

My Super Self-Shield - Levels F-3

CREATIVE

To empower students to express their strengths and individuality through a hero-style astronaut shield that will be sewn into their spacesuit before they travel into space. Just as Jupiter glows brightly with self-belief, this activity allows students to recognise their inner confidence and celebrate the traits that make them powerful in their own way.



Learning Intentions

Students will learn to think about what makes them strong and special. This encourages self-reflection and builds a sense of self-worth.

Students will practise using shapes, colours, and drawings to show their strengths. This supports creativity and helps them express identity through art.

Students will learn to feel proud of their super self and celebrate their confidence. This nurtures personal pride and the courage to be seen.



Success Criteria

I can create a superhero shield with symbols that show who I am. This helps students visualise their unique traits and talents.

I can explain what each part of my shield means. This develops confidence in sharing personal meaning and ideas.

I can show or talk about my shield with others. This encourages connection and respectful listening in the group.



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Objective:

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Players:

Ideal for 4–26 students working individually, with optional group sharing.

Materials:

- A4 or A3 paper (with or without a blank shield template)(A shield template has been provided for you in the PDF resource section)
- Coloured pencils
- Optional: gold stars, stickers, shiny paper, glue, scissors

Time Required:

15–20 minutes

Setup:

Read the Jupiter page from *The Playful Astronauts* together. Remind students that Jupiter represents confidence and that today they'll be creating a "Super Self Shield" to show their strengths, imagine that their shield will be sewn into their space suits before they blast off into space.

Explain that each student's shield will be different because we all have our own superpowers.

Gameplay:

Step 1 – Design the Shield:

Provide students with blank shield outlines or plain paper. Invite them to think about:

- What makes you feel strong or brave?
- What are you good at or proud of?
- What makes you special?

Students can draw symbols or pictures in sections of their shield. Some ideas include:

- A heart for kindness
- A lightning bolt for energy
- A book for being a good learner
- A sun for being positive
- A rocket for being brave

They can also decorate the shield with colours that make them feel bold and proud.



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CREATIVE

Step 2 – Optional Sharing Circle:

Invite students to sit in a circle and hold up their shields. They can say:

- “This is my Super Self Shield.”
- “I put in a star because I’m good at helping.”
- “This colour shows I’m strong and brave.”

Step 3 - Optional Wearing of their shields:

If you use a shield template that is smaller in size you can cut out each student's shield and either pin or tape them to the students' school uniforms or clothing they have on, just like an astronaut does to their space suit prior to lift off!

Winning the Game:

There is no winner. Every student who takes time to reflect and create is already shining. Like Jupiter’s torchlight, this activity reminds us that our strengths are always worth celebrating.

Variations:

Group Shields:

Instead of individual shields, create a giant *Class Super Shield* where each student contributes a small drawing or symbol representing one of their strengths.

Younger Students:

Provide pre-drawn icons (e.g., hearts, stars, books) they can colour and glue onto their shields.

Story Extension:

Have students write a short “Super Self Story” describing how they use their superpowers to help others.

Confidence Parade:

Host a “Super Self Parade” where students walk proudly with their shields to upbeat music before hanging them in the classroom gallery.

Weekly Reflection Add-On:

Use shields throughout the term. When a student demonstrates their “superpower,” place a star sticker on their shield as recognition of positive behaviour and self-belief.



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For Wheelchair Users / Accessibility:

- Ensure all materials are within reach and tables are set at accessible height.
- Provide pre-cut templates or adaptive scissors as needed.
- Students with limited hand mobility can use stickers, stamps, or collage materials instead of detailed drawing.
- For visually impaired students, use tactile elements (textured paper, raised outlines, or foam stickers).
- If motor movement is limited, encourage verbal or digital creation of shields using tablets or classroom software.
- Ensure all sharing or wearing activities are inclusive, shields can be displayed on chairs, desks, or on the wall behind the student.

Notes for Inclusion:

- Emphasise that every shield is unique, there's no comparison or "better" design.
- Model self-reflection by creating your own teacher shield ("I drew a torch because I like helping others shine").
- Encourage students to support each other during sharing time by using affirming language such as:
 - *"That's so brave!", "I love your colours!", or "That's a great strength!"*
- Be mindful of students who find self-praise difficult, gently guide them by asking:
 - *"What's something you're proud of learning?" or "What do your friends like about you?"*
- End the session with a class affirmation:
 - *"We all have special strengths inside us, and when we believe in ourselves, we shine even brighter!"*

Additional Notes:

"My Super Self Shield" encourages young learners to embrace their confidence, notice their strengths, and express their identity proudly. Jupiter, the planet of power and growth, reminds us that every student has a light worth sharing, and this activity helps them carry that light with pride.



SHIELD TEMPLATE

