

Weekly Review: Best and Worst Behaved

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KSPN

Knowledge Sports Production Network



Effective Integration of Technology Into K-12 Curriculum

Best and Worst Behaved

Core Value: Citizenship and Personal Responsibility

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The Best and the Worst

Grade Levels: 6-12

Curriculum Areas: English Language Arts, Social Studies, and Technology

Approximate Time Frame: Approximately 3 – 4 weeks¹

Introduction:

*The more freedom we enjoy, the greater the responsibility we bear,
toward others as well as ourselves.*

~ Oscar Arias Sanchez

Are you a good citizen? What is your personal responsibility towards your community, your country, and your world? How important are these core values to you and your peers?



In this learning activity, students will answer these questions as they explore concepts of *Citizenship* and *Personal Responsibility* and determine the importance of these core values in their daily lives. Students will assume the role of investigative reporters who must balance responsible journalism while creating interesting, provocative segments for *The Best and The Worst* segment on KSPN's *Weekly Review*.

Working in small, cooperative groups, students will have the opportunity to survey their peers. They will practice “digital citizenship” as they create vignettes which feature athletes. Finally, they will scrutinize both local and renowned athletes to determine how *citizenship* and *personal responsibility* is demonstrated both on and off the “playing field.”

¹ You may need to adjust this time frame to meet the needs of your students.

Standards and Learning for this Activity:

Social Studies: <http://www.socialstudies.org/standards/>

- **Strand V – Individual Development and Identity:** Social studies programs should include experiences that provide for the study of individual development and identity.
- **Strand X – Civic Ideals and Practices:** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

English Language Arts: <http://www.ncte.org/about/over/standards>

- **Standard 4:** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- **Standard 7:** Students conduct research on issues by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- **Standard 8:** Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Technology: <http://www.iste.org>

- **Standard 1 – Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- **Standard 2 – Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- **Standard 5 – Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
Students:
 - a) advocate and practice safe, legal, and responsible use of information and technology.
 - b) exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
 - c) demonstrate personal responsibility for lifelong learning.
 - d) exhibit leadership for digital citizenship.

Required Materials and Resources:

Student will need access to video-production equipment, such as:

- ✓ Video and still digital cameras
- ✓ Video editing software, such as *Apple iMovie*, *Windows Movie Maker*, or *Adobe Premiere*.
- ✓ Tripod (optional)

Activity Procedure:

Introduction and Motivation



Ask students to individually respond to the following question:

*Imagine that you won twenty million dollars.
List ten things that you would do with the money
and explain your reasoning for your choices.*

Once students have completed this prompt, ask students to share their responses with a partner. Next have students work in groups of 3-4 to identify ten things they would do with the money *if they were unable to spend money on themselves.*

Have each group share record their responses on chart paper. Each group should present its completed list to the class. Once each group has shared, take time to point out the similarities and differences between the groups' choices. You may want to highlight examples of citizenship or personal responsibility that were included in the list. Ask students to share how they felt about the first task as compared to the second task.

Next, provide students with the following quote:

You cannot hope to build a better world without improving the individuals. To that end each of us must work for his own improvement, and at the same time share a general responsibility for all humanity, our particular duty being to aid those to whom we think we can be most useful.

~ Marie Curie

Ask students to read the quote and discuss its meaning with the other group members and determine if they agree/disagree with the author's viewpoint. You may want to provide students with some of the following prompts to help lead their discussion:

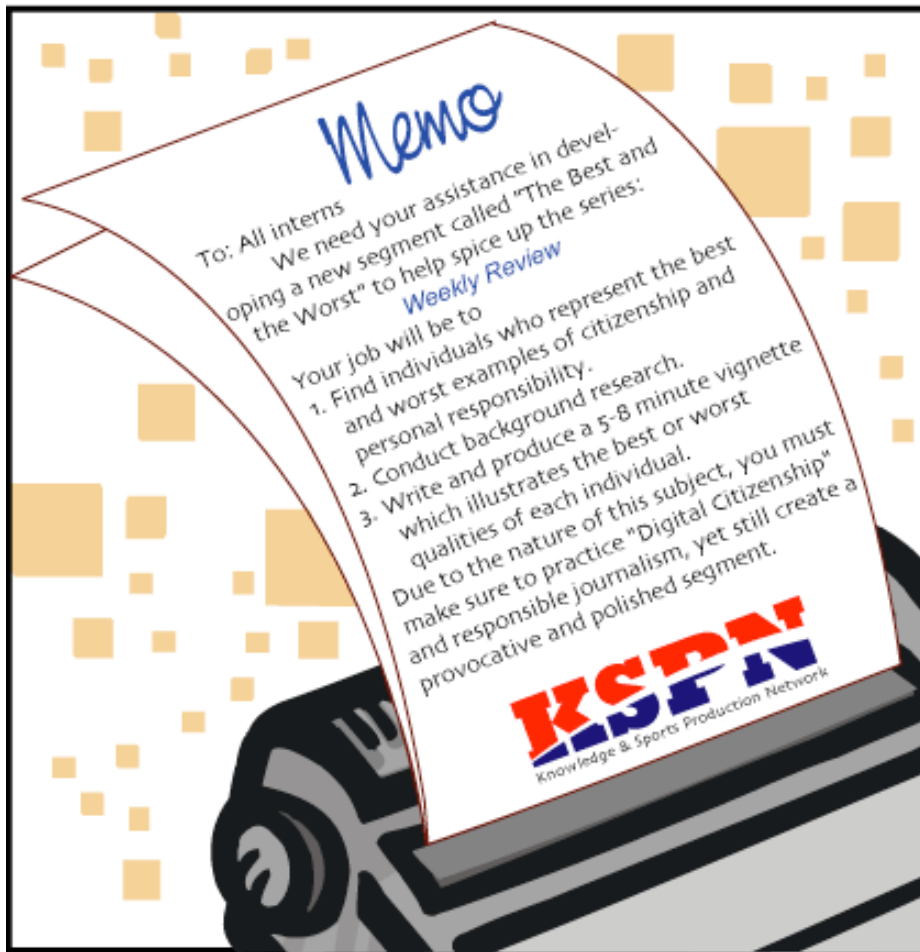
- ✓ What is social responsibility? What does it have to do with citizenship?
- ✓ What does being a "good citizen" mean? What does "personal responsibility" mean?
- ✓ What are the benefits of citizenship and social responsibility?
- ✓ What is the relationship between *rights* and *responsibilities*?
- ✓ Do athletes have a responsibility to be role models? Is their responsibility greater than other people?

As students share their responses, it will be important to refer back to their earlier lottery list. As part of the whole-group discussion, students will develop a working definition for the core values: *citizenship* and *personal responsibility*.

Initial Production Meeting

Tell your students that they have just been hired as interns by KSPN, *Knowledge & Sports Production Network*. Their job will be to provide content for the failing show, *Weekly Review*. Explain to students that this show is news magazine that reviews the week in sports. In an effort to boost ratings, the producers are asking them to develop a new segment.

Provide students with a copy of the handout for this activity:



This handout is a memo from the producers of KSPN's *Weekly Review* production team outlining the expectations of this segment. As a class, review the content of the memo. Make sure students understand that they can (and should) profile local athletes as well as celebrity athletes.

Make sure you discuss the term *Digital Citizenship* with students before moving on. You may want to provide students with a copy of ISTE "Standard #5: Digital Citizenship" for them to review and discuss.²

² See Standards and Learning (p. 2) or visit:

http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm

As your students take on the role of investigative reporters, they will discover that like many professional journalists today, they will need to balance the need to create a sensational, provocative segment to attract more viewers with the practice personal responsibility and citizenship which is an integral part of responsible journalism.

Make sure students have a clear idea of what they are expected to do before moving on. Provide students with the rubric that will be used to assess their finished work. A sample rubric is included with this activity, however, you may need to customize this rubric to meet the needs of your students.

Survey Says...

How important are core values such as *Citizenship* and *Personal Responsibility*? Ask students to predict how their peers would answer this question. Do they think these issues are important to teenagers or even to the general public?

Remind students that one of their goals, as KSPN interns, is to help bolster the ratings of a failing program. Therefore, it is important that they recognize what their potential audience thinks about the topic and to incorporate that information into their final product. While many students can guess about how their peers think, a more accurate approach would be to collect data. Conducting a survey can be an efficient and appropriate way to gather data, especially information about peoples opinions and beliefs.³

One of the most important aspects of developing a survey is writing the questions. Show students the following sample survey questions:

1. Do you think the new dress code is too restrictive?
(yes) (no) [*biased, leading question*]
2. Do you think the cafeteria should offer healthier snacks and discontinue serving soda?
(yes) (no) [*double barrel, asks more than one thing*]
3. How long does it take you to get to school each day?
(less than 10 minutes) (between 10 and 30 minutes)
(more than 30 minutes) (I walk)
[*poor response choices: "I walk" is irrelevant; what if it takes you ten minutes?*]

Each of these questions is poorly worded. Ask students to consider what is wrong with each question and to rewrite a better question.

Students should understand that the types of questions they include in their survey will impact the validity of the data they collect. Questions should be clear and unbiased. The questions should ask only one thing and they should not lead the respondent to answer a certain way. Avoid irrelevant or incongruous responses.

³ Additional information about conducting and using surveys can be found at:
http://pbltech.org/wiki/index.php?title=Survey#Writing_Good_Survey_Questions

The Pitch

Divide students into small cooperative groups of 3 – 4 students. Have each group brainstorm examples of athletes (local, regional, national) who exemplify good citizens and exhibit personal responsibility and those who do not. It may be helpful for students to conduct some preliminary research before making their final selections. Make sure that each group selects different subjects.

Each group should identify two athletes to represent the best and two athletes to represent the worst examples of citizenship and personal responsibility. (Groups may select school peers as examples of “the best,” but obviously not as examples of “the worst.” Once each group has determined who they want to showcase and why, they will need to “pitch” their selections. In television, a pitch is when the people who want to make a movie (writers, directors, etc.) verbally present their ideas to the people who pay for making the movie (the producers).⁴

For this activity, each group will pitch their suggestions. The pitch should explain why the individuals are a good choice for *The Best and the Worst* segment. Make sure students understand that the purpose of their pitch is to persuade the “Executive Producer” (the teacher) to accept the people they have selected for the segment. As “Executive Producer,” make sure that the individuals and topics are appropriate before you “green light” (that is, approve) any group’s pitch.

Note: If time is an issue, the groups can present their pitch in writing or participate in a private conference with the Producer (teacher).

Script to Air

Once students have had their individuals and topics finalized, they will need to develop a script and/or storyboard to layout their “Best and Worst” segment. It will be important to place a deadline for the completion of the segment and to stick to this deadline.

This is a wonderful opportunity to provide students with creative freedom in developing their segment. This will give them ownership and invest them in the project’s outcome. At the same time, students often have ideas that expand beyond the scope of what is possible with the available time, technology, or resources. If this should happen, try to find creative ways to adapt their ideas into something manageable, without taking away control or extending beyond the deadline.

Students will need to edit their video and prepare it to be aired on KSPN. Each group will present their video segment to a focus group (one or more of the other groups) and the Executive Producer (the teacher). The focus groups will be evaluating the work using the rubric and providing their feedback to the completed interview. Each group will also submit a self-review of their process and their final product. This feedback will assist the Executive Producer in determining which segments will be published on the Internet.

⁴ To learn more about “pitching” a movie idea, visit: <http://pbltech.org/wiki/index.php?title=Pitch>.

Handout: A Grand Interview

Memo

To: All interns

We need your assistance in developing a new segment called "The Best and the Worst" to help spice up the series:

Weekly Review

Your job will be to

1. Find individuals who represent the best and worst examples of citizenship and personal responsibility.
2. Conduct background research.
3. Write and produce a 5-8 minute vignette which illustrates the best or worst qualities of each individual.

Due to the nature of this subject, you must make sure to practice "Digital Citizenship" and responsible journalism, yet still create a provocative and polished segment.

KSDT
NEWS 14
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Rubric for *Best and Worst Behaved Vignette*

Criteria	Above Standard (4 pts)	Meeting Standard (3 pts)	Getting There (2 pts)	Not Yet (1 pt)
Content	The information presented in the vignette was clear, accurate, and thorough. Every point was well supported with relevant examples or quotations.	The information presented in the vignette was accurate and thorough. Most points were supported with relevant examples or quotations.	Most of the information presented in the vignette was accurate but the overall presentation was not thorough. Most points were supported, but the relevance of some evidence was questionable.	The information presented in the vignette was inaccurate or missing. Only a few points were supported with examples or quotations.
Organization	The vignette demonstrates a clear and logical presentation. The organization enhances the viewer's understanding of the topic.	The vignette is organized. The viewer has a clear understanding of the topic.	The vignette is somewhat unorganized. This may lead to misunderstanding or misinterpretation at times.	There is no clear or logical order to the information, which interferes with understanding.
Production	The vignette is perfectly produced with good sound and picture quality. Transitions, titles, and special effects are used tastefully. The length keeps the audience interested.	The vignette is fairly well produced with good sound and picture quality. There is appropriate use of transitions, titles, and special effects. The length is appropriate to the subject matter.	The vignette has some production problems and/or sound quality issues. Some transitions, titles, or special effects are missing or inappropriate. It is either too long or too short for the topic.	The vignette has significant production problems. Transitions, titles, or special effects are missing or interfere with the vignette. It is either too long or too short for the topic.
Survey Data	The vignette includes data from student conducted survey. The data is clearly and attractively represented and the content of the data is woven seamlessly into the presentation.	The vignette includes data from student conducted survey. The data is accurately represented and the content of the data is relevant to the presentation.	The vignette includes data from student conducted survey. The data is not clearly represented or the content of the data is not relevant the presentation.	Either the vignette does not include data from a student conducted survey or the data is neither clearly represented nor relevant.
Collaboration and Communication	You work well with others. You assume a clear role and related responsibilities. You motivate others to do their best.	You work well with others. You take part in most decisions, share information, and contribute a fair share to the group.	You work well with others but have difficulty sharing decisions, information, and/or responsibilities. You contributed less than a fair share to the group.	You did not work with others in most situations. You did not share information and/or did not contribute to the group.
Score	18 - 20	13 - 17	8 - 12	5 - 7