

Crafting Paper Beads in Uganda

TEACHER: *Look closely at this photo. What do you see in this pile?*

STUDENT: *beads, etc.*

What you are looking at is a pile of beads. Can you tell what these beads are made from?

Paper, plastic, etc.

Each bead is made from a small thin strip of paper that has been tightly rolled. These beads were made by kids in Uganda. People in Uganda roll these beads and then use them to make many beautiful things. To make the beads, you have to cut the paper into a certain shape. Can you guess what shape you need to cut?

A triangle, square, rectangle, etc.

A long, thin triangle is carefully cut and then rolled onto a small stick. The end of the triangle is glued down, and then the stick is removed. When you pull out the stick, a hole is left in the center of the bead. What sorts of things can you make with beads like this?

Necklaces, bracelets, earrings, key chains, etc.

You can make many useful and beautiful things from beads. Making paper beads is not only fun, but it is also good for the environment. The beads are usually made from old magazines, calendars and posters. Why is making beads from old pieces of paper good for the environment?

They don't get thrown away; they are reused; etc.

All of the materials are being reused, so no new trees need to be cut down. Also, it helps to keep magazines, posters and calendars out of the trash. Besides making beads, can you think of other ways you can reuse paper?

You can use paper scraps for making decorative cards, collages, origami, paper mache, etc.

You thought of many great ways to reuse paper. We can also help protect forests by recycling paper. Raise your hand if you recycle paper at home or school?

(Give students a few seconds to raise their hands.)

When you are recycling at school, where do you put the paper?

In the paper recycling bin

(Have the students point to where the bin is located in the classroom. *If you don't recycle paper in your classroom, have students share how they recycle at home.)

Reusing and recycling paper are both important ways to help the environment. But, there is still one more way you can help save trees that are cut down for paper. You can "reduce" the amount of paper you use at home and school. What does "reduce" mean?

To use less, not as much

Reducing the amount of paper you use means that you try not to use as much as you usually do. There are many different kinds of paper, and you make important choices everyday about how much of it you use. Name some different ways that you can reduce your use of paper.

Write/draw on the backside of paper; use scraps for making art projects, instead of new sheets of paper; only use a small sheet of paper towel to dry your hands; don't waste facial tissue and toilet tissue, just use what you need; use cloth napkins instead of paper; etc.

(You can make a list/web of the children's ideas on the board.)

Now that you know lots of ways to reduce, reuse and recycle paper, you can create your own tree-friendly paper crafts. Or, you could try making paper beads...just like the kids in Uganda!

Kindergarten Standards:

NYS Common Core Kindergarten Social Studies Standards

- K.2.b Cultures include traditions, beliefs, and shared values and ideas generally accepted by a particular group of people.

Kindergarten ELA Power NYSCCLS (ICSD Power Standards in Bold)

Reading Standards for Informational Text: Kindergarten

- **Integration and Knowledge of Ideas**
7. **With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).**

Speaking and Listening Standards: Kindergarten

- **Comprehension and Collaboration**

1. **Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.**
 - a. **Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).**
 - b. **Continue a conversation through multiple exchanges.**
 - c. **Seek to understand and communicate with individuals from different cultural backgrounds.**
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. **Ask and answer questions in order to seek help, get information, or clarify something that is not understood.**
- **Presentation of Knowledge and Ideas**
6. **Speak audibly and express thoughts, feelings, and ideas clearly.**

Language Standards: Kindergarten

- **Vocabulary Acquisition and Use**
- 6. **Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**

Next Generation Science Standards for Kindergarten

K-ESS2 Earth's Systems

- ESS2.E: Biogeology
 1. Plants and animals can change their environment. (K-ESS2-2)
- ESS3.C: Human Impacts on Earth Systems
 1. Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (secondary to K-ESS2-2)

K-ESS3 Earth and Human Activity

- ESS3.A: Natural Resources
 1. Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)
- ETS1.A: Defining and Delimiting an Engineering Problem
 1. Asking questions, making observations, and gathering information are helpful in thinking about problems. (secondary to K-ESS3-2)