North Dakota Agriculture Education

EDUCATION, COMMUNICATION, AND LEADERSHIP

Develop a plan for an educational workshop or lesson - recognizing the breadth of opportunities in agricultural education that informs, educates and promotes a topic or concept relevant to AFNR.

1 **Explore the breadth of opportunities in agricultural education (e.g., using state or national resources, Teach Ag, university program information, professional associations, etc.).** 5.1

1 Identify various agricultural education careers within and beyond the scope of school-based agricultural education. 5.1.1

2 Compare the educational requirements for entry to multiple agricultural education careers. 5.1.2

3 Conduct a self-assessment to determine potential agricultural education career paths. 5.1.3

2 **Apply fundamental understanding of AFNR and agricultural education - including experiential learning - to the development of a workshop or lesson.** 5.2

1 Identify the components of an effective agricultural education, training, and development program. 5.2.1

2 Describe the role of an agricultural education program and its contribution to the overall development of students and adults. 5.2.2

3 Justify the need for an agricultural education program based on a specific demographic need (e.g., school or community issue or priority, etc.). 5.2.3

Apply curriculum development and effective instructional techniques to create, teach and evaluate an agricultural education lesson.

3 **Develop and deliver a workshop or lesson using a variety of methods and best practices in instruction and facilitation.** 5.3

1 Review an existing AFNR program to understand the essential components of educational programs (e.g. objectives, goals, assessments, planning, evaluation, outcomes). 5.3.1

2 Select methods of instruction that best aligns with the objectives of a workshop, or lesson. 5.3.2

3 Create formative and summative assessments for a program, workshop, or lesson. 5.3.3

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Evaluate facilitation or presentation strategies that encourage appropriate social interactions, embrace diversity, promote equity and build a positive learning environment that is welcoming to all individuals. 5.4

1. Research effective and age-appropriate learning environment management techniques for all learners. 5.4.1
2. Analyze strategies for ensuring an inclusive learning environment that prioritizes diversity, equity, and belonging 5.4.2
3. Select methods of instruction and modalities that accommodate various learner styles and abilities, including personal and cultural assets. 5.4.3

5 **Demonstrate impactful leadership as a credible resource for AFNR.** 5.5

1. Understand personal leadership traits (such as organizational and personal management skills) that contribute to meeting the needs of learners, school, community, the AFNR industry, etc. 5.5.1
2. Apply personal leadership traits to enhance professional education and leadership practice in the workplace (e.g., time management, planning, prioritizing, etc.). 5.5.2
3. Create facilitation strategies to engage peers in reaching team and organizational goals in a variety of environments. 5.5.3

Evaluate the effectiveness of various communication strategies with related methods and platforms used by organizations across AFNR industries.

6 **Identify the methods and characteristics of effective verbal, nonverbal, written, and visual communication.** 5.6

1. Research the primary methods of communication including written, verbal, nonverbal, and visual (including digital and multimedia) communication. 5.6.1
2. Compare and contrast communication platforms and how they influence attitudes, opinions or behaviors (e.g., social media, radio, television, print media, etc.). 5.6.2
3. Compare and contrast the use of different methods of communication. 5.6.3
4. Analyze questions, situations, and criticism within AFNR to determine if they are fact, inference, or opinion. 5.6.4
5. Evaluate the benefits of using different communication methods in AFNR. 5.6.5
6. Create a communication plan for addressing questions, situations, and criticism of issues within AFNR. 5.6.6

7 **Analyze the use of verbal, nonverbal, written, and visual communication platforms in AFNR.** 5.7

1. Describe examples of platforms used with verbal, nonverbal, written, and visual communication methods (e.g., newspaper, radio, photography, etc.). 5.7.1
2. Describe examples of digital media platforms used with verbal, nonverbal, written, and visual communication methods (e.g., podcasting, social media, website design, etc.). 5.7.2
3. Evaluate new ideas or innovations in communications 5.7.3
4. Evaluate new ideas or innovations in digital communications (e.g., generative AI, social media, visual communication programs, etc.) used by AFNR professionals and organizations. 5.7.4

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5 Design different forms of written and visual communication to achieve a communication strategy. 5.7.5

6 Investigate the misuse and potential impact of digital communication tools (e.g., misinformation, plagiarism, generative AI, misuse of photos, copyright, etc.). 5.7.6

8 Analyze similarities and differences between verbal, nonverbal, written, and visual communication methods. 5.8

1 Identify distinctions between written communications such as newsletters, news releases, advertisements, opinion pieces, etc. 5.8.1

2 Identify distinctions between visual communications including video/digital media, graphic design, and the internet/social media. 5.8.2

3 Identify distinctions between verbal communications including public speaking, presentations, debate, radio, etc. 5.8.3

4 Examine the use and importance of written communication in AFNR. 5.8.4

5 Examine the use and importance of visual communication in AFNR. 5.8.5

6 Examine the use and importance of verbal communication in AFNR. 5.8.6

7 Demonstrate elements of the writing process - including planning, organizing, writing, and editing/revising - to create a news release, or professional email, social media post, media plan, etc. 5.8.7

8 Demonstrate the fundamentals of photography, editing, layout, graphic images, and/or design to create a visual message. 5.8.8

9 Demonstrate verbal communication tactics such as active listening, interviewing, and/or public speaking to create a message. 5.8.9

Develop a written communication plan using various communication methods (e.g. news releases, social media, speaking opportunities, blogs, podcasts, etc.) to convey a message to an intended AFNR audience.

9 Develop a communications plan that includes purpose, target audience, message, medium, and outcome evaluation. 5.9

1 Identify the purpose of a communications plan (e.g., to influence, educate, inform, change behavior, etc.). 5.9.1

2 Examine the primary and secondary target audience(s) for a communications plan. 5.9.2

3 Propose communication method(s) for effectively reaching target audience(s) and methods for measuring desired outcomes (e.g. verbal/written feedback, survey, poll, etc.). 5.9.3

10 Identify, apply and demonstrate communication skills and methods per the communications plan. 5.10

1 Identify written communication methods (e.g., news release, blog, social media post, email communication, radio script, etc.) to effectively convey a message to AFNR. 5.10.1

2 Identify visual communication methods (e.g., Facebook image, graphic, video, GIFS, photographs, interactive content, etc.) to effectively convey a message to ARNR. 5.10.2

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3 Identify verbal communication methods (e.g. radio script, speech/presentation, podcast, face-to-face conversation, etc.) to effectively convey a message to AFNR. 5.10.3

4 Use written communication methods to develop a message(s) about AFNR. 5.10.4

5 Use visual communication methods to develop a message(s) about AFNR. 5.10.5

6 Use verbal communication methods to develop a message(s) about AFNR. 5.10.6

7 Critique various written communication methods used in AFNR (e.g., news release, blog, social media post, email communication, etc.). 5.10.7

8 Critique various visual communication methods used in AFNR. 5.10.8

9 Critique various verbal communication methods used in AFNR. 5.10.9

Model characteristics of ethical, efficient, and effective leaders in the workplace and community (e.g. integrity, collaboration, self-awareness, self-regulation, etc.).

11 Identify characteristics and behaviors that constitute ethical, efficient, and effective leadership. 5.11

1 Identify the characteristics of ethical, efficient, and effective leaders (e.g., relates to others, is inclusive, exhibits integrity, etc.) in workplace and community settings. 5.11.1

2 Analyze workplace and community leaders and identify what ethical, efficient, and effective leadership characteristics they demonstrate. 5.11.2

3 Conduct a self-assessment of personal ethical and effective leadership characteristics and reflect upon the results to identify strengths and opportunities for growth improvement in the workplace (e.g., time management, planning, prioritizing, etc.). 5.11.3

12 Demonstrate leadership through advocacy for AFNR-related issues. 5.12

1 Identify personal leadership scenarios that have traits that contributed to meeting the needs of students, school, community, and the AFNR industry. 5.12.1

2 Conduct a self-assessment of personal, ethical, and effective leadership characteristics and reflect upon the results to identify opportunities for improvement. 5.12.2

3 Create a personal leadership development plan to fully develop or improve one or more characteristics of an effective leader. 5.12.3