ND FFA Association

AGRICULTURAL COMMUNICATIONS

CDE Handbook

Purpose

The purpose of the agricultural communications career development event is to provide individuals with practical communications skills necessary to pursue career opportunities in agricultural communications. Public communications about agricultural products, practices and policies are essential to the future of agriculture. Students who are equipped with strong communication skills, have developed teamwork skills and who can use a variety of media to help the public understand issues related to the industry of agriculture have a bright future in the job market.

Event Rules

1. Teams will consist of four-five members;

2. It is highly recommended that participants wear FFA Official Dress for this event;

3. Team members will work together to prepare a written media plan prior to state FFA convention. The team will also be responsible for presenting the plan at the state event and completing individual practicums and tests;

4. During the practicum portion of the event: one team member will be responsible for completing a web design activity, one team member will be responsible for completing a video producer activity, one team member will be responsible for completing a journalistic writer activity, and one team member will be responsible for completing an opinion writer activity. If the team has five members, two will complete one of the practicums, and the top score will count as the team's score in that practicum; and

5. Any participant in possession of an electronic device in the event area is subject to disqualification.

Event Format

Team Activities

1. Agriculture-Related Media Plan (200 points/team)

    a. Teams will play the role of communications consultants and will develop a media plan for an assigned scenario. The scenario will identify a client with a communication need and a budget.

2. 2023 Media Plan Scenario

    Your State FFA Association has approached your chapter's agricultural communications committee to select and promote one FFA alum/supporter from your state to various media outlets. Your committee has the option to decide what is included in the promotion of this individual. This promotion might consist of one or more of the following:

a. A significant, innovative, or unique contribution of the alum/supporter in giving back to FFA or agricultural education programs within the state, their local community, or state-wide initiatives; – A special project, event, or issue/challenge supported by efforts from the alum/supporter within FFA or agricultural education programs within the state;

b. A unique service, action, or mentorship the alum/supporter provides to FFA or agricultural education programs within the state;

c. Fundraising or scholarship support efforts initiated by the alum/supporter for FFA or agricultural education programs within the state; and/or

d. Other attributes associated with the alum/supporter that supports FFA and agricultural education programs, the local community, or state-wide initiatives.

Please remember that the plan should also focus on promoting agriculture, agricultural education, and the agricultural industry to consumers in your state.

Tell a Local FFA Story
The focus could include one of the following subjects:

i. FFA member;

ii. FFA chapter;

iii. FFA advisor;

iv. State FFA association; or

v. FFA alumni/supporter (2023).

Advocate the Industry of Agriculture to Consumers
The focus could include one of the following subjects:

i. Farmer/rancher ;

ii. Commodity;

iii. Farmers market;

iv. Community garden;

v. Farm to table; or

vi. A local opportunity for public relations not tied to FFA.

3. Please reference the current event specifications on the NDSU FFA Agriculture Communication CDE webpage at www.ndffa.org/agricultural-communications.

4. A media plan is a written document that describes the following:

a. Objectives: What the group wants to accomplish with the media plan;

b. Target Audience: Description of who the client is trying to reach, including demographic data;

   c. Strategic plan and tactics: Ways in which the objectives can be accomplished. Including a social media plan;

   d. Timeline: When the objectives will be accomplished;

   e. Evaluation: How the results will be measured;

   f. Budget: How much the plan will cost. Teams may not go over a maximum of $5000; and

   g. References

5. Guidelines for Media Plan

The media plan should be:

   a. Eight to ten typed pages not including cover page, table of contents, references or appendices;

   b. Double-spaced with 1" margins;

   c. Paginated (numbered pages not including cover page);

   d. 12-point Times New Roman font (not including display text or headings); and

   e. Formatted and edited according to the Publication Manual of the American Psychological Association (APA) when citing sources.

The media plan must include the following sections (points will be deducted for missing or incomplete sections):

   a. Cover page

      i. Must include the title of the media plan, CDE name, state, chapter name, team member names and year

      ii. May include a creative design

   b. Table of Contents

   c. Introduction and Overview- 2 pages maximum

      i. Introduction

         • A brief background of the issue/topic and a statement of the problem establishing the need for this media plan

      ii. Overview

         • A brief preview of what is contained in the plan and how it will benefit the client

         • Including the objectives of the media plan

   d. Audience- 1 page maximum

      i. Who the client is trying to reach (target audience) with the media plan

      ii. The demographic characteristics of the intended audience

      iii. Note: teams may have a primary and secondary audience

  e. Strategic Plan- 3-4 pages maximum

      i. Key messages or themes to communicate to the audience

      ii. Explanation of how the objectives will be met

      iii. Plan to attract media attention using social media

      iv. Description of how the plan will be executed

      v. Social Media Tactic of the Strategic Plan (required addressing the following)

- Social media platforms to be used
- Plan to gain followers
- Plan to engage followers
- General idea for the messages to be posted
- One-page example post must be provided as an appendix (can include Facebook posts, tweets, Instagram photos and others)
- Content of the "About" section of pages

  f. Timeline- 1 page maximum

      i. Explanation of the duration of the plan and the timing of the media tactics

  g. Evaluation- 1 page maximum

      i. Description of proposed methods to determine if the objectives were met

      ii. What are the key performances? (How will you measure that you are successful?)

      iii. Examples may include number of participants, impressions, likes, shares, tweets, circulation of publications, number of video views

  h. Budget and Justification - 1 page maximum

      i. Table of all costs associated with implementing the media plan

      ii. Explain why you have allocated this amount for each activity

  i. Conclusion- 1 page maximum

      i. A final summary of key points related to the strategic plan and a statement persuading the client that the plan is a good solution to the communication problem

      ii. Not a restatement of the introduction and overview

  j. References

      i. Formatted and edited according to the Publication Manual of the American Psychological Association (APA)

      ii. Appendices/Examples

      iii. One page of social media posts

      iv. Three to five other communication examples

      v. Suggestions include mockup or example of website, links to student created video, press releases, blogs, op-eds

  k. Appendices

      i. Include three to five examples

      ii. Examples of tactics include but are not limited to broadcast advertising, print advertising, press releases, fliers, brochure, web site, blogging, displays

A media plan must be emailed by the due date specified on the ND FFA Agriculture Communication CDE webpage.

6.   Media Plan Presentation (125 points/team)

  a. The team should present the media plan as if pitching it to the client identified in the scenario;

  b. The presentation should follow the structure of the written media plan;

  c. Teams are encouraged to bring examples of materials that would be used in the execution of the plan (e.g., social media, broadcast advertising, print advertising, press releases, fliers, brochures, web site, blogging and displays);

  d. Each team member must participate in the presentation;

  e. Each team will be allowed 15 minutes to present its media plan to a panel of judges, who will play the role of the client. Five points will be deducted for each major fraction of a minute over the 15 minutes allowed for the presentation. Following the presentation, judges will be allowed five minutes to ask questions;

  f. Provided equipment includes a projector, screen, and table;

  g. Note: Teams may bring additional equipment for the presentation if they are able to set up and tear down equipment in the time allowed; and

  h. In the case of equipment failure, the team may be asked to move forward with the presentation.

Individual Activities

1.   Tests

  a. Editing exercise- 25 points/individual; 100 points/team

Because editing is a critical skill for all communicators, each team member will complete an editing exercise. They will be given a printed document that contains 25 mistakes. In correcting the mistakes, team members will be required to use correct proofreading marks (see Associated Press Stylebook). Style, grammar,

punctuation, and spelling mistakes will be included. Team members will NOT be able to use the style manual or a dictionary during this exercise.

b. Communications quiz- 25 points/individual; 100 points/team

Each team member will complete a quiz that covers the content of the current Associated Press Stylebook. Questions may come from any section excluding sports guidelines. Team members will NOT be able to use the style manual or a dictionary during this exercise.

2. Practicums- 100 points/individual; 400 points/team

The practicums will consist of four individual events. Each team must assign a member to one of the following areas prior to arriving at the event: 1. Web Design (every year) 2. Video Producer (every year), 3. Journalistic Writer, 4. Opinion Writer. (If you have 5 members one practicum will have 2 participants with the top score of the two being used for the team score.)

All teams will meet in a central location for an orientation and press conference. All team members will be given an orientation at the beginning of the practicums to last no more than 10 minutes. The press conference will be held following the orientation meeting. Each team member will receive a press packet with background information on the agricultural topic and expert to use during the event. An expert will speak on a current agricultural topic for 20 minutes. Students will be provided with paper to take notes if they wish. There will then be a 10-minute question and answer period with the expert (speaker). Each writer will stand to be recognized before asking a question. Writers may ask more than one question; however, the expert will attempt to address questions from as many different participants as possible. No electronic devices of any kind, including tape recorders and cell phones, will be allowed during this portion of the event.

a. Web Design (Annual)

Each designer will use the press packet and information that was gathered in the press conference to develop a graphic design layout in a WordPress site. The objective is to communicate the press conference speaker's organization through appropriate design, navigation, and use of provided photos and graphics. The designer may use the provided WordPress templates or customize the template.

b. Video Producer (Annual)

Students will be given a selection of video clips, photos, and music and will create a 60-90 second video that promotes the client's product or service. Students will not be recording a voice track. Participants will have 90 minutes to complete the practicum. Students may be provided a laptop and will be working in Premiere Elements (this is different from the National CDE guide). Students will need to provide own headphones.

c. Journalistic Writers

Writers are to write a journalistic piece based on the press packet and information that was gathered in the press conference. It should be written for an appropriate audience, have a strong focus and lead (opening paragraph) and include a headline. The story will then be word processed by the student on a computer and turned in to be scored. Participants will have 60 minutes to complete the practicum. The activity will rotate annually from the following:

   i. Press release (300-350 words) (2023);

   ii. News story; and

   iii. Feature story (350-500 words).

d. Opinion Writers

Writers are to write a piece that takes a position and support it with evidence based on the press packet and information that was gathered in the press conference. It should be written for an appropriate audience, have a strong focus and lead (opening paragraph) and include a headline. The story will then be word processed by the student on a computer and turned in to be scored. Participants will have 60 minutes to complete the practicum. The activity will rotate annually from the following:

   i. A blog Post (250-300 words);

   ii. An op-ed (500-750 words); and

   iii. A letter to the editor (300-500 words) (2023).

Scoring

Participants will be ranked in numerical order based on the final score to be determined by each judge without consultation. The judge's ranking of each participant then shall be added, and the winner will be that participant whose total ranking is the lowest. Other placings will be determined in the same manner (low point method of selection). Weighted rank scoring will be implemented to maintain point value emphasis between individual and team events. The criteria and points can be found on the scorecards in Appendix B.

Event Activities	Points	Tests	Points
Media Plan Proposal	200	Communications Quiz	100 (25 pts/member)
Media Plan Presentation	125	Editing Exercise	100 (25 pts/member
Practicums (400 pts possible)			
Web Design	100	Total Individual Score	150
Video Producer	100	Total Team Score	925

Event Activities	Points	Tests	Points
Journalistic Writer	100		
Opinion Writer	100		

Awards

Individual

1. Individual scores will be tabulated and broken into gold, silver, and bronze award areas.

2. A top individual will be selected in each of the 4 practicum writing areas.

3. Tiebreakers will be:

    a. Practicum score;

    b. Communications quiz score; and/or

    c. Editing exercise scores.

Team

1. Team scores will be tabulated by adding all four team member scores and the team activity. They will be broken into gold, silver, and bronze;

2. The high team shall be eligible to represent North Dakota in the National Agricultural Communications career development event. The high team receives the Traveling Trophy and travel stipends sponsored by the ND FFA Foundation to participate in the National CDE; and

3. Team Tie Breakers:

    a. Combined individual practicum score;

    b. Proposal score; and/or

    c. Presentation score.

References

1. ND FFA Agricultural Communication webpage at www.ndffa.org/agricultural-communications, and

2. National FFA Agricultural Communication CDE Handbook at Agricultural Communications - National FFA Organization.

Agriculture, Food and Natural Resources Content Standards

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
ABS.05.03. Performance Indicator: Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.		
ABS.05.03.03.b. Perform a market analysis to gather information for marketing plans for AFNR businesses (e.g., evaluation of competitors, customers, domestic and international policy, regulations and rules, standards, etc.).	Presentation Communications quiz	AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 7
ABS.05.03.03.c. Construct comprehensive marketing plans for AFNR businesses.	Presentation	AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 7
CS.01.01. Performance Indicator: Examine issues and trends that impact AFNR systems on local, state, national and global levels.		
CS.01.01.01.b. Analyze and document AFNR issues and their impact on local, state, national and global levels.	Entire event	
CS.01.01.01.c. Evaluate and explain AFNR issues and their impacts to audiences with limited AFNR knowledge.	Entire event	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CS.01.01.02.b. Analyze current trends in AFNR systems and predict their impact on local, state, national and global levels.	Entire event	
CS.01.01.02.c. Evaluate emerging trends and the opportunities they may create within the AFNR systems.	Entire event	
CS.02.02. Performance Indicator: Examine the components of the AFNR systems and their impact on the local, state, national and global society and economy.		
CS.02.02.02.b. Assess how people within societies on local, state, national and global levels interact with AFNR systems on a daily, monthly or yearly basis.	Entire event	
CS.02.02.03.b. Assess the economic impact of an AFNR system on a local, state, national and global level.	Entire Event	
CS.04.02. Performance Indicator: Assess the natural resource related trends, technologies and policies that impact AFNR systems.		
CS.04.02.01.b. Analyze natural resources trends and technologies and document how they impact AFNR systems (e.g., climate change, green technologies, water resources, etc.).	Entire event	AFNR Career Cluster, Statement 7
CS.04.02.01.c. Defend or challenge natural resources trends and technologies based upon an assessment of their impact on AFNR systems.	Entire event	AFNR Career Cluster, Statement 7
CS.04.02.02.b. Create and propose a hypothetical natural resources policy that will impact current AFNR systems (e.g., for water resources, land use, air quality, etc.).	Entire event	AFNR Career Cluster, Statement 7
CS.04.02.02.c. Design strategies for implementing a new natural resources policy that will positively impact AFNR systems.	Presentation	AFNR Career Cluster, Statement 7
CRP.01.02 Performance Indicator: Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.		
CRP.01.02.02.b. Analyze the pros and cons of professional decisions based upon impact on employers and community.	Presentation	
CRP.01.02.02.c. Make and defend professional decisions after evaluating their near- and long-term impacts on employers and community.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.		
CRP.02.01.01.b. Assess workplace problems and identify the most appropriate academic knowledge and skills to apply.	Presentation	
CRP.02.01.02.b. Assess community problems and identify the most appropriate academic knowledge and skills to apply.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.02.02. Performance Indicator: Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.		
CRP.02.02.01.b. Assess workplace problems and distinguish the most appropriate technical concepts to apply.	Presentation	
CRP.02.02.02.b. Assess community problems and identify the most appropriate technical concepts to apply.		
CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.		
CRP.04.01.01.b. Analyze use of verbal and non-verbal communication strategies in workplace situations.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.04.01.02.b. Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.	Presentation	
CRP.04.01.02.c. Evaluate personal strengths and areas for growth with regard to speaking formally and informally with clarity, logic, purpose and professionalism, and identify ways to improve.	Presentation	
CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written communication in formal and informal settings.		
CRP.04.02.01.b. Compare and contrast the structure of different forms of written communication.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.04.02.01.c. Evaluate the effectiveness of different forms of written communication for achieving their intended purpose.	Presentation Web design practicum Video producer practicum Journalistic writing practicum	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
	Opinion writing practicum	
CRP.04.02.02.b. Apply techniques for ensuring clarity, logic and coherence to edit written communications (e.g., emails, reports, presentations, technical documents, etc.).	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.04.02.02.c. Compose clear and coherent written documents (e.g., agendas, audio-visuals, drafts, forms, etc.) for formal and informal settings.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.		
CRP.04.03.01.b. Apply active listening strategies (e.g., be attentive, observe non-verbal cues, ask clarifying questions, etc.).	Presentation	
CRP.04.03.01.c. Evaluate personal effectiveness and devise a plan to improve active listening skills.	Presentation	
CRP.04.03.02.b. Assess active listening strategies by observing others in formal and informal settings.	Presentation	
CRP.04.03.02.c. Model active listening strategies in formal and informal settings.	Presentation	
CRP.05.01. Performance Indicator: Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.		
CRP.05.01.01.b. Analyze how the process of decision making is used in workplace and community situations.	Presentation	
CRP.05.01.01.c. Evaluate workplace and community decision-making processes and devise strategies for improvement.	Presentation	
CRP.05.01.02.b. Analyze past workplace and community situations to determine if appropriate information and resources were used to make an effective decision.	Presentation	
CRP.05.01.02.c. Evaluate workplace and community situations and recommend the information and resources needed to support good decisions.	Presentation	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.05.01.03.b. Analyze workplace and community decisions and assess the information and resources used to make those decisions.	Presentation	
CRP.05.01.03.c. Synthesize information and resources and apply to workplace and community situations to make positive decisions.	Presentation	
CRP.05.02. Performance Indicator: Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.		
CRP.05.02.01.b. Apply a structured decision-making process to improve workplace and community situations.	Presentation	
CRP.05.02.02.b. Assess past decisions made in workplace and community and analyze their effects on environmental, social and economic situations.	Presentation	
CRP.06.01. Performance Indicator: Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.		
CRP.06.01.01.b. Synthesize information, knowledge and experiences to generate ideas for workplace and community situations.	Presentation	
CRP.06.01.01.c. Evaluate workplace and community situations and devise strategies to apply original ideas.	Presentation	
CRP.06.01.02.b. Analyze how assumptions can impact outcomes in a variety of workplace and community situations.	Presentation	
CRP.06.01.02.c. Devise strategies (e.g., ask questions, brainstorm ideas, present facts and information, etc.) to challenge common assumptions in workplace and community situations.	Presentation	
CRP.06.02. Performance Indicator: Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.		

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.06.02.02.b. Predict and communicate potential gains in efficiency and value-added from implementing an improved process or procedure.	Presentation	
CRP.06.03.01.b. Assess and communicate the risks and benefits of applying new ideas and innovations to the workplace and community.	Presentation	
CRP.06.03.01.c. Design a plan of action to introduce a new idea or innovation into the workplace and community.	Presentation	
CRP.06.03.02.c. Evaluate and execute strategies for using stakeholder input and feedback to improve a plan of action for introducing a new idea or innovation into the workplace or community.	Presentation	
CRP.07.01. Performance Indicator: Select and implement reliable research processes and methods to generate data for decision-making in the workplace and community.		
CRP.07.01.01.b. Analyze how different research methods are used to generate data in a variety of situations.	Presentation	
CRP.07.01.01.c. Evaluate businesses' and organizations' use of research methods and processes and propose recommendations for improvement.	Presentation	
CRP.07.01.02.b. Assess the positives and negatives of using different research strategies and methods to generate data for workplace and community decisions.	Presentation	
CRP.07.01.02.c. Design plans for use and implementation of reliable research methods to generate data for decision making in workplace and community situations.	Presentation	
CRP.07.02. Performance Indicator: Evaluate the validity of sources and data used when considering the adoption of new technologies, practices and ideas in the workplace and community.		
CRP.07.02.01.b. Assess data sources for reliability and validity.	Presentation	
CRP.07.02.01.c. Propose valid and reliable data sources to use when considering the adoption of new technologies, practices and ideas.	Presentation	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.07.02.02.b. Assimilate data to assist in making a decision about the adoption of a new technology, practice or idea by workplaces and community organizations.	Presentation	
CRP.07.02.02.c. Create and defend proposals for new technologies, practices and ideas using valid and reliable data sources.	Presentation	
CRP.08.01. Performance Indicator: Apply reason and logic to evaluate workplace and community situations from multiple perspectives.		
CRP.08.01.01.b. Apply steps for critical thinking to a variety of workplace and community situations.	Presentation	
CRP.08.01.01.c. Evaluate how applying critical thinking skills can impact workplace and community situations.	Presentation	
CRP.08.01.02.b. Assess solutions to workplace and community problems for evidence of reason, logic and consideration of multiple perspectives.	Presentation	
CRP.08.01.02.c. Devise strategies to apply reason, logic and input from multiple perspectives to solve workplace and community problems.	Presentation	
CRP.08.03. Performance Indicator: Establish plans to solve workplace and community problems and execute them with resiliency.		
CRP.08.03.01.b. Analyze and determine the best problem-solving model to apply to workplace and community problems.	Presentation	
CRP.08.03.02.b. Create plans to solve workplace and community problems.	Presentation	
CRP.11.01. Performance Indicator: Research, select and use new technologies, tools and applications to maximize productivity in the workplace and community.		
CRP.11.01.01.b. Analyze advantages and disadvantages of new technologies, tools and applications to maximize productivity in the workplace and community.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.11.01.01.c. Construct effective communications to explain the features, benefits and risks of new technologies, tools and applications in the workplace and community.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.11.01.02.b. Select, apply and use new technologies, tools and applications in workplace and community situations to maximize productivity.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.11.01.02.c. Evaluate effectiveness and make recommendations for using new technologies, tools and applications in the workplace and community.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.12.01. Performance Indicator: Contribute to team-oriented projects and build consensus to accomplish results using cultural global competence in the workplace and community.		
CRP.12.01.01.b. Formulate action plans to complete team-oriented projects in the workplace and community, including plans for personal contributions.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.12.01.02.b. Apply consensus building techniques to accomplish results in team-oriented situations.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.12.01.03.b. Assess the need and benefit for cultural and global competency in team settings at work and in the community.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.12.02. Performance Indicator: Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).		
CRP.12.02.01.b. Assess team dynamics and match strategies to increase team member engagement.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.12.02.02.b. Select strategies to engage team members and apply in a variety of situations.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	