

Teacher Overview

This is a project to help your students understand brands and create a brand for themselves. This is a good time to discuss why creating a brand for yourself is important. You can reference celebrity examples (good and bad) that are significant to your students.

When to Use This Lesson

It is best to use this lesson within the first few weeks of class. This is great way for your students to understand basic business terms, branding and personal assessment (SWOT - strengths, weaknesses, opportunities and threats).

Time:



BEFORE CLASS PREPARATION

- > Review Activity Guide and PowerPoint prior to class.
 - The PowerPoint contains key terms that you may want to introduce during this project. The success of the project doesn't lie in the key terms. If you would like to introduce them later in the semester that is fine.
- > Decide how you would like to present the project to the class, based on resources and what you would like students to brand.

FOUNDATIONAL VALUES

- > Responsibility
- > Passion
- > Knowledge
- > Opportunity

LEARNING OBJECTIVES

- > Principled Entrepreneurship LO 6b, 6d

MATERIALS

- > The materials required for this project will depend on what you ask your students to create.
- > If you would like them to create a cereal box; request that each student brings one or ask other teachers to bring an empty cereal box. You can also have them create their own with card stock.
- > Other options are shoes using a shoe box or a t-shirt, which is generally created on poster board.
- > Your students may need access to a computer and printer.
- > You may want to provide colored paper, markers, scissors, glue, etc.
- > Optional: you may want to incentivize the students using gift cards or YE dollars.
- > Please refer to the PPT for guidance.

ACTIVITY INTRODUCTION

- > Introduce the project using the PPT. Explain branding to the class using various examples of brands your students can relate to. **Protip:** Nike is a good one to use because most students are familiar with it. Discuss how important it is for them to develop a brand for themselves. Use celebrity examples.
- > Optional:
 - Create a PPT with images from various brands and have students figure out which company's brands are displayed.
 - Have students complete a personal SWOT (strengths, weaknesses, opportunities and threats) analysis.

ACTIVITY DIRECTIONS

- > Follow the supplemental PPT.
 - Define perception, value and perceived value.
 - Everyone's perceived value will be different based on their values.
 - Define what a brand is and explain why we, as consumers, trust certain brands.
 - This is a good slide to discuss brands relevant to your students and ask them why they buy, trust, those brands.
- > Discuss licensing a brand and give celebrity examples. Explain franchising and give examples.
- > Challenge your students to create their own brand that symbolizes them.
 - Select and design product packaging (this can be done with a cereal box, t-shirt design, shoe box, etc.).
 - Create their brand name.
 - Packaging requirements:
 - Brand name
 - Graphics or illustrations
 - Ingredients – your personal characteristics – give examples of characteristics
 - Product features-benefits – your personal selling features and their benefits
 - Endorsement or cross-promotion strategy – explain what this means with examples
 - Other creative packaging features that will inform the marketplace, classroom, and sell you/your brand
- > Discuss when the project is due.
 - Suggested timeframe is 90 minutes
- > Decide if you want to provide incentives for first and second place. Explain the value of taking pride in their work and why that is important in all aspects of their lives. If you want to provide incentives you may purchase gift cards with your site budget, purchase food/snacks, and/or use YE dollars.
- > Explain the voting procedures. Give each student two post-it notes and have them label one with 2 points and the other with 1 point.
 - You can have each student give a 30 second pitch about themselves and vote after.
 - You can have a gallery walk around the room and vote after the gallery walk.

