GOAL 2: 1, 5
- GOAL 3: 1
- GOAL 4: 1, 7

##### Knowledge Standards:

- CA 6
- FA 1
- HPE 3, 5, 6
- SC 5, 8
- SS 6

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# IN THE AIR

## CORE Activity



### OVERVIEW

By preparing and viewing a puppet show, students learn how the air gets dirty. Three Connecting Activities are associated with the puppet show to demonstrate that everyone—even young children—can help make the air cleaner by being informed and by making personal choices that result in cleaner air.

Students from higher grades should be recruited to perform the puppet show. The script allows the younger students to interact with the show at various times throughout the play.

Suggestions for making puppets, theaters, scenery, and props are included.

### GOALS

- To present basic facts about air pollution to younger children in ways that avoid causing undue anxiety
- To emphasize that having clean air is everyone's responsibility
- To assure students that something can be done to clean up dirty air, and that they can help
- To present the subject of clean air in ways that satisfy national and state education standards in different subject areas

### “GLOOMY-DOOMY, GO AWAY”

#### Recommended Grade Level:

**Viewing:** K-3  
**Performing:** 3 and up

#### Preparation Time:

Preparation time varies according to the teaching options you choose as described in the Teacher's Guide under Time Constraints. For instance, preparation for the puppet show will require several blocks of time while one of the Connecting Activities may take less than an hour to prepare and present.

#### Presentation Time:

The puppet show (the Core Activity) runs approximately 15 minutes not counting the time within the script for discussion.

**Time: 15 minutes**

Connecting Activities require 20 to 45 minutes depending upon the activity. See individual Connecting Activities for details.

**Time: 20-45 minutes**

### OBJECTIVES

#### **When the Core Activity is completed, students will be able to do the following:**

- State three ways in which the air gets dirty.
- Tell three ways in which they and their families can make the air cleaner.
- Explain how dirty air can make water and soil dirty.

### MATERIALS

See play narrative and puppet, theater, and scenery instructions for materials needed.

## **PROCEDURES**

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1. Lay the groundwork for understanding the puppet show by teaching Pre-Activity #1 in the Teacher's Guide. If you have already taught that section, review the major points with students before they watch the puppet show.
2. Make decisions about staging the show:
  - Puppets for the show
  - Who will perform the show
  - A theater or other type of stage arrangement
  - Scenery and props for the show
3. Optional: Send an invitation home inviting parents to attend the puppet show, and/or invite other classes.
4. Practice and present the puppet show.
5. Review the discussion that took place during the show highlighting the behaviors children can practice at home and at school to improve the air.

## **CONCLUSION**

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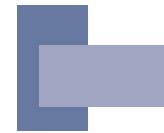
When the puppet show is completed do the following:

- Introduce the puppeteers and other stage workers to the audience.
- Have a social event for puppeteers, students, and guests.
- Brainstorm ways of using the puppets/show to teach others about clean air.

# Gloomy Doomy, Go Away!

## A Puppet Show in Three Acts

Recommended audience grade level: K-3



### CAST OF CHARACTERS

**Narrator** ..... (Teacher or older student who can lead discussions)

#### Puppets in Order of Appearance

**Child 1** ..... (Hand Puppet)

**Child 2** ..... (Hand Puppet)

**Teacher** ..... (Hand Puppet)

**Toymaker** ..... (Hand Puppet)

(Note: You may substitute any puppet to play the characters above.)

**Sammy Smokestack** ..... (Samuel or Samantha)  
(Special directions at the end of the play narrative)

**Gloomy-Doomy** ..... (Six stick puppets made from masters)

### PROPS NEEDED:

- Black confetti
- Backdrop suggestions follow play narrative

### NOTE:

Children in the audience can also use their own hand puppets to interact with the puppets on-stage as directed in the script. Puppet making directions can be found in Pre-Activity #2, "Making Puppets".

# The play begins.

**Narrator:** (*Comes to front of puppet stage*)

Hello, we're glad you have come to our puppet show today. This show is about the air we breathe—how it gets dirty and what we can do to make it cleaner. While you are watching our show, look out for Gloomy-Doomy, the Dirty Air Cloud. When you see Gloomy-Doomy, you know he is up to something that makes the air dirty. (*Gloomy-Doomy [stick puppet # 1] appears suddenly behind the narrator.*) Oh, look! There he is now! (*Gloomy-Doomy quickly disappears.*)

Did you see him? He's gone now, but he'll be back. When he does come back, I want you to raise up your puppet and make it say, "Gloomy-Doomy, go away!" Then I will ask your puppets to tell me what Gloomy-Doomy was doing to make the air dirty.

Let's try it. I'll trick him so he will come out again. Oh, Gloomy-Doomy, some children here are wearing clean clothes. Would you like to blow some smoke and ashes on them to make them dirty? (*A wicked laugh is heard and Gloomy-Doomy, [stick puppet #1] appears. The puppeteer tosses out some black confetti as if Gloomy-Doomy were doing it. Children in the audience make their puppets say, "Gloomy-Doomy, go away!" and he disappears.*)

Excellent! What was Gloomy-Doomy doing to make the air dirty? (*Narrator and students discuss that particles of soot and ash often get into the air and then fall back on the land and people.*) I hope he didn't get any ashes or soot on you! You scared him off. Now that you know what to do, let's get the puppet show started.

# Act #1

(Curtain opens with an outdoor scene as backdrop. Child 1 and Child 2 puppets enter, laughing and chasing each other.)

**Narrator:** On a bright and sunny day,  
Two good friends went out to play.

**Child 1:** Tag, you're it!

**Child 2:** I'll catch you!

**Child 1:** Be careful. Don't run into the street. I hear a car coming.

( We hear car noises.) A car driven by Gloomy-Doomy [stick puppet #2] goes by. Action pauses while students react to Gloomy-Doomy's appearance. (Gloomy Doomy, Go Away.) Narrator and students then discuss that smoke from cars makes the air dirty.

**Narrator:** (Action resumes)

The friends were having fun at play,  
When suddenly the sky turned gray.

(The piece of netting attached to the backdrop is released over the backdrop.)

**Child 1:** Where did the sun go?

**Child 2:** I don't know. I think it's going to rain.

**Child 1:** I don't think those are rain clouds. It's more like smoke.

**Child 2:** Ohhh! (Breathes heavily, and coughs)

**Child 1:** What's the matter?

**Child 2:** That dirty air is making it harder for me to breathe. I better go inside.

**Child 1:** My eyes are stinging a little, but I'm not having trouble breathing.

**Child 2:** I have asthma. That's why it bothers me more.

**Child 1:** Come on, let's go inside. Tomorrow at school we can ask our teacher about dirty air.

(Children leave the stage and the curtain closes.)



## Act #2

*(Curtain opens with a classroom scene in the background. Gloomy-Doomy [stick puppet #3] comes in with a spray can spraying a bug. Audience reacts, (Gloomy Doomy, Go Away!) and Gloomy-Doomy leaves. Narrator and audience discuss that products, such as paints and bug killers, make the air dirty.)*

**Narrator:** The next day at school, the sky was not gray,  
All of the smoke had gone away.

*(Teacher and children enter)*

**Teacher:** Good morning, class.

**Children:** Good morning, Teacher.

**Child 1:** Teacher, yesterday when I was out playing, the air got really smoky.

**Child 2:** It made my asthma act up and we had to go inside. Do you know what happened to make the air so bad?

**Teacher:** I saw on the news last night that there was a big fire in the next town. That might be the cause of the smoky air.

**Child 2:** Sometimes, I have trouble breathing even when the air looks fine.

**Teacher:** You cannot always tell if air is dirty just by looking. People who study the air have machines to find out how dirty it is.

**Child 1:** I understand why breathing dirty air is bad for my body, but how does the air get dirty in the first place?

**Teacher:** That is an important question. Air can get dirty in many ways.

**Child 2:** Gloomy-Doomy has shown us that the air gets dirty from smoke and ashes, like from the fire, and that it gets dirty from car smoke. Are there other causes, too?

**Teacher:** Oh, yes, a lot of them. Let's ask our audience to help us out. I'm sure they have some good ideas.

**Narrator:** (Comes forward and leads audience in a discussion of other ways the air gets dirty. To get started, the narrator brings up things children have observed at home such as smoke from burning leaves and barbecue grills, or the smells that come from household products. The narrator may lead older children to think about natural ways the air gets dirty—things they may have seen on television, such as forest fires and volcanoes.)

**Teacher:** Thank you, audience. Those are good examples of pollution.

**Child 2:** Teacher, what does pollution mean?

**Teacher:** Pollution, or pollutants, are things in the air that may cause health problems. Some of them are gases that we cannot see. We can see some pollutants, such as smoke, dust, and ashes.

**Child 1:** Can those things hurt us?

**Teacher:** That depends upon what the pollutant is, how much of it is in the air, and how long it stays. Some bother us for a short time, but others can make us sick.

**Child 2:** Ooh! This makes me feel scared. Can't we do anything about it?

**Teacher:** Oh, don't be scared. Right here in our own town, people are working to make the air safe and clean. I have an idea! Let's take a field trip to see what they are doing.

**Children:** (Jumping up and down) Hooray, Hooray! We love field trips! Let's go!

(Curtain closes.)



## Act #3

(Curtain opens with a factory scene in the background.)

**Narrator:**

The students were glad when the day finally came,  
Each one wore a tag spelling his or her name.  
They walked single file without any fuss,  
Out to the driveway and got on a bus.  
They drove for a while—it wasn't too far—  
When the teacher stood up and said, "Class, here we are."  
As they came to a stop they were startled to see,  
That they had arrived at a big factory.

(Teacher and students appear at stage left.)

**Teacher:** Here we are at the Sunnyside Toy Factory. (*Gloomy-Doomy [stick puppet #4] enters pushing a power lawn mower, the audience reacts, and Gloomy-Doomy disappears. The narrator and audience talk about how smoke coming from gasoline-powered lawn mowers, leaf blowers, and weed trimmers can make the air dirty. The play resumes and the Toymaker, enters from stage left.*)

**Toymaker:** (*Turns to audience*). Thank you for helping chase Gloomy-Doomy and his smoky lawn mower away from here. (*Turns to teacher and children*.) Hello, there. Sorry about that lawn mower problem. That made a lot of smoke. I'm glad you came to visit us today. We make a lot of your favorite toys right here in our factory.

**Child 1:** But don't factories make the air dirty with smoke and ashes?

**Toymaker:** Well, some of them do, but factories have ways to keep the air clean, too. Let me introduce you to someone special at our toy factory. Sammy! Sammy! Are you there?

**Sammy Smokestack:** (*Groans off stage but does not appear*.) Oooooo! Oooooo! Oh me, Oh my!

**Toymaker:** Sammy, what's the matter?

**Sammy Smokestack:** My stomach hurts. Ooooo! Ooooo!

**Toymaker:** (*Speaks to the teacher and students*.) Oh dear, I think I forgot to change Sammy's filters.

**Child 2:** Filters? What are filters?

**Toymaker:** Things inside Sammy that clean the dirt from the smoke before it gets into the air—kind of like the bags your mother puts in the vacuum cleaner at home to catch the dirt. (*Looks offstage and calls to Sammy.*) Sammy, come here and let me help you. (*Sammy enters and comes to center stage. Black smoke [cloth] is coming from his top. The children gasp in amazement.*)

**Sammy Smokestack:** Oh me, Oh my!

**Toymaker:** Excuse me, please. This won't take long. (*Disappears and tapping noises are heard.*)

**Sammy Smokestack:** (*As Sammy speaks, the puppeteer pulls on the cloth smoke loop inside of the stack gradually changing the color of the smoke from black to gray, then gray to white. As the colors change, Sammy slowly recovers.*) I'm already beginning to feel a little better. Oh, that's much better. Now it's much, much better! Whew! Sorry about that, boys and girls. Welcome to the Sunnyside Toy Factory. You can call me Sammy. (*Toymaker re-appears on stage.*)

**Child 1:** Sammy, are you the one who is puffing all the black smoke into our neighborhood?

**Sammy Smokestack:** Oh, no—not me! Not when my filters are clean, anyway.

**Child 2:** But, Sammy, you really shouldn't be smoking at all. My parents say smoking is not good for your body.

**Sammy Smokestack:** Your parents are right, but they mean smoking tobacco. I am a smokestack (*laughs*). A smokestack's job is to carry smoke and fumes high into the air away from people's houses. That's why we are always so tall. But if a smokestack doesn't have good filters inside, or people to take care of it properly, sometimes ashes and dirt come out with the smoke.

**Teacher:** Toymaker, we are pleased about what you are doing to keep the air in our community clean and fresh.

**Toymaker:** Thank you. We do our best to keep the air, land, and water clean.

**Child 1:** But what does land and water have to do with dirty air?

**Toymaker:** Sammy, why don't you answer that question?



**Sammy Smokestack:** I would be happy to. Whatever makes the air dirty doesn't stay in the air forever. After a while, it drops out of the air onto the land, or falls into rivers, lakes, and streams. When this happens, fish and plants may get sick. Then when people eat the plants and fish, or drink the water, they sometimes get sick, too.

**Child 1:** Why doesn't everyone do the things you do here to keep the air and water clean? Don't we have laws about clean air and water?

**Sammy Smokestack:** Oh, yes, our government has many laws, people that I know work hard to follow them. They care about keeping the air clean. A few don't follow the rules. They get into trouble. Then they are made to do what is right.

**Teacher:** Air pollution from factories, cars, and lawn mowers is important, but young children don't have much control over those kinds of air problems. I wonder, what can children do to help make the air cleaner?

**Sammy Smokestack:** Oh, lots of things—such as saving electricity by turning off the lights, the television, and the computer when people are through with them.

**Child 2:** But how can that help keep the air clean?

**Sammy Smokestack:** Electricity is made in big factories. The more electricity we use, the harder and longer the factory has to work, which causes more air pollution.

*(As Sammy speaks, Gloomy Doomy sneaks in behind him, smoking a cigarette [stick puppet #5]. The puppets get excited and point toward Gloomy-Doomy. Sammy turns around to see what is happening. The audience reacts, "Gloomy-Doomy go away!" Gloomy-Doomy disappears. The Narrator and audience talk about how smoking is bad for health and makes the air dirty for everyone.)*

**Sammy:** Does that give you any other ideas about how you can help keep the air clean?

**Children:** *(In unison)* Yes, we won't smoke when we grow up!

**Teacher:** Good for you. Now, let's see if our audience has other suggestions about how children can help keep the air clean.

*(Narrator and audience discuss ways children can help such as riding bikes or walking rather than riding in a car; using safer supplies when doing crafts; using a fly swatter instead of insect spray for minor insect problems; asking parents to buy household products that are better for the air; helping care for plants and trees that remove pollution from inside and outside of homes.)*

**Teacher:** Those are great ideas. They may not seem like much by themselves, but if lots of people did things like that, think of how much it would help. Well, class, it's time to go back to school. We thank you for allowing us to come here and see how you are helping keep the air and water clean.

**Children:** Thank you, Toymaker. Thank you, Sammy.

(Before they can leave, *Gloomy-Doomy* appears carrying an axe and a small tree [Stick Puppet #6]. The audience reacts, "Gloomy-Doomy go away!" But *Gloomy-Doomy* doesn't go away.)

**Sammy Smokestack:** That old *Gloomy-Doomy* has gone too far. He's going to cut down one of my favorite trees. He knows that trees help keep the air clean. Let's chase him off, once and for all!

**All Puppets:** Yes, let's do! (*They all chase Gloomy-Doomy off stage, then return and face the audience and speak in unison.*)

We chased *Gloomy-Doomy* far away,  
But he'll be back another day,  
Unless we show we really care,  
And put an end to dirty air.  
Goodbye, goodbye. Thanks for coming.

(Curtain closes)

## SUGGESTIONS, INSTRUCTIONS, & REFERENCES FOR PRODUCING THE PUPPET SHOW

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### PUPPETS

Four assorted people puppets, six Gloomy-Doomy stick puppets, and a smokestack puppet are needed for the play, *Gloomy-Doomy, Go Away!*

#### **People Puppets:**

- Two of the people puppets are children and two are adults. Except for the age distinction, all four may be male or female of any ethnic or cultural background.
- The puppets for the play may be simple, mitten style, hand puppets cut out of two pieces of cloth with arms to make gestures. In this case, young students can help. For more elaborate puppets, recruit older students to create the puppets or team teach the module with a teacher of an older class.
- For assistance in making puppets, see Pre-Activity #2 “Making Puppets” as well as further instructions on the following pages. Below is a list of websites and books for additional information and ideas.

#### **Websites -**

“Puppet Building and Building Materials”

<http://www.sagecraft.com/puppetry/building/>: Contains information and patterns for puppets from simple hand and sock puppets to complex molded ones.

“Welcome to Our Puppetry Home Page”

<http://www.sunniebunniezz.com/puppetry/puppet.htm>: Contains many activities, ideas, and instructions for making puppets and puppet theaters. The site is colorful and written for children.

#### **Videos -**

*Making Puppets at Home with Larry Engler* and *Making More Puppets at Home with Larry Engler*. Both are 27 minutes each, color, VHS. Produced By D.M.P. Productions & Poko, 1999, Puppets, Inc.

#### **Books -**

Buettner, Barbara MacDonald. *Simple Puppets from Everyday Materials*. Sterling Publishing, 1996.

Larry Engler. *Making Puppets Come Alive: How to Learn and Teach Hand Puppetry*. Dover Publications, 1996.

Henson, Cheryl. *The Muppets Make Puppets: How to Make Puppets out of All Kinds of Stuff around Your House*. Workman Publishing, 1994.

Ross, Laura. *Hand Puppets: How to Make and Use Them*. Dover Publications, 1990.

#### **Stick Puppets:**

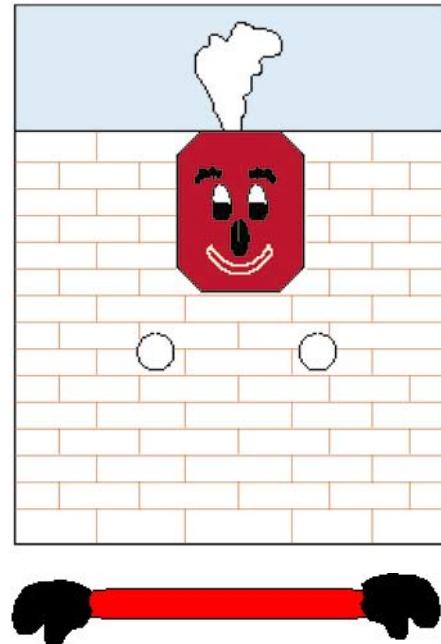
The stick puppets are two-dimensional drawings of Gloomy-Doomy doing various things that make the air dirty. See masters on the following pages. Enlarge drawings, cut out, decorate, and glue to sticks.

## **SMOKESTACK PUPPET INSTRUCTIONS**

The smokestack puppet can be made from scrap and recycled materials, and it is equipped with a simple mechanism to make the smoke coming from its body to change colors.

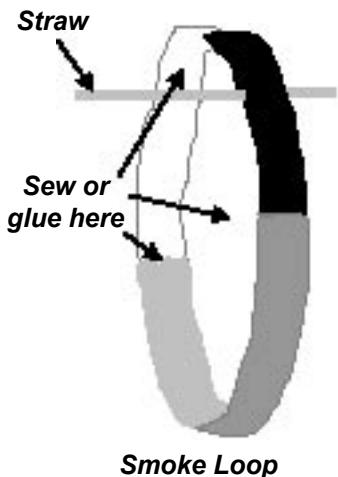
### **BODY AND SKY**

- Cut out a piece of lightweight cardboard about 12 x 15 inches or the size that fits your needs best. (A round cardboard tube will also work with certain modifications.) Draw bricks, blocks or whatever looks like smokestack material on the cardboard.
- Cut out a piece of blue poster board or heavy construction paper of the same width as the smokestack but only about 4 inches in length. This is the sky above the smokestack.
- Draw a smoke plume design in the center of the sky and cut it out. Glue the sky firmly to the top of the smokestack.
- Use your own imagination to make a face for the smokestack, and glue it on as shown.
- Cut two small holes in the smokestack on either side of the face for armholes.
- Roll the smokestack and sky into a cylinder, overlapping the edges two or three inches for strength. Glue and staple securely.



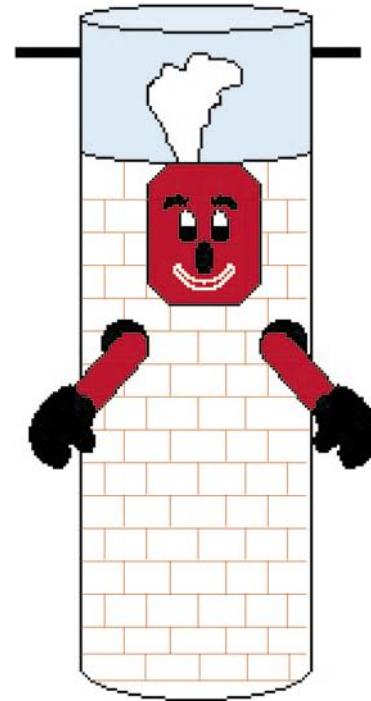
### **ARMS**

- Cut out a strip of heavy paper or felt fabric about 8 inches long. Felt works best because it is flexible and won't tear or wrinkle. Cut out two mitts for hands.
- Thread the strip of felt through the holes in the smokestack, leaving plenty of room for the smoke mechanism to move freely after it is installed.
- Glue hands on the ends of the arm strip.



### **SMOKE MECHANISM**

- Using paper or felt, cut three strips of graduated dark colors and one strip of white, about 3 x 8 inches.
- Sew or glue the strips together to make a continuous loop as shown.
- With a paper punch, make a hole on each side of the puppet sky section close to the front, so the smoke mechanism will move freely.
- Place the smoke loop inside the puppet, then slip a clear plastic straw into one hole, through the smoke loop, and out the other hole. The loop rests on the straw.
- To make the smoke change colors, the puppeteer pulls on the bottom of the loop with his or her free hand causing it to spin on the straw, making the "smoke" change colors.

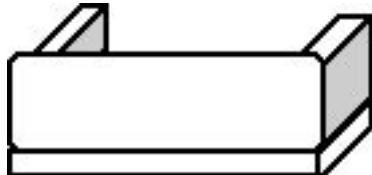
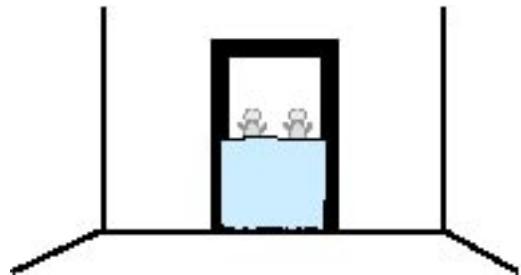


## PUPPET SHOW STAGES AND THEATERS

You may have a puppet theater at your school or in your classroom. However, if that is not the case, below are suggestions for creating or improvising a theater from simple to more elaborate projects.

### 1. Doorway Stage:

Place an adjustable spring-loaded curtain rod across a doorway and hang a folded sheet, tablecloth, or other large piece of fabric over it to reach the floor.

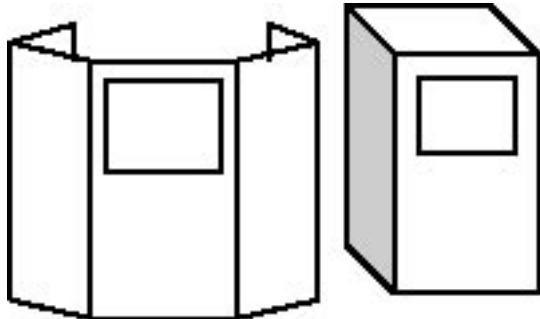
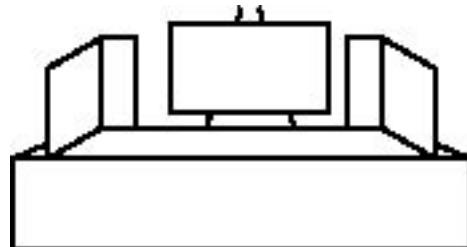


### 2. Couch or Sofa:

Turn a couch around with the back toward the audience. Take the cushions out to make more room for the puppeteers.

### 3. Table Stage:

Use a long narrow table covered with a sheet or blanket to hide the puppeteers and props. Draw the scenery on large pieces of poster board or newsprint and place them on an easel behind the table. Cut out and fold large pieces of corrugated cardboard for the stage sides. You may paint or attach scenery to the sides.



### 4. Cardboard Box Theater:

Ask a local store for a cardboard box that appliances or large pieces of furniture come in. A refrigerator container is especially good because it has height. Cut out a square hole on one side for the stage. If the box is too small for several puppeteers, cut the box through the center of the back panel and spread it out. Students can help decorate it. Visit the website below to see how a second

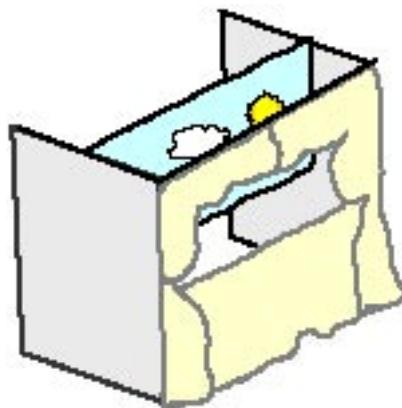
grade class at a school in St. Bride's, Newfoundland, Canada, made and decorated their own puppet theater from a large box. The second graders made puppets, wrote plays, and put on shows for other students and parents.

[http://www.k12.nf.ca/fatima/fatima\\_webpage/puppets/index.htm](http://www.k12.nf.ca/fatima/fatima_webpage/puppets/index.htm)

### 5. Wooden Frame Theater:

Instructions for constructing a puppet theater with a foldable wooden frame may be found on the Internet at the following website:

<http://www.sunniebunniezz.com/puppetry/stages.htm>

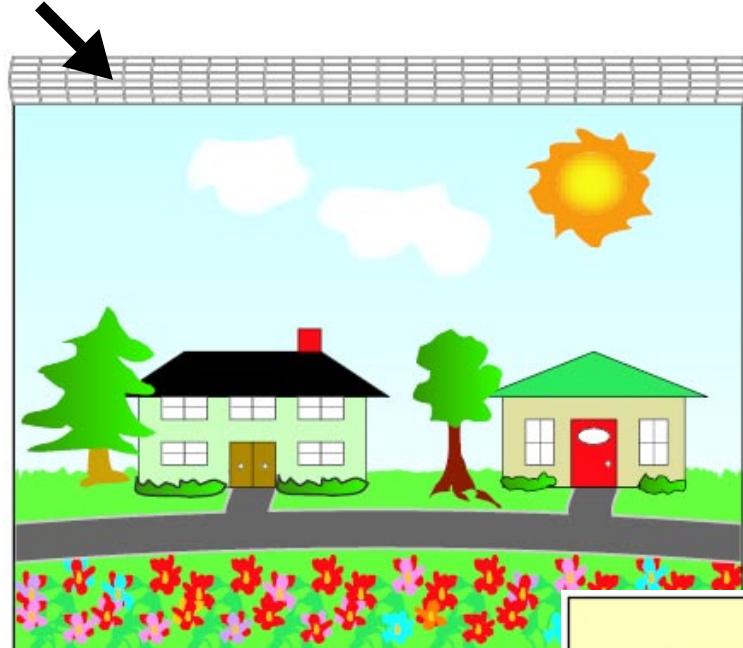


## PUPPET THEATER BACKGROUND SCENES

Paint similar scenes on large sheets of paper or poster board. Allow students to help plan and paint the scenery whenever possible.

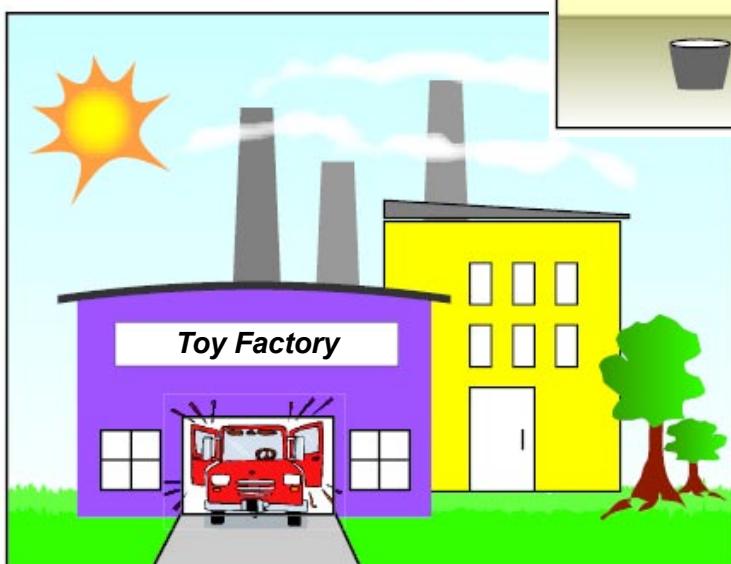
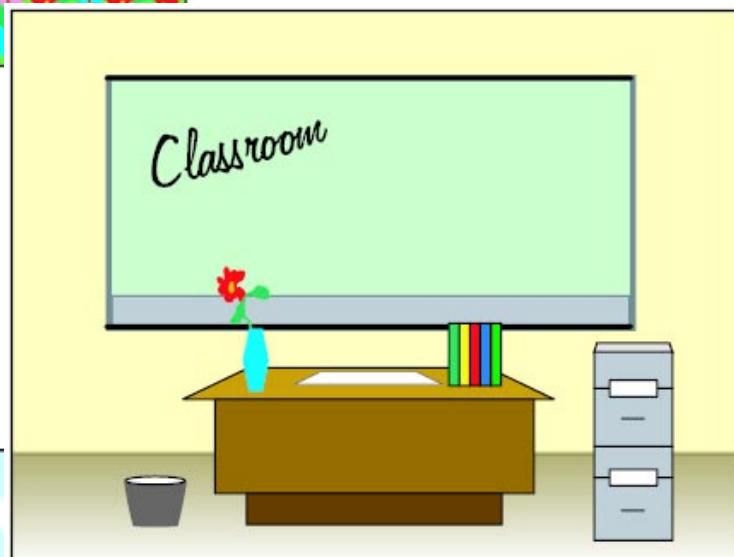
### NOTE:

Attach a piece of dark colored net or sheer fabric at the top of the scene for Act I. Let it unroll over the scene at the appropriate time to simulate smoke and haze in the air.

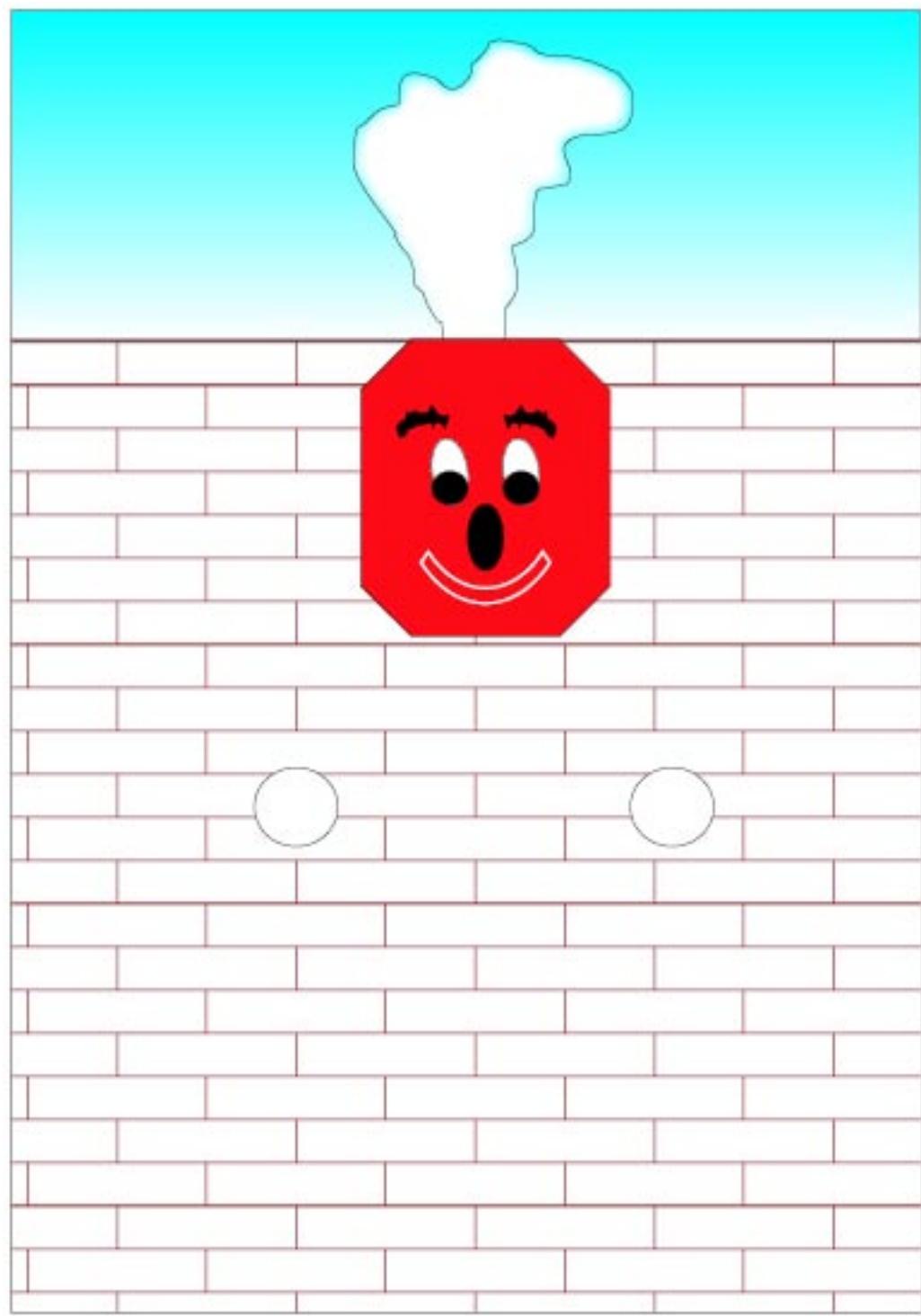


**ACT 1**  
The action occurs outdoors in a residential area with a street running through it. The sky is clear with white clouds and a big shining sun.

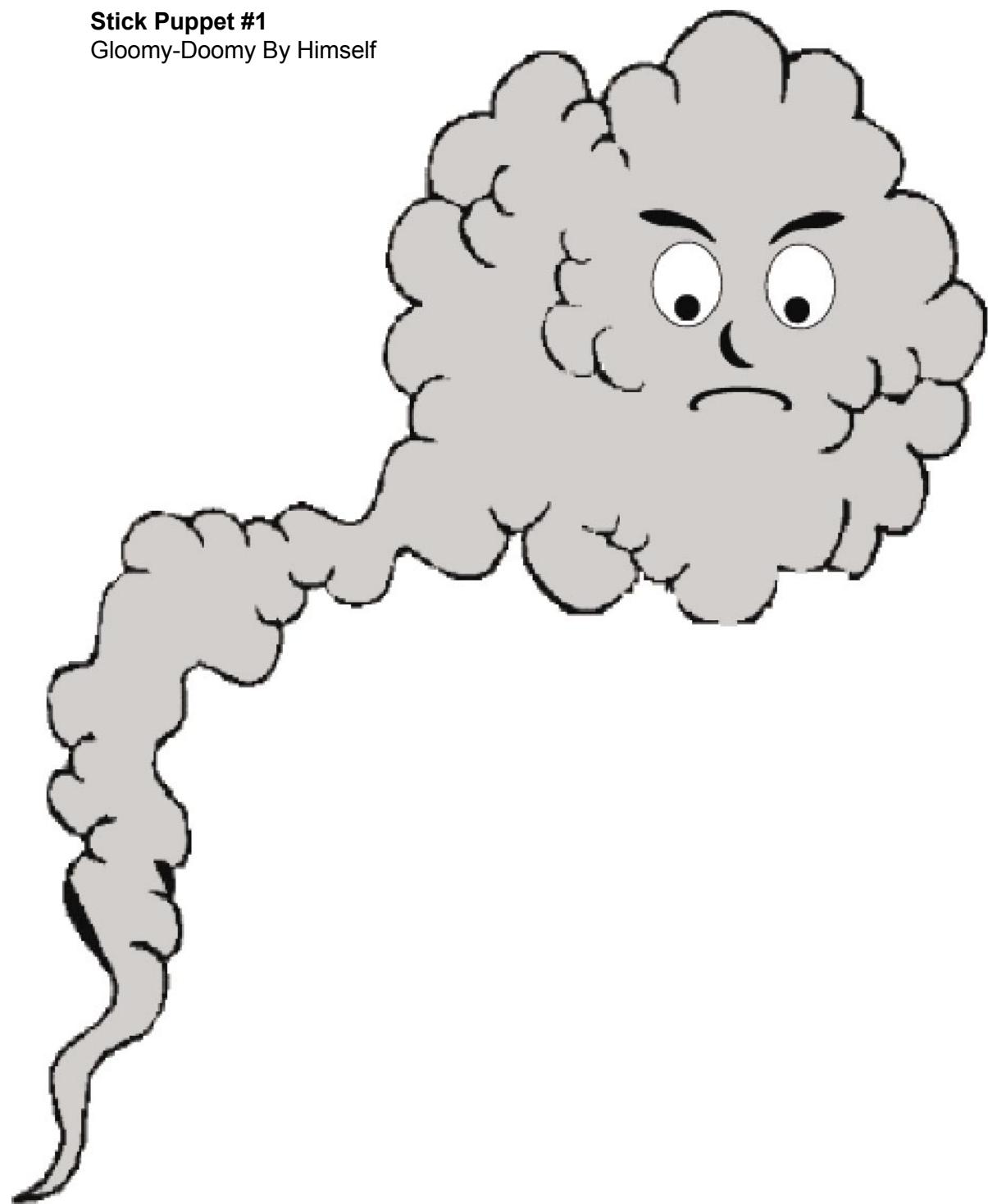
**ACT 2**  
Act 2 takes place in a classroom



**ACT 3**  
This takes place at a factory whose owner is keeping the air clean—hence the blue sky, sunshine, and white smoke from the stacks.

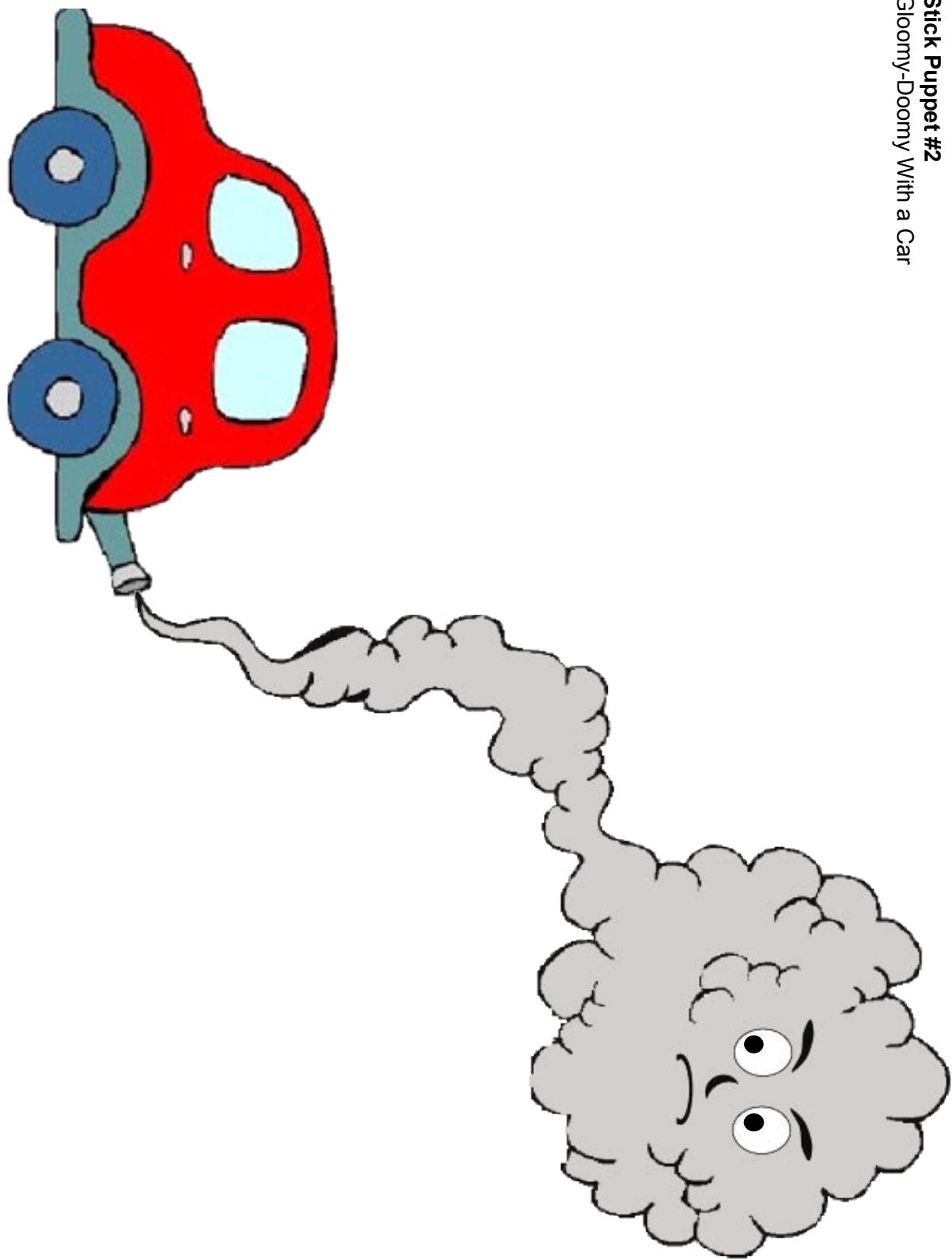


**Stick Puppet #1**  
Gloomy-Doomy By Himself





**Stick Puppet #2**  
Gloomy-Doomy With a Car



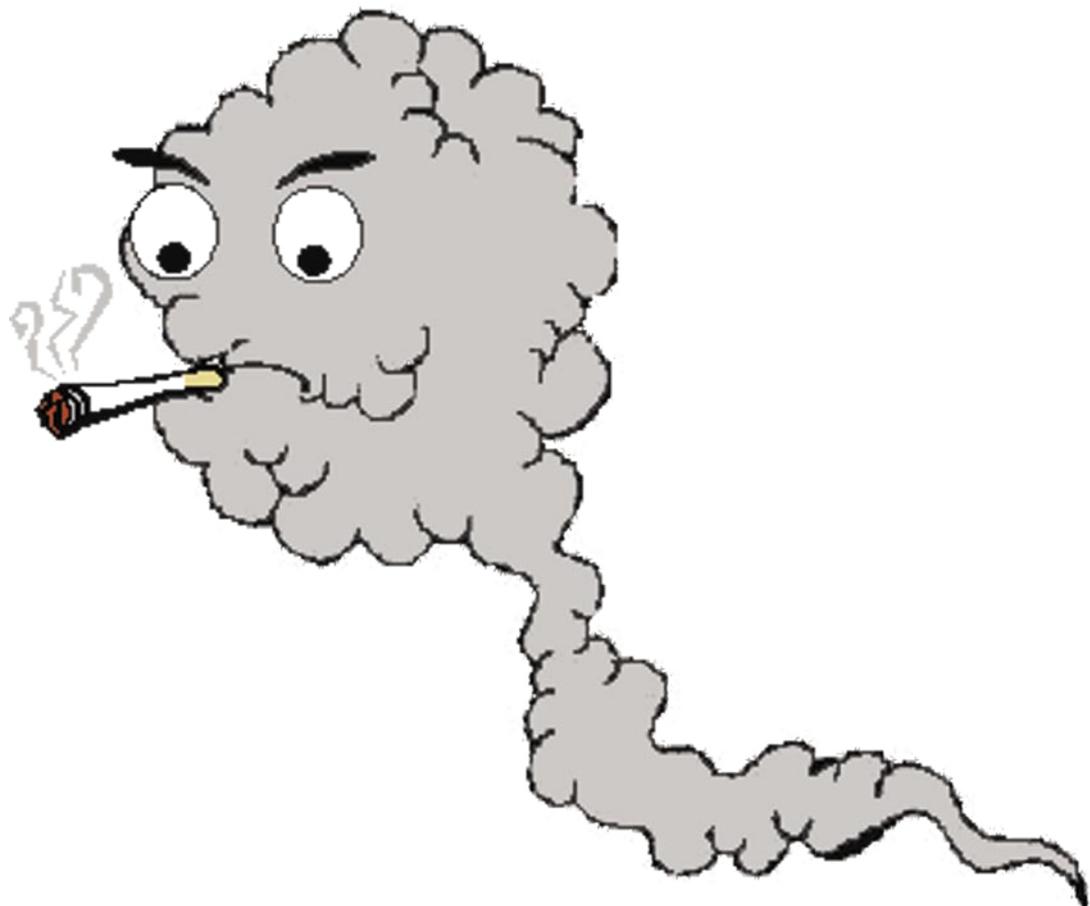


**Stick Puppet #3**  
Gloomy-Doomy With a Spray Can

**Stick Puppet #4**  
Gloomy-Doomy With a Smoky Lawn Mower



**Stick Puppet #5**  
Gloomy-Doomy Smoking a Cigarette



**Stick Puppet #6**  
Gloomy-Doomy With An Axe

