Stamp Collecting Month

Year 3 Lesson

Stamp Collecting Month overview

Stamp Collecting Month (SCM) provides an exciting way for middle to upper primary school students and teachers to engage with interesting learning focus areas through stamps. This year's theme, Reef Safari, focuses on the Great Barrier Reef. Learn about one of the world's most remarkable natural wonders while engaging in curriculum aligned resources.

Lesson overview

In this lesson students will learn to define and classify living and non-living things based on observable features. Students will focus on the ecosystem of the Great Barrier Reef. Using Australia Post SCM resources, students will work collaboratively to sort living and non-living things into groups. Students will need to highlight the observable features of each to justify their classification.

Learning intentions

Students will:

- Recognise the characteristics of living things
- Recognise the range of different living things
- Sort living and non-living things based on characteristics

Assessment

- Monitoring understanding throughout class discussion and questioning
- Work samples
- Student reflection
- Teacher feedback

Differentiation

- **Support**: Students complete the research activity using the five marine creatures featured on the SCM issue with teacher support or as a whole class.
- **Structured**: Students complete the research activity in collaborative learning groups, with teacher support when required.
- **Extension**: Students complete their own individual or collaborative research task, comparing living and non-living things in two different environments.

Resources

- Internet access and Interactive Whiteboard (IWB), as well as internet access for students
- Access to: www.auspost.com.au/scm
- SCM Great Barrier Reef video
- SCM Reef Safari issue individual stamp, minisheet and maxicard images located on the website
- Student workbook or devices to record their research and learning

Australian Curriculum links

Year Three - English

Literacy:

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

Year Three - Science

Biological sciences:

- Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)

Cross curriculum priorities

- Sustainability

General capabilities

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

Lesson introduction — 10 mins

1. Explain to students that this year's Stamp Collecting Month theme is the Great Barrier Reef. Ask students if anyone has visited the Great Barrier Reef and provide opportunity for them to share their experiences.
2. Show students the video of the Great Barrier Reef located on the SCM website.
3. Ask students to identify and name any parts of the environment that they recognise. This may be marine animals, plants or other features. Record the list on the IWB for all students to see throughout the lesson.
4. Explain that the environment is made up of living and non-living things, in this lesson students will learn how to identify and classify them correctly.

Main body of teaching — 40 mins

5. Show students the five stamps from the Reef Safari issue, you can view an enlarged version of each stamp on the SCM website. Allow students time to study each of the marine creatures featured.
6. Ask students if they think the stamps feature a living or non-living thing. How can they tell?
7. Explain that we classify living and non-living things using observable features (features that we can see). We can use the observable characteristics in order to help us correctly classify living things.
8. All living things have the following characteristics:
   - **Feeding**: All living things are required to obtain the energy needed to sustain life.
   - **Movement**: All living things show movement of some kind. This can be internal, such as the ability to move substances from one part of the body to another or external, such as the ability to walk.
   - **Breathing or Respiration**: All living things exchange gases with the environment.
   - **Excretion**: All living things get rid of waste from their body.
   - **Growth**: All living things grow and develop throughout their life cycle.
   - **Sensitivity**: All living things have the ability to detect changes in their surrounding environment.
   - **Reproduction**: All living things produce young, including plants.
9. Explain that we classify things as non-living if they do not move by themselves, grow or reproduce. Provide some examples of non-living things such as rocks, pencils and air.



Core activity:

10. Divide students into small groups to complete the next activity.
11. Explain that they are going to research the Great Barrier Reef's environment and ecosystem to identify living and non-living things. Students will need to explain their classifications based on the observable features of their identified living and non-living things. You may choose for students to use the SCM video or source your own images to use as stimulus.

Example:

A Green Sea Turtle is classified as a living thing.

- **Feeding**: Green Sea Turtles feed on sea grasses and algae.
- **Movement**: Green Sea Turtles have flippers to help them move quickly through water.
- **Breathing**: Green Sea Turtles breathe air. They can hold their breath underwater for several hours.
- **Excretion**: Green Sea Turtles have an interesting digestive system with large intestines and special digestive tubes to help them digest cellulose.
- **Growth**: Green Sea Turtles grow slowly and can take between 15 to 50 years to reach maturity.
- **Sensitivity**: Green Sea Turtles respond to low frequency sounds and vibrations in the water.
- **Reproduction**: Female Green Sea Turtles lay eggs, coming ashore to sandy beaches to nest.

12. Students are to record their research in their workbooks or in a presentation to share with the class at the end of the lesson.

Extension task:

13. Students work independently or collaboratively to research and investigate the similarities and differences in biodiversity within the Great Barrier Reef compared to a differing habitat. A suggestion might be to compare the Great Barrier Reef to the Simpson Desert. Students can create their own presentation or use a Venn diagram to illustrate their findings.

Plenary — 10 mins

14. Once students have finished their research task, give some groups the opportunity to present to the whole class.
15. Discuss the similarities between student research and highlight the differences. Ask each group to present one new and interesting finding about living and non-living things in the Great Barrier Reef that they discovered during their research.
16. Return to the class list recorded during the introduction stage of the lesson identifying parts of the Great Barrier Reef. Move through the list and ask students to classify each part as either living or non-living.