

Superhero Me!

Topic: This lesson is designed to be used at any point in the school year or with any group of students or adults. This lesson is particularly helpful in establishing group norms or beliefs at the beginning of a school year prior to My Job/Your Job, and creating your organizational belief statement.

Essential Questions: Who do I want to be? How can I help others?

Materials:

Superhero Handout (see attached)

Magic Wand or Superhero Costume (masks, cape, etc)

Group Size: 10-25

For grades 3-100

Directions:

Divide this lesson into two parts. First part is playing the game, and second part is creating a superhero belief statement.

Part I:

Ask-Why are Superheroes so popular with kids and adults?

Ask- What do we love about superheroes?

State- Think about what superhero attribute you would like to have. In your group each of you will share your superhero attribute with the rest of the group.

Introduce Superhero game.

State- We are going to play a game today called, *Superhero Me!* One person will be our superhero in our learning community. I will secretly select someone to be our villain. The villain has the power to paralyze our brains with a wink or by sticking out their tongue. We will sit in a circle. If the villain paralyzes you, put your head down and you will be frozen until the next round. I will send the

superhero to _____ (name a specified area in the room or to the hall) away from the group.

Each member of the learning community will close their eyes and bow their head. I will come around and tap someone on the head. The person I tap will be the villain. (You may want to demonstrate how the villain paralyzes members by sticking out their tongue or winking) When I invite the superhero back in the room they will have three chances to save the community by trying to discover who the villain is in the group. Once the superhero has had three chances you, as a group will reveal the villain. The villain will then be transformed into the superhero. Continue these rounds as time allows.

Part II:

Gum Chewing. What? So What? Now What? What?

Ask- What did the villain do to be successful paralyzing members of the group?

Ask-What strategies did you use to keep yourself safe?

Ask- How did it feel as the superhero to help save the community?

Ask- Who can you watch that will guarantee you will never be paralyzed? (The superhero or during class the teacher.)

So What?

Ask- What kind of learning community do you want to be in as a learner?

Ask- What behaviors do students do to paralyze learning or the caring community?

Ask- What can we do as learners to keep from being “paralyzed”? How can we communicate our beliefs with the “villain” in a caring way?

Now What?

State- Raise your hand if you would like to make a difference in someone’s life and help create a positive caring learning community.

State- Today you will have the chance to make a Superhero promise to yourself and to the community.

Pass out the superhero worksheet for every student.

Ask- What are some behaviors every student can do to make a difference in our classroom, our school, and in our community?

State- Create your support hero motto. For example: I will help others on the playground. I will be a listener in class.

Collect the superhero pledges and hang them in the classroom or hallways.

Possible Standards Links:

Social Studies:

Students will understand the concept of community.

Comprehension and Collaboration:

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas:

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Writing:

Relate character, setting and plot to real-life situations Respond to literary materials by connecting them to their own experience and communicate those responses to others. Use a variety of previously learned strategies (e.g., roots and affixes, context, reference resources) to determine the meanings of unfamiliar words. Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

Social/Counseling/Teaming:

Demonstrates respect for others' rights, feelings, and points of view in a group. Know the behaviors and skills that contribute to team effectiveness.