
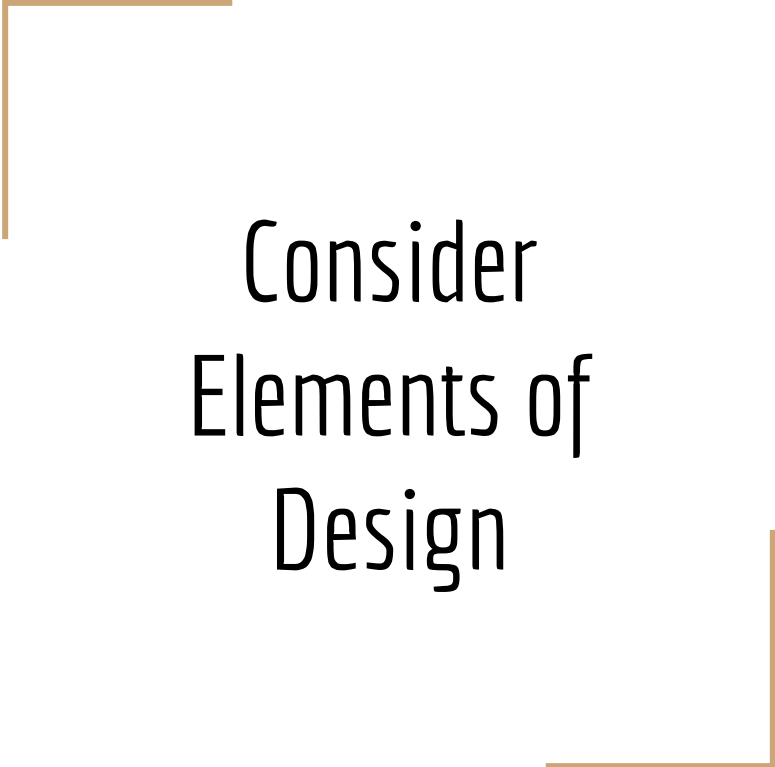




Tips for ICDC

Written Events and Role Plays





Consider
Elements of
Design

21

Non-Fiction Text Feature Posters

CREATED BY: DEANA KAHLENBERG





February 15-16

Today we will...

- **Compose** and **format** a CREATIVE brief for a company of our choice
- Develop the concept for a NEW and UNIQUE commercial

BRIEFS must be submitted by the end of the day in Google Classroom

Use your time wisely

PayPal™ CREATIVE BRIEF

prepared by Maggie Wang / Alan Arguelles

THE PROBLEM

The brand's extensive service has led misinterpretations about PayPal being an online shopping payment system. Currently, the brand perception is that PayPal's just an alternative to credit cards or other means of online payment.

OUR GOAL

PayPal's main essence is to deal with our daily money transactions. Our goal is to clarify the misconceptions surrounding the brand and re-iterate what PayPal is all about: A virtual wallet where the user's in control.

OUR KEY INSIGHT

Young entrepreneurs find ways on how to earn money to feel the sense of independence. At the same time, they are still supported by their parents. They need a service that would give them the flexibility of receiving money (either allowance from their parents, or getting paid from walking the dog as one of their part-time jobs), while still struggling to balance the life of a typical teenager.

WHO WILL WE ENGAGE?

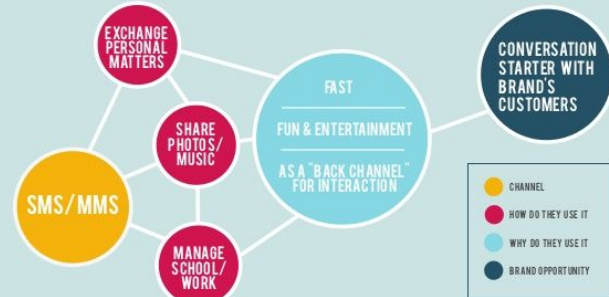
Teenagers, whose age ranges from 12-17 years old, they try to balance between school, a part-time job, extra-curricular activities, family, and friends. At this point in their lives, they are starting to become independent and branch out their lives through their friends, classmates and other people around them. They are curious, and are trying to establish connections that would stand the test of time. They trust their friends and peers, basically because they value their opinions. They want control over their money, how they're going to use it, and when they're going to use it, but not want the complexities that come with using a credit card.

OUR MAIN MESSAGE

RECEIVE MONEY WHENEVER, WHEREVER.

OUR OPPORTUNITIES

(PLEASE CHECK THE NEXT PAGE FOR OTHER POSSIBILITIES)



7 COMPONENTS OF A PRINT AD

1. Headline
2. Subheadline
3. Slogan
4. Body Copy
5. Visualization
6. Layout
7. Trademark



Drink

Coca-Cola

Delicious and
Refreshing



“Thanks for *the pause that refreshes*”

Join the digital music revolution.



Download iTunes. Now for Mac or PC. 

Written Events - FORMAT

- Use color -but not too much; must be purposeful
- Consider paper - weight and finish
- Consistent font and spacing
- Consistent scheme for headers, subheaders, key words, etc.
- Margins
- Indentation
- Use bullets, charts, tables, graphics



THE YELLOW UMBRELLA CAMPAIGN

CREATIVE MARKETING CHAPTER PROJECT

Chanhasen High School
2200 Lyman Blvd,
Chanhasen MN 55317
April 22, 2018

MATTHEW HOVE | GRACE MILLER | JAKE MAUS

Written Events - FLOW

- USE TEXT WRAP
- Watch for widows/orphans
- Keep section headings with section
- Graphics/tables/charts need to stay within one page
- Follow the outline EXACTLY
- Use white space - not too much
- Appendix not scored - DO NOT USE; include those elements within body and explain
- CONTINUOUS

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Written Events - Language

- Paragraphs!!! 2-3 per page, use subheadings, bullets, and other visual elements to chunk text
- NO NARRATIVES - short and simple
- VOICE - professional and competent
- Avoid first person
- Indent - either use tab OR none (left align)
- Bibliographies need sources

I. EXECUTIVE SUMMARY

THE PROBLEM: For years, there's been an underlying issue within Chanhassen High School, and society as a whole, that has been overlooked by administration, teachers, parents, and students. Currently, one in five high school students are suffering from some sort of mental health disorder, and this number has only been going up. It's evident that over time a certain stigma has surrounded mental health, causing people to be shameful and embarrassed when it comes to dealing with these conditions.

OUR SOLUTION: The Yellow Umbrella Campaign was created in response to this parental problem. We deemed it our mission to seek out the causes for this stigma through various research methods, and work toward breaking it by bringing awareness and empathy with seven carefully formulated recommendations.



CONCLUSIONS

1. A large percentage of students at Chanhassen High School often feel stressed or anxious due to academic expectations being set by parents, teachers, and themselves.
2. Most students at Chanhassen High School are seriously lacking a personal relationship with their counselors, making them reluctant to approach them with a personal issue.
3. An unanticipated number of students at Chanhassen High School are experiencing the effects of various mental health disorders, but the stigma surrounding mental health prohibits them from seeking help.
4. Out of all the different forms of communication, Chanhassen High School students feel most comfortable communicating via text message.
5. There have been recent steps taken to alleviate stress and anxiety that have been effective, but there is still plenty of room for improvement.

II. INTRODUCTION

A. Statement of Problem

As a child growing up in the world we live in, we develop a feeling of invincibility. We look at the world as a land of opportunity, with a boundless imagination and unfathomable determination. For the most part, our parents attempt to shield us from the harsh realities of the real world. Each of us establish a sort of tunnel vision, focusing solely on what we choose to prioritize. That is until we undergo our first tragedy. All of a sudden, that delicate shield shatters and we are forced to take on new perspectives of life as we become increasingly aware of the countless hardships going on around us each and every day.

Charhassen High School's class of 2016 had to endure something no teenager should be forced to go through. Throughout the duration of their schooling, four of their peers died unexpectedly: one suicide and three overdoses. One thing we do know is that these deaths took a lasting toll on the students' families, peers, teachers, and many more. However, what we are yet to figure out is why. There was one apparent correlation between each of these deaths, and that is each of the victim's mental health. Were the students giving off signs, hinting at their struggles, that their teachers or parents missed? Were the students seeking help, but simply too intimidated or embarrassed to talk to someone about it? In reality, nobody will ever know what exactly was going on in these students' lives, and unfortunately there's nothing anyone can do now to save them. Instead of throwing these horrific tragedies under the rug, we can rather learn from it and prevent it from happening in the future by conducting research, seeking understanding, and bringing awareness.

In high schools around the nation, there is an underlying issue that has continually been overlooked by administration, teachers, parents, and students. One in five high school students suffer from the symptoms of various mental health disorders on a daily basis. There are a considerable number of factors that are responsible for this perennial problem: the shortage in resources within the schools, the lack

FIGURE 2.1



I. EXECUTIVE SUMMARY

Background

During the 2016-2017 school year, a group of Irondale teachers and marketing students participated in a focus group and surveys to solicit ideas for ways in which the Irondale Instructional Media Center could be improved to support student learning and varied educational needs. The suggested changes were incorporated in a series of designs that ultimately created a learning "hub" focused on serving students' educational needs. In addition, a culture that ensured a safe, inclusive, and supportive learning environment was developed. An atmosphere that focused on student success and a community of learners emerged. Both formal and informal spaces for learning developed. Consequently, a "coffee shop," aka the brand new "Knight Grounds" space with work surfaces for thirty-six patrons was architecturally a part of the final plans. A cluster of casual furniture, counter with stools, and a mixture of high and low "cafe" tables was acquired. A work space for the coffee shop was carved out of existing office/storage space and construction involved plumbing as well as electrical upgrades. Two windows (one for orders, one for pick-ups) were incorporated into the overall design.

Purpose

The reason we decided to include a coffee shop within the newly re-designed Media Center was to create an on-site work-site for students seeking real-world work experiences, as well as give DECA members hands on experience managing and marketing a real entrepreneurial enterprise. In proposing this project, staff agreed that it was necessary for the Irondale students working in the coffee shop to be exposed to work experiences that would be positive learning experiences, allowing them to achieve success in the workplace.

Analysis of the Business Situation

In conducting surveys of the student and staff population at Irondale, it was found that there was a strong desire among everyone for a cafe within the school. This desire included those who already drank coffee products regularly and those who were less likely to do so. The main target market will include all of those at Irondale who desire easy and affordable cafe items throughout the day, both staff and students. The atmosphere a school brings, with the long hours and early days, brews the perfect location for a new coffee shop.

Planned Operation of the Proposed Service

The coffee shop will be overseen by Diane Waite, our DECA advisor, several Special Education teachers, and a business teacher. Our entire chapter will be engaged in working with Knight Grounds in some way, while many of our members will receive more involved management roles. Two appointed managers from our DECA officer team will be in charge of scheduling workers before and after school, as well as during 3rd through 6th period. Special Education teachers will schedule students during the first two hours, as well as to assist before and after school. After every shift, workers will be responsible for taking inventory. A team of six DECA students will run the social media accounts and produce the advertising.



Marketing Strategy

- Involvement of student body with fun new food and beverages
- Implementation of special events spotlighting Knight Grounds for students
- Adding special deals for each day of the week to keep customers interested
- Social media, advertising, and promotions by students for students

Learning Outcomes

1. Business Work Experience
2. Effective Marketing Strategies
3. Successful Business Management
4. Teamwork and Human Relations Skills
5. Special Education Students Gain Job Experience
6. Increased Student Engagement in Improved Study Space



Business Logo

Earning Outcomes

| | |
|-------------------------|---------|
| Semester One Sales Goal | \$6,200 |
| Semester Two Sales Goal | \$8,000 |

| | |
|--------------------------|----------------|
| Semester One Final Sales | Start-Up Costs |
| \$11,300 / \$125 per day | \$11,500 |

Conclusion

Irondale DECA's implementation of this Learn and Earn project has been a major success. Knight Grounds has not only proven to be popular, but also beneficial to the school. A wide variety of DECA and Special Education Students are able to take part in this program, learning many valuable skills for business and life. Students learn how to implement effective marketing strategies, manage a small business, work as a team, and valuable customer service skills. This has proven to be a vital part of Knight Grounds and the Irondale DECA program. Throughout this project students have been able to learn valuable business, and marketing skills all while earning business insights that will last them a lifetime.

Learn and Earn Project

Knight Grounds: Coffee for Success



Irondale DECA

Irondale Senior High School

2425 Long Lake Road

New Brighton, MN 55112

Grace Haglund, Sarah Chock, Zachary Ford

April 21st, 2018

Thou Shalt Not...

- Use clipart
- Add meaningless fluff for length
- Add visuals without purpose
- Insert visuals in middle of content
- Format in Google Docs - collaborate in docs - do all formatting in Word
- Use the words “so”, “very”, “just”, “in conclusion”
- Use BIG visuals in lieu of content



10 and 20 pages are page MAXIMUMS - not requirements

ICDC Role Plays

- Competitors use ALL 10 minutes
- Key Performance Indicators are KEY
- Very few visuals
- Polished and composed delivery
- Notes often kept in lap
- Conversational and involved tone
- WARNING - don't be a professor
- KNOW YOUR ROLE
- ADDRESS THE TASK
- Propose a meaningful and original solution

Teacher TABLE TALK

New Marketing Standards -

What DO we teach?

What DON'T we teach?

Tell me something good...