



Personal Brand: Developing Yourself

This guide has been put together for teachers to use alongside the personal brand presentation.

Introduction: Be yourself, everyone else is already taken

Ask your group what they think this means and why it is important to be yourself and not try to pretend to be something you're not.

Slide 3: Ask your group – who are you?

What makes you unique, what would you want people to think about you? What makes you different to others?

Slide 4: Playing the video linked with slide 4 showcasing a range of inspirational women to inspire the students - <https://www.youtube.com/watch?v=cZ4uEp-fgt4>

Ask your group how many women they recognised and what they're famous for. The video is from 2015, so ask the group who inspires them now. This could be a member of their family, someone at school, someone in the community, or a celebrity. Ask why they're inspired by them.

Slide 5: Your view of yourself is incredibly important. But do others see that of you?

How do people perceive you? Ask the group to write down how they see themselves and ask their friends if they need a little help or inspiration.

Slide 6: How do people, who don't come from the area, perceive the girls who live here? Discuss this with the class mind mapping or listing down their responses. Try to ensure the list is balanced with both positive and negative connotations of Middlesbrough/ Teesside.

Slide 7: this slide can be explored verbally as a class or group discussion or individuals can write down their responses.

What aspirations do you have for yourself?

What are your strengths?

What are your core values – what really matters to you?

What are your passions?

Why are you here?

How do you want to live your life?

What are your aspirations?

Slide 8: conclusion of first section, and introduction of the next section. Explain that communication is more than just talking and can be done in a number of ways.

Slide 9: The Oracy Framework devised by Cambridge University and teachers at School 21, provides a framework through which: we can understand what constitutes good speaking in different contexts breaks the skills within oracy down into four distinct but interlinked strands: physical, linguistic, cognitive, and social and emotional.

Although they are in separate strands, good oracy encompasses all four and entwines.



Slides 10 and 11: let the class explore different body language stances, facial expressions, and vocal tones to express or convey different emotions. Ask a volunteer from the group to show excitement, disappointment, anxiety etc. without using those words. They can only use facial expressions, tone, and actions.

Slide 12 and 13: Linguistics, and common errors in language

Slide 14: Compare the broad Middlesbrough non- standard English text and switch the sentences into standard English. This could be a written task if you wish so.

Slide 15: Notes from Deborah Fawcett and Emma Coupe (Tees Valley Education Trust) : Don't speak unless you have an opinion based on something you know about/ have the confidence to speak about.

Be careful who influences you. Beauty only takes you so far, without opinions/ being able to listen to others you cannot form relationships beyond the superficial.

<https://www.bing.com/videos/search?q=love+island+brexit&adlt=strict&view=detail&mid=F997B9E495FAEC45AA0BF997B9E495FAEC45AA0B&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dlove%2Bisland%2Bbrexit%26FORM%3DHDRSC3>

Slide 16: Activity

One player begins by saying, "If I ran the world, I would... because..."and describe what you would do and why

The next person must say, "I couldn't disagree more because..." and explain why they disagree (even if they don't!)

Now repeat step one and two with the next players.

Slide 17: Fundamentally, speaking is a social activity.

Although on occasion we may talk to ourselves, most speaking tends to be in the form of dialogue with others or to an audience.

Confidence and interactions with others: how we conduct ourselves within a group, present ourselves to an audience, and listen effectively to others.

Judging the balance between sharing ideas and allowing enough time and space for others to share theirs during group discussion is an important social and emotional skill.

Similarly, listening closely to what others are saying and responding appropriately in a group situation as well as reading the mood of the room when speaking to an audience, all require social and emotional awareness.



Think about the job interview – a group task, they are not looking for the person who speaks the most, has all of the ideas, but the person who listens and responds to others, showing respect and allowing everyone to have a voice

Slide 18: The 1-20 game

The object of the game is to be the first one to say "20".

The first person must start at "1".

Each person may say one, two, or three numbers per turn, and the numbers must be in counting order. Each person must start with the number after the last one that the other person said.

For example, the first person can say "1", or "1, 2", or "1, 2, 3."

If the first person says "1, 2", then the second person could say "3" or "3, 4", or "3, 4, 5".

Whoever says "20" wins the game.

Play this game many times and try to discover a winning strategy.

Talk to the group about the game and how you adapted as you played. Did you start to work out how others played? Did some jump straight in there and want to win? Did anyone hang back and see how others played?

Slide 19: Your personal brand allows you to tell your story.

Your personal brand doesn't stop here. It will develop and change with time. Always think about how you build your personal brand and how you will protect it.

Your personal brand will give you the power to challenge stereotypes, fight bias, broaden perceptions, improve situations and celebrate women's achievements.