Fantasy Football Toolkit for Libraries

Fantasy Football Research Lesson Plan

ACRL Information Literacy Learning Objectives: *Listed on opposite side*
Sequence of Instruction:

1)   The librarian introduces fantasy football and assess students' experience with it.
2)   The librarian establishes creditability either through sharing experience or through research skills. ("I may not have a lot of experience, but I can tell you who's a better value in the latter rounds or what sleepers to look out for, because fantasy football is all about in depth research.")
3)   The class considers a sample research question, "Will the Madden curse strike again?" The Tennessee Titans quarterback, Vince Young, is ranked anywhere from 6th to 14th at the quarterback position.
4)   The discussion begins on how to determine what players to pick and when to pick them, which are answered through research.
5)   The class is presented with the research question of, "Who should be the #3 overall pick in a fantasy football draft?" (#1 overall is LT, and while there is discussion on #2, there are more possibilities for the #3 pick. Thus, there is an information need.)
6)   The students take part in an initial survey using to vote on who should be selected (F.Gore, S.Jackson, L.Johnson, J.Addai)
7)   Class discusses what they would use to make the decision of the #3 pick. Student responses are written on board or power point slide to record results.
8)   The librarian uses the student list to create criteria on how students' determine the quality of a source (Reliability, validity, accuracy, timeless, and authority)
9)   With the criteria defined, the class determines where they would look for this information (print magazines, online, friends).
10)   **Activity: 2:00 minute drill -** students get 2 minutes of individual work time to find and record their answers to the research question.
11)   At the end of the activity, the class reports out their findings. Questions are considered on if the information meets the evaluation criteria, answers the research question, or leaves information gaps that need to be answered before a decision can be made.

(If time permits and more information is needed for a decision)
11b) **Overtime Activity**: The students are split creating 2 sides; each side provides an additional reference for the research question. References continue back and forth until one side "out scores" the other by having a source when the other side doesn't or by having a source that is "worth more" (higher quality) than the other side; where source is more authoritative, timely, or meets the criteria more completely.

13) The students vote again using the same method from the beginning of the lesson on who should be selected third in the fantasy draft.
14) **Build the Bridge**: The librarians highlight the criteria used in making the research decision and discuss how the same criteria are used to evaluate information for their classes and assignments. The librarians use fantasy football research skills as the bridge between research in sports and research in academics.

Evaluation Procedures:
At the end of the lesson, the class completes an assessment including quantitative questions based on objective and qualitative questions on applications and perceptions.

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ACRL Information Literacy Outcome	Skill demonstrated in Outcome	Classroom activity demonstrating Outcome
1.1.a	Confers with instructors and participates in class discussions to identify an information need	The class uses discussion to decide the criteria to use in evaluation and use peer discussion to decide upon a final player selection.
1.2.c	Identifies the value and differences of potential resources in a variety of formats	The librarian leads a discussion on the strengths and weaknesses of various formats (print magazines, websites, podcasts, radio shows) for fantasy football information.
1.2.d	Identifies the purpose and audience of the potential resources	The question of the audience and purpose of fan websites, discussion boards, and professional sites is discussed.
1.2.f	Realizes that information may need to be constructed with raw data from primary sources	The students use previous season statistics to help predict and draw conclusions about the research question.
2.2.a	Develops a research plan appropriate to the investigative method	The class plans of where to look and how to record the information.
2.2.b	Identifies keywords, synonyms and related terms for the information needed	The class lists out search terms before searching, as a pre-searching activity and discussion.
2.4.a	Assesses the quantity, quality, and relevance of the search results	Students report out the results of their search and together the class evaluates the results.
2.5.d	Records all pertinent citation information for future reference	Students write down, copy & paste, or bookmark the sites to record source, date published, and author.
3.2.a	Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias	The class defines criteria on the board with both students and librarian contributing and then uses class discussion of criteria on each source to make decisions about the quality.
3.2.c	Recognizes prejudice, deception, or manipulation	During the reporting out process, the librarian helps the class identify potential prejudice from site.
3.4.a	Determines whether information satisfies the research or other information need	After reporting process, students determine if they want more information and if time allows use the second search activity if results do not satisfy the need.
3.4.c	Draws conclusion based upon information gathered	The class votes on the draft pick, based on their findings.
3.4.f	Integrates new information with previous information or knowledge	If the results are different in final vote compared to initial vote, the class will discuss reasons for the change.
3.6.a	Participates in classroom and other discussions	The class engages in multiple discussions through questions & research reporting process.
5.1.b	Identifies and discusses issues related to free vs. fee-based access to information	If students find information behind a wall requiring a fee, a discussion of fee vs. free databases and information is briefly discussed to show library relevance.

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