

Lab Framework

Text:CORD Classic

Unit number and title:Unit 5: Dealing With Data

Developed by:Jason Foster

Date:6/27/07

Lab Title

Commercial Time

Contact Information: foster.jason@bgsd.k12.wa.us

Short Description: Students will estimate the percentage of time devoted to commercials and network promos during one 30-minute show. Students will watch a 30-minute television show, fill out a chart of data filling in show times, commercial times and commercial types and determine the total time allotted for commercials, the total time allotted for the program and determine the percentage of different types of commercials.

LAB PLAN

TEACHER: Teacher Prep/ Lesson Plan

- **Lab Objective**

Students will collect data during a 30-minute television show regarding show length and commercial blocks and analyze the data to determine the ratio of commercial time to show time and types of commercials and categorize the commercials according to their intended audience.

- **Statement of pre-requisite skills needed** (i.e., vocabulary, measurement techniques, formulas, etc.)

Students must be able to calculate averages

Students must be able to add and subtract time values

Students must be able to convert seconds to minutes to hours

Students must be able to utilize ratios to find the missing value

- **New Vocabulary**

Commercial blocks

Network promos

Audience Subgroups

- **Materials List**

30-minute television show (with commercials) and running time on screen, lab worksheet, time-keeping chart, video elements chart.

- **GLEs addressed**

Math: 1.1.4 Apply the concepts of ratio, percent, and direct proportion.

1.1.6 Apply strategies to compute fluently with rational numbers...

4.1 Gather information.

4.2 Organize, represent and share information.

5.3.1 Understand that mathematics is used extensively in daily life outside the classroom.

Reading: 3.2 Read to perform a task.

Writing: 3.3 Knows and applies writing conventions appropriate for the grade level.

- **Leadership Skills**
 - Group Skills**
 - 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.**

- **SCAN Skills**
 - Arithmetic
 - A. Performs basic computations
 - B. Uses basic numerical concepts such as whole numbers and percentages in practical situations
 - D. And uses tables, graphs, diagrams, and charts to obtain or convey quantities information

- **Set-up information**
 - Record a 30-minute television show and add a running time to the corner of the screen, copy student lab worksheets and charts.
 - Divide class into pairs.
 - One person will be in charge of watching and writing down times.
 - The other person will fill out the chart with program types (program, commercial, promo) in order.
 - As they watch the show the time-keeping student should pay attention to the running time and write down the time at the end of every program type (program, commercial, promo).
 - After the show students will transfer the times to the program chart, calculate the times of each program type and calculate the percentage of time for each program type during one half-hour show.

- **Lab organization(-Grouping/leadership opportunities/cooperative learning expectations; -Timeline required)**
 - 30 minutes to watch and 20 minutes to collect and analyze the data.
 - One person will record times of program materials and the other will record program type information.

- **Teacher Assessment of student learning** (scoring guide, rubric)
 - The teacher will have the exact times of all program materials and percentages to check against student work.
 - Some variations will occur by several seconds if time-keeping student is not paying very close attention.
 - Teacher will observe during the video if students are watching and writing down information.

- **Summary of learning** (to be finished after student completes lab)
 - discuss real world application of learning from lab
 - opportunity for students to share/present learning
 - Each student will present their findings to see how closely the class percentages match.

- **Optional activities**

Students can group commercials and determine the percentage of time during a half-hour show that is devoted to advertising to different sub groups (male, female, teenagers, adults, teenagers, children).

- **Career Applications**

Media buyers must determine the amount of commercial time to buy during appropriate shows for their audience to get the best bang for the buck.

Video producers must know how long to make each section of their program to fit in the time allotted.

Live sports producers must be very aware of time and call television timeouts to make sure they get enough commercial time in during a broadcast.

LAB TITLE: Commercial Time

STUDENT INSTRUCTIONS:

- **Statement of problem addressed by lab**

Students will collect data during a 30-minute television show regarding show length and commercial blocks and analyze the data to determine the ratio of commercial time to show time and types of commercials
- **Grouping instructions and roles**

Students will be divided into pairs.
One student will be the time-keeper and the other student will record program information.
- **Procedures – steps to follow/instructions**

Estimate the percentage of time commercials take up during one half-hour show.
After estimating we will watch a 30-minute program and record information about the program.
While watching the 30-minute television program the time-keeper should write down the end time of each program type in their chart (program, commercial, promo).
The other student will watch the program carefully and write down the type of program and classify the commercial or promo type in their chart.
After watching the show calculate the total time of each program segment.
Add the total time of each type of program (show, commercial promo).
Calculate the percentage of time during a 30-minute show used for the actual show, for commercials and for network promotions.
- **Outcome instructions**

Once all groups are finished we will share our findings with the class to see if everyone came up with the same percentages.
Turn in your completed charts.
- **Assessment instructions (peer-teacher)**

Teacher observation-all students must be writing down information during the television program.
Completed charts and questions.

Lab Data Collection

Student: _____ **Date:** _____

Unit: _____

Lab Title:

Criteria: Write the problem/objective in statement form

Data Collection: Record the collected/given data

Calculations: Complete the given calculations to solve for an answer(s)

Summary Statement:

Other Assessment(s)