

Leadership Development: 7th - 9th Grade Series

Lesson 4 and 5: Contributing to an Organization

Estimated Lesson Length:	Approximately 2, 50 minute class periods
Recommended Grades:	7-9
Related LifeKnowledge Lesson:	MS.65; What is FFA All About?
Objective(s): The student will be able to:	
✓ Determine the important characteristics of a Coat of Arms ✓ Produce a personal Coat of Arms ✓ Relate their personal Coat of Arms to the FFA emblem	
Materials, Supplies, Equipment, References and Other Resources:	
Copies of Coat of Arms Reference Page (one per student) (AS 3.2); Coat of Arms Templates (one per student) (AS 3.3); Computers with Internet access; colored pencils and markers, 3 x 5 cards (one per student)	

Lesson Plan:		
STEPS (What to Do)	Procedures (How to Perform the Step)	Time*
1. Interest approach	<i>Note to the substitute teacher: This lesson is designed to take two days; please get as far as possible the first day, and pick up with the activity steps the next day. Thank you!</i> Greet students as they come in. After attendance and announcements ask students if they know what a "Coat of Arms" is. If so, ask them to tell their classmates. Explain to them that their job over the next two days is to come up with a personal "Coat of Arms" that represents themselves!	5 minutes
2. Research	Ask students to log into the internet and into a search engine (www.google.com for example). Once there, ask them to do a quick search looking for various "Coat of Arms" examples. Ask them to make a list of those things that should be included in a coat of arms. Give them a few minutes to find good examples.	15-20 minutes
3. Process	After doing research, ask students to return to their seats and pass around different examples they found. Then, on the board, ask students to list those things that are typically seen in a Coat of Arms. Explain to students that when people were fighting in medieval times and wearing armor, people could not tell who was good and who was bad. The Coat of Arms was developed as an identifying factor for people, and was unique to each person.	10 minutes
4. Develop Coat of Arms	Provide students with a template of the Coat of Arms and with the Handout explaining the activity. (AS 3.2 and AS 3.3) Their personal Coat of Arms should contain specific colors, a shield, supporters, a crest and their motto. As they begin to work on this, they may need to do a little more research, allow them limited time to do so. Remind students that they need not be good artists to do this activity. They can copy or trace items as needed. Encourage students to do this individually, and to make their "Coat of Arms" colorful and eye-appealing. They may need to sketch this out on a rough draft first, and then complete the final draft.	30 minutes
5. Share Coat of Arms	Give each student two minutes to share their Coat of Arms with their classmates. Ask them to explain why they chose particular items to include.	20 – 30 minutes

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Lesson Plan cont.:		
STEPS (What to Do)	Procedures (How to Perform the Step)	Time*
6. Relate to FFA	After students are done sharing their Coat of Arms, pass each student a 3 x 5 card. Ask them to put their name on the card. Then write this statement on the board: <i>The FFA Emblem is the Coat of Arms for our organization.</i> Ask student to write 5 sentences on their cards saying if they agree or disagree with this statement, and explaining their answer. Remind them of the original purposes of the Coat of Arms, if necessary.	10 minutes
7. Closure	Thank students for their work. Please collect their Coat of Arms and their note cards on the FFA emblem. Ask two or three students to share what they learned about one another through this activity. Please assign daily grades on the attendance sheet (as explained on the information page) and submit the attendance sheet to the office.	5 minutes

Example of a Coat of Arms:



Here is the Coat of Arms the first Lord Cobbold designed when he was knighted in 1960.

Shield: The crowns are taken from the Lytton coat of Arms. The gold circles represent money as Lord Cobbold was Governor of the Bank of England and Lord Chamberlain to the Queen.

Crest: The lion was already associated with the Cobbold family. Its crown is cobalt (Cobbold) blue.

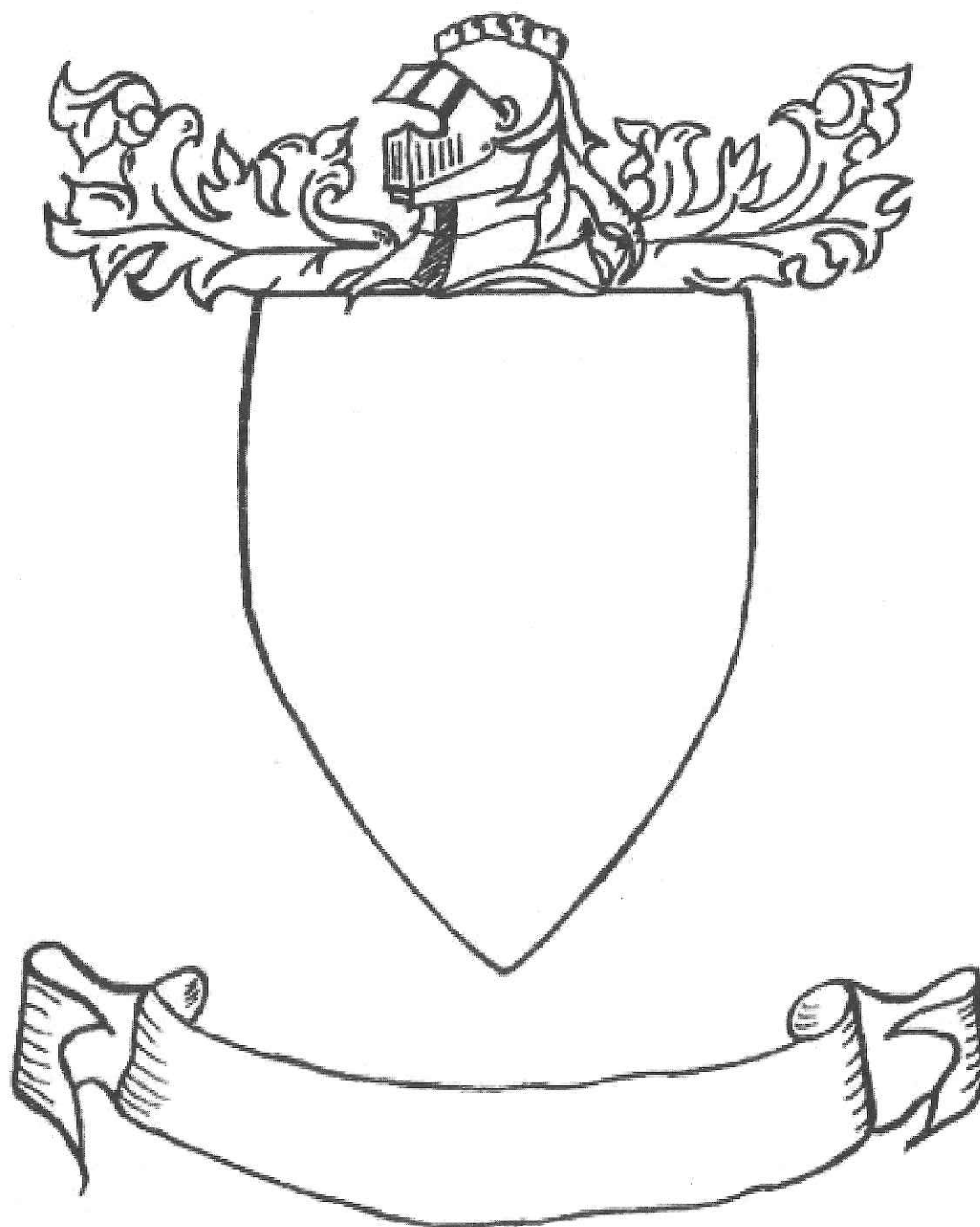
Supporters: Lord Cobbold's favorite pet Labradors, Bella and Lena. They were both females, but the laws of heraldry decreed that on the Coat of Arms they had to appear as males.

Motto: "Rebus Augustis Fortis" means "strength in adversity"

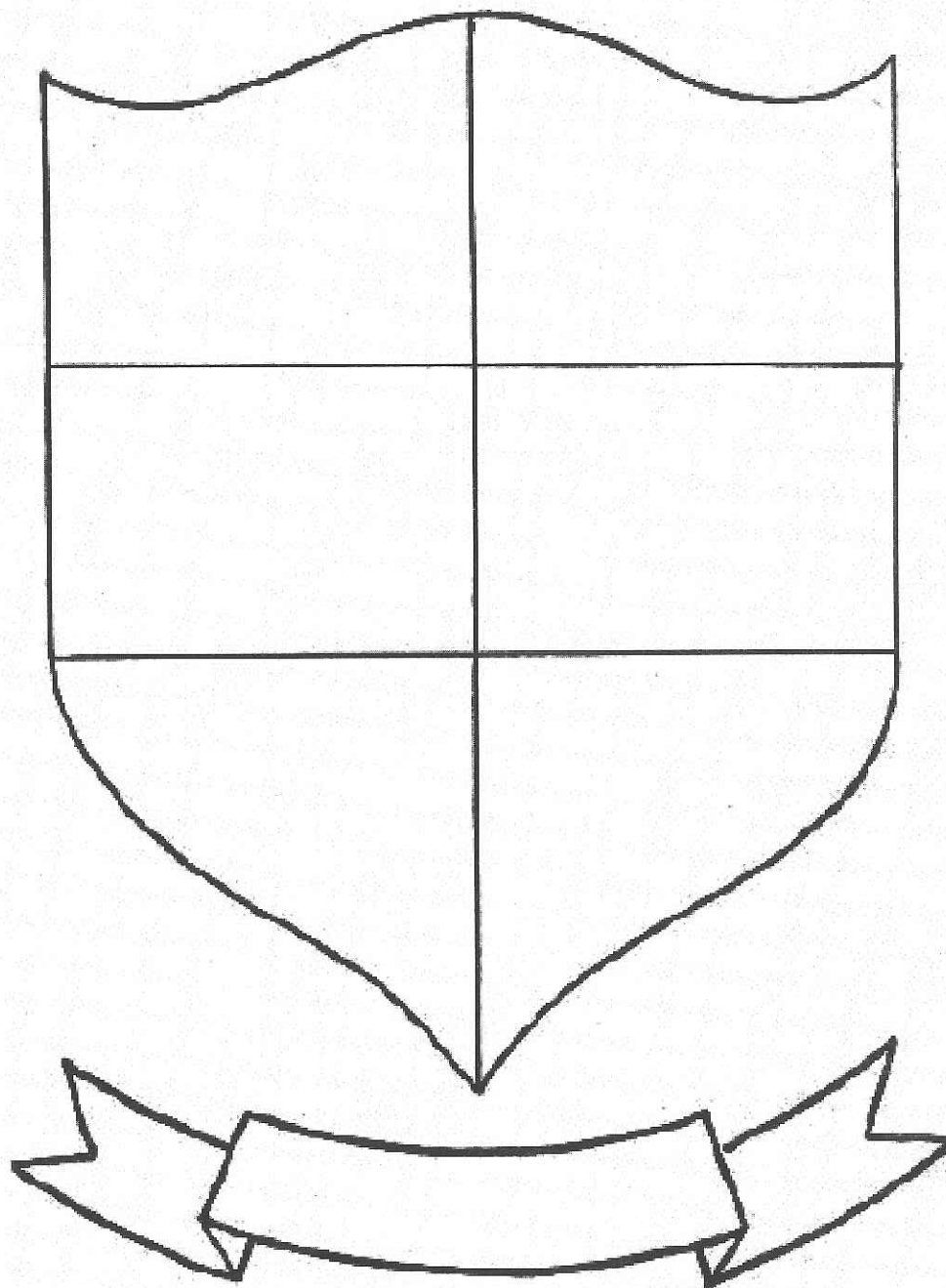
DESIGNING YOUR OWN COAT OF ARMS

Your design should be made up of "clues" about yourself so that your friends would recognize it as being yours.

- 1. COLORS** - choose your two favorite colors for the background of your shield.
- 2. SHIELD** - this should include something about what you like to do (hobby, sport or other pastime) or maybe what you would like to be when you grow up.
- 3. SUPPORTERS** - these appear either side of the shield and can be animals, people or mythical beings. You may choose a different one for each side, or have both the same. Choose your favorite(s).
- 4. CREST** - this appears at the top of the coat of arms and shows something associated with your name (however loosely). It could be an animal that rhymes with it or something that depicts it. You could even choose an animal that says something about your character.
- 5. MOTTO** - this appears at the bottom of the coat of arms and would normally be three words describing why the knight would be a good ally. Think of three words that sum up your strengths, or one of your strengths. (Think of the best comments you get on your school report, or how your friends would describe you).



Personal Coat of Arms Template:



Coat of Arms information was adapted from the following website
<http://www.knebworthhouse.com/schools/coatofarms.htm> and retrieved October, 2005.