

Stamp Collecting (Year Five and Six) 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>In this lesson small groups will present, display and promote their stamp issues within their own classroom and in other areas of the school community. Students will have a chance to reflect on the design process undertaken by groups to create a stamp issue. This is the final lesson in a series of four.</p>	
Learning intentions	
<p>Students will:</p> <ul style="list-style-type: none"> • Present their stamp issue in groups and share designs • Provide feedback to peers on stamp issues and artworks • Engage other classes with the feedback and appreciation of their stamp designs • Promote their stamp designs with their wider school community 	
Resources	
<ul style="list-style-type: none"> - Internet access for students - https://australiapostcollectables.com.au/stamp-issues - Stamp designs and issues from the 12 groups - Copies of stamp designs for calendar designs and envelopes - Blank paper for calendar designs (Coloured A3 paper or cardboard, or coloured manila folders could be suitable) - Blank envelopes 	
Assessment	Differentiation
<ul style="list-style-type: none"> - Monitoring understanding throughout class discussion and questioning - Collecting copies of student work samples - Student self-assessment - Peer Assessment - Teacher feedback 	<p>Supported: Use small group instruction to help support students.</p> <p>Structured: Tasks are divided into small groups to share the work across the classroom.</p> <p>Extension: Students continue working through the stamp production process.</p>
Australian Curriculum Links	
<p>Year Five - English</p> <p><i>Literacy:</i></p> <ul style="list-style-type: none"> - Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) 	

Year Five – Design and Technologies

Knowledge and Understanding

- Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use **(ACTDEK019)**

Processes and Production Skills

- Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions **(ACTDEP024)**
- Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques **(ACTDEP025)**

Year Five – Visual Arts

- Develop and apply techniques and processes when making their artworks **(ACAVAM115)**

Year Six- English

Literacy:

- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience **(ACELY1714)**

Year Six – Design and Technologies

Knowledge and Understanding

- Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use **(ACTDEK019)**

Processes and Production Skills

- Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions **(ACTDEP024)**
- Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques **(ACTDEP025)**

Year Six – Visual Arts

- Develop and apply techniques and processes when making their artworks **(ACAVAM115)**

General Capabilities

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

Lesson introduction

20 mins

1. Each monthly group displays their 4 stamp designs, explaining their theme and the chosen artwork on each stamp. The remainder of the class, the ‘stamp advisory committee’ gives feedback on the visual effectiveness of each stamp, the consistency across the theme and whether each group has followed the criteria set by the class in Lesson Three.

2. The originals of each group’s design can be kept for a display in the classroom and coloured photocopies can be used for the next tasks. *NB: The originals can be used for the next task if teachers are unable to access colour photocopying.*

Main body of teaching

30 mins

3. As a class students will create a calendar for the year (or following year, depending on the month of completion) using their stamp designs as the artwork for each month. If each group has 4 stamp designs, 4 calendars can be made. The calendars can be given to other classes in the school as a way to share their stamp designs. Each group needs to mount their stamp design on the top half of a piece of cardboard, large paper or coloured manila folder. The bottom half needs to be the monthly boxes with dates. These can be created by students either by hand or on the computer, or pre-designed by the teacher. Somewhere on their calendar page they also need to include their month and their names as the ‘Stamp Design Team’.
4. Once each groups’ calendar page is complete, all twelve pages are attached together and can be delivered to other classes. If more than one class is completing the stamp collecting unit, calendars can be swapped.
5. Students write letters to various members of the school community about what they have completed and learnt during the unit of work. Letters can be written individually or as a group. Suggested people include other teachers and classes, canteen staff, school principal and office staff, parent helpers, neighbouring schools, community members who work with the school.

Plenary

10 mins

6. Students place their letters in blank envelopes and use small copies of their stamps as the stamp on the envelope. A date stamp can be used as the post mark on the envelope. Students (or teachers if recipient is off site) can then hand deliver their envelopes and hand-made stamps to the recipients.
7. As a class students reflect on the process of designing a stamp and the pros and cons of their group work tasks. Ask students what they could have done differently or what they could have changed. Reflect on the thorough design process and brainstorm other real life examples where the designing process is thorough and is based on guidelines and criteria (e.g.: flag design, coins, advertising, uniforms).

Extension Task Ideas

- * Students could hold a vote for the ‘people’s choice award’ for the favourite design out of all 48 stamps. This could be voted on by their own class or by inviting other classes and students in to vote.
- * Members of the local community who are stamp collectors can be invited into the classroom to give feedback on the students’ stamp designs and to share some of their rarest or favourite stamps in their collection.
- * Smaller copies of stamps can be given to the group members to trade with classmates to become part of their own personal stamp collection. They can use cardboard to make stamp collecting albums and be encouraged to collect stamps from families and friends as the year progresses.