



CHAT TO A CHAMP – TEACHER GUIDE

About the program

Chat to a Champ is an educational initiative presented by the Australian Olympic Committee. The program facilitates the opportunity for primary school students to 'chat' with their Olympian heroes using web video conferencing.



Primary students typically explore their self identity at 7-12 years of age. During this period the concept of self and identity develops within the context of social relations. Interactions with and influences from friends, family, teachers and community members have the potential to contribute significantly at this stage. *Chat to a Champ* provides an ideal environment to explore these interactions and influences.

Chat to a Champ facilitates student organised web video interviews based on the a.s.p.i.r.e. values. These are attitude, sportsmanship, pride, individual responsibility, respect, express yourself. By facilitating interaction between students and Olympians, *Chat to a Champ* introduces young people to web video communication in a safe, mediated and structured forum and facilitates *Information and Communications Technologies (ICT)* skills.

Chat to a Champ encourages follow-up discussions and activities. The program can be used in conjunction with a range of resources and lessons available on olympics.com.au.

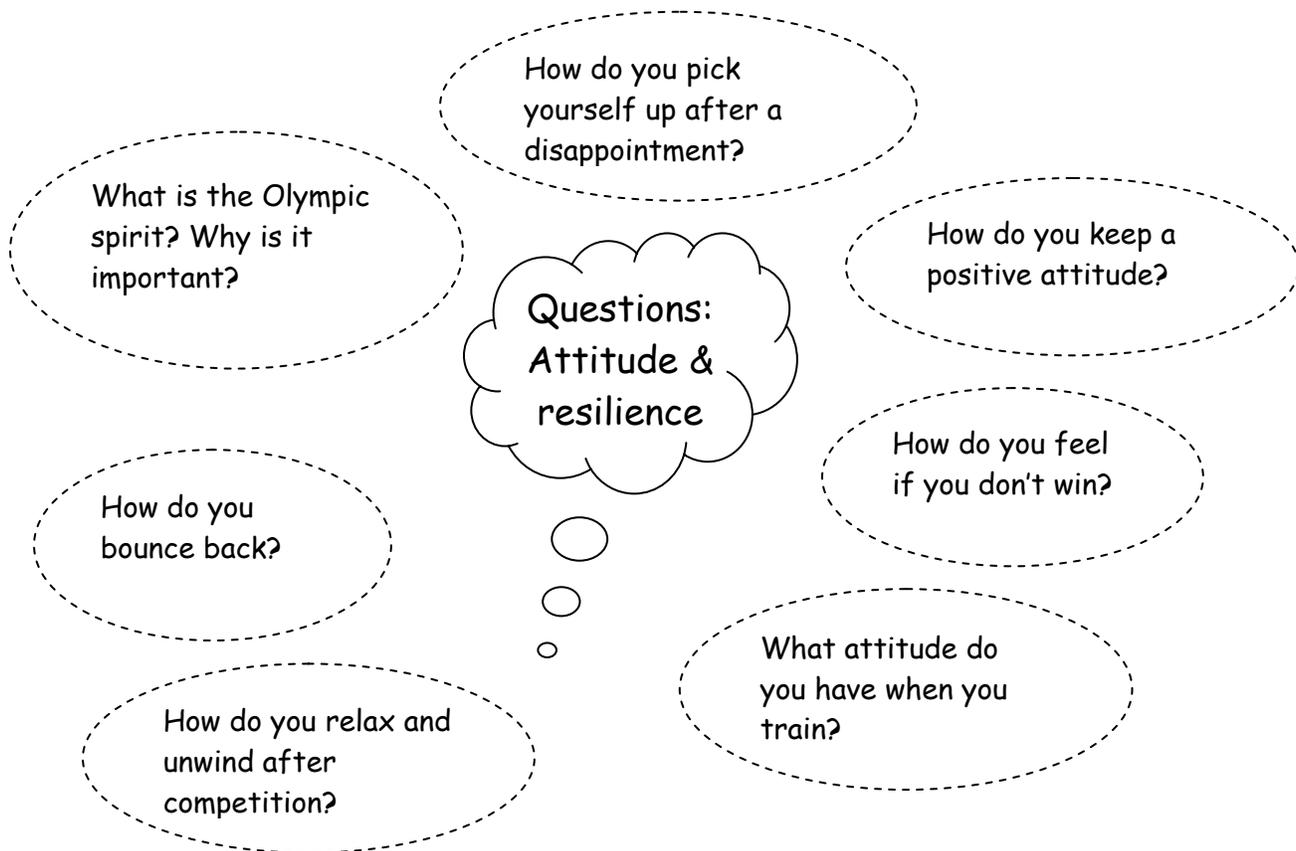


Preparing for Chat to a Champ

Planning and preparation can assist in obtaining the most for your students' *Chat to a Champ* experience. Some ways to prepare for the Chat are outlined below:

- Conduct research about the Olympian participating in the Chat
- Delegate to students responsibilities to prepare for the Chat (eg ICT set up, nominating a recorder or scribe)
- Prepare questions based on current classroom themes

For example, if you would like to explore concepts and themes related to *attitude & resilience*, brainstorm with the class some questions to ask the Olympian:



Collate the class questions and select a range to ask during *Chat to a Champ*. Additional preparation guidelines are featured in the checklist at the end of this Teacher guide.



Using Chat to a Champ in your Classroom

There is a variety of ways the program can be used in the classroom.

- Project the 'Chat' onto a wall, screen or SMART board so that all students can view the 'Chat'. Use the supplied speakers to augment the audio.
- Organise students into small groups and assign one of the a.s.p.i.r.e. values (ie attitude, sportsmanship, pride, individual responsibility, respect, express yourself). Ask students to explore the value and report their findings to the class.
- Brainstorm with your class (as well as with other teachers and classes) ways to incorporate ICT skills into your *Chat to a Champ* experience.
- Invite students to write a short story / take images about their *Chat to a Champ* experience and forward to the AOC for publication on the website.

Follow-up activities

- Further research about Australian Olympians and the Olympic sports
- Explore other resources on olympics.com.au including:
 - 100 of our Finest
 - current news stories
 - Olympian biographies
- Explore previously recorded *Chat to a Champ* programs
- Explore personal mottos (eg Matthew Mitcham's is Perseverance - keep on keeping on)





CURRICULUM LINKS

Please note: This teacher guide draws upon a range of State and Territory curriculum and support documents. Each has their own categorisation, key terms and implementation requirements. In this way a summary of the key learning areas is presented, rather than a comprehensive curriculum map. Please refer to your own State or Territory documents for more detailed information.

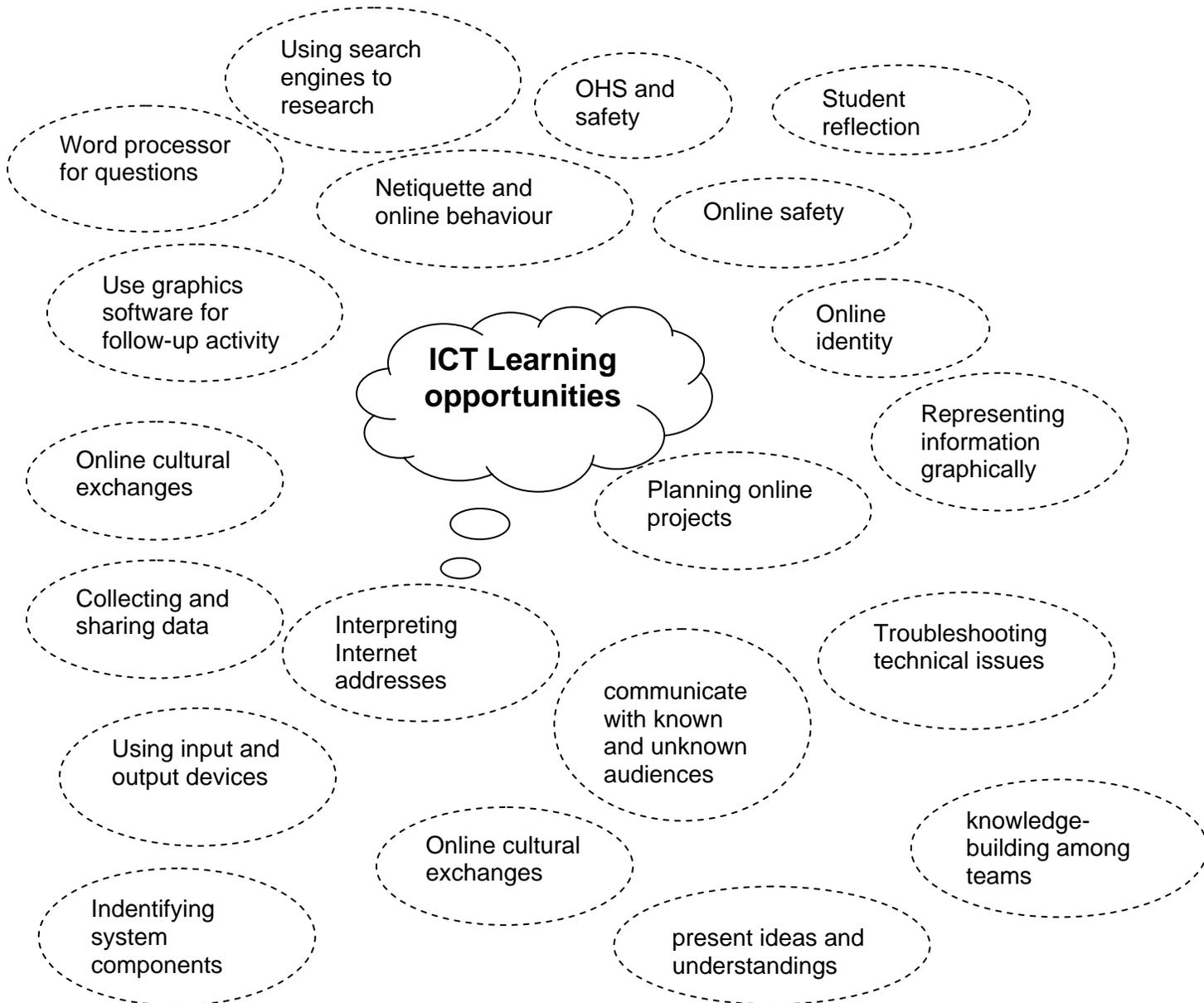
Chat to a Champ is aimed at 7-12 year old primary students, although the program is valuable to students of all ages. *Chat to a Champ* relates to a range of generic skills, essential learnings and key learning areas. The details are dependent on how you choose to organise your class, guide student tasks and lead follow-up activities.





Information and Communication Technologies (ICT)

Chat to a Champ provides a range of opportunities for learning, especially those relating to *Information and Communications Technologies (ICT)*. This key learning area (KLA) also provides a foundation for developing skills in other KLAs. All States and Territories recommend an embedded approach to *ICT*. Some learning opportunities are identified below:





Students can also engage with learning experiences that relate to life skills, values and attitudes. These might include collaboration, decision making, goal setting, leadership, resilience, risk management, self control, self understanding, social skills and stress management. Additional areas are outlined below.

Generic Skills and Essential Learning Areas

Chat to a Champ provides students with the opportunity to develop a range of generic skills and essential learnings. These might include:

- Research (eg locating information to develop questions)
- Communication (eg listening, viewing and responding to an Olympian)
- Solving Problems (eg organising class speakers)
- Using Technology (eg assistance with setting up equipment)
- Critical Thinking (eg discussion related to values)
- Expression (eg responding to Olympian)
- Task Management (eg organising questions and recording responses)
- Cooperation (eg group work to cull questions)
- Citizenship (eg applying values to local community)
- Identity (eg understanding self, group and others)

Other Learning Areas

Chat to a Champ relates to *Personal Development, Physical Education, Health; English; Society and Culture; Society and its Environment; and Visual Arts* etc.

New South Wales

Stage 2, Stage 3: PDHPE

- Active Lifestyle
- Games and Sports
- Growth & Development
- Interpersonal relationships
- Personal Health Choices



New South Wales (cont)

Stage 2, Stage 3: English

- Talking and listening (eg communicates in informal classroom activities)
- Skills and strategies (eg oral presentations)
- Context and text (eg purpose and audience)
- Language structures and features (eg characteristic language features)

Victoria

Level 3, Level 4: Health and Physical Education

- understand the role of physical activity in ensuring good health

Level 3, Level 4: Interpersonal Development

- building positive social relationships
- working and learning in teams

Level 3, Level 4: English

- Reading
- Writing
- Speaking and listening



Australian Capital Territory

Later childhood: Health and physical education

- takes action to promote health
- is physically skilled and active
- manages self and relationships

Social sciences

- understands about Australia and Australians
- understands and values what it means to be a citizen within a democracy

Technology

- appraises using technology



Australian Capital Territory (cont)

English

- listens and speaks with purpose and effect
- writes effectively
- critically interprets and creates texts

Northern Territory

Health and Physical Education

- Promoting Individual and Community Health (eg physical, social, emotional, mental and spiritual dimensions of health and well-being)
- Enhancing Personal Development and Relationships (eg effective relationships in such contexts as a family, school, sport or work team, peers; eg understanding the significance of community values, attitudes and standards of behaviour)
- Participating in Physical Activity and Movement (eg recognition of the socio-cultural and environmental factors affecting participation in physical activity)

English

- Language Structures and Features (eg extend ideas in a constructive manner to generate and maintain conversations and discussion formally and informally)
- Context, purpose and audience (eg the roles and relationships between speakers and listeners affect the way that people listen and the way they speak)
- Listening and speaking situations (engage appropriately in transactions at home, school and in the community)

Queensland

Health & Physical Education (HPE)

- Health (eg Personal, social, cultural and environmental factors influence behaviours and choices including eating and physical activity)
- Physical activity (eg Working cooperatively and being aware of others and fair play can enhance the experience of physical activities for individuals and groups).



Queensland (cont)

- Personal development (eg Positive interpersonal behaviours and respecting cultural protocols promotes effective interactions and relationships in groups).

English

- Speaking and listening (eg identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting)
- Reading and viewing (eg activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting)
- Writing and designing (eg the purpose of writing and designing includes entertaining, informing and describing)
- Language elements (eg auditory, spoken, visual and nonverbal elements add meaning to the subject matter and focus the audience's attention)
- Literary and non-literary texts (eg main ideas are established by identifying who, what, where, when, how and why)

Western Australia

Middle childhood: Health and Physical Education

- Wellness (eg Positive behaviours, resilience, maintaining self-esteem and self-concept, ways to communicate, cooperate and care for others)
- Growth and Development (eg growing healthy bodies)
- Lifestyle choices (eg sound nutrition, fitness)
- Strategies and tactics
- Playing the game (eg responsibilities as a player, sportsmanship)
- Health related Fitness and Recreation (eg daily fitness, physical activities for health)

Middle childhood: English

- Reading
- Writing
- Speaking and listening



Tasmania

Stage 7-11: Health and wellbeing

- Maintain and integrate the elements of a healthy lifestyle (eg understand the role of individuals in maintaining health and wellbeing)
- Use health knowledge to promote personal and group health and wellbeing (eg understand how individuals can participate in community events)
- Understand factors that influence participation in physical activity (eg understand concepts of fair play and sportsmanship)
- Understand concepts of identity and relationships (eg identify ways to enhance resilience)
- Demonstrate self management skills that promote personal identity and positive relationships (eg describe steps in making a health and well being choice)

Stage 7-11: English

- reading and viewing (eg identify some of the values, attitudes and beliefs that are represented in texts and compare them with other texts read and viewed)
- writing and representing (eg select text forms and language features to suit particular purposes and audiences)
- speaking and listening (eg actively listen to electronic and spoken texts such as ...presentations by guest speakers)

South Australia

Physical Education

Principles and Issues

- The Nature of Physical Activity (eg training principles and methods)
- Issues Analysis (eg sport in society)

English

- Reading
- Writing
- Speaking and listening



USEFUL LINKS

<p>New South Wales http://www.boardofstudies.nsw.edu.au/</p>	<p>Queensland http://www.qsa.qld.edu.au/index.html</p>
<p>Northern Territory http://www.det.nt.gov.au/</p>	<p>Victoria http://vels.vcaa.vic.edu.au/index.html</p>
<p>South Australia http://www.sacsa.sa.edu.au</p>	<p>Tasmania http://www.education.tas.gov.au/curriculum/home</p>
<p>Western Australia http://www.curriculum.wa.edu.au/internet</p>	<p>Australian Capital Territory http://www.det.act.gov.au</p>
<p>National Statements of Learning www.curriculum.edu.au/mceetya/the_statements_of_learning,11893.html</p>	<p>Australian Values Education http://www.valueseducation.edu.au/values/</p>
<p>NetAlert - Cyber Safe Schools http://www.netalert.net.au/01732-CyberSafe-Schools.asp</p>	<p>Australian Education Portal http://www.education.gov.au</p>



CHAT TO A CHAMP – CHECKLIST

- Read the emails and other documents provided by AOC in relation to *Chat to a Champ* (eg *School Guide - Computer Set Up*).
- Brainstorm ways to incorporate additional ICT and technology skills. Record your findings to assist your lesson planning.
- Organise a preliminary lesson or homework task related to the a.s.p.i.r.e. values (ie attitude, sportsmanship, pride, individual responsibility, respect, express yourself). For lesson plans and ideas, explore the resources on olympics.com.au (eg Olympic Day and Beijing 2008).
- Refer to your State or Territory syllabus and your school's existing educational program for additional information and ideas related to how *Chat to a Champ* fits in with your curriculum.
- Ask students to research and prepare questions for the athlete. Aim for a range of questions, including those which relate to training, healthy lifestyle, nutrition and Olympic moments. Try to include a few questions that incorporate the a.s.p.i.r.e. values.
- Arrange for your school's IT & technology support to assist with setting up the computer.
- Explore a few follow-up activities with your students.



Worksheet – Developing your questions

1. Select one of the a.s.p.i.r.e. values and circle it below:

Attitude

Sportsmanship

Pride

Respect

Individual Responsibility

Express Yourself

2. Spend a few minutes thinking about the ideas and issues that relate to this value. Discuss some ideas with other members of your class.

3. Brainstorm some questions you might like to ask an Olympian.

eg What is the Olympic spirit? How does it relate to ... (this value) ?

Questions to ask

4. Collect and collate the class responses. Repeat for remaining values.

