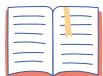


Superpower Strengths – Levels C & D

WRITTEN

To help students build confidence and self-awareness by recognising their unique abilities and celebrating how these strengths can be used positively with others.



Learning Intentions

Recognise Strengths:

Students explore and identify their strengths.

Express Strengths Creatively:

Students represent their strengths through drawing, symbols, or storytelling.

Celebrate Strengths Together:

Students share their unique qualities with peers to build confidence and belonging.



Success Criteria

Students identify one personal strength.

Students express their strength by drawing, using symbols, or showing with actions

Students share their superpower idea with the group in their own way.



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Duration: 10–15 minutes

Objective

To help students build confidence and self-awareness by recognising their unique abilities and celebrating how these strengths can be used positively with others.

What You Need

- Paper or card
- Pencils or coloured pencils.
- Optional: Stickers, stencils, or cut-out superhero templates
- Wall space for a “Superpower Strengths Display”

Setup

- Provide each student with paper and drawing materials.
- Display visuals of different strengths (e.g., helpful, kind, fast, good listener, creative).
- Create a wall space to showcase finished superhero drawings.

Gameplay / Activity Steps

1. **Introduce Strengths:** Teacher shows visual examples of strengths (kindness, helping, running, drawing, sharing).
2. **Choose a Strength:** Each student thinks about something they are good at or enjoy doing.
3. **Create a Superpower Hero:** Students draw themselves as a superhero with their strength as their superpower (e.g., “Helping Hands,” “Kindness Cape,” “Super Listener”).
 - Students who need support can use stickers, templates, or select from strength picture cards.
4. **Share and Celebrate:** Students share their superhero with the group, partner, or small circle. The class claps, cheers, or gives a thumbs-up after each share.

Reflection / Debrief

Prompts to ask students:

- “How does it feel to have a superpower?”
- “How can your superpower help a friend?”
- “Why is it good that everyone has different strengths?”



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For Wheelchair Users / Accessibility

- Students can point to or select strength cards instead of drawing.
- Use pre-prepared superhero templates to decorate with stickers, colours, or symbols.
- Encourage group or partner sharing in ways comfortable for each student (verbal, visual, or gesture-based).

Notes for Inclusion

- Provide sentence starters: "My superpower is..." / "I am good at..."
- Accept all forms of expression (drawing, speaking, gestures, stickers).
- Focus on celebrating all strengths equally to promote confidence and self-esteem.

Variations

Levels C & D

- **Picture Card Edition:** Students select from cards showing different strengths and decorate a superhero template with their chosen power.
- **Movement Edition:** Students act out their superpower with simple gestures (e.g., spreading arms like a cape for kindness, strong arms for helping).

