

# Build Your Personal Brand: Classroom Lesson Plan

## Lesson Topic:

How Others View You

## Lesson Objective:

Students will be able to articulate their personal brand attributes and discuss how and why others' views of them may differ.

## Materials:

- Writing utensils
- **Brand Reflection** and **Shout-out Slips** worksheets, one per student
- Whiteboard or overhead
- Scissors, at least a few pairs per group
- Projector or other method to watch the video

## Advanced Preparation:

- Preview the [video](#) before sharing it with your students [1:54].
- Make copies of **Brand Reflection** and **Shout-out Slips**, one per student.

## Warm-up Activity:

1. Ask, "What is a brand? Can you think of any examples?"
2. Direct students to turn and talk to a partner.

3. After a minute of discussion, bring the class back together and ask students to share their ideas. Ensure that students understand that a brand is a unique, recognizable identity that sets a product or company apart from other similar products or companies.
4. Ask, "What is a personal brand?"
5. Direct students to turn and talk to a partner.
6. After a minute of discussion, bring the class back together and ask students to share their ideas. Work together to come to a class definition of the term "personal brand". Write this definition somewhere it can be referenced later in the lesson such as the whiteboard or chart paper. *Note that students will be adding to this definition after watching the video, so it does not need to be perfect at this point.*

### **View the Video: "Build Your Personal Brand"**

1. Tell students they will be watching the video titled, "Build Your Personal Brand".
2. Explain that the video presents role models discussing the importance of your brand, or the way others view you.
3. View the video together. Invite students to formulate questions or comments about the ideas discussed in the video and to be prepared to discuss these after viewing the video.

### **Video Follow-up:**

1. Ask students to offer their questions, comments, reactions, and responses to the video.
2. Direct students to review the class definition for "personal brand" from the Warm-up Activity. Ask, "Do we need to add anything or make other changes to this definition?"

3. Work with students to add or remove pieces from the definition until it fits the meaning of “personal brand” as discussed in the video. *For example, “Others’ view of the image or personality that you present to the world through your actions, behavior, and words.”*
4. Working together, create a list of possible personal brand attributes on the overhead or whiteboard. Try to list as many as possible. *Some possible examples include kind, funny, creative, loyal, a leader, honest, brave, a team player. Keep this list available as a reference for Step 9, as needed.*
5. Distribute **Brand Reflection** worksheets and direct students to complete the first three questions independently.
6. Divide students into small groups of 3-5.
7. Tell students that they will be taking part in an activity to help them understand how others view them.
8. Explain that each student will be writing at least one personal brand attribute for every member of their group. *If necessary, emphasize that students should write only positive attributes and/or have students reference the list created in Step 4.*
9. Distribute **Shout-out Slips** worksheets and scissors. Allow students to complete one slip per group member.
10. Once students have completed their slips and cut them out, they can hand the slips out to their group members.
11. Direct students to read their **Shout-out Slips** and use them to complete the bottom half of the **Brand Reflection** worksheet.
12. Use some or all of the following questions to close the lesson:
  - Did your personal brand attributes match the way your classmates viewed you? Why or why not?

- Was there anything surprising that happened during this activity?
  - Why might your view of yourself be different than the way someone else views you?
  - Do you think that the way your classmates view you is the same as the way your <parents, teachers, siblings, neighbors, etc.> view you? Why or why not?
  - After thinking about this activity, is there anything you plan to focus on to build your personal brand?
13. End by reminding students that building a personal brand takes time, but it can be a very valuable step towards future success. Encourage students to discuss the personal brand attributes they want to embody with friends and family members for support and accountability.



### Extension Activities:

1. Use the “Related Questions to Explore” as discussion springboards or writing prompts to help students further building a personal brand.

### Related Questions to Explore:

- Is it possible to have a negative personal brand? What words, actions, or behavior might lead someone to have a negative personal brand?
- How might having a negative personal brand impact someone?
- What attributes make up your personal brand? Why?
- What actions have you already taken to build your personal brand? What actions do you plan to take in the future?
- Does everyone in the world have a personal brand? Why or why not?
- Can animals have a personal brand? Why or why not?
- Do fictitious characters such as those in a movie, TV show, or book have personal brands? Explain your answer.

## Brand Reflection

Use the questions below to begin thinking about your personal brand.

1. What attributes do you want to be known for? (Funny, kind, etc.)

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2. What do you do or say to embody the attributes you listed above?

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3. How do you think your classmates view you? Write at least three ideas.

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**Stop here. Wait for the next set of directions from your teacher.**

4. Did the attributes you listed in Question 1 match the attributes that your classmates listed on your Shout-out Slips? What was the same/different?

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5. Look at your answers to Question 3 and compare them to your Shout-out Slips. Were there any surprising attributes listed on your Shout-out Slips? If so, why were they surprising?

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6. Does the personal brand that you are trying to create match the way your classmates view you? Why or why not?

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## Shout-out Slips

Look at each member of your group. What do you appreciate about them? What great qualities or personal attributes do they have?

For each member of your group, fill out one of the slips below by listing one or more of their great qualities. Then, use scissors to cut out each strip and give it to the correct member of your group.

Shout-out Slip	Shout-out Slip	Shout-out Slip	Shout-out Slip



## Ideas for Future Lessons/Activities Related to Building a Personal Brand:

1. Personal Brand in Action: Real Life Interviews with Strong Female Role Models in Your Community
2. Where Do You Want to Go? Goal Setting and Your Personal Brand
3. To Thine Own Self Be True: Building Authenticity into Your Personal Brand
4. Who Are You Really? Selecting Brand Attributes Based on Your Inner-Self
5. 100% Unique: How My Personal Brand Stands Out!
6. 30 Seconds and Go! Crafting a Compelling Elevator Pitch
7. Friends, Colleagues, and Study-Buddies: How Does Your Social Group Impact Your Personal Brand?
8. Building a Personal Brand Today: What Role Does Social Media Play in Personal Branding?