Title: Coat of Arms

Grade: 8

Career Development Model:

  Self-Awareness

Nebraska Career Readiness Standards:

- Contributes to employer & community success
- Models ethical leadership & effective management
- Manages personal career development
- Attends to personal & financial wellbeing

Objective:

- Students will use creativity to express self-awareness.
- Student will present a visual product to the class.

Materials and Supplies Needed:

- Paper, pencils, pens, colored markers
- Large poster boards
- Tape, glue, scissors
- Relevant magazines, photographs, newspapers that appeal to your students
- Samples of Coat of Arms (either copied or projected)
- "Coat of Arms Model" handout (need copies)
- "Coat of Arms Checklist" for the teacher

Class Instructions:

  Part 1

1. Teachers initiate a class (or small group) discussion about what a Coat of Arms represents. Historically, families from various cultures and eras often designed and displayed patterns of clothing, symbolic shields, jewelry, etc., that signified ancestries, accomplishments, and values. These patterns were used to communicate family stories across generations.

2. Teachers explain that students will create a Coat of Arms that will represent aspects of who they are, people important to them, values, goals, strengths, weaknesses, and the like.

3. Teachers can show examples of previous Coat of Arms that students made, if

available, in order to help them generate ideas.

4. When distributing the "Coat of Arms Model" handout, students are encouraged to create their own. They can use the template, but they are certainly not limited to the model. Teachers instruct students to complete the template as a general guide in helping them visualize what they want to put in their Coat of Arms.

5. Students then use blank sheets of paper to draw a rough draft of their Coat of Arms. Their final product will be done on large poster board and displayed in the classroom.

6. Teachers encourage students to be creative and use different kinds of materials (colored pens, markers, magazine pictures, newspapers, photos from home). Students who have access to computers may use computer-generated graphics if you are confident your students will use computers effectively.

7. Teachers warn students that inappropriate or offensive content will not be accepted on their Coat of Arms. Students must display a discernible level of effort in creating their design that goes beyond simply writing their name on it.

Points to Remember:

- This activity is designed for individual work, but students are encouraged to form small groups or find partners to help generate ideas. Teachers should be cognizant of students who show difficulty getting started with their visual. They might need additional assistance.

Optional Part 2

1. When students have completed their Coat of Arms, which may take more than one class, they should be instructed to prepare an oral presentation to explain their product to the class or their teacher. Students will receive a grade for the presentation. OR as an alternative, have the class conduct a "gallery walk," wherein students cycle around the room looking at their peers' work and providing critical feedback on post-it notes (ie: one thing I like, one thing I wonder about). Gallery walks can also be done before the presentations as a means of improving the final product. http://www. facinghistory.org/resources/strategies/gallery-walk-teaching-strategy

2. Teachers determine the criteria used for grading student presentations.

3. Teachers determine the guidelines for respectful behavior during presentations.

4. Time for questions is provided after the presentations in order for students and teachers to focus on personal strengths, areas for growth, aspects of identity, and future goals.

Points to Remember:

- Teachers encourage students to present in front of the class, explaining that public speaking and communication skills are critical in today's world of work. However, they should also be sensitive to individual concerns and comfort levels.

Tips on keeping it real:

- Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. IT is a very useful tool to help students realize that their confusions regarding how to make decisions with their lives are not at all unique or unusual.
- You should construct your own Coat of Arms and share it with students. Be prepared to explain it as well with students, though limit any self-disclosure as you see fit.

Credits/Sources:

Making my FUTURE WORK

"Making my Future Work: A College and Career Readiness Program", U.S. Department of Education, Institute of Education Sciences.
https://www.csuohio.edu/cehs/mmfw/making-my-future-work-0

COAT OF ARMS

1. Two things you do well

2. Your ideal job

3. Your hero

4. Three words that describe you

5. Something you strongly believe in

6. Something about your culture, family or friends

Use the above template as a guideline for how to construct your Coat of Arms. Fill in your Coat of Arms with these sections or with other things that represent who you are. You can draw, write, use magazine cut outs, or use any other artistic means of expressing your values, talents, interests and personality in your Coat of Arms poster. Create a rough draft on this sheet of paper before starting the poster board.

Student Name: _____ Date: _____

**COAT OF ARMS
ASSESSMENT CHECKLIST:**

_____ 1. The Coat of Arms contains no images or material that might be considered offensive

_____ 2. The effort exerted by the student was significant and representative of their ability

_____ 3. The student is able to speak intelligently about their Coat of Arms

_____ 4. The Coat of Arms contains two things the student does well

_____ 5. The Coat of Arms contains the student's ideal job

_____ 6. The Coat of Arms contains three words that describe the student

_____ 7. The Coat of Arms contains the student's hero

_____ 8. The Coat of Arms contains something the student believes in

_____ 9. The Coat of Arms contains something that represents their culture, friends, or family