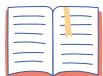


# Superpower Strengths – Levels F-3

WRITTEN

To support students in celebrating their individuality by recognising, expressing, and sharing their strengths, while encouraging empathy through thinking about how their abilities can positively impact others.



## Learning Intentions

### Identify and Appreciate Strengths:

Students recognise their own unique abilities and qualities.

### Express Strengths Creatively:

Students use drawing and writing to represent themselves as superheroes.

### Apply Strengths to Help Others:

Students explore how their strengths can be used to support and encourage others.



## Success Criteria

Students identify at least one personal strength.

Students create a superhero drawing that shows their strength as a power.

Students explain one way they could use their strength to help others.



# Superpower Strengths – Levels F-3

WRITTEN

**Duration:** 15–20 minutes

## **Objective**

To support students in celebrating their individuality by recognising, expressing, and sharing their strengths, while encouraging empathy through thinking about how their abilities can positively impact others.

## **What You Need**

- Paper or superhero templates
- Pencils or coloured pencils.
- Optional: Stickers or collage materials for creativity
- Wall space for a “Superpower Wall of Strengths”

## **Setup**

- Provide each student with a piece of paper or a superhero template.
- Display examples of different strengths (e.g., creativity, kindness, listening, teamwork).
- Set up a display space for completed superhero creations.

## **Gameplay / Activity Steps**

1. **Think About Strengths:** Teacher asks: “What is something you are good at, or something that makes you special?” Brainstorm as a class.
2. **Write Your Strength:** Students write one strength on their paper (sentence starters can be used: “I am good at...” or “My strength is...”).
3. **Draw Your Superhero:** Students draw themselves as superheroes, with their strength turned into a power (e.g., “Super Listener,” “Kindness Captain,” “Creative Spark”).
4. **Reflect and Share:** Students explain how they could use their strength to help a friend, their family, or their class.
5. **Celebrate Together:** Students share their drawings in small groups or as a class and add them to the “Superpower Wall.”



# Superpower Strengths – Levels F-3

WRITTEN

## Reflection / Debrief

Prompts to ask students:

- “How does it feel to know your strength is special?”
- “How could your strength make someone else’s day better?”
- “Why is it good that we all have different strengths?”

## For Wheelchair Users / Accessibility

- Students can write, draw, or use stickers/symbols to represent their strength.
- Provide templates or digital tools for students who need support with drawing.
- Ensure sharing is inclusive by allowing verbal, visual, or digital contributions.

## Notes for Inclusion

- Provide sentence starters: “My strength is...” / “I can help others by...”
- Accept different levels of writing, drawing, or verbal sharing.
- Focus on celebrating all contributions to foster self-esteem and belonging.

## Variations

### Levels 1–3

- **Group Variation:** Create a “Class Superhero Team” where each student’s drawing forms part of a giant poster.
- **Peer Support Edition:** Students work in pairs to draw each other as superheroes, focusing on recognising strengths in others.
- **Family Edition:** Students create their superhero at school and then share with their family how they will use their strength at home.

