

# ALL-STAR VIRTUAL FIELD TRIP COMPANION GUIDE

## NBA Storytellers: All-Star Virtual Field Trip Educator Companion Guide

**Targeted Grade Level: 6-9**

### Overview of the Virtual Field Trip (VFT)

Stories have been used throughout history to help us connect, share, and understand the world we live in. Today, stories are told on an unprecedented scale, with images, videos, data, and social media reaching audiences across the globe. These stories connect people in ways never before possible, and evolving technology has given rise to new and exciting careers in storytelling.

Discovery Education and the NBA are hosting an exclusive All-Star Virtual Field Trip to showcase NBA storytellers and help students learn about their careers. Students will explore how NBA and WNBA professionals use creativity, collaboration, critical thinking, and communication to capture the game like never before. This 30-minute program will take students and educators behind the scenes to meet the people who are sharing professional basketball's most compelling narratives—from its powerful history to its exciting present and its inspiring future.

This VFT will help students:

- explore exciting career pathways related to professional basketball and learn how NBA professionals use communication, collaboration, critical thinking, and creativity every day.
- examine how the art of storytelling—visual, oral, digital, and data-driven—plays an important role in these careers.
- learn how technology and new media have impacted the way in which we tell stories in the modern era.
- learn about the past, present, and future of the NBA's story.

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## The NBA All-Star Game

The NBA All-Star Game is a basketball exhibition game hosted every February by the NBA, matching a mix of the league's star players, who are drafted by two team captains. The team captains are the two players, one from each conference, with the most votes from fans. The team captains take turns drafting from a pool of 22 players that were voted as All-Stars, picking first starters and then reserves without regard for conference affiliation. The All-Star Game features a total of 24 players. The 2020 NBA All-Star Game will take place at the United Center in Chicago, Illinois.

## Companion Guide

- The **pre-viewing activities** in this companion guide will introduce students to the natural connections between storytelling and basketball as they explore how various artistic media are used to tell stories about the game.
- The **viewing** activities will challenge students to consider how technology impacts storytelling and explore the importance of creativity and perseverance in career choice and development.
- The **post-viewing activities** will give students an opportunity to investigate how NBA professionals use data to determine which stories to tell and how the arts are used to tell stories in creative and compelling ways. Educators may choose to complete one or all these activities before, during, or after the Virtual Field Trip.

## Materials

Depending on which of the activities you choose, you will need:

- Access to the Internet
- Copies for each student of the following:
  1. **Telling Stories with Data and Technology** capture sheet
  2. **Creating Careers** capture sheet
  3. **Multimedia Storytelling Process** sheet
  4. **Narrative Nonfiction Writing Tips** sheet
- Printed or bookmarked images and multimedia resources of NBA All-Star Games
- Sticky notes
- Chart paper, PowerPoint/Google Slides, or board
- Technology tools for storytelling (e.g., audio and video recorders, cameras, web page builders)

Some activities utilize resources that are available in Discovery Education Services. Simply log into [Discovery Education](#) with your username and password. Not a current Discovery Education user? No problem! Request a demo [here](#).





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## Pre-Viewing Activity 1:

### A Picture Is Worth a Thousand Words

1. Prior to class, create a gallery of images from the NBA All-Star Game. You can do this by visiting the [NBA All-Star](#) website and copying, saving, and/or bookmarking select images. In addition to the landing page, images are available on the [All-Star History](#) page.
2. At the beginning of class, share the adage, “A picture is worth a thousand words.” Ask student volunteers to explain what the quote means in their own words. Ask for a show of hands whether students agree with the quote. Call on select students to explain why they agree or disagree.
3. Organize students into groups and give each group 5-7 sticky notes (one per image). Direct students’ attention to the image gallery (online or on the walls of your classroom).
4. Explain that students will conduct a gallery walk. They will view each image and write a caption—a brief explanation of what’s happening in the image—on a sticky note that describes the story each image tells about the NBA All-Star Game.
5. Once students have viewed all of the images, project or point to the first image and call on groups to share their captions. Discuss similarities and differences among the captions. Repeat this procedure for the rest of the images.
6. Working as a whole class, create a list of facts and/or ideas about the NBA All-Star Game based on insights drawn from the images.

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## Pre-Viewing Activity 2:

### Multimedia Storytelling

1. At the beginning of class, explain that students are going to learn about the NBA All-Star Game and how NBA professionals tell compelling stories about the game. Ask several student volunteers to share what they know about the NBA All-Star Game. Write down facts and ideas on a piece of chart paper, a digital slide, or the board.
2. Explain that, thanks to advances in technology, NBA professionals can use many different media to tell stories about NBA games, including the All-Star Game. Write the following terms on the board: image, graphic, audio, video, article, and social media.
3. Ask students to work in pairs to develop their own definitions for each term. When students have finished, call on volunteers and write down student responses to establish a set of class definitions that all students understand.
4. Explain that students are going to choose a historic or current event and practice telling the story of that event using different media.
5. Organize students into small groups and provide time for students to create their multimedia stories.
6. Once students have completed their stories, provide time for each group to share its story. Ask students to explain why they chose specific media assets and what they contribute to the story.

As an exit ticket, ask students to consider and write down their thoughts about the unique strengths and tradeoffs of each storytelling medium.



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## Viewing Activity 1:

### How Data and Technology Help Us Tell Compelling Stories

1. Introduce the NBA Storytellers All-Star Virtual Field Trip, which will allow students to explore some of the storytelling techniques that NBA and WNBA professionals use to reach and connect to fans around the globe. Distribute the *Telling Stories with Data and Technology* capture sheet.
2. Direct students to watch the Virtual Field Trip. While they watch, direct them to identify and record examples of how each individual uses data and/or technology to determine which NBA stories to tell and how they actually tell those stories to people around the globe. Review answers.
3. Encourage students to consider how they can use technology to tell stories about sports events or other topics of interest.

## Viewing Activity 2:

### Developing Careers through Perseverance & Creativity

1. Introduce the NBA Storytellers All-Star Virtual Field Trip, which will allow students to explore how perseverance and creativity have played a role in the career development of featured NBA and WNBA professionals. Distribute the *Creating Careers* capture sheet.
2. Direct students to watch the Virtual Field Trip. While they watch, challenge them to identify and record examples of how perseverance and creativity helped each highlighted professional on his/her career path.
3. Challenge students to consider how they can use perseverance and creativity to pursue the careers featured in the video or other careers in which they're interested.





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## Post-Viewing Activity 1:

### Using Data and Technology to Tell a Story

1. Ask students to share what they learned in the Virtual Field Trip about how data and technology are used to determine which NBA stories to tell and to create compelling stories.
2. Inform students that, in this activity, they will have a chance to use data to decide on a story they want to tell about the NBA or WNBA. Once they've chosen their story, they will use technology to bring their stories to life.
3. Direct students to the [NBA Advanced Stats](#) home page. (Note: Discovery Education Math Techbook users can also use the Discovery Education NBA Analysis Tool for this activity.) Tell students that they will use the data set from the regular season to identify a team or player whose story they would like to capture. Students should spend a few minutes looking at all of the data columns to discover what's available.
4. Ask students to focus on teams or players with outstanding achievements and to look for interesting changes teams or players exhibit over time. For example, which players stand out and in what ways? Is there one team or player who showed great improvement over the course of a season or from one season to the next?
5. Once students have identified a story they want to tell, encourage them to conduct research to learn more about the player, team, and/or trend on which they will focus. Challenge students to use a variety of information sources during their research.
6. When students are ready to begin crafting their stories, ask them to recall the technologies and storytelling techniques they learned about in the Virtual Field Trip and make a list for students to reference. (Note: They may wish to reference their *Telling Stories with Data & Technology* capture sheets.)
7. Encourage students to consider and list technologies that are available to them (e.g., video, audio, digital images and/or slideshow, social media).
8. Once students' stories are complete, organize a student showcase so that students have opportunities to share their stories with and receive feedback from their peers.
9. As an extension activity, encourage students to track data as they are watching a school sports event and use the data to write an original story about the event. If possible, share the stories with the school newspaper or other communication channels in your community.



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## Post-Viewing Activity 2:

### Telling Multimedia Stories

1. Ask students to share what they learned before and during the Virtual Field Trip about using a range of different mediums to tell stories (e.g., images, audio, video, text).
2. Inform students that, in this activity, they will have a chance to create an original multimedia story. You may want to encourage students to tell stories about the NBA All-Star Game, but they are not limited to this event or even to sports.
3. Organize students into pairs or small groups and distribute the *Multimedia Storytelling Process* sheet. Review the activity sheet with students and answer any questions students might have.
4. Provide ample time for students to complete the process outlined in the activity sheet.
5. Once students' stories are complete, organize a student showcase so that students have opportunities to share their stories with and receive feedback from their peers.





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## Post-Viewing Activity 3:

### Narrative Nonfiction Writing

1. Challenge students to list all of the professionals who were featured in the Virtual Field Trip. Invite them to select one professional and describe his or her career in just six words! Note: Six Word Story is a Discovery Education teaching strategy that allows students to practice summarizing and selecting word choice. In this strategy, students are challenged to use an image or an article as the basis for a story that conveys a big idea using only six words. Share and compare six-word stories.
2. While six-word stories are meant to challenge students to be concise, narratives are opportunities to tell a more robust story about a person or event. Explain that, in this activity, students will write a nonfiction narrative about a specific player or event from NBA or WNBA history. Legendary moments from NBA history can be found [here](#). A summary of key moments in the WNBA history can be found [here](#).
3. Distribute the *Narrative Nonfiction Writing Tips* sheet and review the definition and tips with students. Answer any questions students may have.
4. Provide ample time for students to conduct research on their topic. Students might wish to reference the official [NBA Replay Archive](#), the [NBA History](#) page, the [WNBA Players Archive](#), and the [WNBA History](#) page.
5. Once students have completed their narratives, encourage them to pair up to share their narratives with each other.
6. As a wrap up, ask students to complete an exit ticket by writing down the two most interesting facts they learned in writing their own narratives and the two most interesting facts they learned from reading or listening to their partner's narratives.



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## Explore More Resources from the NBA

Find more ways to explore storytelling and the NBA. Simply log into [Discovery Education](#) with your username and password. Not a current Discovery Education user? No problem! Request a demo [here](#).

### **“Basketball Across the Curriculum” Content Channel**

Once you’re logged into Discovery Education, visit the Basketball Across the Curriculum channel to access a curated collection of standards-aligned, basketball-focused digital content paired with instructional resources. All NBA Virtual Field Trips and primary source videos and images directly from the NBA Archive are showcased within the channel.

### **NBA Analysis Tool**

Discovery Education Math Techbook users have access to the NBA Analysis Tool, which allows students to gather and analyze NBA and WNBA statistical categories, follow a favorite player or team, and predict player performance throughout the season. Students will have fun as they grow their understanding of how essential math is to the game of basketball.



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## National Standards

### ISTE Standards for Students

- 3a.** Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 3c.** Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 6b.** Students create original works or responsibly repurpose or remix digital resources into new creations.

### Common Core State Standards for Mathematics

- S.IC-3.** Making Inferences and Justifying Conclusion  
Make inferences and justify conclusions from sample surveys, experiments, and observational studies

### Common Core State Standards for English Language Arts & Literacy

#### **CCSS.ELA-LITERACY.CCRA.R.7**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### **CCSS.ELA-LITERACY.CCRA.SL.1**

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### **CCSS.ELA-LITERACY.CCRA.W.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

#### **CCSS.ELA-LITERACY.CCRA.W.6**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **CCSS.ELA-LITERACY.CCRA.W.7**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

#### **CCSS.ELA-LITERACY.CCRA.W.8**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

#### **CCSS.ELA-LITERACY.CCRA.W.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.



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Name \_\_\_\_\_ Date \_\_\_\_\_

## Telling Stories with Data and Technology

Complete the information in the table below and answer the questions that follow during or after watching *NBA Storytellers: An All-Star Virtual Field Trip*.

**List two ways that each individual uses data and/or technology to determine which NBA stories to tell and to tell compelling stories about the NBA All-Star Game.**

**John Hareas**

NBA Vice President,  
Editorial & Content,  
and NBA Historian

1.

2.

**Ryan Arcidiacono**

Point Guard/Shooting  
Guard, Chicago Bulls

1.

2.

**Michelle McComas**

Senior Director of  
Entertainment and Events,  
Chicago Bulls

1.

2.



# ALL-STAR VIRTUAL FIELD TRIP COMPANION GUIDE



**Luka Dukich**

1.

2.

Director of Digital Content,  
Chicago Bulls

**Michelle Farsi**

1.

2.

NBA Contract Photographer

**Mike Callahan**

1.

2.

Digital Product  
Management, NBA

**Rosalyn Gold-Onwude**

1.

2.

Broadcast Basketball Analyst





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1. What types of stories are you most interested in telling?

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2. How have you and/or can you use data and technology to tell stories?

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3. Which courses or training opportunities would allow you to expand your storytelling skills?

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Career Development

Complete the information in the table below and answer the questions that follow during or after watching the NBA Storytellers Virtual Field Trip.

**List two ways in which each individual uses creativity and/or perseverance in his or her job.**

**John Hareas**

NBA Vice President of  
Editorial & Daily  
Content Management

1.

2.

**Ryan Arcidiacono**

Point Guard/Shooting  
Guard, Chicago Bulls

1.

2.

**Michelle McComas**

Senior Director of  
Entertainment and Events,  
Chicago Bulls

1.

2.





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**Luka Dukich**

1.

2.

Director of Digital Content,  
Chicago Bulls

**Michelle Farsi**

1.

2.

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**Mike Callahan**

1.

2.

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1.

2.

Broadcast Basketball  
Analyst



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1. Which background experiences of yours mirror those that you learned about during the Virtual Field Trip?

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2. Which courses or training opportunities would you be interested in exploring further?

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3. List two careers from the Virtual Field Trip that most interest you based on your experiences, skills, and interests and explain one thing you could do now to help you pursue this field.

1.

2.





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Name \_\_\_\_\_ Date \_\_\_\_\_

## Multimedia Storytelling Process

The following information and techniques will help you create compelling multimedia stories.

### What is a multimedia story?

A multimedia story is a story that uses text, images, video, audio, graphics, and/or interactivity to tell a story in a nonlinear format. The information presented in each medium is complementary, not redundant.

### Step 1: Choose a topic

Not all news stories make good multimedia stories. The best multimedia stories are multi-dimensional. They involve action for video, a process that can be illustrated with a graphic (e.g., “how to make a three-point shot” or “how NBA rule changes are made”), someone who can provide interesting quotes for video or audio, and/or strong emotions for still photos and audio. Working with your partner(s), brainstorm a list of possible topics. Then, decide on the one you think will work best.

### Step 2: Conduct preliminary research

Use secondary sources to gather basic information about the topic of your story.

### Step 3: Create a storyboard

Divide the story into its logical, nonlinear parts, such as:

- a lead paragraph, essentially addressing why this story is important
- profiles of the main person or people in the story
- the event or situation
- any process of how something works
- pros and cons
- the history of the event or situation
- other related issues raised by the story

Next, divide the contents of the story among the media—video, photos, audio, graphics, and text. Which parts of the story will work best in each medium?



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## **Step 4: Gather information from primary and secondary sources**

Schedule interviews with key individuals and document what they say using a variety of media. Collect photos, video, and/or audio from secondary sources to include in your story. Gather information from secondary sources that you can use to create compelling graphics.

## **Step 5: Assemble your story**

Edit the pieces you have collected and/or created to tell your multimedia story. Then, pull together all of the finalized components of your story in a hyperlinked document or web page.

## **Step 6: Share your story**

Publish your story and share it with classmates, friends, and family. If you want to increase your viewership, reach out to school or community media channels to encourage them to share your story more broadly.



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Name \_\_\_\_\_ Date \_\_\_\_\_

## Narrative Nonfiction Writing Tips

The following information and techniques will help you create compelling multimedia stories.

### What is narrative nonfiction?

Narrative nonfiction is fact-based storytelling. It is a form of writing that combines good research with compelling, character-driven storytelling. With narrative nonfiction, you don't necessarily present the main point in the first paragraph. Compelling narratives are organized to keep the reader reading to find out what happens.

### Technique 1: Tell a memorable story

Choose a topic that is interesting to you and is likely to be interesting to many readers. Use examples, personal experiences, and comparisons to help make your point. This will help your reader understand, relate to, and remember your narrative.

### Technique 2: Hook your readers

Organize your piece to keep your readers wanting more. You might start your narrative with a compelling question or statement to provoke a reaction. As you continue writing, make sure that each sentence and paragraph sustains readers' interest and curiosity. As you review your piece or have a peer review your piece, look for places where readers' attention may wander and find ways to make the language more compelling.

### Technique 3: Use emotional language

Good narrative writing reads like a story, not a newspaper piece. Avoid language that is too factual or direct and avoid words and sentence structure that are overly complex. Instead, use words that are emotionally charged, like "magic," "desperate," or "secret." Use imagery and figurative language (similes and metaphors) to engage your readers' senses and imaginations.