

Stamp Collecting – (Year Three and Four) Lesson Five

Stamp Collecting Overview	
<p>Stamp collecting is a popular hobby in Australia and around the world and the educational benefits are invaluable. Collecting stamps as a hobby encourages self-directed learning and can foster essential skills, behaviours and dispositions such as reasoning, logic, resourcefulness and goal setting. Stamp collecting encourages students to question, compare, analyse, sequence and be inquisitive all while having fun! Every stamp tells a story and Australia Post's stamp series, releases and collections are a rich and engaging way to learn about Australian history and culture. These lesson plans have been developed to introduce your students to the concept of stamps and stamp collecting whilst teaching themes and content descriptions from the Australian Curriculum.</p>	
Lesson overview	
<p>This lesson has been developed for students to present and promote their research and findings from their 'stamp trip around the world'. They have the opportunity to role play a stamp collector at a stamp convention buying, selling and trading their stamps. Finally, they will reflect on the project and the hobby of stamp collecting. This is the final lesson in a series of four lessons.</p>	
Learning intention	
<p>Students will:</p> <ul style="list-style-type: none"> • Present and reflect on student presentations • Keep an eye out for stamps that they desire to add to their collection • Participate in a mock stamp collector's convention • Share their knowledge of their stamps in an attempt to convince others to add them to their collection 	
Resources	
<ul style="list-style-type: none"> - Copies of the stamps students chose to research, either photocopied or students own drawings - Student presentations - Envelopes or plastic sleeves for students to collect their stamps 	
Assessment	Differentiation
<ul style="list-style-type: none"> - Monitoring understanding throughout class discussion and questioning - Student self-assessment - Peer Assessment - Teacher feedback 	<p>Support: Whole class discussions and teacher support for students who require it to present their findings</p> <p>Structured: Use discussion in pairs and small groups to share student learning</p> <p>Extension: Students have choice over methods of presentation</p>
Australian Curriculum Links	
<p>Year Three - English</p> <p><i>Literacy:</i></p> <ul style="list-style-type: none"> - Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677) <p>Year Three - Humanities and Social Sciences (HASS)</p> <p><i>History</i></p> <ul style="list-style-type: none"> - How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community (ACHASSK063) <p><i>Inquiry and Skills</i></p> <ul style="list-style-type: none"> - Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061) - Locate and collect information and data from different sources, including observations (ACHASSI053) 	

Year Four - English

Literacy:

- Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences **(ACELY1689)**

Year Four - Humanities and Social Sciences (HASS)

Inquiry and Skills

- Locate and collect information and data from different sources, including observations **(ACHASSI074)**
- Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms **(ACHASSI082)**

General Capabilities

Literacy	Personal and Social Capability
Critical and Creative Thinking	Information and Communication Technology (ICT) Capability
Intercultural Understanding	

Lesson introduction

10 mins

1. Introduce the lesson format to students, that the beginning of the session is to view all students' presentations of 'stamp trip around the world'. While the sharing process is occurring, students are to keep an eye out on specific stamps they see that they would like to add to their own stamp collection. After the sharing session students will be holding a stamp convention where it is their goal to trade and collect stamps from their peers.
2. Students can either share their presentations independently in front of their peers, discussing the stamps they chose and what they learnt about the stamps. Alternatively, all presentations can be set up around the classroom and all students can walk around and view each other's presentations. As they view and listen to students talk about their stamps they can take notes keeping track of whose stamps they would like to collect.

Main body of teaching

45 mins

3. Students take on the role of a stamp collector attending a stamp collector's convention. Their goal is to promote their stamps to other collectors (their peers) and trade their stamps in exchange for other stamps.
4. The teacher sets up guidelines for the convention, such as the number of stamps you can keep or trade, whether you can trade someone else's stamps, how many different places they need to collect stamps from and strategies for how to 'sell' their stamps, that is convince someone to trade. Teachers can decide whether the convention will be based entirely on trading or whether plastic money is used for students to purchase stamps from each other. Students could decide on a price range for their stamps and explain why they gave stamps certain prices, such as the age of the stamp, country of origin, whether it is in mint condition, rarity or if it has an anomaly etc.
5. Students place the stamps they have traded or bought in envelopes and plastic sleeves and write notes about where the stamps come from and what the stamp contains.

Plenary

10 mins

6. Have a discussion reflecting of the process of buying or trading stamps and the pros and cons. Ask students what other rules or guidelines could be set for holding a convention where stamps (or other items) are bought and traded.

7. Ask all students to sit in small groups and share which stamp (either from their own presentation or one they acquired at the convention) is their favourite and why.

Extension Task Ideas

- * Invite another class in as the 'buyers' at the stamp convention and the students have to convince students to purchase their stamps using plastic money.
- * Hold a competition where certain stamps from different countries are displayed and students vote for their favourite stamp, like a 'people's choice award'.
- * Hold a mock auction where the favourite stamps are auctioned off using plastic money. Students could form groups and become 'stamp collecting societies' where they combine their money and decide which stamp to bid on or purchase.