



UNIT 1 *Introduction to paper: what, where and how.*
Sessions 1 and 2

2 hours

SESSION 1

WARMING UP GAME: “*Paper, scissors, stone*” (Look at how to play [HERE](#)) Show students how to play the game in pairs. Ask about the different qualities of the three materials.

Activity 1: “*What is paper?*” Every two students share a worksheet and classify words, depending on whether they are or not qualities of the paper. (Worksheet 1.0) They comment and discuss the results; teacher asks “*could you add more qualities?*” Students discuss and add them to the list.

Activity 2: “*Look around the classroom*” Students have some time to look around and find things made out of paper. Teacher asks about their findings. Then hand out [Worksheet1.1](#) (Quadrant): can there be same similar objects not made of paper?

Activity 3: “*Look around your house*” Some objects are placed on the table: a glass bottle, a handkerchief, a plastic bag, a plastic box, a coin, a plastic tray... Think of alternatives: can they be made out of paper? What are the advantages and disadvantages? Can you think of anymore objects that can be made from paper?

Activity 4: *Where does paper come from?* Students get each one a set –red or black- of sentences in paper cards. Order and place them in the time line with their partner. ([Worksheet 1.2 and Worksheet1.3](#))

Activity 5: Game: *Guess what am I doing...* Each guess contains the word “paper” One guess each student. Hand out the written actions ([Worksheet 1.4](#)) *reading a newspaper, wallpapering, cutting paper with scissors, carrying a paper bag, writing on a sheet of paper, reading a paperback, making a paper plane, putting on a paper hat, drinking from a paper glass, wrapping a present with paper, cleaning with kitchen paper...*



SESSION 2

Warming up. Game: *Pass the paper.* Students pass around an object made of paper. When the teacher says “Paper!” the one who has it must say something about this item: “It is clean”, “It is expensive”...

Activity 6. ([PowerPoint Unit 1](#)): Look at these images: let’s comment on what they show. Work on the positive and negative aspects of making and using paper. The solution: using less paper and recycling..

Activity 7: *Cycle and recycle.*([Worksheet 1.5](#)) Each student gets a circle, and they will make groups of 6, link correctly the sentences and then read it by heart and in the correct order. Working the vocabulary: meaning of the words, meaning of the text, social implications, is this about paper, people or money? ([See Teacher Support Worksheet 1.1](#))

Activity 8: Students read the text individually and fill the spaces with three important ideas on recycling given in the text. They check with a partner and fill in the table. Class discussion on more recycling actions. ([Worksheet 1.6](#))

Activity 9: Game: *Is it paper?* Organise the students in groups of 4-5, with a set of cards (cards in [Worksheet 1.7](#)). They play by throwing a card and saying “It is paper” or “It isn’t paper”. If that’s the case, they keep the cards, and next one plays. They can create their own card if there is time.

Revision: fill the empty squares with the correct concepts, first without a key. After a few minutes, pass the key. ([Worksheet 1.8 and Worksheet 1.9](#))

Related web sites (last visited: 06.01.10)

<http://mmp-capellades.net>

http://www.paperlinx.com/cpa/htm/htm_content.asp?page_id=8

<http://www.baph.org.uk/>

<http://www.paperonline.org/>

<http://www.paperdiscoverycenter.org/>

<http://www.paperfolding.com/>

<http://www.squidoo.com/paper-making-from-recycled-materials>

<http://www.tappi.org/paperu/welcome.htm>

<http://www.wipapercouncil.org/fun&learning.htm>

<http://www.paperproject.org/exhibits/fiberscapes/>

<http://www.appstate.edu/~craftjr/paper1/index.htm>

http://www.recyclenow.com/what_can_i_do_today/start_recycling_at.html