

# MANAGING YOUR PERSONAL BRAND

## LIBERAL ARTS

**Designed For Students:**

Grades 6th-10th  
Ages 11-16

## HELLO EDUCATOR!

Disney Youth Education Series is pleased to be able to provide you with these materials to gauge your students' progress as they prepare for and complete their Disney Y.E.S. experience.

To encourage creative thinking, open-mindedness, and generate excitement, we suggest that you use the Pre-Trip Coursework to help your students prepare for Managing Your Personal Brand. Upon your return to school, you might find the Post-Trip Assessment useful to measure student learning.

These tools are sure to get your students moving in the right direction and help ensure a learning experience that is relevant, inspiring, and thought-provoking!

We look forward to hosting you at the Walt Disney World® Resort where iconic settings, imagination, and storytelling come together to create a unique learning environment and life-long memories. See you soon!

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**1. Have each student partner with a close friend. Each student will develop an individual chart. Each chart will consist of three columns.**

- In the first column, each student will record what they are interested in.
- In the second column, each student will record what they believe they are good/skilled at.
- The third column is reserved for the moment.
- After each student completes their skills and interest lists, the paper is folded over so that only the third column is revealed.
- The pair then trades papers and each student indicates what they believe their friend/peer is good or skilled at.
- After all three columns are completed, the papers are returned to the originator and unfolded.
- Each student will then draw a line to any skill that is common between the second and third columns.
- Additionally, they will draw a line from any skill that is related with an interest in the first column.
- Each pair will discuss any differences indicated by one another.
- The pair then trades papers and each student indicates, in column three, what they believe their friend/peer is good or skilled at.

**2. Have student pairs interview an individual that has a cultural background different from their own.**

- After the interviews, student pairs re-group and discuss cultural commonalities and differences.
- Discuss what would be the benefits and challenges of working with someone of a different background.

**3. Each student to develop a timeline of his/her life. Events should include:**

- Place and date of birth
- Schools attended
- Places of residence
- Significant events: Vacations
- Club memberships
- Played on a team
- Achievements, awards, etc.
- The timeline should provide for adequate space to insert future events.

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**At the conclusion of the Managing Your Personal Brand experience, have each student do the following:**

1. Complete the Roadmap “Listen to your dreams...” and “Practice your skills...” sections.
2. Add their individual career goal from Roadmap Mile Marker 6 to the pre-program student timeline.
3. Complete a gap analysis.
  - Each student to make a chart consisting of three columns.
  - The first column is to be labeled as Skills. Students to indicate skills that they have. They may use the information discovered in the pre-program skills and interest exercise to complete this area.
  - The third column is to be labeled with the career goal or path from Roadmap Mile Marker 6. Students to indicate in the column the requirements for the career goal or path.
  - Students then to compare the requirement column with skills column.
  - The second or middle column lists action items or steps to be taken to obtain the career goal or path.
4. Seek out and obtain a mentor.
5. Develop a basic resume that incorporates:
  - Education
  - Work experience
  - Club memberships
  - Leadership and volunteer experiences
  - Interests and activities
  - Certifications
  - Skills