



Lesson 1 – Pre-Visit Bringing Home Plate Home: Baseball & Sports Media

Objective: Students will be able to:

- Discuss and research different careers in baseball media.
- Explore the tasks required and construct summaries for a variety of different sports media careers.
- Work in teams to deliver a news story using a variety of different media formats.

Time Required: 2-3 class periods

Advance Preparation:

- Schedule a session for your class in your school library or media center.
- Request that the librarian pull source material related to various types of media including newspapers, radio, television, and the Internet.

Materials Needed:

- Internet access for student research
- Library time for student research
- Sports Media Profiles (included)

Vocabulary:

Broadcast - To transmit (programs) from a radio or television station

Media - The means of communication (such as radio and television, newspapers, and magazines) that reach or influence a large number of people



Applicable Common Core State Standards:

CCSS.ELA-Literacy.W.6.4, W.7.4, W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCSS.ELA-Literacy.W.7.5, W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCSS.ELA-Literacy.W.7.8, W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.



Applicable Common Core State Standards (*Continued*):

CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.SL.6.1, SL.7.1, SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.6.4, SL.7.4, SL.8.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.6.5, SL.7.5, SL.8.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-Literacy.SL.6.6, SL.7.6, SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



Lesson

1. Introduce the lesson by asking students, “How many of you are sports fans?” “How do you follow your favorite sports teams?” Write down students’ suggestions on the board or on a sheet of chart paper.
2. Point out that today, baseball coverage is an all-day, every-day job. Print media (newspapers and magazines), radio stations, television stations, and websites all cover Major League and Minor League games during the season and also cover stories during the off-season.
3. As a class, brainstorm similarities and differences in the ways in which these four types of media (print media, radio, television, and the Internet) cover a baseball game.
4. Explain that in this lesson, students will be working together in groups to learn more about different media formats. Break the class into four groups, and assign each group to one type of media: print media, television, radio, and Internet.
5. Provide each group with the appropriate “Sports Media Profile” (included with this lesson).
6. Go to the library at your allotted time. Have groups use their sources to take notes related to the following:
 - **Description:** How does this type of media communicate with an audience?
 - **History:** When did this type of media become available to fans?
 - **Technology:** What technology does this type of media use to cover a baseball game?
 - **People Involved:** Who are some of the people needed to produce this type of media?
7. Have each group report back to the class about their assigned type of media. Create a timeline on the board to show the development of different media formats.
8. Introduce the activity.



Activity

1. To begin this activity, have members of each group read out the different careers highlighted in the Sports Media Profiles. In group discussion, expand on the tasks that each member of the various media teams would perform.
2. Ask students to consider their experiences with other types of teams. Ask, “What are the benefits of having many people work together?” Guide students to the conclusion that all members of the team are valuable because of their specialized skills or because one person can’t do two tasks well at the same time. For example, it would be hard for an announcer to look up statistics while also calling an important play. Emphasize that good communication and planning of tasks is necessary for the team to be effective.
3. Help students form their own media teams. You may choose to keep students in the same groups as before, or create new groups to allow different students to work together. Assign each group a different media format.
4. Explain that each team will write and present a sports report on the same event using their assigned media format. Students are expected to produce their final sports reports as follows:
 - **Print Media:** The finished product should be a well-written article complete with photographs to illustrate the event.
 - **Radio:** Students must first write a script, and then record themselves reading the script using a method of their choice (tape recorder, mp3 recorder, recording software, etc.). The recording is expected to be of high quality.
 - **Television:** Students must first write a script, and then record themselves performing a simulated sports broadcast. The recording is expected to be of high quality.
 - **Internet:** The finished product should be a well-written blog post complete with photographs to illustrate the event. If possible, the blog can be posted to your classroom or school website.
5. Give students a deadline by which to complete their reports. You may want to give students the opportunity to hand in drafts of their work so that you can provide comments before they complete their final projects.



6. Allow groups to work independently to research and produce their reports, but provide support if they have questions.
7. Once all projects are complete, have students present their work to the rest of the class.

Conclusion:

To complete this lesson and check for understanding, have students discuss the presentations and come to some conclusions as to which method of reporting was the most effective.

- What characteristics make each method of reporting effective?
- Which forms of media seem more reliable?
- What impact does the source of information have on an event?



Sports Media Profile Radio

Broadcast Assistant

Broadcast Assistants work in support of Producers and Presenters. They make sure that live and recorded radio programs run smoothly. They may also help with research, planning, and production.

Announcers, Commentators, and Reporters

Play-by-play announcers provide description of the event while color commentators—often times former players or coaches—provide expert analysis of the game's events. Many productions also include studio commentators that provide analysis of the games before, during, and after the event. Also, many radio and television broadcasts include reporters who talk with coaches during the games to provide updates on issues like injuries. They also may interview players and coaches after the game.

Radio Producer

Radio Producers manage the whole production process. They work in collaboration with announcers and other program contributors. They may be required to record interviews and other material; edit and, when necessary, present items for broadcast. In addition, some producers may be required to write material for websites, blogs or other platforms, and to prepare visual images and video footage, as well as audio material, for online use.

Audio Technician

Audio technicians help bring the event's sounds to the sports fan. Critical in both radio and television broadcasts of sports, audio technicians set up and monitor equipment used to capture the action, which includes microphones to pick up crowd noise, the noises from the field of play, as well as the broadcast's on-air talent.

They also work the sound equipment to assure a consistent audio level during the broadcast.



Sports Media Profile Internet

Web Developer

The developer is responsible for planning, creating and updating sports sites. For example, the web developer might be responsible for making sure that audio and video from games can be accessed on a website.

Designer

The designer creates the “look and feel” of a website. They will usually create separate visuals for each type of screen, and determine how the website’s user can interact with the site (for example, which buttons the user can click).

Writer

Web writers create text content for web sites. This is primarily a journalistic role, although writing for the web can be slightly different from writing for other media. The job may involve writing original work, or adapting existing material to make it suitable for the web.

Editor

The editor gathers website content, works with staff writers and freelancers, generates story ideas, contributes to special features and edits multiple stories. The editor typically edits copy to make sure that all website content is consistent (that it looks and feels the same), and works to make the website a positive experience for users.



Sports Media Profile Print Media

Sports Editor

The sports editor of a newspaper or magazine plans, directs, and implements the organization's coverage of the events and teams in their area and across the nation.

Copy Editor

Copy editors make sure that a text is readable, accurate and ready for publication. They work on publications of all kinds, including books, newspapers, journals and magazines.

Magazine Journalist

Magazine journalists write news articles and features for all types of publications. These range from 'glossy' consumer magazines to specialist trade journals.

Newspaper Journalist

Journalists seek out news and report it to the public as quickly as possible. They try to present stories in a clear, engaging style.

Proofreader

A proofreader performs a 'quality check' on publications, usually immediately before they are issued or go to print. They may work on books, magazines, newspapers and websites, as well as specialist publications such as academic or technical manuals.

Editorial Photographer

Editorial photographers produce images to accompany feature articles in newspapers, magazines and websites. They work both in studios and on location.



Sports Media Profile Television (1)

Announcers, Commentators, and Reporters

Play-by-play announcers provide description of the event while color commentators—often times former players or coaches—provide expert analysis of the game’s events. Many productions also include studio commentators that provide analysis of the games before, during, and after the event. Also, many radio and television broadcasts include reporters who talk with coaches during the games to provide updates on issues like injuries. They also may interview players and coaches after the game.

Audio / Video Technician

Audio technicians help bring the event’s sounds to the sports fan. Critical in both radio and television broadcasts of sports, audio technicians set up and monitor equipment used to capture the action, which includes microphones to pick up crowd noise, the noises from the field of play, as well as the broadcast’s on-air talent.

They also work the sound equipment to assure a consistent audio level during the broadcast.

Video technicians are responsible for setting up and operating the various video components needed to broadcast a sporting event.

Camera Operators

Camera operators do the fieldwork of capturing sports action for television broadcast. During a game, there are often dozens of camera operators focusing on different angles of the field.

Graphics and Replay Technicians

These engineers create the graphics that appear during a sports broadcast, from scoring updates, presentations of players names, to play diagrams. They are also responsible for finding the footage for video replays and slowing down the video to allow the commentators to talk about the play.

Producers and Directors

These professionals make the decisions that will shape the broadcast. They provide story angles to the on-air talent, and make decisions on the look of the show, including camera angles, graphics, and sound.



Sports Media Profile Television (2)

Spotters and Statisticians

Spotters assist the production crew with names and events during a broadcast. In sporting events with a lot of participants, it often is difficult to keep track of every competitor. Spotters assist in this role.

While there is an official scorekeeper, television and radio broadcasts often rely on their own statisticians as well. These statisticians will focus on providing figures that give context to the game during play. For example, they may advise the announcers when a baseball player may be reaching a particular milestone.

Stage Manager

The stage manager makes sure everything is in its proper place for the broadcast, specifically relative to the on-air personalities. The stage manager makes sure chairs and equipment are in the right place. Cameras that focus on the personalities also need to be placed properly. They also adjust on the fly, and in live broadcasts adaptation often is needed.