

Stamp Collecting (Year Five and Six) Lesson Two

Stamp Collecting Overview

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.

Lesson overview

This lesson encourages students to research and explore how stamps are made and used and their important role in history and today. Using examples of Australia Post stamps and stamps from around the world, students will learn about the process of stamp making from research to design right through to production. The lesson has been developed as an introduction to stamp creation. This is the first lesson in a series of four but it could also be delivered as a stand-alone lesson.

Learning intentions

Students will:

- research, explore and learn about the process of making postage stamps
- develop research and summary skills
- understand that history can be communicated through photographs and drawings on stamps
- use group work to research various areas of knowledge and present to the class

Resources

- Internet access for students
- <https://australiapostcollectables.com.au/stamp-issues>
- Examples of postage stamps, brought in from home (can be used). Australia post also sells packs of 100 used stamps in store or online at <https://shop.auspost.com.au/product/pack-of-100-used-australian-stamps-15141081>
- Articles on stamp development at Australia Post
<https://australiapostcollectables.com.au/articles/how-australia-post-stamps-come-to-be>
<https://australiapostcollectables.com.au/articles/australia-post-stamps-come-program-development>
<https://australiapostcollectables.com.au/articles/australia-post-stamps-come-research-content>
<https://australiapostcollectables.com.au/articles/how-australia-post-stamps-come-to-be-design>
<https://australiapostcollectables.com.au/articles/how-australia-post-stamps-come-to-be-product-development.html>
<https://australiapostcollectables.com.au/articles/how-australia-post-stamps-come-to-be-printing.html>

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: Task is divided into sections 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) <p>Year Five – Design and Technologies</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> - 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) <p><i>Processes and Production Skills</i></p> <ul style="list-style-type: none"> - 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)

<p>Year Six- English</p> <p><i>Literacy:</i></p> <ul style="list-style-type: none"> - 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) <p>Year Six – Design and Technologies</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> - 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) <p><i>Processes and Production Skills</i></p> <ul style="list-style-type: none"> - 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)

General Capabilities

<p>Literacy</p> <p>Critical and Creative Thinking</p> <p>Intercultural Understanding</p>	<p>Personal and Social Capability</p> <p>Information and Communication Technology (ICT) Capability</p>
------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------

Lesson introduction	10 mins
----------------------------	----------------

1. Start the lesson by introducing the students to the hobby of stamp collecting. Have a discussion about what the word hobby means and talk about how people all over the world love to collect things and especially stamps!
2. Visit <http://auspost.com.au/education/stamps/students/stamp-collecting.html> for information on stamp collecting prior to the lesson or visit the website as a class to see why people love collecting stamps and tips on how to start their own collection.
3. Show the students examples of postage stamp issues from Australia Post.
<https://australiapostcollectables.com.au/stamp-issues> Ask the students why they think these particular stamps were produced. Who decided the topics? Who designed them and why were they chosen as the artist? What links stamps in the same issue? If students have access to their own device, allow them time to look at the different stamp issues and come up with their own questions.

Main body of teaching

50 mins

4. Explain to the students that Australia Post goes through a very rigorous and carefully planned process to create the stamps that they have just looked at and today they are going to research the process and report back to the class before embarking on designing and creating their own stamp issue.
5. Divide the students into 5 groups. Each group is to be given a topic to research in the process of postage stamp creation.
 - Group 1 – Program Development -
<https://australiapostcollectables.com.au/articles/australia-post-stamps-come-program-development>
Questions to research –
What is the name of the team who work on the development of stamp issues?
Where do Australia Post get ideas for the theme of the stamps from?
What can be included?
What can't be included?
How do they know what will work on a stamp design?
How many issues are released each year?
Other interesting facts/information?
 - Group 2 – Research and Content -
<https://australiapostcollectables.com.au/articles/australia-post-stamps-come-research-content>
Questions to research –
What does a researcher do?
What happens once the concept is chosen?
What skills does a researcher and content writer need?
How is research done?
Who do researchers and content writers work with?
Other interesting facts/information?

- Group 3 – Design - <https://australiapostcollectables.com.au/articles/how-australia-post-stamps-come-to-be-design>
 Questions to research –
What does a stamp designer do?
What is the process of design for a stamp?
How long does it take to design a stamp issue?
Where does the design inspiration come from?
What problems can stamp designers face?
Other interesting facts/information?

- Group 4 – Product Development - <https://australiapostcollectables.com.au/articles/how-australia-post-stamps-come-to-be-product-development.html>
 Questions to research –
Who leads the Product Development team?
What are the main responsibilities of the team?
How does the team decide what products are developed?
What challenges can arise?
Other interesting facts/information?

- Group 5 – Printing - <https://australiapostcollectables.com.au/articles/how-australia-post-stamps-come-to-be-printing.html>
 Questions to research –
What are the main types of stamp printing techniques used for Australia Post stamps?
What is the process for printing a stamp?
What type of paper is used?
What types of security and other features need to be included in the printing process?
What challenges can arise?
Other interesting facts/information?

6. Give each group the appropriate research questions and URL to find and summarise information on their group’s topic. Tell students that they can also do an internet search to find extra information if they wish.
7. After researching, each group is to report back to the class their findings on each stage of stamp production. Students may choose to present their research in various ways. Examples could be through a poster, digital presentation or even through role play. Before each group presents, tell students that they are to take notes on each group’s presentation. They will use these notes to understand and explain the complete process of stamp production from start to finish.

Plenary	10 mins
----------------	----------------

8. Once students have finished their presentations, give students the opportunity to record a brief summary of the entire process of stamp creation from start to finish. What has been learnt in this lesson can then be continued on in future lessons where the class work together to develop their own stamp issue.

Extension Task Ideas

- * Research the stamp process over history in Australia and other countries
- * Play “hot seat” where a member from each group answers questions from the rest of the class asks questions about their research area
- * Record students from each group reporting their findings and use these videos in future lessons to recall the stamp design process.