



Teacher/Viewing Guide

Arab American Stories- Episode 112

Judy Habib

President, KHJ Brand Activation

Grade Level: 9-12

Episode Overview:

Judy Habib is a Boston native and CEO of a successful marketing firm. She grew feeling that she looked different from her fellow Catholic schoolmates, who were mostly blond and Irish. However, she credits her outsider status as having forced her to find her own identity and sense of self. She says her father, a first-generation Lebanese-American doctor and self-made man, was the primary role model in her life. She had been prepared to follow in her father's footsteps and go into nursing. However, she changed her mind when she realized that what she was most interested in was a career in marketing, and she now runs her own PR and marketing firm. Her firm helps clients articulate their brand, not just the "who" or "what" but the "why" of their business, in order to engage their customers and increase sales. However, she does follow in her father's footsteps philanthropically with her charity work with the American Lebanese Syrian Associated Charities. Her Father, Dr. Halim Habib, was a founding member of the organization, which worked to build St. Jude Children's Research Hospital in Memphis, Tennessee. St. Jude was founded by Danny Thomas, a fellow Lebanese-American, and famous TV and film comedian. The fund raising for St. Jude was spearheaded by Arab American communities and was presented as a chance for them to give back to their new country but helping all children who suffer from terrible illnesses. St. Jude still stands today as a multicultural, multi-religious organization dedicated to helping sick children of the world. Ms. Habib understands that meaning and purpose are what matters to people. If they get to know something and feel strongly about it, whether it be a sick child or a corporation, they will be more open to listen and help.

Previewing Questions:

1. Why is it important for a corporation to have a positive image?
2. What are some ways Arab Americans can counter negative stereotypes?
3. Why is it important to have unconditional support when facing adversity?

Vocabulary:

1. Leukemia: An acute or chronic disease of unknown cause that involves the blood-forming organs, characterized by an abnormal increase in the number of white blood cells in the tissues of the body and possibly the blood.
2. Marketing: The action or business of promoting and selling products or services.
3. Branding: The process involved in creating a unique name and image for a product in the consumers' mind, mainly through advertising campaigns with a consistent theme.
4. Articulate: Express (an idea or feeling) fluently and coherently.

Lesson Overview/Review:

After viewing the segment on Judy Habib, students should be able to brainstorm marketing or advertising campaigns that they feel had a great influence on American culture. This can be done as a group activity, having students or the teacher record ideas on a board, or in their own journals.

Journal Option: Have students take a moment to write about a charitable cause that they have been or would like to be involved with, and why they value involvement in the organization.

Teacher/Viewing Guide

Post Viewing Class Discussion: Conduct a short discussion to synthesize the information they gained from viewing the video segment. Some possible topics:

1. What surprised you about the origins of St. Jude Children's Research Hospital?
2. What does Ms. Habib mean when she says that visiting St. Jude keeps her heart and her head where they should be?
3. Why was ALSAC successful in getting fellow American Arabs to raise money for the building of St. Jude?
4. What is meant by the phrase "those who do good, do well"? How can it be applied to both non-profit and for-profit organizations?

Activity: For this activity, students will prepare marketing campaigns for community charity organizations. The class will be divided into groups of no more than four students. Each group will agree on a local charity to research and create a campaign for. The first part of the project will require students to do research and preferably contact the charity to obtain answers to the following questions:

1. What is the name and nature of the charity?
2. How does your charity currently solicit funding? Who do you target?
3. What are some current goals of the charity?
4. Include any other relevant information to help your group devise a marketing plan.

Once groups have a clear understanding of the purpose and mission of the charity, they should think about future possibilities and funding sources. The final project will be a marketing presentation which will showcase new ideas in the expansion of the charity's funding base. Any branding or advertising advice must stay within the base mission of the charity. This campaign can be presented in any method of the group's choosing, with the teacher's approval. (Some ideas: slideshow presentation, iPrezi, poster board, video, web page, Glogster, etc.)

Take it outside the classroom! Have students present their campaigns to the charity organizations as a final component of the assessment.

Assessment Ideas: Students will be graded on:

1. Participation in class discussion.
2. Participation in group work.
3. Group research answers.
4. Final presentation.

Explore Online: Use the following resources to allow your students to further explore the topic and the Arab American community.

1. Arab Cultural Center: <http://arabculturalcenter.org/>
2. Arab American Museum: <http://arabamericanmuseum.org/>
3. Arab American Antidiscrimination Committee: <http://adc.org/>
4. St. Jude Children's Research Hospital: <http://www.stjude.org>

Interdisciplinary Options: Health Sciences, Business & Marketing; Psychology; Sociology; Career Education
In this episode, students will see how creating a positive, powerful identity can help individuals and organizations reach their goals.



Teacher/Viewing Guide

Common Core Alignment:

- RI7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
- SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.