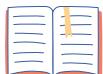


# Superpower Strengths (Levels A-B)

WRITTEN

To build early self-awareness and confidence by helping students identify a simple strength and represent it in a fun, superhero-themed activity.



## Learning Intentions

**Notice what they can do:**



Students aim to recognise one simple thing they are good at or enjoy.

**Express strengths in their own way:**

Students aim to show their "superpower" through drawing, gesture, AAC, or selecting a picture.

**Feel proud and connected:**

Students aim to share their chosen strength with a teacher or peer in a supported, positive way.



## Success Criteria

I can choose or point to one thing I can do.

I can show my strength using drawing, gesture, or AAC.

I can share my ideas with a partner or group.



# Superpower Strengths (Levels A-B)

WRITTEN

**Duration:** 8–12 minutes

## Objective

To build early self-awareness and confidence by helping students identify a simple strength and represent it in a fun, superhero-themed activity.

## What You Need

- Paper or a simple superhero outline (optional) (found in PDF resources)
- Coloured pencils, stickers, stamps
- Strength picture cards (e.g., helping, smiling, sharing, moving, listening, playing) (found in PDF resource)
- AAC devices or choice boards with core vocabulary such as: *me, can, help, share, happy, strong.*
- Images of superheroes students can use for their pages (optional)

## Setup

- Prepare the strength visual cards, print and cut them out, have a few cards of each strength ready.
- Provide each student with paper or a superhero template.
- Model simple language and strengths:  
“My superpower is *smiling*.”  
“My superpower is *helping*.”
- Encourage students to explore materials in whichever way they prefer.

## Gameplay / Activity Steps

### 1. Introduce Strengths

The teacher shows the strength visual cards and models each one:

- Helping hands
- Sharing
- Smiling
- Fast mover
- Listening

Students respond by pointing, looking, vocalising, or using AAC devices.



# Superpower Strengths (Levels A-B)

WRITTEN

## 2. Choose a Superpower Strength

Students choose a strength by: (students can choose two strengths)

- Pointing to a card
- Taking their chosen strength card
- Eye gaze towards their chosen strength.
- Pressing AAC (e.g., "help", "share", "happy")
- Showing the action (smile, wave, gentle clap)

Adults support with two-choice options if needed.

## 3. Create Their Superpower Hero

Students represent their superpower by:

- Drawing themselves as a superhero
- Decorating a superhero template
- Placing stickers on the template or their drawing
- Adding the chosen strength visual card to their page

Teacher narrates:

"You are Super Helper!"

"You have the Smiling Superpower!"

Teachers can help with drawing by using hand over hand assistance or by helping to glue the strength visual card onto the students page.

## 4. Share and Celebrate

Students share their superhero with a partner or the group by:

- Showing their paper
- Pointing to the strength card
- Using AAC
- Making the associated gesture (smile, help gesture, wave)

Peers and staff celebrate with claps, cheers, or thumbs-up.

## Reflection / Debrief

Use simple prompts with visuals:

- "What is your superpower?"
- "Show me your superpower."
- "How does it make you feel?" (happy / calm / proud)

Allow responses via gesture, smile, pointing, vocalisation, or AAC.



# Superpower Strengths (Levels A-B)

WRITTEN

## Variations

### 1. Strength Picture-Only Version (Highly Supported)

Students choose a single picture of their strength and place it onto a superhero outline. No drawing required.

### 2. Movement Superpowers

Students act out their superpower with movement:

- Helping - picking up an item and moving it to its place
- Smiling - big smile
- Calm - slow stretch, arms out wide, big circle.
- Fast mover - wiggle or tap feet or run on the spot
- Sharing - giving another student their page or any item they have nearby.

Supports sensory-seeking learners.



### 3. Class Superpower Wall

Create a wall display with each student's chosen strength.

Helps build belonging and pride.

### 4. Partner Support Hero

A peer or adult helps decorate the superhero.

Great for learners who require fine-motor assistance.

## AAC-Specific Supports

Program or use buttons such as:

- me
- can
- help
- share
- smile
- strong
- Happy
- Calm
- Listen

Model AAC during the activity:

*"I can help. That's your superpower."*

Provide extended wait time for all responses.



# Superpower Strengths (Levels A–B)

WRITTEN

## For Wheelchair Users / Accessibility

- Students may direct an adult to place stickers or draw lines on their page.
- Superhero templates can be attached to trays or stands for easier reach.
- Strengths can be expressed physically through upper-body gestures (smile, wave, arm stretch).
- Ensure materials are positioned within arm range or visible for pointing or eye gaze.

## Notes for Inclusion

- Accept all forms of communication: gesture, facial expression, sound, pointing, eye gaze, AAC, marks on paper.
- Provide clear and consistent modelling of strengths.
- Celebrate effort, not neatness or accuracy.
- Allow sensory breaks before and after drawing or decorating.
- Link to Levels A–B SEL: building early self-awareness, confidence, and connection with peers.



# SUPERHERO OUTLINE



# SUPERHERO OUTLINE

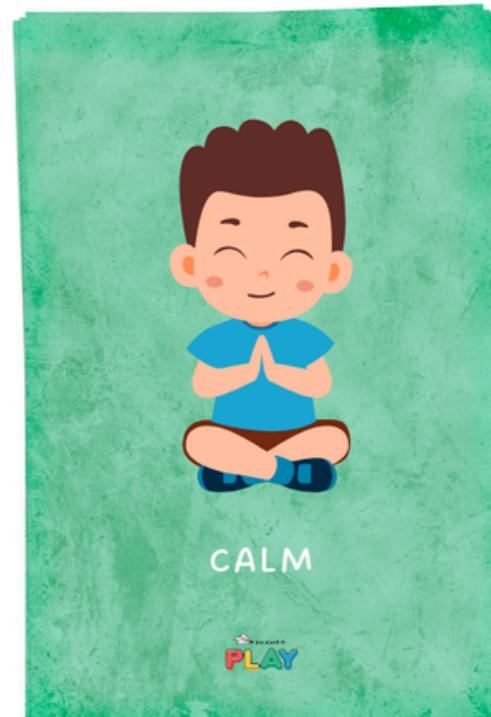


# STRENGTH PICTURE CARDS

PRINT AND CUT OUT THE CARDS. INVITE STUDENTS TO CHOOSE ONE OR TWO CARDS THAT SHOW SOMETHING THEY ARE GOOD AT OR ENJOY. STUDENTS PLACE THEIR CHOSEN STRENGTH ON THEIR SUPERHERO PAGE AND SHARE IT IN THEIR OWN WAY WHILE ADULTS NARRATE AND CELEBRATE THEIR SUPERPOWER.



# STRENGTH PICTURE CARDS



# STRENGTH PICTURE CARDS

