

Media and the NFL

Field Trip/Distance Learning Program



Instructions:

Please use the following lesson to help prepare your students for a more meaningful and interactive educational experience.

“Field Trip/Distance Learning” Experience Outline:

5 minutes – Welcome

25 minutes – Discussion on the NFL and Television

10 minutes – “Greatest Game Ever Played” Video

10 minutes – Question and Answers



Subject: Information Literacy, Language Arts, Math

Lesson Title: Media and the NFL

Goals/Objectives:

- To examine and respond to media like television and its impact on its viewers.
- To gain knowledge about the growth of the NFL through media.
- To use mathematical concepts in calculating costs of television advertising as it relates to NFL games.

National Standards met:

- **Information Literacy:** 1-The student who is information literate accesses, evaluates, and uses information competently; 2-The student who is information literate evaluates information critically and competently; 3-The student who is information literate uses information accurately and creatively; 7-The student who contributes positively to a learning community and to society is information literate and recognizes the importance of information in a democratic society.
- **Language Arts:** 3-Comprehend, interpret, evaluate, and appreciate texts; 6-Students apply knowledge of language structure
- **Mathematics:** 6-Problem Solving

Methods/Procedures:

Pre-Visit Activity

- Before the “field trip or distance learning” experience, students should use the Internet and other resources to search for information about the history of the NFL on television. Students can take notes on interesting facts from sources like <http://www.profootballhof.com/history/general/chronology/1869-1939.jsp>
- Some examples of questions to look for:
 - When was the first televised game?
 - What game is referred to as the “Greatest Game Ever Played.”
 - How did the AFL impact TV revenue?
 - How many viewers watched Super Bowl XLIII?

Visit Goals/Objectives

- During the “field trip or distance learning” experience, students will be asked to listen carefully to the information presented by the Hall of Fame and take notes.
- The presentation will include:
 - Details on the history and the growth of the NFL in the era of television.
 - How television has impacted the growth of the NFL.



- In depth look at NFL television ratings.
- Information regarding the growth of Super Bowl advertising and viewership.

Post-Visit Activity

- After the “field trip or distance learning” experience, students will visit Frank Baker’s site, http://www.frankwbaker.com/super_bowl.htm to view the graphs and information about Super Bowl advertising. They can then complete the Super Bowl Math activity (page 4) using the graphs and facts and figures.
- Students will receive handouts containing information about media literacy (pages 6-10). They will be asked to answer questions that should be considered when viewing media messages (page 10). An effective way to use the handout with questions would be to show the students a television commercial. The questions could be asked in a group setting or used individually and compared with group answers.
- Students will use the Internet to visit the website <http://www.superbowl-ads.com/> to view the 2009 Super Bowl ads. As one possible lesson, the students could view the ad and answer the questions concerning media literacy (page 10). The students could work individually or the class could view the ads together and answer the questions.
- As an extension, and if facilities allow, there is an additional activity involving “hype” used during media events. The teacher can examine that lesson for its application and appropriateness in the classroom; it can be found at the Media Awareness Network, <http://www.media-awareness.ca/english/index.cfm>. Using the search box, type in “hype” to find the lesson.

Materials:

- Computers with Internet access.
- Paper, handouts
- Pencils or pens
- Televisions and computer monitors for viewing advertising.

Assessment:

- Teacher-created rubric scoring data collected as well as analysis and conclusions based on discussion.
- Answer key for math problems.



Media and the NFL Super Bowl Math Problems:

1. Look at the graph on the cost of advertising. What was the average price of a 30-second ad in the year 1998? By what percentage did the ad's cost increase in 2005?
2. By what percentage did the cost of an ad increase over the years from 1996 until 2006?
3. Look at the graph titled "Number of Viewers" that shows the thirty-year span. What was the difference between the number of viewers in 1970 and the number in 2003?
4. What was the percentage of increase for the viewers in question 3?
5. Imagine that you were an advertiser in the year 2002. Using the chart "Super Bowl 2007," tell what you paid for a one-minute commercial.
6. Imagine that you were an advertiser in the year 2004. What did you pay for a commercial lasting one and one-half minutes?
7. Look at the chart titled "Super Bowl 2007." What was the actual cost of a 30-second ad in 1972?
8. What was the adjusted cost for that same ad?
9. What is the difference in cost between the actual and the adjusted cost?
10. According to the source *The Value of a Dollar*, the average annual income for someone in a manufacturing job in 1973 was \$11,000. How long would this person have to work to pay for a 30-second ad that year?
11. Using the same chart, figure out how long a person would have to work in order to pay for a 30-second ad in the year shown. Use the actual ad cost. Give the answer in year and decimal to the nearest tenth.

Year	Income	Amount of time necessary
1980	\$19,000	
1987	\$27,000	
1998	\$31,000	



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Super Bowl Math Problems: Answer Key

1. Look at the graph on the cost of advertising. What was the average price of a 30-second ad in the year 1998? **1.56 million dollars** By what percentage did the ad's cost increase in 2004? **44 percent**
2. By what percentage did the cost of an ad increase over the years from 1996 until 2006? **82 percent**
3. Look at the graph titled "Annual Advertising Showcase" that shows the thirty-year span. What was the difference between the number of viewers in 1970 and the number in 2003? **44.3 million—they doubled.**
4. What was the percentage of increase for the viewers in question 3? **100 percent**
5. Imagine that you were an advertiser in the year 2002. Using the chart "Super Bowl 2007," tell what you paid for two 30-second ads. **\$3,800,000**
6. Imagine that you were an advertiser in the year 2004. Using the chart "Super Bowl 2007," what did you pay for three 30-second ads? **\$6,750,000**
7. Using the chart titled "Super Bowl 2007." What was the actual cost of a 30-second ad in 1972? **\$86,000**
8. What was the adjusted price of inflation cost for that same ad? **\$421,233**
9. What is the difference in cost between the actual and the adjusted cost? **\$335,233**
10. According to the source *The Value of a Dollar*, the average annual income for someone in a manufacturing job in 1973 was \$11,000. How long would this person have to work to pay for a 30-second ad that year? **9.4 years**
11. Using the same chart, figure out how long a person would have to work in order to pay for a 30-second ad in the year shown. Use the actual ad cost. Give the answer in years and decimal to the nearest tenth.

Year	Income	Amount of time necessary
1980	\$19,000	14.5 years
1987	\$27,000	21.3 years
1998	\$31,000	41.9 years



Media Literacy

A Glossary of Terms:

Audience: The group of consumers for whom the media text was constructed as well as anyone else who is exposed to the text.

Connotation: A description of value or meaning that is associated with a media text.

Critical Viewing: The ability to use critical thinking skills to view, question, analyze, and understand issues presented overtly and covertly in visual media.

Overtly: obviously

Covertly: secretly

Demographics: Recognizable characteristics of media consumers such as age, gender, education, and income level.

Denotation: A description of a media text indicating its common sense, obvious meaning.

Mass Media: The process by which individuals learn the technical production skills associated with creating media texts.

Media Literacy: The process of understanding and using mass media in an assertive and non-passive way. This includes an informed and critical understanding of the nature of the media, the techniques used by them, and the impact of these techniques.

Medium: The singular of media, which usually describes individual forms such as radio, television, film, etc.

Technology: The machinery, tools and materials required to produce a media text. In media literacy terms, technology greatly impacts upon the construction and connotation of a text.

Text: The individual results of media production: a movie, a TV episode, a book, an issue of a magazine or newspaper, an advertisement, an album, a CD, etc.

Source: Media Awareness Network

http://www.media-awareness.ca/english/resources/educational/teaching_backgrounders



Eight Key Concepts for Media Literacy:

1. All media are construction

The media do not present simple reflections of external reality. Rather, they present carefully crafted constructions that reflect many decisions and result from many determining factors. Media Literacy works towards deconstructing these constructions, taking them apart to show how they are made.

2. The media construct reality

The media are responsible for the majority of the observations and experiences from which we build up our personal understandings of the world and how it works. Much of our view of reality is based on media messages that have been pre-constructed and have attitudes, interpretations and conclusions already built in. The media, to a great extent, give us our sense of reality.

3. Audiences negotiate meaning in the media

The media provide us with much of the material upon which we build our picture of reality, and we all "negotiate" meaning according to individual factors: personal needs and anxieties, the pleasures or troubles of the day, racial and sexual attitudes, family and cultural background, and so forth.

4. Media have commercial implications

Media Literacy aims to encourage an awareness of how the media are influenced by commercial considerations, and how these affect content, technique and distribution. Most media production is a business, and must therefore make a profit. Questions of ownership and control are central: a relatively small number of individuals control what we watch, read and hear in the media.

5. Media contain ideological and value messages

All media products are advertising, in some sense, in that they proclaim values and ways of life. Explicitly or implicitly, the mainstream media convey ideological messages about such issues as the nature of the good life, the virtue of consumerism, the role of women, the acceptance of authority, and unquestioning patriotism.

6. Media have social and political implications

The media have great influence on politics and on forming social change. Television can greatly influence the election of a national leader on the basis of image. The media involve us in concerns such as civil rights issues, famines in Africa, and the AIDS epidemic. They give us an intimate sense of national issues and global concerns, so that we become citizens of Marshall McLuhan's "Global Village."

7. Form and content are closely related in the media

As Marshall McLuhan noted, each medium has its own grammar and codifies reality in its own particular way. Different media will report the same event, but create different impressions and messages.

8. Each medium has a unique aesthetic form

Just as we notice the pleasing rhythms of certain pieces of poetry or prose, so we ought to be able to enjoy the pleasing forms and effects of the different media.

Source: John Pungente, S.J. From Barry Duncan et al. *Media Literacy Resource Guide*, Ontario Ministry of Education, Toronto, ON. Canada, 1989.



Key Concepts for Media Education:

Analysis for Media Production

Purpose: People make media messages to inform, entertain, and/or persuade for political, commercial, educational, artistic, moral and/or other purposes.

Values: Media messages communicate explicit and implicit values.

Representation: Media messages are constructed—they are only representations of real or imaginary worlds.

Codes, conventions and characteristics: Each medium has its own set of codes, conventions and characteristics that affect the way messages are transmitted and understood.

Production: People who understand the media are better able to make purposeful media messages.

Audience Interpretation and Influence

Interpretation: Audience members bring their knowledge, experience and values to their interpretation of, and emotional responses to, media messages.

Influence of media on audience: Media messages can influence people's attitudes, behaviour and values.

Influence of audience on media: People can influence media institutions and the messages they produce and transmit.

Media and Society

Control: People who control a society's dominant institutions have disproportionate influence on the construction and dissemination of media messages and the values they contain.

Scope: Media technologies influence and are influenced by the political, economic, social and intellectual dimensions of societies.

Source: British Columbia Association for Media Education (BCAME).



Five Core Concepts and Five Key Questions for Media Literacy:

As part of its [*CML MediaLit Kit*](#), the Center for Media Literacy has developed a series of five key concepts for media literacy education, and five key questions that correspond to each of these concepts.

Five Core Concepts

1. All media messages are constructed.
2. Media messages are constructed using a creative language with its own rules.
3. Different people experience the same messages differently.
4. Media have embedded values and points of view.
5. Media messages are constructed to gain profit and/or power.

Five Key Questions

1. Who created this message?
2. What techniques are used to attract my attention?
3. How might different people understand this message differently from me?
4. What lifestyles, values, and points of view are represented in or omitted from this message?
5. Why was this message sent?

Source: Media Awareness Network



Media Literacy Questions:

Look at the magazine ad or the television commercial.

When viewing television, magazines, any media, consider the following questions.

1. Who is the producer of the message?
2. What is the producer's purpose or motive?
3. Who is the intended (primary) target audience? How do you know?
4. What does the message say? How does it say it?
5. What methods or techniques does the producer use to make the message attractive or believable?
6. What lifestyle is portrayed in the message?
7. Who makes the money or benefits from the message?
8. Who or what is left out of the message?
9. Do you agree with the message?
10. How might different people interpret the message differently?
11. What do you KNOW from the message?
12. What do you NOT know from the message?
13. What would you like to know?

