Stamp Collecting Month

Year 5 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 investigate the marine life found in the coral ecosystem of the Great Barrier Reef. Students will select one animal or plant and complete an online profile outlining identifying information such as characteristics, behaviours and adaptations to help engage and educate fellow students.

Learning intentions

Students will:

- Explain how particular adaptations, such as nocturnal behaviour, help survival
- Describe and list adaptations of living things suited for particular Australian environments
- Explore general adaptations for particular environments

Assessment

- Monitoring understanding throughout class discussion and questioning
- Work samples
- Student self-assessment
- 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 research activity in collaborative learning groups, with teacher support when required.
- **Extension**: Students complete their own individual or collaborative research task, comparing the characteristics of two forms of marine life found within the Great Barrier Reef.

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 Five - English

Literacy:

- Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)

Year Five - Science

Biological sciences:

- Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)

Cross curriculum priorities

- Sustainability

General capabilities

- Literacy
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- 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 of what they observed in the environment.
2. Show students the video of the Great Barrier Reef located on the SCM website.
3. Discuss the marine life they observed in the video, explain that as the largest coral reef system in the world. The Great Barrier Reef is home to 600 types of soft and hard corals, more than 100 species of jellyfish, 3,000 varieties of molluscs, 500 worm species, 1,600 types of fish, 133 species of sharks and rays and more than 30 species of whales and dolphins.
4. Write the word "adaptation" on the board and ask students if they can define it.
   ***Adaptation**: Can include both physical and behavioural changes to an animal which helps it to survive in its environment.*

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. Ask students if they can think of a physical or behavioural adaptation that each of the featured marine creatures has that help it survive in the Great Barrier Reef.

- Nautilus: Its tentacles (*cirri*) are coated in a sticky substance that help to capture prey.
- Green Sea Turtle: Its forelimbs are long, paddle-like flippers which make it a strong swimmer with the ability to move quickly in water.
- Olive Sea Snake: Its large lung allows it to remain underwater for hours before having to return to the surface to breathe.
- Emperor Angelfish: Its body is very thin and compressed which allows it to move through the reef with ease.
- Grey Reef Shark: Its excellent sense of smell can track fish from long distances.

Core activity:

6. Explain to students that in honour of International Year of the Reef they are going to create a class website in order to help educate students from around the world about marine creatures living in the Great Barrier Reef.
7. Explain that the class will be divided into small collaborative groups, each group will be responsible for choosing one marine creature to focus on. Each group will be required to compose and design a profile (webpage) for their nominated marine creature, including information such as:
   - Name
   - Location
   - Habitat
   - Food
   - Physical characteristics
   - Behavioural characteristics
   - Adaptations
   - Interesting facts
8. Discuss that when they are composing and designing their group's profile (webpage) for their marine creature, they will need to think about how the information is presented so that it is appropriate and engaging for the intended audience. Students should think about incorporating different methods for communicating information on their webpage such as use of videos, images and text.
9. This activity can be completed online, with each group constructing its own webpage dedicated to their marine creature, then linking them all together when each group is finished to create a whole class website. It is suggested that teachers and students access an online web building tool for this option.

10. The activity can also be completed offline, with each group using posters or a presentation program to design and map out what its 'webpage' would look like. When students are presenting their information to the class, the teacher can assist students in understanding what their class 'website' would be like if it were an online version.

Extension task:

11. Students will work on an individual or collaborative research task completing a case study on two different marine creatures located in the Great Barrier Reef.
12. The case study will analyse the similarities and differences between the behavioural and physical characteristics of the nominated marine creatures.
13. Students will present their information in the form of a webpage to be added to the class website.
14. This activity can be completed online, with students using an online web building tool to design and construct their page.
15. Or offline, using posters or a presentation tool to illustrate what their 'webpage' would look like.

Plenary — 10 mins

16. Once students have finished their research tasks, give groups the opportunity to present to the whole class.
17. Ask students to identify and reflect on one interesting adaptation that they discovered in their research.
18. Ask students to complete a self-reflection paragraph on how they felt they worked throughout the activity including identifying something they did well and something they can work towards.