



TECHNOLOGY

PRE-LESSON PLAN

Lesson Title

- The Technology Behind the Game: How Data and Design Shape the Fan Experience.

Basic Information

- Grade Level: 4–8.
- Duration: 60 minutes.
- Subject Areas: Technology, Math, Arts, Career Exploration, English Language Arts.

Lesson Objectives

- Help students see how both numbers (data) and visuals (design) power fan experience.
- Build curiosity about technology careers in sports and entertainment.
- Encourage students to connect their own use of technology to professional roles.
- Prepare students to watch the Technology video with focused questions and ideas.

Learning Objectives

- Students will:
 - Predict the responsibilities of two different technology roles at SoFi Stadium.
 - Identify ways technology connects to everyday life.
 - Build vocabulary around technology careers.
 - Record questions to carry into the video.

Vocabulary

- **Data Analytics** – Using numbers and patterns to understand behavior & make decisions.
- **Consumer Insights** – Information that helps organizations learn about fans or customers.
- **Graphics Programming** – Creating and running visuals (like video boards) with software.
- **AB Testing** – Comparing two versions of something (like two designs) to see which people prefer.
- **Control Room** – The behind-the-scenes space where technology teams manage what fans see and hear.

Standards Alignment

Next Generation Science Standards (NGSS)

- 3-5-ETS1-1: Define a simple design problem reflecting a need or want with specified criteria for success.
- MS-ETS1-1: Define criteria and constraints of a design problem with sufficient precision to ensure a successful solution.

Common Core ELA Standards

- RI.4–8.1: Refer to details and examples to explain and infer.
- RI.4–8.7: Interpret information presented visually, orally, or quantitatively.
- W.4–8.7: Conduct short research projects using multiple sources.
- SL.4–8.1: Engage effectively in collaborative discussions.
- SL.4–8.4: Present claims and findings clearly.

Career Technical Education (CTE) Standards

- CRP 2: Apply academic and technical skills.
- CRP 5: Consider environmental, social, and economic impacts of decisions.
- CRP 7: Employ valid and reliable research strategies.
- CRP 10: Plan education and career paths aligned to personal goals.

Lesson Components & Educator Guidance

1. Warm-Up: Where Do You See Technology? (15 min)

Ask students: When you think of technology at a football game, what comes to mind?

Chart student ideas on the board (examples may include: scoreboards, apps, tickets, replays, social media, lights, music).

If your students are struggling to come up with ideas, guide them to expand beyond “screens and phones” to include data, fan surveys, and systems. Help them understand that technology is as important to the “back end” (how things work) of how football games and entertainment events happen as it is to the “front end” (what people see).

Teacher prompt: Some people use technology to understand fans, and others use it to make game day look and feel exciting. Both are part of the same big picture.

2. Vocabulary Mini-Lesson (10 min)

Introduce key vocabulary terms with simple examples:

- Data analytics is like when YouTube shows you videos you’d probably like, based on what you’ve already watched.
- Graphics programming is like when you design a slide show — but imagine making it live and 100 times bigger for 70,000 fans.

Have students write each word in a notebook and write the definition next to it. Ask them to come up with an example of their own to help bring the concepts home.

3. Tech Role Explorers Activity (25–30 minutes)

Hand out the [Tech Role Explorers Student Worksheet](#).

Frame the task: Students will meet two professionals in the video:

- One uses numbers and data to learn about fans.
- One uses design and programming to power the stadium’s giant video boards.

Explain what students will do in the lesson:

- Predict what each role involves.
- List or sketch technologies each professional might use.
- Choose one role and imagine having that job for a day.
- Predict how technology might solve a big stadium problem.

Teacher tip: Walk around and listen to student predictions. Encourage them to be specific about their observations and challenge themselves to think critically about the technologies that may be in play and the kinds of things that technology can help do at a stadium.

4. Share & Reflect (10–15 minutes)

Have students turn to a partner and share one of their predictions, and/or their entire completed worksheet and observations. After the pairs converse for 3-5 minutes, call on a few volunteers to share their ideas with the whole class.

Teacher Tip: As the conversation continues, try and connect student responses back to what they might see in the video, as a way to prepare students to engage and dive into it.

Materials Needed

- Tech Role Explorers Worksheet
- Whiteboard or chart paper for brainstorming
- Projector (optional, to display vocabulary and prompts)

Assessment

- Completed worksheet
- Participation in group and class discussions