

# Strengths Superheroes

Respectful Relationships

To help students identify their unique strengths and appreciate the strengths of others through creative storytelling and teamwork.



## Learning Intentions

**Students look to identify and name one of their personal strengths.**

This encourages self-awareness and positive self-reflection.

**Students aim to share a time they used that strength to help themselves and/or others.**

This helps students reflect on real-life examples of their abilities.

**Students look to notice and name strengths in others.**

This builds empathy and appreciation for the diversity of strengths among classmates.



## Success Criteria

**Personal Awareness:**

Students can identify and confidently talk about their own strengths.

**Peer Recognition:**

Students can name and acknowledge the strengths of their peers in group discussions.

**Creative Teamwork:**

Students collaborate to create a superhero comic strip that demonstrates teamwork and kindness.

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## Objective:

To help students identify their unique strengths and appreciate the strengths of others through creative storytelling and teamwork.

## Players:

Whole class, divided into small groups of 3–5 students.

## Materials:

- A3 or A4 paper for drawing superheroes and comic strips
- Coloured pencils
- Relationship or peer dynamic scenarios (from the resource PDF tab)
- Whiteboard or paper for brainstorming strengths as a class

## Setup:

Brainstorm a list of strengths (e.g., kindness, bravery, helpfulness, creativity, problem-solving) as a class. Write the list where everyone can see it to give students ideas when choosing their personal strength.

## Activity:

### 1. Brainstorm Strengths:

As a class, come up with a list of personal strengths. Encourage students to share examples of when these strengths are helpful and evident in real life situations.

### 2. Create Your Superhero:

Each student draws themselves as a superhero based on one chosen strength (e.g., “Captain Kindness” or “Bravery Girl”).

### 3. Share and Celebrate:

In small groups, students present their superhero to their group, explaining how their strength helps others and any fun details they have included in their superhero character creation (e.g., empathy boots or heart sonar rays).

### 4. Comic Strip Challenge:

Groups are given a peer dynamic or relationship scenario (e.g., “Two friends are arguing” or “Someone feels left out”). Each group creates a superhero comic strip that shows how their superheroes work together to solve the problem in a positive, respectful way.

### 5. Present Comics:

Groups share their comic strips with the class, explaining how each superhero’s strength contributed to the solution.

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## Extension:

- If you are feeling super creative and brave, ask each group to create a short play of their comic strip. Students play themselves as their superhero and act out the scenario depicted in their comic strip for the whole class to enjoy.

## Reflection Prompt:

- What is one strength you are proud of?
- How did your superhero help solve the problem?
- How did your superhero strengths compliment or support the other superheroes strengths in the group comic?
- What strengths do you admire in your group members?

## Winning the Game:

There are no winners; success is measured by students recognising and celebrating their strengths and using them to create a positive team story.

## Additional Notes:

This activity promotes creativity, teamwork, and social-emotional learning. Teachers can collect and display the comic strips to celebrate the diversity of strengths in the classroom.



# SCENARIO CARDS

PRINT AND CUT OUT THE SCENARIO CARDS. STUDENTS DRAW A CARD, READ THE SCENARIO, AND THEN USE THEIR SUPERHERO STRENGTHS TO ACT OUT OR CREATE A COMIC STRIP SHOWING HOW TO SOLVE THE PROBLEM.



TWO FRIENDS ARE  
ARGUING OVER  
SOMETHING SILLY.



SOMEONE DIDN'T  
INVITE ANOTHER  
FRIEND TO THEIR  
BIRTHDAY PARTY.



A STUDENT REFUSES  
TO SHARE A NEW TOY  
WITH THEIR FRIENDS.



A FRIEND SAID  
SOMETHING HURTFUL  
TO THEIR FRIEND  
WHEN UPSET.



# SCENARIO CARDS



A STUDENT FEELS  
LEFT OUT OF A GAME  
DURING RECESS.



TWO FRIENDS BOTH  
WANT TO BE THE  
LEADER OF A GROUP  
PROJECT.



SOMEONE  
ACCIDENTALLY BROKE  
THEIR FRIEND'S  
FAVOURITE ITEM.



A GROUP OF FRIENDS  
WON'T LET ANOTHER  
STUDENT JOIN THEIR  
GAME.



# SCENARIO CARDS



A STUDENT IS  
BRAGGING ABOUT  
WINNING AND MAKING  
OTHERS FEEL BAD.



TWO CLASSMATES  
BOTH WANT TO SIT  
NEXT TO THE SAME  
FRIEND.



SOMEONE IS TALKING  
WHILE THEIR FRIEND  
IS TRYING TO SHARE  
AN IDEA.



A CLASSMATE  
BORROWS SOMETHING  
AND FORGETS TO  
RETURN IT.

