

SUPERPEOPLE AND SUPER POWERS

DESIGNED FOR GRADE LEVELS 3 TO 5

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COURSE NAME: CHAPTERS, CHARACTERS AND CREATION

COURSE DESCRIPTION & OVERVIEW:

What is your superpower and how would you use it to make the world a better place? We will begin by exploring some of the most famous fictional superpeople and then dive into stories of real-life youth who are making a positive impact in their community. Youth will explore creating both a fictional super-identity for themselves and practicing using their real-life powers and skills to impact things they care about.

ADDITIONAL PROGRAM RESOURCES:

- For more on Service Learning:

www.nylc.org

www.commed.spps.org/servicelearning.html

MN STATE STANDARDS ADDRESSED:

This curriculum addresses multiple 3-5th grade ELA standards, as well as, basic goals of Service Learning including: Meaningful Service, Youth Voice, Reflection, and Diversity.

The 3rd-5th grade English and Language Arts standards addressed in this curriculum are:

Key Ideas and Details 3/4/5.1.1.1

Text Types and Purpose 3/4/5.6.3.3

Research to Build and Present Knowledge

Comprehension and Collaboration

Additional standards may be covered; however, this is dependent upon youth choice in design of their community action projects.

PROGRAM QUALITY – YOUTH PROGRAM QUALITY ASSESSMENT (YPQA)

St. Paul Public Schools Community Education identifies quality programming as: safe, supportive, interactive and engaging. Simple, specific examples of program-design related goals are below.

Safe Environment (Physical and Psychological)

- Be on time
- Choose healthy foods
- Choose appropriate activities for your space
- Choose age-appropriate & inclusive resources (music, images, etc.)
- Maintain school-day norms (no running, respectful of space)
- Manage classroom behavior for the safety of all
- Follow safety procedures and be prepared for emergencies

Supportive Environment

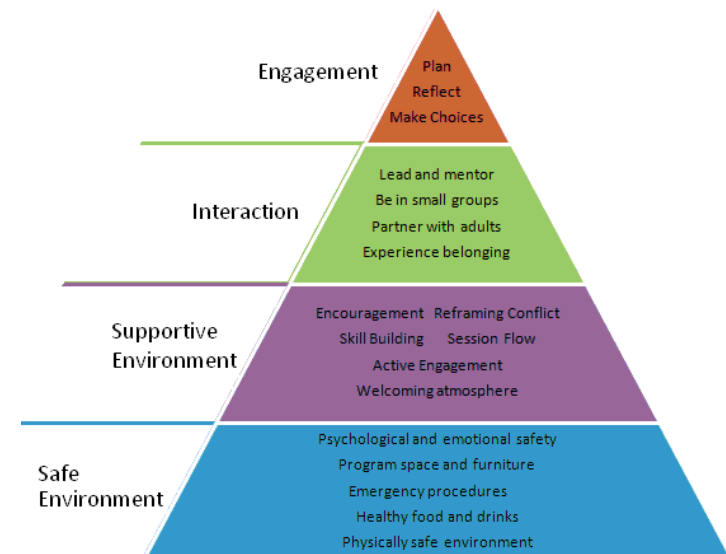
- Be inclusive of different learning styles, cultures, abilities and family structures. Utilize diverse images, games, music, etc.
- Choose encouraging words and develop an encouraging learning environment
- Maintain a professional appearance and wear staff identification
- Use group work, partnering, and aid in building relationships

Interaction

- Youth partner with each other and adults
- Regardless of age - have high expectations for all participants
- Encourage youth choice and self-directed learning opportunities
- Develop a learning environment where youth experience belonging
- Be prepared so you have time for youth choice and adult/youth interaction

Engagement

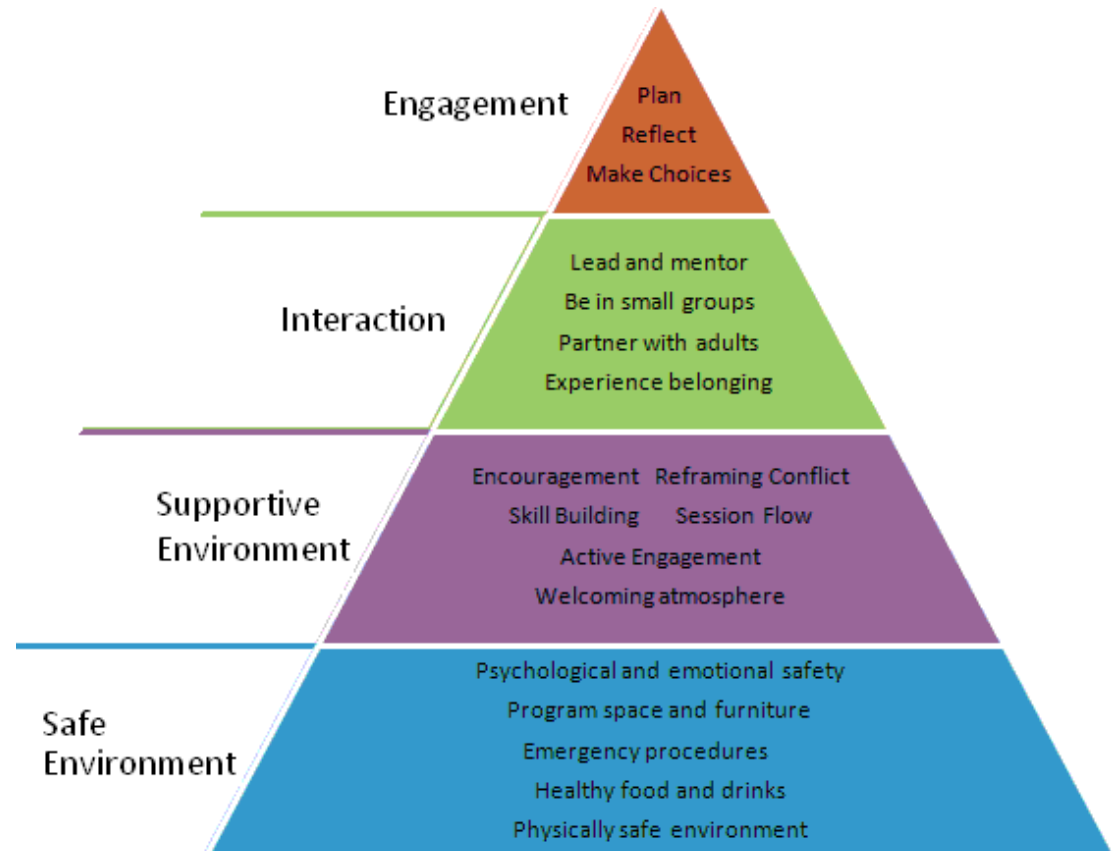
- Activities are hands-on and encourage multiple types of learning
- Include and facilitate youth choice
- Activities are challenging
- Reflection – all classes end with a reflection question and discussion time



PROGRAM QUALITY – INTENTIONAL INCLUSIVITY

Instructors are expected to **intentionally create inclusive environments**. Examples include:

- Use images/books/music, etc that are diverse across age, gender, ability, race, culture, nationality, sexual orientation, etc.
Example: If you are leading a session on the Winter Olympics include athletes/sports from the Paralympics and Special Olympics, athletes from multiple countries, etc.
- Religious holidays are not neutral and should only be used as a relevant instructional tool.
Example: Learning about Dia de los Muertos as a cultural celebration in Spanish class is a relevant instructional tool. Making Christmas ornaments in an art class or doing an Easter egg hunt in dance class are not relevant instruction.
- Use inclusive language when talking about families.
Example: Say “bring this home and show it to someone you love” or “share this with your family” rather than saying, “bring this home to your mom and dad.” Do not make assumptions about family structure.
- Create learning opportunities that draw on multiple learning styles.
- Create flexible plans to find time to draw on the unique passions and abilities of your group of youth.



CURRICULUM QUALITY – WHAT IS GANAG?

GANAG refers to a teaching schema where “a teacher using the ‘Teaching Schema for Master Learners’ designs lesson deliberately so as to prepare students for learning, help them connect new information prior to learning, and cement those ideas or skills. When the schema is used regularly for planning, it becomes automatic to think about teaching to the master learner” (Pollock 64).

Concepts and ideas presented in the following table are extracted from Jane Pollock’s text, *Improving Student Learning One Teacher at a Time*.

<p>G Set the Goal/Benchmark/Objective</p>	<p>Instructor (and/or youth) identifies goals/benchmarks for a lesson along with specific daily content objectives. At the end of the day’s session, the instructor and participants can evaluate if they have accomplished their goals and whether to move on or perhaps re-visit concepts if needed.</p>
<p>A Access Prior Knowledge</p>	<p>The goal is to provide stimulus that relates in some way to the session content. The instructor plans an activity, question or demonstration to spur connections to previous learning, life experience or knowledge of subject matter.</p>
<p>N Acquire New Information</p>	<p>Present new information to youth through a variety of activities – ideally connecting to their senses (i.e. hearing a presentation or a lecture, seeing a video, hands-on cooking, etc.). Additionally, sessions include a combination of declarative and procedural content. Declarative = facts & information. Procedural = skills & processes.</p>
<p>A Apply Knowledge</p>	<p>Knowledge gains meaning if you can apply it again in a reliable and accurate way. Youth need hands-on opportunities to explore, test, challenge, and apply content.</p>
<p>G Generalize or Summarize</p>	<p>A reflective exit activity that demonstrates youth understanding is essential in providing teaching for mastery learning. Reflection allows youth the time to synthesize their experience/learning within the context of the group. Additionally, this element provides instructors with insight on participant learning and guidance on pacing future sessions.</p>

SESSION LAYOUT – SCOPE AND SEQUENCE

Fictional Superpeople	Session 1: Setting Community Standards & Intro to Class	Session 2: Fictional Superpeople	Session 3: Fictional Super Villains	Session 4: Fictional Mash-Ups
My Super-Self	Session 5: My Fictional Superpower, Super Identity and Disguise	Session 6: My Fictional Super Villain	Session 7: Story Creation	Session 8: Story Creation
Real Life Super Youth and My Real Life Powers	Session 9: Story Sharing	Session 10: Real-Life Superpeople	Session 11: My Real-Life Powers	Session 12: Our Super Group
Using My Powers for Greatness	Session 13: Real-Life Villains and Problems – Community Walk	Session 14: Real-Life Villains and Problems – Community Interviews	Session 15: Real-Life Villains and Problems – Community Interviews 2	Session 16: Real-Life Villains and Problems – Making a Plan
Bringing it All Together	Session 17: Super-groups make a difference	Session 18: Super-groups make a difference	Supplementary Session 1: Making my Fictional Super Disguise	Supplementary Session 2: Advertising My Real-Life Super Self

GLOSSARY OF ICE BREAKERS/WARM UPS

1. 3 THINGS IN COMMON (great for new groups)

Each participant pairs up with another participant who she doesn't know. The pair finds three things that they have in common. Then each pair of youth presents their findings to the rest of the group.

2. TOSS THE BALL (requires a ball)

Get in a circle. Toss the ball around and say the name of the person you toss it to.

3. GROUP JUGGLE

Get in a circle. Toss the ball around one time, saying the name of the person you are throwing it to. Youth will toss the ball to the same person each time the ball goes around the circle. Once they get the hang of it add additional balls. Another challenge – do this activity silently (sometimes that makes it even easier because some groups are better able to concentrate this way). Discuss what made the activity easier/harder and what helped the group work together better.

4. NAME MEMORY

Go around in a circle. 1st person says her name; 2nd person says her name and also says the 1st person's name over again, and so on all the way around the circle. The last person has to repeat everyone's name. As a variation, have each person say her name and what plant she would be, if she could be a plant. This way there is more to remember than simply people's names, which makes it more interesting. or have everyone say an adjective plus her name, but the adjective must begin with the same letter...for example, Daring David, Ridiculous Rick, Wonderful Wendy, etc.

5. THE BIG WIND BLOWS

Get in a tight circle, sitting in chairs, knee-to-knee. The group leader begins by standing outside the circle and saying, "The big wind blows for everyone who _____ (fill in the blank)." Whoever fits the criteria and the group leader who began the game must get up and move to another vacated seat within the circle. There will be one person who ends up without a place to sit in the circle. This person continues the game by saying "The big wind blows for anyone who _____" and the game continues on. The catch is that when changing seats in the circle, no running is allowed. Everyone must hop on one foot, or walk on all fours, or whatever. The big wind could blow for anyone wearing jeans, people who have older sisters, people who ate breakfast, people who listen to Brittany Spears, etc.

6. PICTURE GUESSING GAME

Everybody draws a picture that expresses something uniquely powerful about themselves (a skill). The drawings are collected. One by one, the drawings are pulled out of a "hat" and held up, and the group tries to guess who drew it. Whoever guesses correctly is the next one to choose a drawing out of the "hat" to hold up for the group to guess. When someone guesses correctly, the person who drew the picture explains its meaning to the group.

7. SUPER-SELF PICTURE GUESSING GAME

Variation of Picture Guessing Game. Everybody draws a picture that expresses something about their newly created super identity. The drawings are collected. One by one, the drawings are pulled out of a “hat” and held up, and the group tries to guess who drew it. Whoever guesses correctly is the next one to choose a drawing out of the “hat” for the group to guess. When someone guesses correctly, the person who drew the picture explains its meaning to the group.

8. SUPERPEOPLE CHARADES

Get in groups of three. Each group is given the name of a superhero. They must come up with a way to demonstrate that superhero or act it out as a team. Then each group presents their demonstration to the group. The large group guesses who they are.

9. ZIP/ZAP/ZOP

Get in a circle. Someone begins by pointing to another person in the circle and saying "ZIP!" That person then points to yet another person and says "ZAP!" That person points to another person and says "ZOP!" This continues, but the words must be said in order: ZIP, ZAP, ZOP. If someone makes a mistake and says a word out of order, that person is out of the game. Eventually, the circle dwindles to just a few people, then to only two people, who are staring at each other, yelling ZIP!, ZAP!, ZOP! Until one of them makes a mistake.

10. BLIND POLYGON (required blindfolds and a rope)

The group is blindfolded. They must form a perfect square, triangle, or whatever, using a rope. They all must have at least one hand on the rope at all times!

11. ISLAND

Find a big stump, rock, or make a circle on the ground two feet in diameter, and tell the group this is the “island.” The entire group must figure out a way to stay on the island for two minutes. If you have a large group, you will want to identify more than one island and have multiple small groups taking part in the challenge simultaneously. You can then rotate, so each group gets to try each challenge.

12. ORDER OUT OF CHAOS

Everyone is blindfolded. Each person gets a number. They must line up in order of height without talking. or the group must line up according to eye or hair color (darkest to lightest), height, etc....without saying a word.

13. MASS STAND UP

Have the group sit in a circle with backs to the middle. Everyone links elbows with the person sitting next to her. Then, challenge them to try to stand up as a group. A lot tougher than it sounds!

14. HUMAN KNOT

Have the crew stand in a tight circle, shoulder-to-shoulder, and place their hands in the center. Now, have them grab a couple of hands, but make sure no one grabs a pair of hands belonging to the same person, or grabs either of the hands of the person standing directly next to them. Then, unravel the knot you’ve just created without having anyone break their grip...good luck! Remind the group to be gentle and communicate while they unwind so no one gets hurt. If they break the chain in the process, let them start over.

15. HAVE YOU EVER?

Group stands in a circle. Each takes a turn asking a question, "Have you ever_____"(filling in the blank). Those who have, answer yes by walking to the center of the circle and slapping a "high five" with whoever else has done the action.

16. INTRO TO THE LEFT

The group sits in a circle. Each person introduces the person on their left. Take five minutes (total) to talk to both the person on your left and the person on your right. One by one, each person introduces the person on their left.

17. WHAT YOU DON'T KNOW

Hand out slips of scratch paper and ask people to write down something about themselves that they think nobody else in the room knows. Then collect the sheets, shuffle them, hand them out again (making sure nobody gets their own). Each person reads out what is on their slip, one by one, and the group tries to guess who wrote it. This really gets people laughing! Unless you have a lot of time, I wouldn't recommend it for groups larger than 15 or so, because these tidbits about people tend to be surprising and prompt curiosity and discussion.

18. 2 TRUTHS AND A LIE

Two Truths and a Lie is a good game to break the chill - especially if the group doesn't know each other well. Each person has to tell two truths about themselves and one lie. The others have to guess which is the lie. All three statements should be believable, yet a bit wacky, so that it's hard to figure out. The key is to make the truths as outrageous as the untruths.

19. NUMBER LINE UP

With eyes closed or blind folded the group numbers off from 1 to total number of people present. Every group member must say a number, only once. No one can say the same number or speak at the same time, or the group starts over. When the group reaches the last number, everyone has said a number and no one spoke at the same time the group has completed the challenge. Option, do it multiple times attempting to increase speed.

SESSION 1	GOAL: GET TO KNOW EACH OTHER AND SET EXPECTATIONS FOR THE PROGRAM	MATERIALS NEEDED
ICE BREAKER/ WARM UP 15 MINUTES	<p>ACCESS PRIOR KNOWLEDGE: Welcome the group. Using the Partner Interviews document (see worksheet in addendum), have youth select their own partner, interview them, and write down their answers. Get in a large circle on the floor and have partners introduce each other. Discuss as a group: What are some things you are hoping to do in this class? Instructor shares their hopes for the group: aka – they will be able to connect fictional superpeople and powers to their own real-life power to make the world a better place.</p>	<ul style="list-style-type: none"> • Pencils • Partner Interviews (1 per participant)
COMMUNITY STANDARDS 20 MINUTES	<p>NEW INFORMATION: Create Community Standards (see curriculum plan in addendum). Note: Community Standards should be displayed at all future group meetings.</p>	<ul style="list-style-type: none"> • White board or large paper and markers
SUPERPEOPLE BRAINSTORM 20 MINUTES	<p>APPLICATION: Prior to the start of class, hang four large pieces of paper around the room. Make sure paper is hanging so that youth will be able to reach and write on them. Mark each with four different headers:</p> <ol style="list-style-type: none"> 1) Names of Fictional Superpeople 2) Names of Fictional Super Villains 3) Why do superpeople and villains battle? 4) Types of Fictional Super Powers <p>Split your group into four small groups. Have each group start at a different piece of paper and brainstorm lists. At about 2-3 minute intervals, rotate the groups. Each group should get to add to each list/question. Reflect on the contents of the lists as a group. Save for later sessions.</p> <p>Have youth get back in their pairs from during the warm-up. Do the Superpeople and Powers Match-Up in pairs. “Correct” them as a group. Instructor should provide large-group feedback, aka: “Wow, we sure know a lot about fictional superpeople! I am excited to see what we come up with when we combine this knowledge with our imaginations and our real-life powers!”</p>	<ul style="list-style-type: none"> • Four large pieces of paper and markers • Tape • Superpeople & Powers worksheet (see addendum) • Pencils
REFLECTION ACTIVITY 5 MINUTES	<p>GENERALIZATION: For each session, the group reflection will be done following clean up. Youth sit in a circle (on the floor or in chairs) and answer the reflection question. Note, the instructor should always answer, too, but not first or last (your answer should have no more weight than anyone else’s). Ask: “What did you like best about working in pairs and groups today?”</p>	
Suggestions for making today’s activities more challenging: N/A		
Suggestions for making today’s activities less challenging: Skip the worksheet if there is not enough time.		

SESSION 2	GOAL: YOUTH WILL COMPLETE A TEXT ANALYSIS OF VARIOUS COMICS TO CREATE A CHARACTER WEB OF A FICTIONAL SUPER-PERSON.	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome the group Play Toss the Ball (see Icebreakers)	<ul style="list-style-type: none"> • Ball or a roll of tape or something • Community Standards displayed
GROUP BRAINSTORM 5 MINUTES	NEW INFORMATION: Re-hang the brainstorm papers from the last session. Ask the group: “What do we already know about fictional superpeople?” Write things down on a white board or large piece of paper. Ask: “Why do you think we are so fascinated by superpeople? Do you think we can circle the top three things on our list of things we know that make people interested in them?” (aka – they have superpowers, they fight for good, they have cool costumes).	<ul style="list-style-type: none"> • White board and markers
CHARACTER WEB 35 MINUTES	APPLICATION: Use the superpeople match up in addendum to break youth into pairs. In pairs, youth will choose one superhero text to study and complete the Character Web worksheet (in addendum). Remind them that we are not focusing on the villains today. Give youth about 20 minutes to work in pairs. Clean Up. Re-group in a circle and have each pair present the text they used and their Character Web.	<ul style="list-style-type: none"> • Superpeople Pairs (to split into pairs, in addendum) • Various Comic Books that feature a variety of superpeople – gathered by the instructor • Pencils • Character Web Worksheet (in addendum)
REFLECTION ACTIVITY 10 MINUTES	GENERALIZATION: Ask: Did you notice any similarities in our character webs? Are there any similarities between the items in the character webs and the top three things we identified that we know about super people? What does this make you think about?	
Suggestions for making today’s activities more challenging: Youth could complete multiple character webs and/or draw their character in the circle if they move quickly.		
Suggestions for making today’s activities less challenging: Instructor could lead the entire group through one character web worksheet before moving on to working in pairs. If you do this you will need to eliminate time in the ice-breaker (but do not cut it out).		

SESSION 3	GOAL: YOUTH WILL COMPLETE A TEXT ANALYSIS OF VARIOUS COMICS TO CREATE A CHARACTER WEB OF A FICTIONAL SUPER VILLAIN.	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome the group Play Group Juggle (see Icebreakers)	<ul style="list-style-type: none"> • 2-3 balls or a roll of tape or something • Community Standards displayed
GROUP BRAINSTORM 5 MINUTES	NEW INFORMATION: Re-hang the brainstorm papers from sessions 1 and 2. Ask the group: “What do we already know about fictional super villains?” Write things down on a white board or large piece of paper. Ask: “What makes a super villain important to a story? Do you think we can circle the top three things on our list of things we know that make them necessary to a good story?” (aka – look creepy, they do mean things, they hurt people).	<ul style="list-style-type: none"> • White board and markers
CHARACTER WEB 35 MINUTES	APPLICATION: Use the Super Villains match up in addendum to break youth into new pairs. In pairs, youth will choose one superhero text to study one villain and complete the Character Web worksheet (in addendum). Remind them that we are not focusing on the superpeople today. Give youth about 20 minutes to work in pairs. Clean Up. Re-group in a circle and have each pair present the text they used and their Character Web.	<ul style="list-style-type: none"> • Super Villains Pairs (to split into NEW pairs, in addendum) • Various Comic Books that feature a variety of superpeople • Pencils • Character Web Worksheet (in addendum)
REFLECTION ACTIVITY 10 MINUTES	GENERALIZATION: Ask: Did you notice any similarities in our character webs? Are there any similarities between the items in the character webs and the top three things we identified that we know about fictional super villains? What does this make you think about?	
Suggestions for making today’s activities more challenging: Youth could complete multiple character webs and/or draw their character in the circle if they move quickly.		
Suggestions for making today’s activities less challenging: Instructor could lead the entire group through one character web worksheet before moving on to working in pairs. If you do this you will need to eliminate time in the ice-breaker (but do not cut it out).		

SESSION 4	GOAL: YOUTH WILL CREATE A COMIC STRIP MASH UP OF SUPER CHARACTERS	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	<p>ACCESS PRIOR KNOWLEDGE: Welcome the group Play Three Things In Common (see Icebreakers)</p>	<ul style="list-style-type: none"> • Optional: paper and pencils if you think it would be helpful to your participants to write things down. • Community Standards displayed
MASHING IT UP COMIC STRIPS 40 MINUTES	<p>NEW INFORMATION & APPLICATION: Ask the group: “Who has heard of a ‘mash-up’? Who can explain what it is?” (Combination of two or more fairly well-known things to make something new). Ask the group: “Who are some super-pairs that you think would be amazing or funny or really work well together?” Write down the brainstormed list.</p> <p>Introduce the comic strip mash-up project: Today we are going to be working individually to each create a comic strip that combines two superpeople into one mini-story and draw the illustrations to go with it. Your drawings don’t need to be perfect, they just need to help tell the story you want to tell. The instructor should create an example of a comic-strip mash up to present to youth (one is in the addendum if you don’t want to create your own). Have youth make observations about what they see in your comic strip (text/dialogue bubbles, two very different characters combined, not a lot of words, very short story, etc).</p> <p>Provide at least 20 minutes for youth to work on their comic strips. Even though youth are creating their individual comics, make sure to allow them to work with each other on ideas and brainstorming. This should be fun.</p> <p>Clean Up.</p> <p>With at least 5 minutes left. Have all youth display their comic strip and have the group rotate around the room to see each other’s work.</p>	<ul style="list-style-type: none"> • White board or large paper and markers • Comic Strip layouts (see addendum) • Comic Strip examples (gathered by instructor) • Colored pencils • Pencils • Pens
REFLECTION ACTIVITY 10 MINUTES	<p>GENERALIZATION: Re-group in a circle and ask: “What are some things you noticed in each other’s comic strips today? Did anything someone else did inspire you to do something differently next time you make a comic strip? What was it?”</p>	
<p>Suggestions for making today’s activities more challenging: If youth move quickly, they could create more than one comic strip. Or do one individually and one in pairs.</p>		
<p>Suggestions for making today’s activities less challenging: Encourage youth to do the best they can. Though it would be possible to change the format and have the group write one comic strip mash-up together and then have all youth create their own illustrations/versions of the comic strip story; it will be more impactful if they each do their own.</p>		

SESSION 5	GOAL: YOUTH WILL CREATE THEIR OWN FICTIONAL SUPER IDENTITY IN PREPARATION FOR WRITING A STORY	MATERIALS NEEDED
ICE BREAKER 10 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome the group Play The Big Wind Blows (see Icebreakers)	<ul style="list-style-type: none"> • Community Standards displayed
CHARACTER DEVELOPMENT 30 MINUTES	NEW INFORMATION: Explain the story creation project: Over the next few sessions we will be working in small groups to develop a story about our own super-identities. The first step will be to create our super-identities, after this, we will get into groups and decide how we want to tell our story. In the next few sessions we will create villains, write a story and each small group will produce their own medium to share their story with the group. Youth work individually to complete the character creation worksheet (see addendum) Be sure to have the four brainstorm sheets on superpeople hanging up for inspiration.	<ul style="list-style-type: none"> • Character Creation worksheets (addendum) • Pencils • Colored pencils/markers
CHOOSING A MEDIUM 20 MINUTES	APPLICATION: Do a large group brainstorm: A medium is a type of art form used to make something. What are some types of mediums people use to tell stories? (aka. comic books, movies, claymation, books, sound recordings, etc.). Note: before splitting into small groups, depending on the brainstorming done, you may need to have a conversation about what types of mediums you have the resources and time to work with. Don't reign in their imaginations, it's ok to have not-perfect products especially if the youth are passionate about what they are working on. Split youth into groups of 3-4 using the superpeople match ups for session 5 (in addendum). You will need to make copies/cut-outs based on the sizes of groups you want to make. Give the groups at least 10 minutes to discuss the type of medium they want to work with. Once they decide on a medium, they should brainstorm and write down a list of roles/jobs they will need to take on and supplies they will need to complete their project. The instructor will use this decision to begin to gather materials for work done in sessions 7-9. Collect and save all of the character creations (youth will need them for this entire project).	<ul style="list-style-type: none"> • White board or large paper and markers • Superpeople match up for session 5 • Scrap paper • Pencils
REFLECTION 5 MINUTES	GENERALIZATION: Re-group in a circle and ask: "How did your group make a decision on the type of product you would like to make with your story? Did you vote? Discuss pro's and con's?....."	
Suggestions for making today's activities more challenging: N/A		
Suggestions for making today's activities less challenging: You could limit the group choice of medium to two options (aka. claymation or audio-cast). Please note, limiting choice options has a negative impact on the "youth voice" element of program quality.		

SESSION 6	GOAL: YOUTH WILL WORK IN SMALL GROUPS TO CREATE A SUPER VILLAIN CHARACTER	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome the group Play Super-Self Picture Guessing Game (see Icebreakers)	<ul style="list-style-type: none"> • Paper and colored pencils or markers • Community Standards displayed
SHARING SUPERPEOPLE AND CREATING SUPER VILLAINS 45 MINUTES	NEW INFORMATION & APPLICATION: Have a group member hand out each participant's character creation worksheet from the last session. Youth get in their story creation groups and share the details of their superperson character. Provide at least 10 minutes for this. After everyone has gotten the opportunity to share, introduce the next step to the group. Now that you all have met each other's super identities, you will need to work together to create one villain character for your superpeople to work together to defeat in your story (20-25 minutes). Hand out the Super Villain character creation worksheet. Provide youth with time to work together. The instructor should rotate through the groups and ask clarifying questions or answer questions the group poses to you. You should avoid directing their work. Clean Up. Re-Group in a circle and have each small group introduce the large group to their villain (they should be encouraged to be creative in their presentations).	<ul style="list-style-type: none"> • Super Villain character creation worksheets (addendum) • Pencils • Colored pencils or markers
REFLECTION ACTIVITY 5 MINUTES	GENERALIZATION: Ask: Now that you have created a villain character, do you think that all villains are 100% bad? Why or why not?	
Suggestions for making today's activities more challenging: Have groups go deeper into the character development of their villain by writing a one page story about how they became a villain.		
Suggestions for making today's activities less challenging: The instructor could quickly walk through the super villain character creation worksheet as a large group first. If you do this, it would be fun for the instructor to draw the large group-created super villain and present when the rest of the groups present (not first or last).		

SESSION 7	GOAL: YOUTH WILL WORK IN SMALL GROUPS TO CREATE A FICTIONAL SUPERPERSON/SUPERVILLAIN STORY	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	<p>ACCESS PRIOR KNOWLEDGE: Welcome the group Play Superpeople Charades (see Icebreakers)</p>	<ul style="list-style-type: none"> • Notecards or scraps of paper (made by instructor) with superpeople names on them. Option: print a copy of the fictional superpeople match-up and use pictures instead. • Community Standards displayed
STORY ELEMENTS 40 MINUTES	<p>NEW INFORMATION & APPLICATION: As a large group, the instructor will walk the youth through filling out the Story Elements worksheet (see addendum). Their characters have been established and now it is time to create the setting and plot (conflict and resolution).</p> <p>Youth will work in groups to complete their story elements plan and then move into writing their story. Before they get into their small groups, remind them of the medium they selected in session 5. How they “write” their story will depend on their medium (aka. if they are doing a claymation production they will need a script, if they are doing a comic book they will be writing a story. It is also possible that you will just allow youth to create the story and the production at the same time. This will depend on your group and how much direction/structure they need.</p> <p>With about 10 minutes left, if youth have not already moved from working on scripts/stories to discussing production – have them make a production plan (aka, if they are doing any sort of filming they need a “set”, if they are doing a book, they need a blank book – they also need to decide who will take on what roles). Instructor note: it is ok if this feels disorganized to you. This project should be youth led and the final product is not as important as the process.</p> <p>If your group works quickly, allow them to start on their production process.</p>	<ul style="list-style-type: none"> • Story Elements worksheet (1 per youth – see addendum) • Pencils • Story Production materials based on medium decisions made in Session 5. Examples: clay, art scraps, cameras, laptops, iPads, audio recorders, etc.
REFLECTION ACTIVITY 10 MINUTES	<p>GENERALIZATION: Re-group in a circle and ask: What did you like about creating a story as a group? What are you looking forward to in your production?</p>	
<p>Suggestions for making today’s activities more challenging: Have youth write a complete script/story.</p>		
<p>Suggestions for making today’s activities less challenging: You could limit the group choice of medium to two options (aka. claymation or audio-cast). Please note, limiting choice options has a negative impact on the “youth voice” element of program quality. Small group work could be supported by volunteers.</p>		

SESSION 8	GOAL: YOUTH WILL WORK IN SMALL GROUPS TO CREATE A FICTIONAL SUPERPERSON/SUPERVILLAIN STORY	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome the group Play Name Memory (see Icebreakers)	<ul style="list-style-type: none"> Community Standards displayed
SMALL GROUP STORY PRODUCTION 45 MINUTES	NEW INFORMATION & APPLICATION: Youth will self-direct in their small groups to work on their story production. Clean Up	<ul style="list-style-type: none"> Completed Story Elements worksheets and any other planning materials from session 7 Story Production materials based on medium decisions made in Session 5. Examples: clay, art scraps, cameras, laptops, iPads, audio recorders, etc.
REFLECTION ACTIVITY 5 MINUTES	GENERALIZATION: Re-group in a circle and ask: What happened today? What went well? What could your group do better together in the next session as we finish production on your stories?	
Suggestions for making today's activities more challenging: N/A		
Suggestions for making today's activities less challenging: Small group work could be supported by volunteers.		

SESSION 9	GOAL: YOUTH WILL WORK IN SMALL GROUPS TO CREATE A FICTIONAL SUPERPERSON/SUPERVILLAIN STORY	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome the group Play Zip, Zap, Zop (see Icebreakers)	<ul style="list-style-type: none"> Community Standards displayed
SMALL GROUP STORY COMPLETION 45 MINUTES	APPLICATION: Provide youth time to complete their story projects.	<ul style="list-style-type: none"> Completed Story Elements worksheets and any other planning/production materials from session 7 Story production materials based on medium decisions made in Session 5. Examples: clay, art scraps, cameras, laptops, iPads, audio recorders, etc.
REFLECTION ACTIVITY 5 MINUTES	GENERALIZATION: Re-group in a circle and ask: How did it feel to share your work with the rest of the class? Tell/Remind the group that at the end of the program there will be a sharing day where they can invite family and/or school and community members to see what they have done during the program. Save the youth productions instead of sending them home.	<ul style="list-style-type: none"> Group reflection paper Pencils/markers
Suggestions for making today's activities more challenging: N/A.		
Suggestions for making today's activities less challenging: Small group work could be supported by volunteers.		

SESSION 10	GOAL: YOUTH WILL THINK ABOUT REAL-LIFE SUPER ACTIONS AND LEARN ABOUT SOME REAL LIFE SUPER KID ACTIONS	MATERIALS NEEDED
ICE BREAKER/ WARM UP 15 MINUTES	<p>ACCESS PRIOR KNOWLEDGE: Welcome the group Play Human Knot (see Icebreakers) Be sure to debrief the activity: How did we work together to untie the knot? How can we use what we just did when we want to solve a bigger problem as a group?</p>	<ul style="list-style-type: none"> • Bandanas • Community Standards displayed
REAL PEOPLE BRAINSTORM 20 MINUTES	<p>NEW INFORMATION: Prior to the start of class, hang the four posters from session 1 brainstorming in one area of the room. Hang four new blank pieces of paper around the room. Make sure paper is hanging so that youth will be able to reach and write on them. Mark each of the blank sheets with the same header: Real Life Superpeople. Split your group into four small groups. Have each group take one brainstorming sheet. Ask youth to think about people they know or people that they have learned about who have done great things. Let them know they can be famous people or ordinary people. Give some examples if you need to (your 2nd grade teacher, your mom, a community leader, etc). Save for later sessions.</p> <p>Have each group share one person on their brainstorm list and what they did to be identified as a superperson</p> <p>Instructor shows the <i>Real Kids, Real Stories, Real Change</i> book and reads the introduction by Bethany Hamilton. Before reading, provide a quick background on Bethany – she was a young surfer, getting ready to go pro when her arm was bitten off by a tiger shark. She survived and instead of giving up worked to figure out how to surf with one arm. After reading the intro talk about what kids think about what Bethany says about superpeople.</p>	<ul style="list-style-type: none"> • 4 large pieces of paper • Tape • Markers • 4 brainstorms from session 1 • <i>Real Kids, Real Stories, Real Change: Courageous Actions Around the World</i> by Garth Sundem (ideally 1 copy per participant or small group. If you only have one class copy you will need to make copies of stories for small group work.
SUPER KIDS 20 MINUTES	<p>APPLICATION: Youth select a partner, then draw a story from <i>Real Kids</i> out of a bowl/hat. Each pair will read a <i>Real Kids</i> story together, discuss it and prepare to share their story with the class in the next session using the Real Super Kids worksheet (in addendum).</p>	<ul style="list-style-type: none"> • <i>Real Kids</i> books or copies of stories • Cut out chapter titles (in addendum) • Real Super Kids worksheet (1 per participant in addendum). • Pencils
REFLECTION 5 MINUTES	<p>GENERALIZATION: Regroup in a circle and ask: What do you think about the idea of an ordinary person being super? What about an ordinary kid?</p>	
<p>Suggestions for making today’s activities more challenging: Youth pairs choose more than one story from <i>Real Kids</i> to prepare to present next session.</p>		
<p>Suggestions for making today’s activities less challenging: Depending on your group dynamics, instead of pairs – youth could work individually or in small groups. Instructor could read an additional story aloud from the book and lead the group through completing the worksheet.</p>		

SESSION 11	GOAL: YOUTH WILL SHARE A REAL KID SUPER STORY AND BEGIN TO LOOK AT THEIR PERSONAL SKILLS AS SOURCES OF SUPER-NESS	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome the group Play Picture Guessing Game (see Icebreakers)	<ul style="list-style-type: none"> • Paper and colored pencils or markers • Community Standards displayed
REAL SUPER KIDS PRESENTATIONS 25 MINUTES	NEW INFORMATION: Have pairs take turns sharing the story of the real super kid they read about in the last session. Encourage them to be loud, proud and creative in their presentations. Debrief presentations as a large group by asking: What are some things that these real-life super-kids have in common? After you establish a list, see if you can simplify it to three key things (aka, they care about something, they took action, they used their skills).	<ul style="list-style-type: none"> • Completed Real Super Kids worksheets from session 10 • Large paper/white board and markers for large group debrief
MY REAL LIFE SUPER POWERS 20 MINUTES	APPLICATION: Use the Super Me worksheet (in addendum) to have youth start thinking about their unique skills and “powers”. Suggestion: Draw a larger version of the worksheet and do one as a group before youth work on their individual worksheets. It will help to help them think through mental (creativity, intelligence), physical (strong, can skip, knows how to build things) and “heart” powers (friendly, sharing). Option: Ditch the worksheet and have youth make large tracings of themselves on butcher paper. They can fill in their “powers” in their head, heart, body. After youth have had time to complete their worksheet tracing, have them choose a partner sitting near them to share with. Save worksheets/tracings for the next session. Clean Up.	<ul style="list-style-type: none"> • Super Me worksheet (1 per participant in addendum) • Pencils • OR if you go with the optional format: butcher block paper & markers.
REFLECTION ACTIVITY 10 MINUTES	GENERALIZATION: Ask: What went well today? What could we do better as a group in the future? ***Have youth choose the ice-breaker they want to start with for the next session***	
Suggestions for making today’s activities more challenging: N/A		
Suggestions for making today’s activities less challenging: N/A		

SESSION 12	GOAL: YOUTH WILL PUT THEIR POWERS INTO THE CONTEXT OF THE GROUP AND DISCUSS THE GROUP'S UNIQUE AND SHARED POWERS	MATERIALS NEEDED
ICE BREAKER 10 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome the group Icebreaker – chosen by youth during reflection at the last session.	<ul style="list-style-type: none"> • Dependent on youth choice • Community Standards displayed
SUPER GROUP 40 MINUTES	NEW INFORMATION & APPLICATION: Note: You will be saving the large paper for use in sessions 16-18, make sure to do it on paper or some other storable form. Prep: On a large piece of paper (like a banner size) write “Our Super Group” on the top and make three large circles/squares with a heading: “Our Mental Powers,” “Our Physical Powers,” “Our Heart Powers.” Leave a large space in for youth to add images of themselves. Large group discussion: When you shared your worksheets with your partners last session, what are some things that you thought about? Did anything surprise you? About your partner? About yourself? Note to the group that the really cool thing about groups is that you usually have some shared powers and some unique powers. Tell them that today you will be working together to create a visual representation of your Super Group. Youth have two “jobs” to do. Give them both sets of jobs let them choose what order to do them in: <ol style="list-style-type: none"> 1) Create a super-self image. They can make themselves as their regular self or in their super-self costume. Options: use the person cut out (in addendum), youth can draw their own self in whatever shape they want without the cutout, or they can draw directly onto the large paper (though this creates a bit of a jam-up on space). 2) Write their powers in the circles/squares on the big paper. Tell them how much time they will have to complete both jobs. Part way through give a reminder that they have two jobs to complete. If youth are not creating their super-selves on the large paper, have them cut them out and tape/glue them onto the large paper. Clean Up. Save the “mural” you just created and hang up for each of the remaining sessions.	<ul style="list-style-type: none"> • Super Me’s tracing or worksheet from session 11 • Large paper • Markers • People cut outs (see addendum) • Art scraps (construction paper, puff balls, feathers, etc. • Glue and/or tape • Scissors
REFLECTION ACTIVITY 10 MINUTES	GENERALIZATION: Re-group in a circle in front of the new mural. Ask: What do you see when you look at this? (discuss) What do you think other people will see? (discuss separately)	
Suggestions for making today’s activities more challenging: N/A		
Suggestions for making today’s activities less challenging: N/A		

SESSION 13	GOAL: YOUTH WILL CONDUCT A COMMUNITY ASSESSMENT THROUGH A COMMUNITY WALK	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome the group Play Intro to the Left. Instead of a general discussion, youth ask the people on each side of them: “If you could change one thing in the world, what would you change and why?”	<ul style="list-style-type: none"> Community Standards displayed
WHAT IS A COMMUNITY? 20 MINUTES	NEW INFORMATION: Discuss a large group: What is a community? (pull out examples – school community, neighborhood, sports community, friends, ethnic groups, etc). What communities are you a part of? What communities do we have in common? Option: Hang an enlarged map of St. Paul and have youth plot where they live on the map (see addendum for map). Why do you think having a community important? Tell the group: for the next 5 sessions we will be working on community impact projects. Just like superpeople, we will be figuring out what problems exist in our communities and how we can best use our powers to make positive changes. You will be able to decide if you want to design your project to impact our school community or another community that you are a part of.	<ul style="list-style-type: none"> White board/large paper and markers Optional: large map of St. Paul or projected map of St. Paul & markers.
COMMUNITY WALK 30 MINUTES	APPLICATION: Tell the group: There are lots of ways to figure out a community need. Today we are going to do a community walk and see what we see that we like and don’t like in our school and the area around it. You will be working in partners to discuss what you see and make notes. Have youth choose their own partners, each partner gets their own community walk worksheet and pencil. Walk first through your building and then around outside for about 20 minutes. Return to the room and debrief the walk. Make group notes to keep for the next two sessions. Say to the group: Sometimes a community impact project is designed to create more of something that already exists that is good. Other times a project is designed to try to decrease or eliminate the things we do not like in our communities. Ask the group: What are some things that you saw that you liked and want to see more of? What are some things you saw that you did not like and want to see less of?	<ul style="list-style-type: none"> Community Walk worksheet (1 per participant - in addendum) Pencil (1 per participant) Large paper and markers for debrief
REFLECTION 5 MINUTES	GENERALIZATION: Ask: What are some other things we could do to figure out what we could do to make our community better? Following reflection, give the option of doing a community walk in their neighborhood and pass out extra worksheets.	<ul style="list-style-type: none"> Community Walk worksheet (1 per participant - in addendum)
Suggestions for making today’s activities more challenging: The “What is a Community” activity could be done in small groups, writing each question on the board and having each group report back to the large group.		
Suggestions for making today’s activities less challenging: The Community Walk could be done as one large group with one person taking notes.		

SESSION 14	GOAL: YOUTH WILL DEVELOP QUESTIONS AND IDENTIFY INTERVIEWEES TO CONDUCT COMMUNITY INTERVIEWS IN THE NEXT SESSION	MATERIALS NEEDED
ICE BREAKER/ WARM UP 15 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome the group Play Island (see Icebreakers) After Island, take a minute to review what you did in the last session. Ask: What did you discover on our community walk? If anyone did one at home, allow time for them to share what they discovered (note this may extend the time needed for this part of the session).	<ul style="list-style-type: none"> Community Standards displayed
COMMUNITY INTERVIEW PREP 20 MINUTES	NEW INFORMATION: Say to the group: last session we did a community walk and that was one way to gain information about the strengths and opportunities for improvement in our community. Another way to come up with ideas is find out what other people love or don't like about our community. So our next step in taking action interviewing other people. As a large group brainstorm a series of questions to ask people to find out more about them, their community, what they like and what they would like to see change and why. Come up with about 20-25 questions together.	<ul style="list-style-type: none"> Large piece of paper or white board and markers
IDENTIFYING INTERVIEWEES 20 MINUTES	APPLICATION: Have youth get into the pairs they were in for their community walk in the last session. In pairs they have three jobs to do: <ol style="list-style-type: none"> 1) Decide on one or two people that they want to interview. 2) Figure out how they will contact those people during group next session. For example, if it's the mayor, they need to find a phone number and maybe try to call it today to set up an interview (even if things feel far-fetched – let them try – if the person is not available for an interview, encourage them to choose a back up and also email or mail their questions to their first choice). 3) Choose 7 questions from the group brainstorm and write them on their interview sheets. Create one additional question that is specific to the person they want to interview and write that on their interview sheet. 	<ul style="list-style-type: none"> Interview Worksheet (1 per participant in addendum). Make extra copies. Pencils (1 per participant)
REFLECTION ACTIVITY 5 MINUTES	GENERALIZATION: Ask: What makes you feel excited or worried about conducting interviews the next time we meet? ***And have youth choose the ice-breaker they want to start with for the next session.***	
Suggestions for making today's activities more challenging: Interview questions could be done individually, in small groups or pairs instead of as a large group.		
Suggestions for making today's activities less challenging: Pre-select your group's interviewees and spend more time developing question. This is not preferred as it eliminates youth driven decision making.		

SESSION 15	GOAL: YOUTH CONDUCT INTERVIEWS TO ASSESS COMMUNITY NEEDS.	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome the group Icebreaker – chosen by youth during reflection at the last session. Icebreaker debrief question: Does choosing the icebreaker yourself make a difference in your experience?	<ul style="list-style-type: none"> • Dependent on youth choice • Community Standards displayed
YOUTH INTERVIEWS 20 MINUTES	NEW INFORMATION: Youth conduct their interviews and take notes.	<ul style="list-style-type: none"> • Interview Worksheet from session 14 (1 per participant in addendum). Make extra copies. • Pencils (1 per participant)
GROUPS DEBRIEF & INVITES FOR SHARE DAY 25 MINUTES	APPLICATION: Small groups should be given time for an open-ended discussion of what they learned about their community's assets and needs (what people like and/or would like to see change) in their interviews and how those themes connect with what they noted during the community walk. They can be encouraged to start thinking about how they could use their powers to make a change. Let them know they will have a lot of time in the next session to make an actual plan. Introduce the idea that on Session 18 we will invite in guests to share what we did in this program. Lead large group discussion of what type of format the group would like for sharing day (presentations, displays, etc). Note: If you have extra sessions – this should be given more time. Youth could spend an entire session planning the format of their sharing day and this could be done two sessions prior to sharing, it does not need to be done before invites are created. Have youth work individually to create posters or invitation cards to give out/display inviting people to their sharing day. Clean Up.	<ul style="list-style-type: none"> • Scratch paper • Pencils • Pens • Markers • White or color paper for invites/posters
REFLECTION ACTIVITY 5 MINUTES	GENERALIZATION: Ask: How did it feel to conduct an interview with another community member? What happened during the interview that might have made you feel proud?	
Suggestions for making today's activities more challenging: N/A		
Suggestions for making today's activities less challenging: This session could be made into two sessions.		

SESSION 16	GOAL: YOUTH WILL CREATE A PLAN FOR A SMALL-SCALE COMMUNITY IMPACT PROJECT.	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	ACCESS PRIOR KNOWLEDGE: ***Note: Re-Hang the “Super Group” mural before the group starts.*** Welcome the group Play Mass Stand Up (see Icebreakers)	<ul style="list-style-type: none"> • Super Group Mural • Community Standards displayed
SUPER GROUPS 10 MINUTES	NEW INFORMATION: Remind youth that today we will begin taking the information we gathered on our community walk and in our interviews to create a community action plan. Use Session 16 grouping activity in addendum to create “Super Groups”	<ul style="list-style-type: none"> • Interview and community walk notes • Session 16 group set up activity (in addendum) • 1 party size balloon per pair of students (prepared ahead of time)
IMPACT PLANNING 35 MINUTES	APPLICATION: **Note: If you have more sessions planning and implementation of community impact projects could go as many as seven sessions. Extend planning time and duplicate instructions for session 17. Always include an icebreaker and reflection question. Before groups start working, give them a clear idea of the amount of time they have to work on their projects, what budget/supplies they have to work with – write this information large so they can continue to reference it. Provide time for youth to work in their super groups to complete their project plan and start working on their projects. Walk around and ask clarifying questions, but do not impede their work even if they make a plan that you think they cannot complete. An incomplete project is ok if they worked hard on it.	<ul style="list-style-type: none"> • Session 16 worksheet (in addendum) • Pencils • White board or large paper and markers.
REFLECTION ACTIVITY 5 MINUTES	GENERALIZATION: Ask: What feelings to you have about your impact project? ***And have youth choose the ice-breaker they want to start with for the next session.***	
Suggestions for making today’s activities more challenging: N/A		
Suggestions for making today’s activities less challenging: N/A		

SESSION 17	GOAL: YOUTH WILL WORK ON A SMALL-SCALE COMMUNITY IMPACT PROJECT.	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome the group Icebreaker – chosen by youth during reflection at the last session.	<ul style="list-style-type: none"> • Dependent on youth choice • Super Group Mural • Community Standards displayed
COMMUNITY IMPACT PROJECTS 30 MINUTES	NEW INFORMATION & APPLICATION: Note: this curriculum provides limited time for impact projects. Ideally you will have three to seven sessions for impact projects. If you have more sessions, extend planning time and duplicate instructions for session 17. Always include an icebreaker and reflection question. Allow youth to work in groups. Be supportive and ask clarifying questions. Resist impacting or re-directing their projects. Clean Up.	<ul style="list-style-type: none"> • Dependent on projects
REFLECTION ACTIVITY 5 MINUTES	GENERALIZATION: Remind the group that next session they will have a little time to finish their projects and then we will welcome visitors for sharing day. Ask: What help could you ask for from another super group to complete your project next session?	
Suggestions for making today's activities more challenging: N/A		
Suggestions for making today's activities less challenging: N/A		

SESSION 18	GOAL: YOUTH WILL COMPLETE A SMALL-SCALE COMMUNITY IMPACT PROJECT AND SHARE THEIR WORK WITH COMMUNITY MEMBERS	MATERIALS NEEDED
ICE BREAKER/ WARM UP 5 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome the group Play Two Truths and a Lie (see Icebreakers)	<ul style="list-style-type: none"> • Super Group Mural and any other projects the youth have decided they want to share. • Community Standards displayed
WRAP UP 25 MINUTES	APPLICATION: Youth have time to complete their projects and/or set up for sharing day.	<ul style="list-style-type: none"> • Dependent on youth projects
TRANSITION 5 MINUTES	Youth welcome in guests. Option: have youth lead an icebreaker with their guests.	
SHARING 20 MINUTES	APPLICATION: Format for sharing determined by youth in previous sessions.	<ul style="list-style-type: none"> • Dependent on youth projects and sharing day format
REFLECTION ACTIVITY 10 MINUTES	GENERALIZATION: Do not skip this last reflection. Incorporate guests into the reflection if that works for your group. Ask: How will you continue to use your real-life super powers to make the world a better place?	
Suggestions for making today's activities more challenging: N/A		
Suggestions for making today's activities less challenging: N/A		

SUPPLEMENTARY SESSION 1	GOAL: YOUTH MAKE THEIR ACTUAL SUPER-IDENTITY DISGUISES	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	<p>ACCESS PRIOR KNOWLEDGE: Welcome the group Play Number Line Up (see Icebreakers)</p>	<ul style="list-style-type: none"> • Optional: Bandanas • Community Standards displayed
MAKING DISGUISES 40 MINUTES	<p>NEW INFORMATION & APPLICATION: Set up a supply materials table. Tell youth that today they will get to make their super disguises. Review materials use (take things and put them back as you use them, plan before you use things, ask for help when you need it, use your imagination....) Give them time to work at their own pace. Clean Up.</p>	<ul style="list-style-type: none"> • Various colors of satiny fabric (for masks/head wraps/capes) • Art scraps, construction paper, yarn, etc • Paint and fabric paint (or fabric markers) • Glue • Scissors • Hot glue gun – depending on your group this might need to be handled only by the instructor. If not, review safety and have ice on hand.
REFLECTION ACTIVITY 10 MINUTES	<p>GENERALIZATION: Have youth share what they created with the group. Have them say one word that describes their disguise as they display it.</p>	
<p>Suggestions for making today's activities more challenging: If you had another extra day, youth could mold their own eye masks with plaster of paris and paint them the following day.</p>		
<p>Suggestions for making today's activities less challenging: Instructor could pre-select projects (aka, masks and capes). However, know that youth do not need you to do this – they will come up with great things with just scraps and their imaginations.</p>		

SUPPLEMENTARY SESSION 2	GOAL: YOUTH WILL CREATE A PRINT ADVERTISEMENT PROMOTING THEIR SUPER POWERS AND SUPER-SELF TO THE COMMUNITY	MATERIALS NEEDED
ICE BREAKER/ WARM UP 5 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome the group Play What You Don't Know (see Icebreakers)	<ul style="list-style-type: none"> Paper and pencils Community Standards displayed
ADVERTISEMENT 25 MINUTES	NEW INFORMATION: (5 minutes) Divide youth into small groups using the character cut outs from Session 5. Cut out characters in sets of as many groups as you need. Put each individual character in an "envelope" made from colorful scratch paper around the room (make them all visible). Tell youth that when you say "go" they will each find an envelope, open it and then find their group of matching characters. (10 minutes) Have youth re-find seats in their new groups. Provide each group with a set of sample advertisements. Their goal is to: review the ads, look for key "ingredients" of a good ad (aka – tag line, product placement, tells you what it does, etc) and prepare to report back to the large group. (5 minutes) Ask one member of the large group to take notes on the white board or large paper during presentations. Give each group 2 minutes to share what they observed about advertisements.	<ul style="list-style-type: none"> Variety of print ads (look for good ones) gathered by the instructor. Session 5 character cut outs (addendum) Colored scratch paper Tape White board or large paper and markers
ADVERTISING MY SUPER SELF 25 MINUTES	APPLICATION: Using the list of "key ingredients," created by the group, each participant will create an advertisement for their super-person. Remind them that their community doesn't know that they exist, what they can do, where to find them, etc. Youth work independently to create ads. Clean Up. Have youth share their ad with the full group.	<ul style="list-style-type: none"> White paper Markers/colored pencils Pencils Pens
REFLECTION ACTIVITY 5 MINUTES	GENERALIZATION: Ask youth: "Where would you hang up your super person ad in your community? Why there?"	
Suggestions for making today's activities more challenging: Youth could work in pairs or small groups to make one advertisement for all of their super-identities.		
Suggestions for making today's activities less challenging: Instead of brainstorming "key ingredients" of a good ad, the instructor could provide a list of required parts. This would provide more time for ad creation.		

The following pages include all printed supplementary materials including: forms, worksheets, handouts, etc.



CURRICULUM PLAN SESSION 1: COMMUNITY STANDARDS

Purpose: Engage youth in the development of community standards for the group

Time: 15-20 minutes

Materials: Butcher paper, poster board or flip chart and markers

Planning: Title your large piece of paper with “Superpeople.” Draw a large circle in the middle of the paper, the inside of this circle will represent the behaviors or expectations the group members want in the group.

Procedure: Explain to the youth they will be creating their community standards, by defining the behaviors they think are appropriate and inappropriate for their group. Have youth come up and write their ideas for behaviors they want in their group inside the circle (i.e. participate, read, have fun, be respectful, learn something new). If youth identify something they don’t want to happen in their group, they should write this outside of the circle (i.e. fighting, bullying...). After everyone has had the opportunity to add something to the poster, they are agreed upon invite them to sign their name on the poster.

Discussion: Ask everyone if they know what it means to sign your name on something?

Reflection: How did it feel to create your own community expectations? Is there anything you think you will have a hard time doing/not doing? What should be the consequence of breaking this contract?

PARTNER INTERVIEW!

My Name:

My Partner's Name:

1. Why did you sign up for this group?
2. Who is your favorite superperson? What do you like about them?
3. What is a special real-life skill or power that you have?

PARTNER INTERVIEW!

My Name:

My Partner's Name:

1. Why did you sign up for this group?
4. Who is your favorite superperson? What do you like about them?
5. What is a special real-life skill or power that you have?

SESSION 1: FICTIONAL SUPERPEOPLE AND POWERS MATCH-UP

Directions: Draw a line connecting the fictional superpeople to their super power.



Controls all of the animals living in the sea

Invented a series of gadgets to use with a team

Flies, instantly changes from a robot to a fire truck, and joins together with a group to make a giant robot



Runs really, really fast

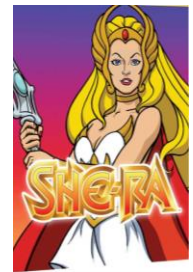
Has superhuman strength and the sword of protection, which creates a safety shield, and morphs into other things as needed



Super-techno skills and manages a global database to help other super people work together



Flies, has super human strength, x-ray vision, and is bulletproof



Controls the weather

With their partner, morphs into either animals or different forms of water



Controls and absorbs light energy



SESSION 1: INSTRUCTOR KEY - FICTIONAL SUPERPEOPLE AND POWERS MATCH-UP

Directions: Draw a line connecting the fictional superpeople to their super power.



Controls all of the animals living in the sea
(Aquaman)

Invented a series of gadgets to use with a team
(Batman)

Flies, instantly changes from a robot to a fire truck, and
joins together with a group to make a giant robot
(Optimus Prime)



Runs really, really fast
(The Flash)

Has superhuman strength and the sword of protection,
which creates a safety shield, and morphs into other
things as needed
(She-Ra)



Super-techno skills and manages a global database to
help other super people work together
(Oracle)

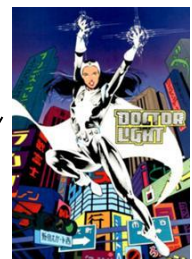
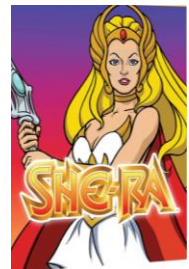


Flies, has super human strength, x-ray vision, and
is bulletproof
(Superman)

Controls the weather
(Storm)

With their partner, morphs into either animals or
different forms of water
(The Wonder Twins)

Controls and absorbs light energy
(Dr. Light/Kimi Hoshi)



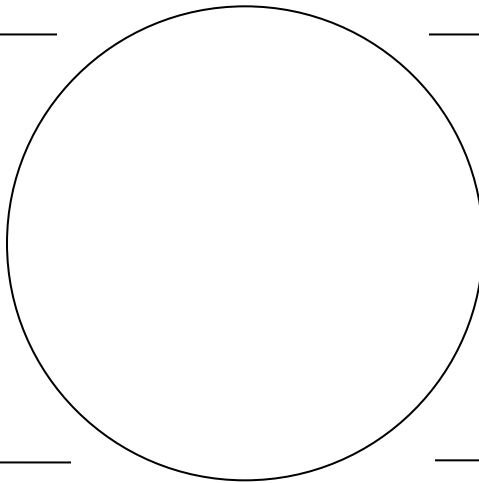
SESSION 2: GETTING YOUTH INTO PAIRS – SUPERPEOPLE

Cut out each of the superpeople pictures below. Use as many paired sets as you will have pairs in your group (aka – if you have 20 youth, you will need 10 pairs). Have youth close their eyes (just for fun) and randomly distribute the images. Give youth 5 minutes to SILENTLY find their pair by walking around and holding up their superperson.



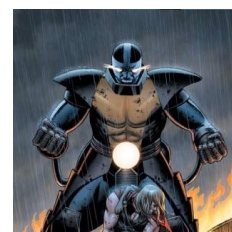
SESSIONS 2 & 3: CHARACTER WEB

Write the character's name inside the circle. Think about different ways to describe the character (personality, skills, key information) and write your ideas on the lines surrounding the circle.



SESSION 3: GETTING YOUTH INTO PAIRS – SUPER VILLAINS

Cut out each of the fictional super villain pictures below and fold them in half. Use as many paired sets as you will have pairs in your group (aka – if you have 20 youth, you will need 10 pairs). Have youth choose a piece of paper out of a bowl – make sure to tell them to not say who they picked out loud. Give youth 5 minutes to SILENTLY find their pair by walking around and holding up their super villain.



SESSION 3: GETTING YOUTH INTO PAIRS – SUPER VILLAINS INSTRUCTOR KEY (JUST SO YOU KNOW WHO THEY ARE)



Ravager
(from Marvel)



Poison Ivy
(from Batman)



Skeletor
(from He-Man)



Lex Luthor
(from Superman)



Mumm-ra
(from Thunder Cats)



Spiral
(from X-Men)



Megatron
(from Transformers)



Apocalypse
(vs. The Hulk)



The Joker
(from Batman)



Lord Zedd
(from Power Rangers)

SESSION 4: COMIC TEMPLATE

SESSION 4: COMIC TEMPLATE

SESSION 4: COMIC TEMPLATE

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SESSION 4: COMIC TEMPLATE

SESSION 4: COMIC STRIP MASH-UP SAMPLE



SESSION 5: GETTING YOUTH INTO SMALL GROUPS – SUPERPEOPLE

Cut out each of the superpeople pictures below. Use as groups and size groups as is appropriate for your group (aka – if you have 20 youth, and you are doing groups of 4, you will need 5 sets of 4). Have youth line up, and randomly tape a character to their backs. Give youth 5 minutes to **SILENTLY** find their group. They may need clues on how to do this. Since they don't know what is on their back, they will have to help each other and since they can't talk they will need to be creative!



SESSION 5: SUPER YOU! - CHARACTER CREATION

Create your own super-identity using the questions below. Use your imagination – this is a combination of you and your fictionalized super-self!

<i>The “Regular Person” Identity</i>	
What is your character’s real, birth name?	
Does your character have a nickname? What is it, and where did they get it?	
What does your character look like? (hair, eyes, skin, apparent age, skin color, distinguishing features)	
How does your character dress most of the time?	
Do they wear any jewelry?	
Describe where they live:	
Who do they live with? What are those people like?	
What mode of transportation do they use? What does it look like?	
What is their most prized possession? Why do they value it so much?	
What one word best describes your character?	
Does your character have any special talents or skills? What are they?	
What do they care about most in the world?	

<i>The “Super” Identity</i>	
What is their super power?	
How did they get it?	
How do they feel about their power?	
Who else knows about their super power?	
Do they have other super friends or family members?	
What is their super name? And how did they get it?	
Do they wear a costume? What does it look like?	
If they don't wear a costume, why not?	
What is their first memory of discovering they had a super-power?	
What do they care the most about in the world?	
What do they want to use their super-power for?	

What happens when your character changes from a “regular person” to a “superperson”? How do they change? Does anyone help them?

What else do you know about your character?

Draw you as your super character here:

SESSION 6: SUPER VILLAIN - CHARACTER CREATION

You will be working as a group to develop one super villain character. This could be tricky, because your villain has to make sense as an enemy for all of your unique super people.

Look at your character creation sheets from last session and fill in the blanks below for each group member.

Group Member's Name:				
What does your "regular person" identity care the most about in the world?				
What does your "super person" identity care the most about in the world?				

What do your characters have in common in the things they care about?

--

*Super Villains usually do the opposite of what the Superpeople care about.
What kind of problems or chaos will your villain cause?*

--

An interesting villain has to be more than just the bad things they do. Now take some time as a group to answer some questions about your villain and develop them as a character.

<i>Creation of the Super Villain</i>	
Does your character have real, birth name?	
What did they look like when they were a child?	
Describe where they lived as a child:	
Who did they live with?	
Did they have friends? Who were they?	
Describe where they live:	
What was their most prized possession? Why do they value it so much?	
Did something happen to make them angry and turn into a super villain? What happened?	
What one word best described your villain character when they were a child?	
Did your villain character have any special talents or skills as a child? What were they?	

<i>The Super Villain</i>	
Do they have a special power?	
How did they get it?	
How do they feel about their power?	
Who else knows about their power?	
Do they have other super villain friends or family members?	
What is their super villain name? And how did they get it?	
Do they wear a costume? What does it look like?	
If they don't wear a costume, why not?	
What do they care the most about in the world?	
What do they want to use their powers to do?	
Do they miss the life they had before they were a villain? What do they miss about it?	

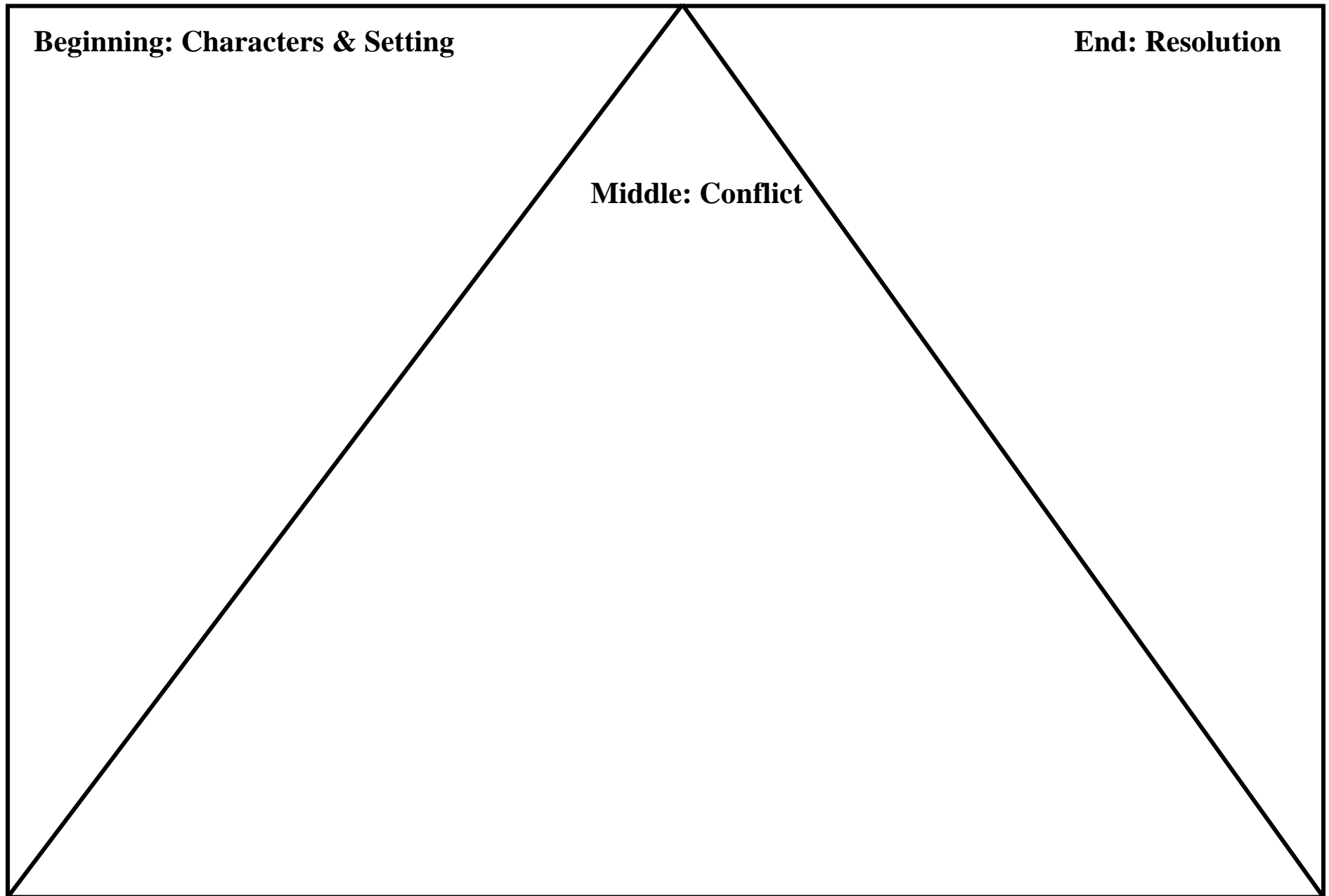
If your villain still can change back and forth from a “regular person” to a “super villain”? How do they change? Does anyone help them?

What else do you know about your character?

Draw your super villain here:

SESSION 7: SMALL GROUP STORY ELEMENTS

Name(s): _____ Group medium: _____



SESSION 10: REAL KIDS STORY TITLES

Instructors: Cut out each box in the table, fold in half and put in a hat/bowl/box for youth pairs to draw out of (there will be extras).

Note: If an updated version of the book were to become available, you will need to make your own cut-outs that correspond to the stories.

The Doggy Dung Disaster (starts on page 2)	The Longest Walk (starts on page 6)	Turtle Power (starts on page 12)	Plastic Bags Sacked (starts on page 18)	Show Me the Water! (starts on page 23)
Comic Book Hero (starts on page 28)	Top of the World (starts on page 34)	When Small Voices Unite (starts on page 39)	Come Together (starts on page 44)	Get Up, Stand Up (starts on page 49)
Living Proof (starts on page 54)	From Rug Maker to Rescuer (starts on page 59)	See It to Believe It (starts on page 126)	Outta This World (starts on page 130)	Sports Hero (starts on page 135)
Beyond His Years (starts on page 140)	Young Master Yani (starts on page 144)	Snail Paint (starts on page 148)	Hear That (starts on page 66)	Pop Art (starts on page 70)
Early Warning System (starts on page 74)	Workers Unite! (starts on page 78)	Sow What You Reap (starts on page 83)	Ryan's Wells (starts on page 87)	Back on the Board (starts on page 94)
A Wish to Breathe Free (starts on page 99)	The Matchless Girl of Matches (starts on page 104)	Lemons to Lemonade (starts on page 109)	New Land, New Life (starts on page 114)	A Leg up on the Competition (starts on page 119)

SESSION 10: SUPER KIDS WORKSHEET

Group members' names:	
Super Kid's Name:	
Where do they live?	
How old are they?	
What problem did they encounter?	
Why did they care about the problem?	
What did they do to make an impact on the problem?	
Who helped them?	
What inspires you about this Real Life Super Kid?	

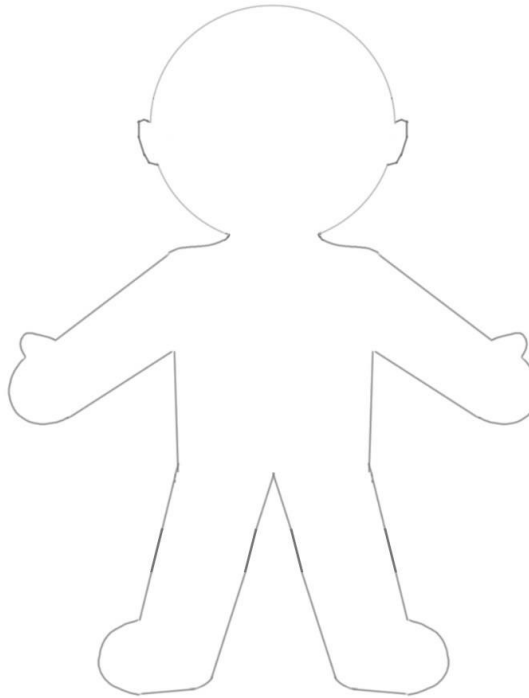
Draw a picture of your Real Life Super Kid in action on the back

SESSION 11: SUPER ME

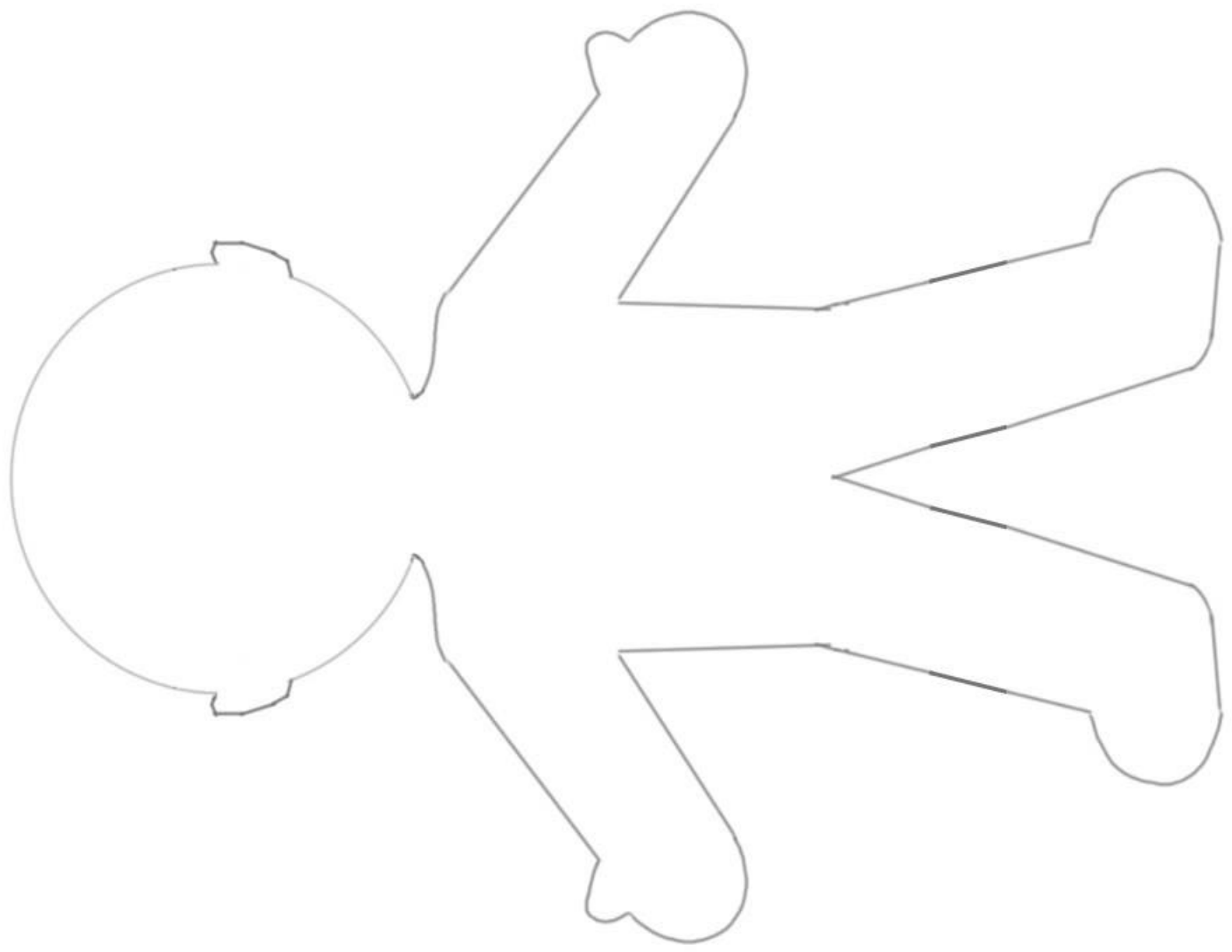
The power you have inside you is something you have to choose to use every day. Think about some skills and strengths you have. Some might be things you do all the time like “be helpful” and some might be things you know you are good at, but don’t always share. Color your super-self when you are done.

My Mental Powers

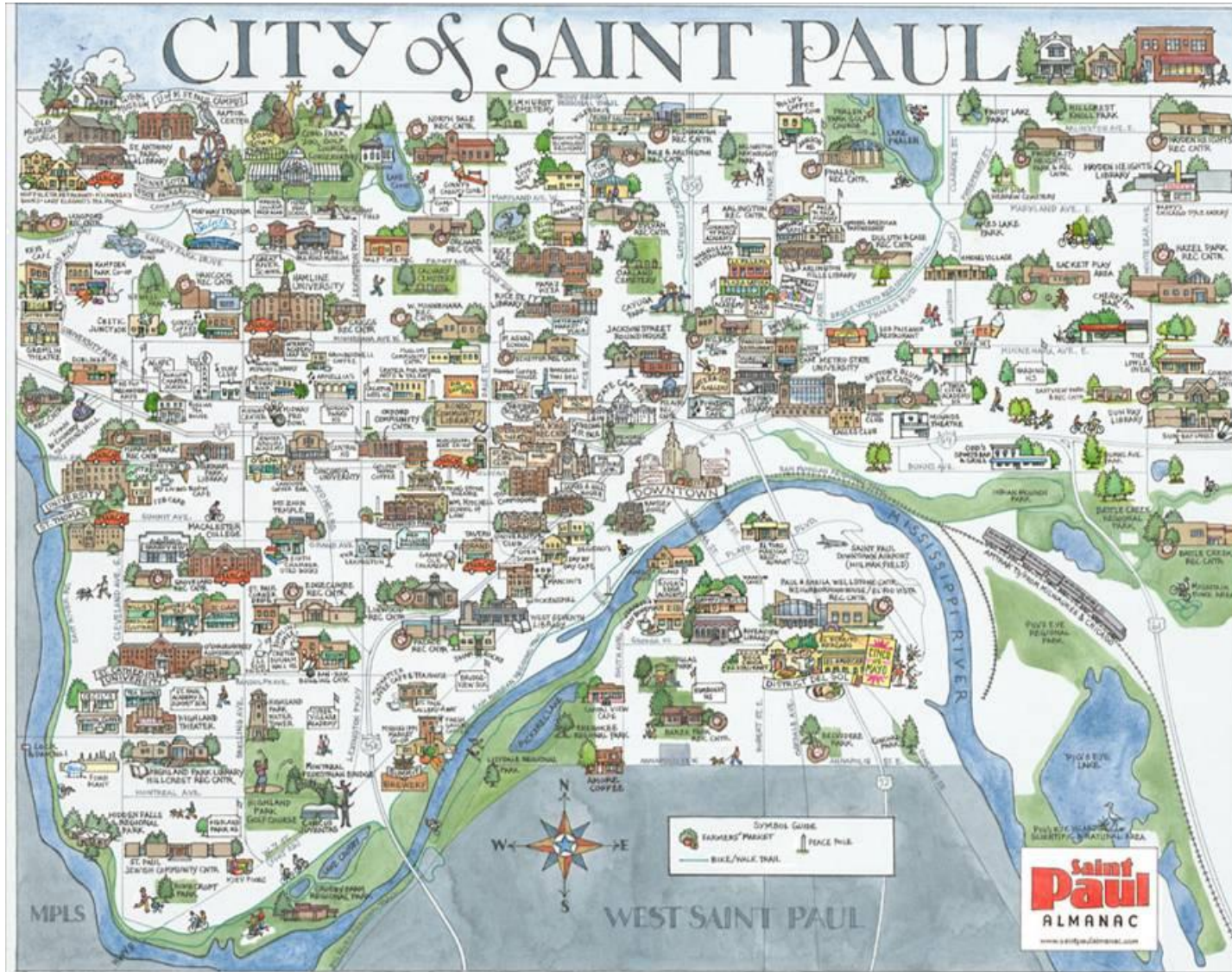
My Physical Powers



The Powers of My Heart



SESSION 13: ST. PAUL MAP



SESSION 13: COMMUNITY WALK

Things I see that I like:
(draw or write things below)

Things I see that I do not like:
(draw or write things below)

SESSION 14: COMMUNITY INTERVIEWS

[illegible]

SESSION 16: PAIR MATCH UPS

Print two copies of this page. Cut out each of the superpower words below. For each pair of students you had for the community walk, insert one superpower word into a balloon and blow it up before the start of program. Youth will get in their pairs from the community walk. You will give them the following instructions: find your partner; when I say “go” you and your partner will find a balloon, pop it without using your hands, and once you have your superpower word from inside find the other pair with the same word; as soon as you have your group sit down. Those new pairs will be the groups for community impact projects. When everyone has sat down, congratulate them on their teamwork and ask each group to share their superpower word.

Creativity	Strength
Intelligence	Honor
Perseverance	Speed
Caring	Observant
Dedication	Teambuilding

SESSION 16: COMMUNITY IMPACT PROJECTS

Group members' names:			
Amount of time we have to complete the project:		Supplies and budget we have to use:	
What part of your community do you want to have an impact on? (school, parks, neighborhood, etc)			
What problem do you want to change? OR What good thing do you want to make more of?			
Why do you care about this?			
What superpowers do you have that you can use?	Heart Powers	Mental Powers	Physical Powers
What is your plan?			
Whose help do you need?			
What supplies do you need?			

