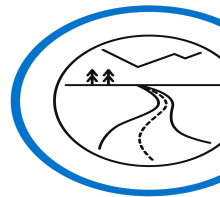


Possible Futures



Facilitator Guide: How to Prepare for This Lesson



LENSES ON THE FUTURE

Lesson 9—Society: My Personal Brand

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About This Facilitator Guide

This facilitator guide provides the details to help you enable students to complete the lesson on **My Personal Brand – What’s My Brand?**

Instructions for using the SCORM files in Blackboard and Canvas can be found at this [link](#).

While this lesson is designed for online learning, you will find information in this guide about In-Person Learning Adaptations to help you facilitate your students who may be completing this lesson in the classroom instead of online. Call-outs will provide guidance on how to adapt various activities for in-person learning.

Before You Get Started

Before you get started with this lesson, please be sure to:

- Read through the facilitator guide.
- Download SCORM. (You will only need to add SCORM once. After that, you will be set to use SCORM for any remaining lessons.)
- Review the Rise lesson.
- Prepare any resources needed for the lesson, including any materials or platforms you choose for students to share their reflections.

Using Editable PDFs

Most lessons include the use of an editable PDF for students to capture responses to questions and other activities.

Guiding language is included in the lesson to help students access and use the editable PDFs where they appear.

For students who will be using Chromebooks, student will need to use the Print to PDF function to save their editable PDFs to their device. Here's how to do this:

1. Open the editable PDF and select CTRL + P.
2. Open the file destination where the file will be saved.
3. Select **Save as PDF**.
4. Select **Print**. Your document is now “printed” as a PDF file which will save your work.

PDFs cannot be submitted via the Rise interactives. If you plan to collect these documents for career planning portfolios or grading, you will need to coordinate that with your students.

Reflecting on the Lesson

This lesson asks students to reflect on what they have learned by responding to a reflection prompt. You can choose for students to record their responses in this lesson's editable PDF, share their answers through an in-class activity, or submit their reflections through a social sharing platform to which your class has access.

Some examples of in-class activities that you can adapt for these reflections include:

- **Four Corners Debate:** Give the students a question that has four possible answers (or ranges). Students choose a corner and have discussions based on their shared opinions.
- **Anticipation:** *Before* the lesson, present a statement or question related to the learning intention. Ask the students to share their thoughts, opinions, or answers based on their current knowledge. *After* the lesson, present the same statement or question again. Ask them to reflect on their learning by answering the prompt: “At first I thought... but now I think...”
- **Pair Up Pyramid:** Pair students to discuss their answer to the reflection prompt with each other. Then, ask that pair to find another pair (group of 4) to discuss and compare their answers. Continue pairing the groups until the whole class has joined together.
- **Socratic Seminar:** Arrange the students in a concentric circle. The person in the inner circle is the Pilot, who answers the reflection prompt aloud, while the person in the outer circle is the Copilot, who remains silent and takes notes. When the Pilot fully completes their answer, the Copilot shares observations, provides feedback, and asks additional questions to clarify the Pilot's response.

Depending on the technology available in your class, students may want to record their reflection through a video, audio, collaborative whiteboard, or another format. Examples of social sharing and video recording platforms that are commonly available for educators and students include:

- Padlet
- Seesaw
- Gravity
- Miro
- Google Jamboard
- Screencastify for Education

Consider alternating the reflection methods between lessons to promote engagement, cater to different learning preferences, and foster a more inclusive and effective learning environment.

Ask an Expert Interviews (Optional)

You may choose to include an “Ask an Expert” interview in this lesson.

An interview provides an opportunity for students to talk with and ask questions to the experts who work in various professions to learn about their career journeys, current job roles and responsibilities, and glean valuable insights.

Additionally, an interview also provides the following benefits for the students:

- Real-world information about careers
- An awareness of the workplace habits and interpersonal skills needed to succeed in any job
- Further encouragement to go to college or post-secondary training, apprenticeship, etc., and get ready for the career of their choice
- An understanding of the fact that each person’s career journey is unique and that most people encounter obstacles and challenges that they must overcome to reach their goals

When selecting experts to participate in the small group interviews, look for “down to earth” people who you think are good speakers and who would be comfortable talking to young students, aged between 12 and 14. An ideal ratio is one expert for every five students.

There are two options that can be used if you choose to use an Ask an Expert interview:

- Schedule a Zoom/Skype call with an expert in the field.
- Find an existing YouTube video of an expert to share with students.

In-Person Learning Adaptation: For in-person learning, project/share the Zoom/Skype call with an Expert with your class. YouTube videos may also be projected/shared in-person. You can consider facilitating further discussions on the key takeaways from the session and/or a specific topic discussed in the session.

Review the following resource for additional information:

[Career and College Exploration Experiences: Planning for Success](#)

How to Implement This Unit

For students to get the most value from this unit, please plan on implementing all lessons in this unit in sequential order.

When it may not be possible to implement the entire unit, we recommend implementing the following lessons to support optimum student learning based on the time available:

- **Best practice:** All 12 lessons in order
- **Recommended combinations:** Choose any of the following:
 - **Standalone:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11
 - **Pairs:** Lessons 1 and 2; Lessons 2 and 3; Lessons 3 and 5; Lessons 1 and 9, Lessons 3 and 8
 - **Trios:** Lessons 1–3; Lessons 3, 5, and 6; Lessons 1, 4, and 9; Lessons 1, 8, and 10
 - **Mini four–lesson unit:** Lessons 2, 3, 5, 8, and 10

Alignment of Learning Outcomes for the Unit

The program learning outcomes for Possible Futures 2.0 are:

- A. Gain awareness of and exposure to a wide array of careers.
- B. Increase self-awareness and begin to form their potential occupational identity.
- C. Develop employability skills.

- D. Develop foundational technical skills as appropriate.
- E. Be positioned to make more informed educational choices.
- F. Transition to high school with an actionable plan for next steps.

The curriculum learning outcomes for the Lenses on the Future unit are:

- Develop an understanding of personal values, cultivate agency and identity, and leverage a framework to navigate choices.

Self:

1. Students learn to evaluate future options for career and college by considering their own interests, talents, culture, and values. Students identify what currently fascinates them and explore new interests.
2. Students identify their own interests, talents, culture, and values.
3. Students consider how their own interests, talents, culture, and values could influence career and education choices.

Society:

4. Students consider how they can contribute to their communities, noting the complex ways that a diversity of fields and careers support solutions to local and global problems. The society lens asks: What are the problems that face your generation and how will your unique talents help solve these pressing challenges?
5. Students build an understanding of their community and how they fit into it.
6. Students consider how a variety of careers contribute to solving community problems.

Security:

7. Students build background knowledge to prepare them for future decisions and financial realities, learning about the practical elements of future-ready thinking. The security lens guides young people to evaluate educational and career options with a view toward cost, permeability, high-demand fields, future earning potential, and careers that offer opportunities for advancement.
8. Students evaluate educational and career options as they relate to cost, permeability, high-demand fields, future earning potential, and careers that offer opportunities for advancement.

The Arizona Career Literacy Standards for grades 5 through 8 can be found at [this link](#).

This lesson's learning outcomes align with the program learning outcomes (PLOs), curriculum learning outcomes (CLOs), and Arizona Career Literacy Standards (CLSs) as follows:

CLOs	Lesson Learning Outcomes	PLOs	CLSs
1, 2, 3	Identify components of your personal identity.	B	2.0, 6.0, 7.0
1, 2, 3	Define personal identity as a reflection of individual traits, choices, and options within one's control.	B	2.0, 6.0, 7.0
1, 2, 3	Consider the way multiple identities frame your perspectives.	B	2.0, 6.0, 7.0

Tracking Completion of Lessons

If you are using SCORM Cloud or Canvas with the lessons in this unit, completion tracking options are available. If you are not using either platform, please determine if and/or how you plan to track the completion of lessons by the students.

Lesson 9 Components

Guiding Question

The guiding question is intended to provide a focal point for each lesson. This lesson's guiding question is: **What's my brand?**

Vocabulary in This Lesson – Flip Card Activity

The flip card activity is designed to familiarize students with key vocabulary terms and definitions for this lesson. Students must flip each card to proceed in the lesson.

- **Values:** Basic beliefs that guide or motivate attitudes or actions. They help us determine what is important to us
- **Brand:** How others perceive you; your reputation
- **Interaction:** To talk or do things with other people
- **Perception:** The way you think about or understand someone or something
- **Coherence:** Logical and well-organized—easy to understand
- **Authentic:** Real or genuine

Learning Targets

By the end of this lesson, students will be able to:

- Evaluate how you are perceived and how you want to be perceived
- Determine how to use your story to open doors of opportunity
- Design an action plan to build your brand

From Zero to Infinity—What Is in a Personal Brand?

In this section, students will explore the concept of a personal brand. The students are prompted to watch a [video](#) on building a personal brand.

Brand Story

In this section, students will learn about the significance of their brand and the impact of their story on their brand. The students will also learn how their story reflects their actions and

interactions and how their story should connect to their audience in a way that elevates their value and the contributions they can make.

In-Person Learning Adaptation: For in-person learning, the facilitator can first show the video on building a personal brand via a projector and then ask the students to discuss any queries or observations on the video.

Brand Story: Naming It and Claiming It

In this section, students will learn how to create their personal brands. The students will also learn about the power of their story, their talents, and their contributions in their brand story. The students are then prompted to complete the **Brand Story Organizer** section of this lesson's editable PDF. This section ends with instructions that tell the students how to download and use the editable PDF.

In-Person Learning Adaptation: For in-person learning, the facilitator can take cues from the brand story organizer and ask students to answer questions associated with their brand story.

Perception and Coherence – Tabs Block

In this section, students will reflect on their actions and interactions to understand if they are in alignment with their story. The students will also explore some examples that show the gap between actions/interactions and perceptions. It will be presented on a Rise course component called the tabs block.

The students are then asked to think of a few examples of how they view themselves and how their actions either support that view or contradict it and complete the **Coherence: And/But Reflection** section of this lesson's editable PDF.

In-Person Learning Adaptation: For in-person learning, the facilitator can show the examples of coherence via a projector and then ask the students to come up with a few examples that show how their actions either support their story or contradict it.

Be the Hu/man With a Plan

In this section, the students will learn about the importance of coherence in a brand story and the alignment of actions/interactions and perceptions that create a coherent authentic story. The students will then be prompted to create a plan to accomplish their brand goals by completing the **Be The Hu/man With a Plan** section of this lesson's editable PDF.

In-Person Learning Adaptation: For in-person learning, the facilitator can share Be The Hu/man With a Plan template via a projector and then ask the students to answer the questions given in the template.

Let's Talk About It

In this section, students are asked to share their responses to share their thoughts on how to aim their personal brand and make their actions align with their brand. They can share through in an in-class activity, the lesson's editable PDF, or a sharing platform of your choice. Consider alternating the instructional methods between lessons to promote engagement, cater to different learning preferences, and foster a more inclusive and effective learning environment.

Thinking About Your Future

Students will see the following statement on Rise: "In this lesson, you learned what a personal **brand** is and how to create one for yourself. You also considered how well your actions reflect your **brand**."

Before moving on to the next lesson, consider these questions:

- Were you surprised by how well (or not) your actions match your **brand**?

- What actions might you take to bring your action and **brand** into even stronger alignment?

Career Pathways

Share the following with your students: “It’s never too soon to start exploring future career options!”

Students can access the resources at this link: [Pipeline AZ Career Exploration](#).

Encourage the students to explore a career from their quiz results.

Lesson Completion

At the end of the lesson, students will see the following message on Rise: “In future lessons, you will continue to explore your personal identity before considering some decisions about your future and your role in your community.”

Extension Activities

- **Elevator Pitch:** This is covered briefly in the lesson. Consider extending this activity to help students hone their Brand Story into a tight pitch—focused on communication and opportunity. This is done with repeated practice and feedback. See Skillcrush How to Write an Elevator Pitch That Sounds Like You AND Gets You the Job. Includes resources, tips, and a supporting worksheet <https://skillcrush.com/2015/05/08/elevator-pitch-proud-of/>How to Have a Kick*ss Elevator Pitch
- **Elevator Pitch:** This video by Vanessa Van Edwards shows example of elevator pitches and critiques them with a focus on body language. It is available on YouTube and is 7:22 minutes long. <https://www.youtube.com/watch?v=ZLWWAZ3VDiM> Create a Brand/Elevator Pitch
- **Video Project:** (extension): Invite students to create a video of their Brand Story for their portfolio. Combine with the elevator pitch resources and video to help with presentation and body language. To get inspiration, read the article How to

Create a Profile Video for Your Personal Brand by Kaitlin Zhang.
[https://medium.com/@KaitlinZhang/how-to-create-a-profile-video-for-your-personal-brand\[1\]3a44309c063](https://medium.com/@KaitlinZhang/how-to-create-a-profile-video-for-your-personal-brand[1]3a44309c063)

- **Extension Lesson:** The "High 5" Elevator Pitch Worksheet makes an excellent extension for this lesson. It is available through the University of Nebraska – Lincoln Digital Commons (<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1014&context=kimmelfacpub>)

