



Paper Airplanes

Overview	Students will learn the importance of new forms of energy when experiencing the way transportation works today.
Classroom	7 th grade Science
Length of Unit	1 day
Objective	Students will be able to create a paper airplane with the use of one piece of paper to make their airplane fly from just the air in the room. The goal is for the student to learn that only the use of natural resources can still make a vehicle or aircraft get from point A to point B.
Materials Needed	<ul style="list-style-type: none">• Pieces of Computer or Construction Paper• Markers• Tape• Tape Measure
Standards	Standards 4.2.2, 4.2.3, 5.1.2, 5.1.3
Procedure	<p>Allow the students to watch a video pertaining to alternative aircrafts online at http://blog.ted.com/2008/10/22/nature_vs_human/ before they begin creating their paper airplanes. After watching the video, the students are given the chance to brainstorm ideas on how they would make the paper airplane glide farther and faster. They are also given the freedom to draw or right anything in marker on the sides to customize their aircraft for the hope of expanding their imagination.</p> <ul style="list-style-type: none">• Explain the rules of the activity that the kids will be graded on how far their plane flies with the only objective of being accurate with distance.• Give the students 20 minutes to design their airplane in groups of only one.• After every student has completed their aircraft, go to an open area in the classroom or hall and lay down a single strand of tape about 20 feet long.• Have each student one at a time, have three chances to get the longest distance with the subtraction of how far the student lands from the tape horizontally.• After everyone is finished, take the students back in the classroom and have them describe to the class on how they could have made their planes better.• Write down on the board everyone's input and have them describe other forms of energy for a car, an airplane, and a boat.

Assessment

Students will be graded on distance first and accuracy second. It is one point for every foot achieved along the tape and minus points for every foot away from the tape horizontally. Each student is given five participation points for the creation of a plane.

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