

SHOULD STUDENT-ATHLETES BE PAID?

THIS ACTIVITY SHOULD TAKE ABOUT 90 MINUTES. IF STUDENTS ARE ABLE TO REVIEW MEDIA FOR HOMEWORK, IN-CLASS TIME SHOULD BE 45 TO 60 MINUTES.

INVESTIGATE

Read, watch, and listen to the three media resources on the [Thinkalong module](#). Students can use the Investigate graphic organizer to summarize each piece of media and record new information. Below are summaries of the three pieces of media curated in the Thinkalong module.

SHOULD THE NCAA PAY COLLEGE ATHLETES?

PBS NewsHour | March 17th, 2016 | Video

9:18 minutes

A video about the debate over the NCAA's prohibition over paying student athletes, and efforts that have been made by student athletes to address this issue.

- In 2015, over 11 million people tuned into March Madness. Billions of dollars are paid for the television broadcasting rights; student athletes do not personally collect any of the revenue.
- Ed O'Bannon, MVP of the 1995 NCAA Champion UCLA Golden Bears, filed a lawsuit against the NCAA & EA Sports for "blatant and unlawful use of student-athlete likenesses"; O'Bannon currently works as a high school basketball coach in Las Vegas.
- New York Times columnist Joe Nocera calls athletes "fundamentally exploited" by an organization that accumulates millions of dollars in profit for everyone besides those actually playing the sport. Nocera characterizes the NCAA as a "cartel suppressing the wages of the labor force."
- Many opposing paying student athletes argue that student athletes eventually reach the professional level and make exorbitant amounts of money. In reality, approximately 5% of college athletes reach the pros and the other 95% are forced to enter the regular work force.
- O'Bannon adds that while UCLA was profiting off of his efforts in the NCAA tournament, he went many nights in college without meals.
- Injured players in the NCAA can lose their scholarships. Medical expenses are typically not covered by NCAA teams and degree-completion is also not guaranteed if a player becomes unable to play.
- NCAA President Mark Emmert claims that young people come to college to pursue an education, not to excel in sports, and that paying student-athletes would invalidate that experience.

WHAT IS A STUDENT-ATHLETE?

Frontline | June 10th, 2014 | Article

741 words

An article outlining the battle for student athletes to gain compensation for their images being used by media companies.

Using public media — video, audio and digital reports — about newsworthy topics, these classroom-based exercises help students to think critically about media messages, develop informed opinions, and practice how to take a stand.

- Ed O'Bannon, a former UCLA NCAA tournament MVP, sued EA Sports and the NCAA for using his likeness in a video game.
- Bannon says that TV contracts are the key drivers of NCAA revenue. He states that the NCAA created a system that prevents athletes from benefiting from their own work.
- Critics of the NCAA model (e.g. the intertwining of athletics and academics, officially prioritizing academics) argue that this system prevents athletes from benefitting from their labor and that it is nearly impossible to be both student and athlete.
- O'Bannon says that he spent nearly quadruple the amount of hours per week on athletics versus academics. He, like many student athletes, selected a major that would fit around his athletic schedule and attempted to meet minimal requirements in order to continue playing.
- NCAA attorneys attempted to focus on the emotional aspect of O'Bannon's testimony – pointing to the positive experiences he had while at school and the educational benefits that were helpful to him developing as a person.
- O'Bannon's attorney argues against the argument that college athletes are compensated with a free education – contending that said free education depends on performance and thus there is nothing "free" about it.

NCAA EXEC. ON FUTURE OF COLLEGE SPORTS: 'PAY FOR PLAY' UNLIKELY

WTIU | March 3rd, 2017 | Video

1:57 minutes

A video on the attempt to change NCAA policies and the resistance about the policy.

- The NCAA makes approximately \$900 million in revenue every year, but does not give monetary payments to college athletes.
- NCAA officials are well aware of the debate about paying student athletes, but have consistently been against changing the policy.
- NCAA Executive Oliver Luck says that college athletics is based on two pillars; education and amateurism. So paying the college athletes would no longer make them amateurs.
- Indiana University has taken steps to widen the definition of student athletes by offering, in addition to the already provided tuition, fees, books, and housing. Indiana University provides student athletes with a small stipend for "other expenses," which the school's athletic director insists is enough to meet any athlete's needs.
- The athletic director of Indiana University says taking any further steps to pay salaries to student athletes would "take the magic out of college athletics."

KEY WORDS

Look out for these important keywords in the news stories. Discuss the definitions with your classroom and see how they affect the understanding of the story.

- Student-athlete
- NCAA
- Pay-to-play

CONTEMPLATE

Using public media — video, audio and digital reports — about newsworthy topics, these classroom-based exercises help students to think critically about media messages, develop informed opinions, and practice how to take a stand.



Students will use media literacy questions to critically engage with news by thinking about its purpose, searching for bias and discussing missing perspectives. They will answer the 5 Key Questions of Media Literacy created by the Center for Media Literacy, which are:

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

A graphic organizer is included in this guide and the Thinkalong website to help students answer these five questions about each piece of media.

DEBATE

Students will engage their peers in an evidence-based debate using the media they just analyzed. Use the debate tool on the module webpage to help form an evidence-based response to the debate question.

In addition to rich in-class discussions, teachers can also connect with other classrooms through the Thinkalong website. [Sign up here](#) to be connected.

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LET'S INVESTIGATE

NAME: _____

DATE: _____

Use this worksheet to help you investigate the media sources in the Thinkalong module.



SUMMARIZE THE TOPIC

KEY VOCABULARY

MEDIA RESOURCE 1

TITLE

DATE PUBLISHED

MAIN IDEAS

MEDIA RESOURCE 2

TITLE

DATE PUBLISHED

MAIN IDEAS

MEDIA RESOURCE 3

TITLE

DATE PUBLISHED

MAIN IDEAS

CONTEMPLATE YOUR SOURCES

NAME: _____

DATE: _____

After watching the media in the module, answer the questions below.

1. AUTHORSHIP: Who created this message?

MEDIA 1

MEDIA 2

MEDIA 3

2. FORMAT: What creative techniques are being used to grab my attention?

MEDIA 1

MEDIA 2

MEDIA 3

3. AUDIENCE: How might different people understand this message differently than me?

MEDIA 1

MEDIA 2

MEDIA 3

4. CONTENT: What values and points of view are represented? What's left out of this message?

MEDIA 1

MEDIA 2

MEDIA 3

5. PURPOSE: Why is this message being sent?

MEDIA 1

MEDIA 2

MEDIA 3



CREATE YOUR ARGUMENT

NAME: _____

DATE: _____

Create strong arguments for both sides from the resources in the Thinkalong module.



DEBATE QUESTION	
PRO ARGUMENT	CON ARGUMENT
REASONING	REASONING
EVIDENCE	EVIDENCE