

# WEEKLY MIDDLE SCHOOL LESSON

#KEEPLearning



## Week Ten: Mirror Mirror

**Overview:** In this lesson, students will learn that they have their own personal brand and that the brand they build today will reflect on them in the future. They will consider their personal characteristics to define their own brands and then develop logos to represent themselves.

**Preparation:** Review the activity and session materials. Make sure your students have all the needed materials to complete the lesson.

**Recommended Time:** 60 mins

**Materials:** Computer/Tablet with Internet  
Printer (Optional)  
Blank Paper  
Writing Utensil  
Colored Pencils or Markers (Optional)

**1) Presentation:** Begin by asking your students "How would you describe a brand?"

Tell them a **company's brand** is its promise that customers will have a good experience using its goods or services. A brand can be shown with pictures, words, or designs. And a **personal brand** is what you're known for and how people experience you. It's about bringing who you are to what you do and how you do it.

Explain to students that companies build their brands over time and it is important to develop a good brand reputation. This is the same for personal brands. Personal brands or reputations are often built on behavior, values, and appearance and having a positive brand is very important.

**2) Watch:** Have your students watch the video [We're Short a Guy](#).

**3) Discussion:** After you watch the video, ask the following questions. You can ask them verbally or have students write out their answers.

1. Why did Nike include so many different sports and famous athletes in this video? (celebrity endorsements give a brand prestige).
2. Why did they show so many Nike-branded clothes and products? (including multiple sports shows the wide range of Nike products).
3. What brand messages about Nike are in the video? (possible answers: The message is that Nike is a premium brand with a wide variety of products for every sport; Nike makes anyone feel like an athlete).

Explain that a company needs to control its brand carefully because people make decisions about what to buy based on how they perceive a brand. To earn a profit, companies need to please the public so that people will buy their products.

Now ask your students how companies present themselves in pictures, words, and designs. For a hint, ask students to look at their own clothing. Ask what is on their athletic shoes or pants pockets or on the front of their shirts. Guide students to see that companies use logos. Tell them a **logo** is a recognizable graphic design element that represents a business, a product, or a person.

You can ask your students, "Why do you think Nike uses the "swoosh" as its logo?" (Possible answers: It represents motion and speed; it's shaped like a wing because it represents the Greek goddess Nike (the goddess of victory); the word "swoosh" sounds like a basketball going through a net. State that a good logo can convey multiple messages and work on multiple levels.

Ask them if they can explain what some other logos look like? (You can also reference this photo to see some popular logos)



*"Think different"*



*"Open happiness"*



*"Go further"*



*"Just do it"*



*"I'm lovin' it"*



*"Can you hear me now?"*

Then ask your students if they know what is a tagline? After some responses, tell them a **tagline** is a brief slogan used in marketing to define a business, a product, or a person. The tagline describes characteristics the company thinks are important about its brand. Ask your students if they can name any taglines. Possible answers: Nike - "Just Do it"; Bounty - "The quicker pickerupper"; M&Ms - "Melts in your mouth, not in your hand"; McDonald's "I'm loving it".

After you have talked about some of the popular taglines, ask your students, "What impression does the McDonald's tagline give you?" Possible answers: They hear the accompanying music in their head; they have a positive feeling about loving something; they feel a craving for McDonald's.

Explain that logos can have an image only, such as the McDonald's golden arches; a name only, usually in a typeface that serves as a logo; a tagline; or any combination of the three elements. Note that all the elements are used to make an impression, highlight specific strengths, and find their way into a viewer's memory in a positive way.

#### **4) Activity: What is your Personal Brand?**

Now ask your students how do they see themselves – What is their Personal Brand? Ask your students to think of a person that has a personal brand? Possible answers; Michael Jordan, LeBron James, Beyoncé, Ellen DeGeneres, and Justin Timberlake.

How would they describe these personal brands? Tell students they will now will start to create their own Personal Brand.

#### **Directions:**

1. Have your students select the "Personal Brand" link below to open the worksheet. They can fill it out on their computers or print it.
2. Students will write three things they're good at. Prompt students to write down academic, personal, or extracurricular things they feel they do well.
3. Next, students will list positive words people might use to describe them. For example, a friend might say they're honest and funny. A teacher or parent might say they're dependable and insightful.
4. In the bottom section, students should check off and write in words they think describe them and circle words that represent areas they'd like to improve.

### **Personal Brand**

## 5) Activity: Design your Personal Logo

Now ask your students to think about a time in the future when they might want to try out for a special opportunity or apply for a job. What kind of logo would they want to represent them? Tell your students that they will develop a logo to represent their personal brand. Remind them that a personal logo requires thinking about your personal characteristics and how they would like to be perceived. Students should ask themselves: What am I known for? What do I want to be known for? What image do I want to present to the world?

### Directions:

1. Have your students select the "Create Your Personal Logo" link below to open the worksheet. They can fill it out on their computers or print it.
2. Students will plan out the elements for their logo using the chart on the worksheet, and then draw their logo in the box provided.
3. If possible, students should use markers or colored pencils.
4. Once students have created their logo on paper, they can create one online by selecting the "Create Logo" link below.

[Create Your Personal Logo](#)

[Create Logo](#)

**6) Overview:** Ask for student volunteers to share their logos and ask for feedback about what the logo says to others. Ask your students what they were trying to communicate and see if that was received. Encourage students to continue to develop their logos and brands. Remind them that their brand represents their reputation. It's built each day by the choices they make and the way they behave, even as early as middle school. Explain that to be considered for special opportunities, such as volunteer work, scholarships, internships, and jobs, a positive reputation is critical.

**The Money JAR** - The concept of a personal brand is growing more and more important as social media gains prominence in our lives, but how do you ensure that your online presence remains authentic and kind? [Click here](#) to listen to this week's podcast episode on **Creating and Encouraging a Personal Brand**.

# Bonus Activity: What have I Learned?

**Extended Activity:** 30 mins

**Materials:** Computer/Tablet with Internet and webcam (cell phone is fine too)

Blank Paper

Writing Utensil

**Overview:** Students will create a 30-60 second video or paragraph answering the questions, "What have you learned from the weekly lessons and how did they make an impact on you?".

## Directions:

1. Ask students to think about everything they learned in JA's weekly lessons and identify what these lessons have meant to them.
2. Students should submit a 30-60 second video response to the questions: "What have you learned from the weekly lessons? How did they make an impact on you?" If a video is not an option, students can submit a paragraph in place of a video
3. If you post on social media, please tag Junior Achievement of Oregon and SW Washington (@jaorswwa) and use the hashtag #KeepLearning.