

FOR SCHOOLS AND EDUCATIONAL PROGRAMS

School Program & Pilot Guide

Curriculum overview, learning outcomes, sample lesson, implementation options, and administrator review questions.

Prepare students for a future that is already online.

Confidence, digital judgment, and practical preparation for life online.

Build Your Future Brand is an educational program for students ages 14 and older. Students use real-life digital situations and project-based activities to understand who they are, make thoughtful privacy and AI decisions, communicate a purpose, and create a responsible 12-month roadmap for an idea, interest, portfolio, or future goal.

CORE PROMISE

Students learn to participate in the digital world without allowing it to become the sole author of their identity or worth.

IMPLEMENTATION PRINCIPLE

No public posting or business launch is required to meet core learning outcomes.

“Be careful online” is not a complete curriculum.

Students are already navigating public feedback, comparison, algorithms, AI-generated information, privacy decisions, personal storytelling, and pressure to be visible. BYFB turns those experiences into structured opportunities to practice judgment.

- Who am I beyond what appears online?
- Whose feedback is credible?
- How do I communicate strengths without oversharing?
- What information should remain private?
- How can AI assist without replacing thinking?
- How can I plan a meaningful project without sacrificing school or well-being?

Skills that extend beyond social media.

Self-awareness	Identify values, strengths, interests, goals, and qualities to develop.
Digital judgment	Distinguish private, trusted, and public information and choices.
Responsible communication	Explain an idea, purpose, and audience without unnecessary exposure.
AI literacy	Use AI for support while preserving originality, verification, and accountability.
Project management	Break a long-term goal into realistic tasks and a school-first schedule.
Future preparation	Create evidence of interests, abilities, judgment, and growth.

From self-understanding to responsible execution.

MODULE	FOCUS
1. Know Yourself	Values, strengths, interests, goals, and identity beyond a screen.
2. Define Your Purpose	What the student wants to build, why it matters, and who it may help.
3. Understand Your Audience	Research needs without changing oneself merely to earn attention.
4. Protect Yourself	Privacy, consent, boundaries, permanence, passwords, and personal information.
5. Tell Your Story Responsibly	Authentic purpose without pressure to disclose private experiences.
6. Use AI Thoughtfully	Research, organization, ideation, verification, originality, and accountability.
7. Plan the Work	Project management, time management, and school-first scheduling.
8. Create With Purpose	A website concept, portfolio, communication plan, or content system.
9. Learn From Feedback	Audience data as information, not a measurement of personal worth.
10. Build the Roadmap	A 12-month plan understood by the student, family, and school.

Students finish with a roadmap, not only advice.

- Future Brand Blueprint
- Audience profile
- Responsible AI agreement
- Website or portfolio concept
- Feedback and measurement framework
- Purpose or founder statement
- Digital-boundaries plan
- School-first weekly schedule
- Content and communication plan
- 12-month project roadmap

Deliverables can remain private, use simulated examples, or be adapted to school policy. Entrepreneurship is one possible application — not a required identity for every student.

Feedback is information — not identity.

LEARNING OBJECTIVE

Students distinguish useful performance information from conclusions about personal worth.

SCENARIO

A student posts an approved project video. It receives fewer views than expected and one dismissive comment. The student wants to delete the entire project.

DISCUSS

- ☐ What can the view count actually tell us?
- ☐ What can it not tell us?
- ☐ Which feedback is specific enough to be useful?
- ☐ Who is a credible feedback source in this situation?
- ☐ What should the student do before making a major change?

CREATE

Students complete a two-column “Business Information / Personal Worth” response and write a three-step reset plan: pause, consult, decide.

EVIDENCE OF LEARNING

The student can name one useful data point, reject one unsupported personal conclusion, and identify one credible next action.

One framework, multiple school contexts.

Introductory workshop	A focused introduction for career days, student events, or program evaluation.
After-school cohort	A guided multiweek experience with activities, discussion, and an individual roadmap.
Classroom integration	Selected modules incorporated into advisory, media literacy, career readiness, or entrepreneurship.
Sponsored cohort	A school or community cohort funded by a company, foundation, donor, or partner.

Final scope, schedule, staffing, pricing, and responsibilities are confirmed with each school before delivery.

Responsible by design.

- Public posting is not required.
- Minimum necessary student information should be collected.
- School technology, AI, accessibility, conduct, and communications policies come first.
- Family communication and appropriate consent are established before participation.
- Student work can remain private or use simulated examples.
- AI supports organization and ideation but does not replace student judgment or accountability.
- BYFB supports confidence and healthier digital habits; it is not clinical treatment.

School-specific requirements or review questions

Listen, measure, improve — with student interests protected.

Before	Confirm objectives, participants, schedule, policies, accessibility needs, and approved measures.
During	Monitor participation, completion, lesson clarity, questions, and facilitator observations.
After	Review aggregate outcomes and stakeholder feedback; document recommended improvements.
Next cohort	Update examples and delivery while preserving core outcomes and school-approved safeguards.

Optimization does not mean experimenting carelessly on students. Material changes should be documented, educationally justified, and reviewed with the school.

Questions for an introductory conversation.

Which students or programs could benefit most?

Which outcomes matter most to your school?

Which policies, approvals, or stakeholders must be involved?

What delivery window and format should we explore?

REQUEST A PROGRAM CONVERSATION