

LESSON PLAN 2

Business Card

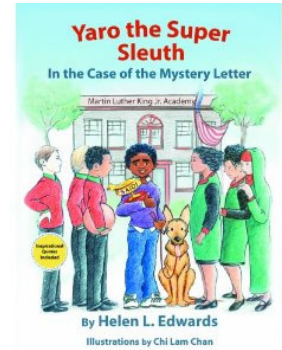
GRADE LEVELS: 4-6

BASED ON THE BOOK:

Yaro the Super Sleuth In the Case of the Mystery Letter

by Helen L. Edwards

(Appendix B)



PURPOSE:

- For students to understand their self-worth.
- For them to recognize that they create and design their life everyday by the choices they make in school and by what they choose to do on their own personal time.

OBJECTIVES:

- Students will assess their assets and their worth in personal capital.
- Students will identify their strengths, talents, and skills. Then they will design a business card that they can give to friends, family, coaches, scout leaders, and teachers that promote their qualities.

STUDENT PROJECT:

- Students will design a personal business card that will promote a single focus of their school life, personal life, or extracurricular activities.

MATERIALS NEEDED:

- Paper or journal
- Card stock paper
- Pen and pencil

PRE-READING: You have already read the book to the class in lesson 1. Read aloud or allow student volunteers to read Appendix B., stop after “**What’s My Talent?**” You will review the Career Exploration chart in another lesson.

TEACHER’S NOTE:

1. Begin the lesson by reading the words **Self-Determination**, in Appendix B ask the students to express what they think that means. Write on the board Self-Determination; write under that heading all of the students’ responses. Encourage open discussion about their thoughts and ideas. Engage students in sharing prior knowledge regarding this concept.
2. Now read the quote by Tommy Lasorda, write it on the board, elicit student responses and engage them.

3. Ask:

What does that quote mean in general and how would that apply to you? Write the students various responses down.

4. Repeat this procedure, write Self-Awareness on the board, read the quote by Muhammad Ali. (Follow same procedures stated above).

5. Now list the questions on the board from the book in the Self-Awareness section.

Say:

- I want you to take out your journals or paper and write the following questions; leave enough space for you to answer them with your thoughts. This will be the foundation for you to work on building and developing your personal business card. Think about what you would like your teachers, friends, parents, and coaches to know about you.
- Ask yourself: What am I proud of? Do you have a hobby, talent, or hold a position at school, or in the community? Are you an athlete on a team, cheerleader, or a member of the band, choir, crossing guard, science or math club, a member of a book club? Do you do volunteer work, have a job, maybe you are a responsible babysitter or you are an honor's student.
- Decide what qualities you want to highlight about yourself to your inner circle. You will design a business card for yourself with you being the brand. The brand is who you are and what you stand for. Branding yourself is an inside job. You must be committed to what you advertise about yourself and live up to your brand.
- Your business card should include your name; your last name is optional, your title if appropriate, like Class President, company name, and a motto or slogan.

6. Write on the board –

- Company Name: **Keisha *the Jewelry Maker***
- Motto or slogan: **“Nobody Makes It Better”**
- Name: **Keisha**
- Title: **Jewelry Designer**
- A brief description of your brand: **Handcrafted jewelry, original jewelry designs, and one of kind pieces. Beaded jewelry is my specialty.**
- Logo: Decide if you want to design a logo to accompany your brand.

7. GUIDELINES FOR THE BUSINESS CARD

Say:

- *Do not include your home address, e-mail address, home or cell phone numbers, and do not use a picture of yourself.*
- *As you are narrowing down the focus of your business card and you have decided what aspect of yourself you want to promote ask yourself these final seven questions (write them on the board under the business card example)*
 - 1. *What is the message I want to communicate about me?***
 - 2. *What is the job, role, talent, skill, or activity my brand describes?***
 - 3. *Does the style of my business card match my message, my brand; is it humorous, casual, or formal?***
 - 4. *Does my logo match my message?***
 - 5. *Does my motto or slogan promote my message?***
 - 6. *You may have many talents and skills but you can only focus on one for the business card.***
 - 7. *Is my message short, to the point, and clear?***

Summarization:

Say --

How you spend your educational time as well as your personal time is going to determine how good you are at whatever it is you want to achieve. We spend our time doing things that are important to us. Success in any area requires working consistently, time, commitment, and dedication.

ASSESSMENT:

- Observe class discussion and participation.
- Read the journal or paper, was there a development of thoughts and ideas by answering some of the questions?
- Did student follow procedures outlined for the creation of a business card?
- Was the message on the business card clear, concise, and you were able to understand what aspect about themselves they were promoting?
- Did the logo (if they chose to have one) motto or slogan and brief description all match.