Find Your Super Powers!

Design Thinking

Kayla C., Grade 6, Flushing, NY

Introduction

Everyone has super powers. What are yours? Consider your special skills, talents, interests, and relationships. Some people's super powers help them solve problems, make others feel safe, heal and protect people, or show appreciation for how awesome people are! Identifying what makes each person special helps children feel like they have a sense of control over things in their lives. Recognizing children's super powers builds their confidence and optimism, and this helps them feel ready to face the world and all its *ups and downs*. In this project, children will identify a personal super power and design art that represents that personal strength.

LEARNING OBJECTIVES

Children will:

- define what being a super hero means and how everyone has the power to make the world a better place;
- identify their own talents and personal qualities that make them super heroes with super powers;
- cite evidence of how they could use their super powers for good; and
- design an artifact that represents or enables their super powers.

Supplies

- Crayola® Markers, Crayons, or Colored Pencils
- Crayola Colors of the World crayons
- Large Size Paper (recycled such as gift wrap or paper bags)

Optional if three-dimensional models will be made:

- Recycled Materials (fabric scraps, aluminum foil, or empty paper towel tubes) and Tape

Prepare

After designing their art, children will demonstrate their super powers. Together, plan the guidelines about where and how their super power enactments will be safe.

Vocabulary

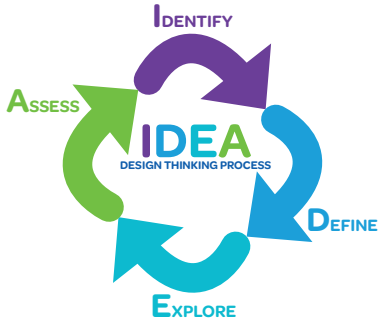
hero, super, powers, fiction, non-fiction, iconic, artifacts, form, function, models

Essential Questions

- What makes someone a super hero?
- Who are super heroes in real life? How do you know that they are doing amazing things to help others?
- What would it mean to say, *"Not all super heroes wear capes"*?
- Why and how can anyone be a super hero?

Guiding Questions

- How do the powers of fictional super heroes compare to the special talents and qualities we see in real-life, non-fictional super heroes?
- What does it mean to use real-life super powers to *do good* in the world?
- What is your super power?
- How do we demonstrate our own super powers in everyday life?



Applying the Design Thinking Process to this Project

- **IDENTIFY** your super powers and how you use these to do good in the world.
- **DEFINE** the types of problems that you would like to solve to help others.
- **EXPLORE** ideas for real and imaginary solutions and sketch artifacts that enable your super powers to solve real-world problems.
- **ASSESS** how the form and function of your artifacts fit your super powers and enable you to solve problems and make the world a better place.

CREATE

- Discuss how super heroes help people. What are some of the needs people have and how can super powers help people feel safe, solve problems, and do good in the world? Compare the super heroes featured in comics, cartoons, and films with real people who put their own needs aside and help others in remarkable ways.
- Point out that in real life not all super heroes wear capes. Sometimes super powers are specialized skills, uplifting attitudes, generous hearts, acts of bravery, or using super-charged brains to *do good* in the world.
- Talk about the art and artifacts that are iconic for super heroes and often pertain to their specific super powers. These might include a flashy bright cape, metal suit, identity-concealing mask, or special wand. Ask children to compare that with the uniforms and tools that enable real-world super heroes to do their work. What tools do emergency medical staff wear? How do firefighters' suits protect them and enable them to do their life-saving work?
- Have children identify and discuss their personal super powers, real or imagined. How could art help them show their super power to others?
- Ask children to design some artifacts that fit with or support their super powers, whether it be a uniform, tool, or decorative item.
- After exploring several options, have children design artifacts that would represent their super powers and enable them to *do good in the world*.
- If possible, create three-dimensional models of the artifacts using recycled materials.

Kobe W.

PRESENT

- Share sketches and three-dimensional models with others. When planning the young designers' presentations consider how the super powers of technology can help us share ideas with others.
- Encourage the young designers to ask others for ideas that could improve their artifact design, either its form or function.

RESPOND

- Talk about the super power of active listening to hear what children present. Adults can help children cultivate presentation skills by asking questions, listening to the young designers' thought process, and encouraging them to explain how their artifacts might help the world.
- Talk about the **power of words** to communicate in both positive and negative ways. What are some powerful words everyone can use to show appreciation for the young designers' work and help them encourage each other? Use words intentionally—they are powerful in motivating and inspiring others.

CONNECT

- Expand the conversation to talk about current events and why some community members may have been taken for granted in the past but are now considered super heroes for doing risky but important work.
- Read about the super powers of everyday people who help others. What resources do they use that are both internal (brain power, physical strength, persistent attitude) and external (computers, medical innovations, and communications devices)?
- Ask children to think of ways they could thank the everyday heroes that they appreciate, and help them create and share those thankful communications.

For Younger Children

- Have young children create puppets of their super heroes. Encourage them to plan a puppet show or a puppet presentation that would demonstrate super powers.
- When watching videos or television programs that include super hero characters, talk about whether their super powers are real or pretend. Point out the tools or accessories the super heroes use that enable their super powers and support *the good they do in the world*.

For Older Children

- Develop an amazing new super hero, complete with a new mission, name, costume, super power artifacts, and backstory. How did this super hero develop these powers? What is this super hero's focus or purpose? How does this super hero defeat "bad stuff"? What is this super hero's weakness or "kryptonite"? Create a comic strip or graphic novel of this new super hero's adventure.
- Explore the photographic series entitled *"The Real Story of the Superheroes"* by artist Dulce Pinzon. Discuss how her photography captures the essence of everyday heroes in the American-Latinx community.

Child Reflections

- How can we show appreciation for the good deeds the super heroes perform in real life?
- How can you use your own super powers to *do good in the world*?
- How would having your super hero artifact in sight or nearby help remind you to help others?
- How could you dramatize your super powers and show yourself *doing good in the world?*

Adult Reflections

- What did you learn about your children as they focused on super powers and talked about their individual talents/strengths?
- What other powers might you add to your children's list? How can you help your children identify and develop their personal super powers?
- How aligned were you and your children on what it means to do *good in the world?*
- How did this project help you see yourself as a super hero? What are your super powers?

Mary Alice H.

John D., Grade 1, Kapolei, HI

STANDARDS AND SKILL DEVELOPMENT

Educational standards outline what children should know and be able to do in a variety of academic disciplines. Teachers and families use both the standards outline and children's own interests and needs to design learning projects. Use your imagination to modify the project and ask your children which of these standards they want to focus on or what suggestions they have to make the project highly relevant to them. This project aligns with the following educational standards:

LANGUAGE ARTS

- Add drawings or other visual displays to written text to clarify ideas, thoughts, and feelings.
- Listen and speak effectively to develop essential presentation and comprehension skills.
- Develop real and imagined narratives.
- Research topics and present the differences between what is known and what is imagined.

MATHEMATICS

- Make sense of problems and persevere in solving them.
- Describe, compare, and classify objects by attributes.

SCIENCE

- Develop and use models.
- Construct explanations and design solutions.
- Ask questions, observe, and gather information about situations people want to change.
- Define a simple problem that can be solved through the development of a new or improved object or tool.

VISUAL ARTS

- Imagine and create art to convey meaning.
- Use art vocabulary to describe choices while creating art.
- Use resources, tools, and technologies to investigate personal ideas through the art-making process.
- Repurpose objects to make something new.

SOCIAL AND EMOTIONAL COMPETENCIES

- **Self-awareness**—being able to accurately assess one's strengths and challenges.
- **Social-awareness**—recognizing family, school, and community needs and ways people support others.
- **Responsible Decision Making**—considering the well-being of self and others.

creatED by Crayola Making Thinking Visible

© 2020 Crayola