

BUILD YOUR BRAND

Focus Area: College and Career Readiness
Elevater 2: Supplemental Lessons
Lesson Duration: 50 minutes

OVERVIEW

Elevate students will analyze what “personal brands” are and the importance of creating one; groups will create brands and provide feedback, compare the brand-building methods used and practice sharing tag lines or vision statements.

ELEVATE OBJECTIVES

Elevater Training

- Assess why effective communication includes sharing feelings, thoughts and values with others.
 - *Students will discuss why it’s important to share values, interests and passions with others.*
 - *Students will practice sharing their tag line or vision statement with others for feedback and improvements.*
- Design personal strategies for how to develop the skill of networking and use it on a regular basis to build a team of fans.
 - *Student will discuss the benefits of networking and creating a brand to improve their post-secondary paths.*
 - *Students will practice networking to improve their comfort level with this skill and to provide feedback to each other.*

COMMON CORE OBJECTIVES

- CCSS.ELA-LITERACY.SL.11-12.3
Evaluate a speaker's point of view, reasoning, use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.
- CCSS.ELA-LITERACY.W.9-10.3.D
Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.

CASEL COMPETENCIES:

Self-Awareness, Self-Management

Materials

- Copies of the following handouts, one per student:
 - *Bell Work: “What is a Personal Brand?”*
 - *“Build Your Personal Brand” #1 and #2*

Preparation

- Room setup: desks set up six groups
- Write the Elevate Objectives on the board.

Strategies and Best Practices Used

- Think-Pair-Share
- Small Group Work
- Socratic Seminar
- Simulation

Suggestions for Supplemental Learning

- Instead of using the Socratic Seminar format, students can switch after the first small group activity so that groups have both handouts.
- Students can choose a method, complete handouts independently, and then spend most of class time practicing networking with reflective a Socratic Seminar afterwards.

Warm-Up

5 minutes

Team Teaching

 #1: G

 #2: BW

 #3: A

Think/Pair/Share

10 minutes

Team Teaching

 #1: L

 #2: A

 #3: A

INTRODUCTION

- Collect Student Action work from last class in a basket as students walk in.
- Hand out the Bell Work: “What is a Personal Brand?” to each student.
- Questions for Bell Work:
 1. What is a “personal brand?”
 2. What are some of the benefits to building a personal brand?
 3. When do you think you will need a personal brand? Why?

MINI LESSON: WHAT IS A PERSONAL BRAND?

Lead Teacher Says: “We all have unique interests, talents, personalities and goals. When you think of yourself there are qualities about you that come to mind. What do you want to come to mind for others when they think of you?”

- Ask students to share their response to the first question on the Bell Work. Allow one minute, then call on several students to share their partner’s answer while a scribe or an A Teacher writes the responses on the board for this entire activity.
- Lead the students to come to an agreement about what “Personal Brand” means.
- Possible answers to look for include:
 1. Personal brand:
 - *what sets you apart from other people doing similar work*
 - *can be a sign or symbol or logo that represents your skills, interests or vision*
 - Ask students to repeat the pair-share activity for the second and third Bell Work questions. Allow one minute, then call on several students to share their partner’s answer.
 2. Benefits to a personal brand:
 - *Possibility to get better jobs*
 - *Builds trust in what people can rely on from you*
 3. When should you build a personal brand:
 - *As soon as you can start to create a logo or one-liner that defines who you are*
 - *When you know what you’re striving towards*
 - *NOW*
 - Allow ten minutes for this activity.

ACTIVITY: “BUILD IT AND THEY WILL COME”

Small Group Work

15 minutes

Team Teaching

 #2: L

 #3: A

 #1: ONE

Lead Teacher Says: “Now that we understand why it’s a good idea to start thinking about and planning our personal brand, we’re going to build and practice them. Remember that your personal brand should be clear to those we are “marketing” it to, such as when we are networking. Don’t forget that you are ALWAYS networking!”

- Divide students into six groups and hand out “Build Your Personal Brand” to each student.
- Number the groups and give handout #1 to the odd groups (1, 3 and 5) and handout #2 to the even groups (2, 4 and 6.)
- Ask students to take seven minutes to use their handouts to come up with individual brand ideas and discuss with their small groups.
- After seven minutes, combine groups so that there are three larger groups.
- Combine groups 1 and 2, combine 3 and 4, and combine 5 and 6. This ensures discussion using both handout #1 and #2.
- Explain that small group members will listen to each other’s ideas, give feedback and complete the handout to guide them with questions that may help them build their brand.
- Completion of the handout and team discussions are both critical in this activity in order to end up with an idea that they can use for the networking exercise next.
- Allow about seven minutes for this portion of the activity.

Socratic Seminar
10 minutes

Team Teaching

-  #3: L
-  #1: A
-  #2: ONE

ACTIVITY: “METHODS AND APPLICATIONS OF BRAND-BUILDING”

Lead Teacher Says: *“There are many books, articles and internet resources available to help you build your personal brand. Let’s take a few minutes to discuss the differences between the two models we used today.”*

- Facilitate a Socratic Seminar comparing the two brand-building approaches used, and encourage students to take notes on new concepts and ideas discussed. (They can use their brand-building handout to write their notes on.)
- Ask students to share their ideas from their handout so that all students get a clear idea of the different methods used.
- Facilitate discussion with the following questions:
 - *What were the advantages and disadvantages to each handout?*
 - *How will your personal brand help you in college or other post-secondary education?*
 - *How will your personal brand help you in terms of getting a job?*
 - *How can your personal brand help you start a business?*
- Allow ten minutes for this activity.

Lead Teacher Says: *“You will find that the more comfortable you become in sharing your vision with others, the stronger your personal brand will become. It is said that the road to disappointment is full of dreams, lists and goals never shared with anyone!”*

Wrap Up
Simulation
10 minutes

Team Teaching

-  #1: L
-  #2: G
-  #3: A

WRAP UP AND STUDENT ACTION

- Ask students to get up and spend one or two minutes sharing their personal brand that they can use as a tag line or vision statement with each other as if they are networking at a community event. “Meet” 2-3 connections during this time.

Student Action: *Find at least two more resources to help you create your personal brand. Cite these sources and write a short summary of their advantages and/or disadvantages compared to the two methods used in class. Bring this to the next lesson.*

BELL WORK: WHAT IS A PERSONAL BRAND?

What is a “personal brand?” _____

What are some of the benefits to building a personal brand? _____

When do you think you will need a personal brand? Why? _____

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What are some of the benefits to building a personal brand? _____

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BUILD YOUR PERSONAL BRAND #1

The key to building your brand is authenticity, encompassing your genuine, humble and unique qualities that define who you are, your personality, your character and your vision.

Part 1: Who Are You?

1. Set your values (family, friends, honesty, community, etc.). _____

2. Prioritize your values from most to least important:
 - a. _____
 - b. _____
 - c. _____
 - d. _____
3. Identify your passions. (What interests you so much that you would do it even if you weren't getting paid?)

4. What do you consider your ideal traits that help people see who you are on the inside? (Do you like a challenge, are you open to new adventures? Etc.) _____

5. Talk to a friend, family member or peers about your personal brand, and listen to their feedback. Do they perceive who you are the same as you do? Why or why not? _____

Part 2: Where Are You Going?

1. What have you enjoyed so far in your life? Which experiences felt especially rewarding and fulfilling?

2. Combine your top experiences, interests and values to come up with a potential **vision statement** that is accurately aligned with who you are and where you are going. (Use visual details.) _____

3. Create an ideal career ending. On your last day before you retire, what are you doing, what have you accomplished, and what impact have you had on others? _____

4. Beginning with the end in mind, work backwards from your career ending to analyze logical steps along the way.
5. Compare your vision with your values. How well do they match? _____

BUILD YOUR PERSONAL BRAND #2

The key to building your brand is authenticity, encompassing your genuine, humble and unique qualities that define who you are, your personality, your character and your vision.

1. Identify the primary product, service, resource or special ability that you have to offer. _____

2. Identify your core values. (What really matters to you?) _____

3. Identify your passions. (What things or ideas do you love?) _____

4. Identify your talents. (What have you always been recognized for that you do well, what skills do people seem to notice in you?) _____

5. Choose the top five talents (the ones you do the best and enjoy doing the most). _____

6. Weave the items on your lists into a statement of your specialty. (What are you most gifted at delivering?)

7. Write a paragraph emphasizing your specialty and your five key talents, weaving your important values, passions and skills together. _____

8. Add a **tag line** to your brand (a verbal business card that tells your “story”) such as “I am a teacher who is dedicated to helping today’s youth learn more about themselves and how they can positively impact the world.”

