



BRAND YOU

The students will start the curriculum by exploring themselves. They will discover their strengths, values and ideal career. This information will be used to create a brand promise. This brand promise will then be used to plan an endorsement for a local business. At the WOW!, students will demonstrate their mastery of communication by discussing how they arrived at their brand promise and the endorsement they selected.

Unit Standards and Objectives 21st Century Skill: Oral Communication

Standard #1: Citizen Schools students will make an effective oral presentation

Lesson Objectives:

Students will be able to (SWBAT)

- draw on preparation, reasoning, and reflection to form and clearly express your own ideas (SL.6.1.) (L 3)
- make appropriate eye contact, speak at an adequate volume, and use clear pronunciation (SL.6.4) (L1, 2))
- interpret information presented in diverse media and formats (eg., visually, quantitatively, orally) (SL.6.2) (L4)
- include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentation to clarify information (SL.6.5) (L6)
- demonstrate command of formal English when appropriate (SL.6.6) (L5)

Standard #2: Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (ELA.6.6)

Lesson Objectives:

Students will be able to (SWBAT)

- describe the apprenticeship and the WOW! by reviewing key features of both.
- create a centralized location to record academic vocabulary.
- use academic vocab appropriately in a sentence
- use academic vocab in appropriately in their WOW! presentation

Essential Questions

- How can your brand identity be used to endorse products or businesses?
- What techniques for effective oral communication are important to consider when planning and sharing a brand?

Performance Task Assessment (WOW!)

Goal: Your goal is to convince companies to allow you to endorse their products or services.

Role: In order to develop a brand promise, you must first identify features of yourself such as your strengths, values and passions. From there, you will craft a brand promise and identify companies that have a similar message. You will want to convince them that you are aligned with their product and have them consider your endorsement. Your endorsement would mean you will highlight their company at the WOW, their product will be featured in the WOW! pamphlet and you will encourage your peers to use their services on social media.

Audience: You will be presenting to business owners and companies at the WOW! In addition, you will present your brand promise and how you developed it by presenting your collage to parents, guardians, school faculty and community members.

Situation: You are in a brand ambassador. In order to do that, you must figure out who you are, what your brand promise is and what places and products you endorse.



Product: You will present your collage which features words and images associated with your brand promise. This will feature products the student is hoping to receive an endorsement from.

Standards: Students will be evaluated using Citizen Schools' Oral Communication Rubric. After the assessment is introduced (week 1), students will summarize their learnings for objectives covered each class. During week 9, students will review the communication rubric and determine how to demonstrate mastery of the objectives in their presentation. On weeks 9 and 10, students will present their speech to peers who will give them feedback using the communication rubric. During week 10, Team Leaders will listen to students' speeches and complete a rating using the rubric.

Lesson Plans At-A-Glance

Lesson Plans are available [here](#).

Week	Lesson Objectives	Agenda	Outcomes & Work Products
1	<p>SWBAT make appropriate eye contact, speak at an adequate volume, and use clear pronunciation</p> <p>SWBAT describe the apprenticeship and the WOW! by reviewing key features of both.</p> <p>SWBAT create a centralized location to record academic vocabulary in order to reference words including Brand, Brand Identity, Brand Promise and Target Audience.</p>	<ul style="list-style-type: none"> ● Hook: Human Bingo ● Introduction to New Material: Brand Overview ● Activity 1: Brand Examples ● Activity 2: Apprenticeship Overview ● Assessment: Peer Evaluation 	<p>Students will learn general knowledge about branding, including key vocabulary. They will also have clarity in terms of what this apprenticeship will entail for the following weeks.</p>
2	<p>SWBAT make appropriate eye contact, speak at an adequate volume, and use clear pronunciation</p> <p>SWBAT define the words "character" and "authentic" by completing journal entries.</p>	<ul style="list-style-type: none"> ● Hook: Brand Breakdown ● Activity 1: Your Values ● Activity 2: Your Strengths ● Assessment: Exit Ticket 	<p>Students will learn more about their strengths and values. This knowledge will be used when they create their brand promises.</p>
3	<p>SWBAT draw on preparation, reasoning, and reflection to form and clearly express your own ideas (SL.6.1.)</p> <p>SWBAT define the words "frequently," "category" and "common" by completing journal entries.</p>	<ul style="list-style-type: none"> ● Hook: Do Now ● Introduction to New Material: Express Ideas ● Activity 1: Career Survey ● Activity 2: Career Clusters ● Assessment: Exit Ticket 	<p>Students will take an assessment to reveal careers which are aligned to their interests and passions. They will use this information as they think about companies they should endorse.</p>
4	<p>SWBAT interpret information visually presented in diverse media and formats</p> <p>SWBAT define the words background, complement, and differentiate by completing journal entries.</p>	<ul style="list-style-type: none"> ● Hook: Do Now ● Introduction to New Material: Diverse Media and Formats ● Activity 1: Brand Promises ● Activity 2: Individual's Brands ● Assessment: Exit Ticket 	<p>Students will dive deeper and learn more about brand promises and various examples. They will learn about celebrities who created products and how that aligns to their brand promise.</p>
5	<p>SWBAT demonstrate command of formal English when presenting information</p>	<ul style="list-style-type: none"> ● Hook: Do Now ● Introduction to New Material: Formal English ● Activity 1: Endorsements 	<p>Students will learn about endorsements and why those are strategic for both companies and individuals. They will</p>



Core Apprenticeship Library
Apprenticeship Sector: Business and STEM
 Unit Guide: Brand You



	SWBAT define the words characteristic, authentic and logical by completing journal entries.	<ul style="list-style-type: none"> ● Activity 2: Your Characteristics ● Activity 3: Your Catch Phrase ● Work Product 	reflect further on their characteristics and what they're known for.
6	<p>SWBAT include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentation to clarify information</p> <p>SWBAT define the words unique, proposition, symbolize, and quotation by completing journal entries.</p>	<ul style="list-style-type: none"> ● Hook: Do Now ● Introduction to New Material: Multimedia Components ● Activity 1: Creating a Personal Brand ● Activity 2: Your Collage ● Assessment: Work Product 	Students will put together all of their learnings about themselves to create a brand promise. They will visually depict this by creating a visual.
7	<p>SWBAT draw on preparation, reasoning, and reflection to form and clearly express your own ideas</p> <p>SWBAT define the words order, plausible, and represent by completing journal entries.</p>	<ul style="list-style-type: none"> ● Hook: Do Now ● Introduction to New Material: Our Endorsements ● Activity 1: Ranking Endorsements ● Activity 2: Endorsement Research ● Assessment: Exit Ticket 	Students will consider their brand promise and consider places which would be interested in their endorsement. Once they create a list of possibilities, they will research those locations and narrow down the list.
8	SWBAT demonstrate command of formal English when appropriate	<ul style="list-style-type: none"> ● Hook: Do Now! ● Introduction to New Material: WOW! Review ● Activity 1: Communication Review ● Activity 2: Write Script ● Activity 3: Rehearse ● Assessment: Exit Ticket 	Students will review what the WOW! will entail and the components of the communication rubric. They will write a script to reach out to their top company to receive an endorsement and will reach out at the end of class.
9	<p>SWBAT draw on preparation, reasoning, and reflection to form and clearly express your own ideas</p> <p>SWBAT use academic vocabulary appropriately in their WOW! presentation</p>	<ul style="list-style-type: none"> ● Hook: Do Now ● Activity 1: Draft Speech ● Activity 2: Vocab Review ● Assessment: Speech Feedback 	Students will create an outline of a speech to deliver at the WOW! They will incorporate at least 5 academic vocabulary words learned throughout the semester. At the end of class, they will rehearse their speech to a group of peers who will provide feedback.
10	<p>SWBAT include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentation to clarify information.</p> <p>SWBAT make appropriate eye contact, speak at an adequate volume, and use clear pronunciation while presenting your speech to peers.</p> <p>SWBAT use academic vocabulary appropriately in their WOW! presentation</p>	<ul style="list-style-type: none"> ● Hook: Presentation Best Practices ● Activity 1: Speech Review ● Activity 2: Multimedia Components ● Activity 3: Speech Review ● Closing 	Students will finalize their speech and rehearse it with peers. They will finalize their multimedia component that they will include at the WOW!



Lesson Elements	
<p>Hook</p> <p>Opening ritual used each week to build excitement</p>	<p>Each week students will watch a commercial and analyze the brand. They will answer the same questions each week:</p> <ul style="list-style-type: none"> ● What is the brand featured? What is the brand promise? ● What does the advertisement want you to believe about the product? ● How likely are you to buy the product based on the advertisement? Why or why not? <p>Feel free to use the commercials provided or include other ones which may be more relevant/current.</p>
<p>Assessment</p> <p>How you will measure student learning (i.e., exit tickets, student writing, student presentations, etc.)</p>	<p>Exit Tickets</p> <p>The exit ticket strategy involves asking the students a series questions about the day's course content prior to class ending. Students write their answers on the exit ticket worksheet and turn it in as they exit the class. This formative assessment technique engages all students and provides facilitators with evidence of student learning. Based on the exit ticket answers, facilitators can determine which students need further assistance and which subjects need additional instruction time.</p> <p>Assessment of 21st Century skills before and during the WOW! Performance Task Assessment will be done using the <u>oral communication rubric</u>. Please see details in the Performance Task Assessment (WOW!) section above.</p>
<p>Structures</p> <p>Learning structures, tools or student grouping strategies</p>	<p>The lessons are written in a way that each lesson builds off the previous week. Therefore, a consistent example is used each week to model. While you may adjust the strengths, values, career, brand promise or endorsement to best fit your interests and partnerships, it's recommended your models use one person throughout the course of the apprenticeship.</p> <p>Each week builds upon the next, use your best judgement of how to adapt lessons to fit your pacing. Some information is more essential than others so adapt as you see necessary.</p> <p>Be sure students keep all worksheets in their folder after each lesson. Previous materials are referenced and used throughout the apprenticeship so it's essential they have all their materials in one place.</p>
<p>Procedures</p> <p>Special procedures used each class (ie handing out folders, rearranging seating, etc.)</p>	<ul style="list-style-type: none"> ● Classroom space and furniture: Each class will consist of whole-class discussions and activities, pair work, group work, and collaborative team activities. As such, the classroom will need desks and chairs that can be moved so students can sit together and ample surface space on which teams can best collaborate. <p>Students will enter classroom, take the Do Now and watch the video at the start of class. As they leave class, they will leave their folder (with contents from each class) on the desk near the door.</p>

Implementation Notes	
<p>Supplies</p> <p>Materials, tools, technology</p>	<ul style="list-style-type: none"> ● Team Folders: At the end of each session, the TL should collect all student worksheets and store them in their team folders. ● Handouts: Class handouts are included within each day's lesson. ● Classroom: Desks, tables, chairs, overhead projector, white board with markers, internet access. ● Student materials: Pens, pencils, markers, poster board, glue, scissors. ● PowerPoint: A deck with slides for each lesson is available to download. Facilitators should customize slides as needed for their classes. ● Videos: The curriculum includes links to videos featuring brands. Facilitators should plan to download these videos from the internet prior to class in the event that they do not have internet access during class time. ● Computers: Students should have access to computers or laptops for research purposes in week 5 and as needed afterward..
<p>Budget</p>	<p>Total cost of apprenticeship:</p> <ul style="list-style-type: none"> ● Materials: for their WOW! project including markers, poster boards, glue, etc. ~\$60



Core Apprenticeship Library
Apprenticeship Sector: Business and STEM
 Unit Guide: Brand You



Supporting Materials & Resources handouts, books, materials	All relevant handouts will be found at the end of each lesson. Weekly slides that you can customize are available here .
Location Tables/desks, or classroom, gym, kitchen, outside, etc.	A classroom with desks, chairs, whiteboard, internet access and an overhead projector is necessary. For the WOW!, a classroom, an auditorium or performance space is needed.
Choice and Voice Key decisions students make	Students will create their brand promise and pick company's/products they'd like to endorse. They also have autonomy as to who they work with in a group to
Modifications for Student Needs Supports and changes to help meet the needs of all learners	<p>We have been intentional about the words used in each lesson. If there are words which need to be changed, use your best judgement. For students with special needs, they can have modified journals (ie only writing a definition).</p> <p>During videos, students with special needs can partner together with another student to complete the reflections together.</p>
Student Background Knowledge and Skills Needed Academic skills, social emotional skills or developmental milestones needed	Students may need assistance with the vocabulary depending on their grade and word fluency. Older students may be able to provide more definitions of words than younger students. Modify as you see fit to work best for your students.
College and Career Readiness Connections to college and career	<p>College Connection: Students will need to know their strengths and values to find a good-fit college. They can apply the research they completed of good fit endorsements to finding good-fit colleges.</p> <p>Career Connections: In this apprenticeship, students discovered career paths which they may excel at given their personality. This will be invaluable information to have so they can major in the right areas. If students enjoyed the content of this apprenticeship, they should consider the marketing field.</p>
Co-Teaching Roles Recommendations for co-teaching and planning	There is a suggestion for each activity as to who would be best to facilitate that section. Modify this as you see fit depending on the CTs' experience and knowledge.
Road Map to WOW! Visual overview for students of their 10 week apprenticeship	<p>Note to CT/TL: Create a poster-sized visual of the information listed below, display and reference weekly in your classroom.</p> <p>Visual overview for students of their 10 week apprenticeship:</p> <ul style="list-style-type: none"> Week 1: What is a Brand? Week 2: Your Values and Strengths Week 3: Career Interests Week 4: Branding Individuals Week 5: Endorsements Week 6: Brand Promises Week 7: Your Endorsements Week 8: Landing an Endorsement Week 9: Creating Your Speech Week 10: WOW! Preparation <p>WOW! Present Brand Promise & Endorsement</p> <p>Poster Examples:</p>



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Apprenticeship Sector: *Business and STEM*
Unit Guide: *Brand You*



[Example 1](#)

[Example 2](#)

[Example 3](#)



Co-Teaching Structures Guide

Teaching Model	Description	Why should we use it?	When should we use it?
<p>Parallel Teaching</p>	<p>Class is split into two (or more) small teams. <u>Same</u> content is taught to each team.</p>	<ul style="list-style-type: none"> ·Low student-teacher ratio ·Greater proximity to high-risk students ·Co-teachers have equal presence and responsibility in the classroom 	<ul style="list-style-type: none"> ·When we can plan effectively together to ensure we teach the same content to each group well. ·Classroom's physical structure permits it. ·For lessons with heavy independent work ·Need to provide a lot of individual attention
<p>Station Teaching</p>	<p>Class is split into two (or more) small teams. <u>Different</u> material taught to each group simultaneously and then teams switch or teachers switch.</p>	<ul style="list-style-type: none"> ·Low student-teacher ratio ·Co-teachers have equal presence and responsibility in the classroom. ·More variety in teaching methods for teachers and students 	<ul style="list-style-type: none"> ·When a lesson can be split into two mutually exclusive and equally timed parts (e.g. using a camera/critiquing a photo, chopping vegetables/measuring ingredients) ·When the classroom's physical structure permits it ·For lessons with a lot of knowledge or skill-building
<p>Team Teaching</p>	<p>Both teachers actively teach the material taking turns during the lesson to lead teach. While one teacher is lead teaching the other goes around to groups or individual students.</p>	<ul style="list-style-type: none"> ·One teacher can pay attention to high-risk students while one teacher leads the full class. ·Co-teachers have equal presence and responsibility in the classroom. 	<ul style="list-style-type: none"> ·When it's difficult to effectively split a lesson into two stations ·When a lesson has lectures and independent practice time ·If most SPED students can follow whole-group instruction ·Best used with well-developed co-teaching relationship ·For lessons with a lot of group work
<p>Alternative Teaching</p>	<p>One teacher remediates a small group of students (pre-teach, re-teach, supplement, or enrich) and catches them up for the main lesson being taught by the other teacher.</p>	<ul style="list-style-type: none"> ·Low student-teacher ratio. ·To remediate in class for a small group of students. ·To catch students up who may not have understood/missed previous lessons 	<ul style="list-style-type: none"> ·When the benefits from a few minutes of remediation/ pre-teaching will pre-empt greater misunderstandings for the lesson. ·When the classroom's physical structure permits small group in one part of the room. (CTs should not be left alone in the classroom with students.)
<p>One Teach, One Assist</p>	<p>One teacher lead teaches the whole lesson and the other teacher works with individual students.</p>	<ul style="list-style-type: none"> ·To redirect behavior from an especially low functioning student. ·To pay greater attention to a student who needs one-on-one interaction in order to keep up 	<ul style="list-style-type: none"> ·If there is a particularly high-needs student(s) in the classroom that need specific support. ·During direct-teach sections of the lesson



The Pitch

- This pitch should start off by showing a relevant/current advertisement which students will enjoy.
- At the end of the apprenticeship, you will discuss the brand promise you created and how you landed an endorsement from a local business. You would also be able to break apart advertisements (like the one you just saw) to identify the brand, brand promise, target audience and how effective it is.
- CT(s) should connecting their own experience to Apprenticeship topic when they introduce themselves. They should ideally present their brand promise as well.
- At the WOW!, you will present to friends, family and community members your brand promise, how you arrived at it and how you plan to use it to clarify decisions in the future.
- If you are interested in getting to know yourself further, have an interest in marketing or want to learn more about branding, then this apprenticeship is for you!

Materials Needed for Pitch Day

1. Relevant Commercial
2. Citizen Teacher's personal brand promise

Apprenticeship in Action

Coming soon!

Apprenticeship Description for WOW! Communications

You will discover your strengths and values. This information will be used to create a brand promise. This brand promise will then be used to receive an endorsement from a local business. At the WOW!, you will demonstrate your mastery of communication by discussing how you arrived at your brand promise and the endorsement you acquired.

Apprenticeship Acknowledgements

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