

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.



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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.”



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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.

