



## Stamp Collecting – (Year Three and Four) Lesson Three

### 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 has been developed for students to gain an understanding and appreciation of stamps and stamp collecting. Students will plan a ‘stamp trip around the world’ as a stamp collector, deciding on places to visit and a method of documenting their journey and the stamps they will find. This lesson is the second lesson in a series of four.

### Learning intention

Students will:

- Identify and investigate stamps from Australia and Australian territories
- Identify and investigate countries around Australia and across the Indian and Pacific Ocean
- Decide on a way to document and present their stamps and facts
- Decide on a common topic when researching stamps from other countries

### Resources

- Internet access and IWB, as well as internet access for students
- Paper or student books for recording researching
- World Maps, Atlases, Globes or online maps and mapping applications such as Google Earth
- Printed pictures of stamps or access for students to view online -  
<https://australiapostcollectables.com.au/stamp-issues>

Assessment	Differentiation
<ul style="list-style-type: none"><li>- Monitoring understanding throughout class discussion and questioning</li><li>- Student self-assessment</li><li>- Peer Assessment</li><li>- Teacher feedback</li></ul>	<p><b>Support:</b> Research could be done with teacher support or as a class. Templates could be created to support students when researching</p> <p><b>Structured:</b> Use various materials such as books, maps and websites to help support students while researching and recording.</p> <p><b>Extension:</b> Students have choice over countries and stamp theme</p>

### Australian Curriculum Links

#### Year Three - English

##### Literacy:

- Plan and deliver short presentations, providing some key details in logical sequence (**ACELY1677**)

#### Year Three - Humanities and Social Sciences (HASS)

##### History

- 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**)

*Inquiry and Skills*

- 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 students to the concept of taking a ‘stamp trip around the world’ as a stamp collector. Discuss how stamps from other countries are very valuable to stamp collectors as they cannot be bought in Australia, they can only be bought overseas, either as new stamps (mint condition) or from other stamp collectors. Another way to receive stamps from overseas is if they are sent to you in Australia on letters or postcards. Discuss if students have ever received or sent letters and postcards from overseas.
2. Discuss and make a list of countries that students know that are near Australia. Group the countries into regions, referring to maps, atlases and globes to locate these nations. For example: South East Asia, Pacific Nations, Africa, South America

### Main body of teaching

**45 mins**

3. Discuss and locate Australia’s External Territories – Christmas Island, Cocos (Keeling) Islands, Norfolk Island and Australian Antarctic Territory and the concept that these territories have their own stamps created by Australian Post. View examples of their stamps at <https://australiapostcollectables.com.au/stamp-issues>  
 Christmas Island <https://australiapostcollectables.com.au/stamp-issues/christmas-island-robber-crabs.html>  
 Norfolk Island <https://australiapostcollectables.com.au/stamp-issues/norfolk-island-flowers>  
 Cocos (Keeling) Islands <https://australiapostcollectables.com.au/stamp-issues/garden-fruits-of-cocos.html>  
 Australian Antarctic Territory <https://australiapostcollectables.com.au/stamp-issues/aat-east-antarctic-deep-sea-creatures.html>

4. Students need to choose one Australian External Territory and one country from each region to research a stamp from (Africa, South East Asia, South America, Pacific Nations). Together with an Australian stamp this makes 6 stamps to research.  
*NB: The number of countries and territories can be determined by the teacher. Teachers may wish to give students a choice of amount of countries or set specific countries for research. This will be dependent on student ability, available texts and technology for research, links to other topics and time allocation.*
5. Students need to collect some basic facts about each country and territory (e.g. name, capital, population, languages spoken) and some facts about the stamp they choose to research (country, year, price, facts on the content of stamp – e.g. fruit, animal, place, person). These fact checklists can be determined by the teacher or decided as a class.
6. As a class, guided and modelled by the teacher, the class research and record the basic facts for Australia, using either online internet searches, websites or texts like Atlases and Encyclopaedias. If time allows students can then research their basic facts for their other countries.

**Plenary****10 mins**

7. Have a discussion with the class about how they are going to present their 'stamp trip around the world'
8. Discuss what needs to be presented for each stamp/country or territory. A checklist could be created for students to follow. Students could draw or print copies of stamps, maps, images or if presenting using the computer copy and save images. Students (or teachers) decide on their format. Some ideas include - passport book of stamps, mini photo album, annotated map diagram, poster, computer slideshow, flip booklet, timeline format

**Extension Task Ideas**

- \* Bring in postcards with stamps from other countries and territories and display with a world map
- \* Join student pen pal and class pen pal groups and websites, or alternatively find blogs of overseas classes. Make contact and write letters to overseas classes so that the class can receive stamps from overseas.
- \* Create a fictional country or territory based on the students' names e.g. Danieltown. Create a mini fact file, flag and commemorative stamp for the fictional country.