



## Selfies

Time required  
(mins)



Years 2-4

### Learning outcomes

- ✓ I can understand and describe what I'm good at
- ✓ I can understand, value and support what others are good at
- ✓ I can use my imagination to create stories

### Preparation time

However long you need to devise your superhero character, create a costume and think of a backstory! Begins in a very similar way to 'My Secret Superpowers (Group Shots)' so this could be adapted to follow on from that assembly.

### Resources needed

- Teacher in 'superhero' role, costumed as elaborately as desired!
- Superhero Fact File (create a template using the headings in step 7)

# Superheroes of the Future

In many ways, the Tate Year 3 project is about celebrating the nation's future superheroes. This activity explores what makes each of us 'super'.

### What happens

1. As a teacher in role, enter the classroom as if you are flying back from a superhero 'mission.' Use or adapt the following script or devise your own.

Appear not to notice the class to start with.

*"Wow, that was a tough mission. One of my hardest yet! Too much climbing, and chasing that boggle eyed dragon was tough. Now I've just got 5 minutes to get ready for English."*

Start to take off costume and notice the class

*"Oh, you are all here. Am I late? You shouldn't see me like this... I'm not sure (head teacher's name) would be very pleased to know that I have another job. I've just come back from my hardest mission yet. I had to save the London Eye from being destroyed. It has been a long night. In fact I could have used some help. Perhaps you can all help me next time as I know you have super talents and powers to do good in the world. I think we should spend this next hour preparing for you to be superheroes."*

2. Explain to pupils that they now have a chance to create their own superhero character. Their own name will remain the same – e.g., Superman is also Clark Kent – and be part of their backstory, but they need to invent a superhero name and think about their superhero powers.
3. Take pupils into the playground or hall (or clear a space in your classroom) to do some superhero training. Once pupils are ready, tell them you're going to suggest some training movements and from time to time will ask them to 'freeze' so you can see how their training is going. Ask them to move as if they are:
  - *climbing a building*
  - *crawling through a small gap*
  - *flying fast*
  - *preparing to jump*
  - *hiding*
  - *using their 'laser vision'*
  - *pushing something very heavy, e.g. a car or even a train!*
  - *What else? Pupils should feel free to improvise.*
4. Back in class (if you've gone out) ask pupils to hot-seat you in character so that they can learn more about your superhero character. Clarify that being

a teacher is your 'backstory'.

- Using talk partners ask pupils to work out what special superpower their superhero is going to have. Explain that they need to link it to something that they feel is 'super' about them. For example, if they love maths their character might be able to fly fast round the world to crack difficult codes to save people; if they are fast at running then they can run at super speeds to save people from danger, etc.
- Put pupils into pairs so that they can hot-seat each other to draw out details about their superhero's backstory. You could provide prompt sheets with key questions for pupils who might need support with this. E.g. When did you first realise you were 'super'? How? Where were you? Who knows you're a superhero? What's your favourite thing about being a superhero? Is there anything difficult about being a superhero?
- Ask pupils to complete a Superhero Fact File including their name, super skills, disguise, secret talent, etc. Use the Fact Files to generate a display that celebrates all the super talents in the class or to create extended narratives or newspaper reports (see Variation below).

## 8. Reflection questions

- What were some of our superpowers? Which powers did we share with others?
- Thinking about your real superpowers – things you're good at – which did you learn, which might you have inherited from a family member, and which feel like they've come naturally only to you?
- How can we use our real superpowers, whether individually or as a whole class – like the Justice League or Avengers – to make things better in our class, school or community?

## Variation

- Before Step 7 in the main activity, set up a pairs role play where one pupil is a TV reporter interviewing the other pupil, who pretends to be an eyewitness to a London landmark being saved. The pupil playing the part of the eyewitness is really the superhero but they keep this part of their identity hidden. Encourage pupils to keep the conversations short and to focus on the who, where and what of the story.

Example:

- Reporter: Here I am standing outside London Zoo talking to Billy Jones, age 8, who witnessed the strangest event here last night.*
- Eyewitness/Superhero: I was just walking home from school when all of a sudden a huge flash erupted in the sky and I saw a boy in a blue suit flying through the sky. He must have landed in the zoo. I could hear cries of help.*
- Reporter: Who do you think was calling for help?*
- Eyewitness/Superhero: Apparently it was the park keeper. A toddler had dropped his ice cream in the lion's den and he had climbed over the wall. The lion was about to eat him!*
- Reporter: And did the superhero manage to save him?*
- Eyewitness/Superhero: From what I've heard yes. He calmed the lion down by being kind and gentle so that the toddler could be rescued by the zoo keeper.*

## This activity works well with

- Rolling Connections (Snapshots)
- My Secret Superpowers (Group Shots)

