WP3 - POWERPACK TOOLKIT ACTIVITIES

Identity & Self-esteem: Superpowers Mirror

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1. General Information

- Well-being dimension: Identity & Self-esteem, emotional well-being and social well-being.
- Target age group: Middle Primary
- Activity format: Reflection + strength-identification
- Duration: 20 - 30 minutes
- Group size: 3 - 25 students
- Transversal approach: Self-esteem, identity affirmation, social-emotional learning, respectful communication, classroom community

2. Learning Objectives

By the end of the activity, pupils will be able to:

- identify one personal strength (superpower) and express it confidently.
- recognize that every person regardless of culture, background, language, ability contributes unique strengths to the class community.
- practice respectful listening and appreciation of differences.
- understand that a multicultural group combines strengths into a richer whole.

3. Materials Needed

- A medium-sized mirror
- Sticky notes, or paper and tape
- Markers

Optional: Decorative frame, colored paper for a "Superpower Wall"

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4. Activity Steps

Step 1: Introduction: What is a Superpower? (5 minutes)

Teacher explains:

'A superpower is something inside you that makes you strong. Not magic but real strengths like kindness, courage, creativity, helping others, speaking different languages, or understanding different cultures. People from different backgrounds bring different strengths.'

Step 2: Personal Superpower Reflection (5–10 minutes)

Students think of one personal strength. Examples you can give:

- Helping others when they're sad
- Committed to completing difficult tasks
- Speaking more than one language
- Being creative with ideas
- Being open to new cultures
- Courage to try new things
- Being a good listener

They write one superpower on a sticky note.

Step 3: The Superpowers Mirror (8–12 minutes)

One by one, each student:

1. Walks to the mirror.
2. Looks at themselves and (silently) repeats:
3. "My superpower is..."
4. Says their superpower out loud if they feel comfortable.
5. Places their sticky note on the mirror frame or around it.

Teacher reinforces strengths-based language:

- "Thank you for sharing."
- "That's a powerful strength."
- "Your superpower helps our classroom."
- "Every superpower matters."

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For shy students, peers can place the note for them, or they can whisper the strength to the teacher.
You can leave the sticky notes on the mirror in the classroom so children can look at them whenever they need a reminder or simply want to. You can also transfer them onto a poster to create a Superpower Wall (see next step).

Step 4: Building the Class Strength Wall (3–5 minutes)
Move all sticky notes from the mirror onto a poster titled:
"Our Superpower Class"
Teacher concludes:
"When people from many cultures share their strengths, we become a community full of possibilities. Everyone matters."

5. Teacher Notes & Tips

- Avoid limiting superpowers to academic traits. Focus on social, emotional, cultural, and creative strengths.
- Encourage cultural strengths: multilingualism, adaptability, openness, empathy, hospitality, etc.
- Foster psychological safety: participation is encouraged but never forced.
- Use inclusive language, no comparisons or rankings of superpowers.
- Ideal to use at the start of the year, a thematic week on diversity, or multicultural learning days.

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6. Reflection prompt for students

- What is your superpower, and how does it help you or others?
- What did you notice about the group's superpowers?
- How do different backgrounds and cultures bring different strengths to our class?

7. Tips for adaptation for children with special needs

Easier Version (Early Primary / extra support)

- Use picture symbols (heart = kindness, star = creativity, shield = courage).
- Teacher helps children choose from a visual set of strengths.
- Mirror moment is short, positive, and supported by the teacher.

Harder Version (Late Primary / more independence)

- Students choose two superpowers: one they already have, one they want to grow.
- Add short pair reflections:
- "How does your background or interests influence your superpower?"
- Students design a "Superpower Badge" to wear.

Special Needs Adaptations

- Offer alternative communication (draw, choose from images, gesture).
- Reduce sensory overload by allowing mirror use in a quieter corner.
- Provide sentence starters:
- "I am good at..." / "I help others by..."
- Allow a buddy to assist.

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8. References (methodological approach)

This activity is grounded in a strength-based, inclusive and culturally responsive pedagogical approach that supports pupils' identity development and sense of belonging.

- **Strength-based learning**

The activity focuses on recognising and naming existing strengths.By framing qualities as "superpowers," pupils build self-esteem and confidence in a positive, accessible way.

- **Identity-affirming practice**

Pupils are encouraged to see their personal, cultural, linguistic, and social backgrounds as valuable resources. This reinforces the idea that identity is an asset within the learning environment.

- **Social-emotional learning**

Through reflection, sharing, and listening, pupils practice empathy, respect, and emotional awareness, strengthening social connections within the group.

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