

What's My Superpower? Picture Book Lesson
 Created by Peter Le, 2020 Werklund Graduate

Peter Le is a K-12 Mathematics teacher passionate about contextualized, relevant, and meaningful learning experiences for all students through multiple forms of teaching. He has worked across various fields and disciplines including Sciences, Technology, and ELL, with diverse demographics. Recently, Peter has worked through a Two-Eyed Seeing approach with Indigenous communities, mentors, and elders, in coordinating and planning events, workshops, and STEAM activities in robotics over the summer.

Resource	What's My Superpower By: Aviaq Johnston A picture book
Book Description	Set in northern Canada, this beautiful picture book features a little girl, Nalvana, who goes around her town exclaiming the superpowers of all the children she meets, until she finally finds out her superpower is making others feel good. This book also has a pronunciation guide for the Inuktitut words and features some cultural hallmarks of the Inuit.
Author/creator and/or literature background	Author: Aviaq Johnston <ul style="list-style-type: none"> ● Inuk author from Igloolik, Nunavut ● Graduate of Nunavut Sivuniksavut, and has a diploma in Social Service Work from Canadore College ● 2011: She debuted her novel "Those Who Run in the Sky" in the spring ● 2014: Her short story "Tarnikuluk" won 1st place in the Aboriginal Arts and Stories competition, and also earned her a Governor General's History Award. Illustrator: Tim Mack <ul style="list-style-type: none"> ● Canadian-born illustrator from Vancouver, British Columbia
UPE course connections	<p>Educ 551 - This lesson is a great example of building social, and emotional wellness within students by exploring the various dimensions of comprehensive school health and wellness. It not only can help promote a positive class environment, positive mental well being, and stronger bonds between students, but extends to personal well being, with further extensions to the framework for wellness education. Fantastic example of the bottom up approach and extending this to beyond just the classroom.</p> <p>Educ 450 – This text can provide pre-service teachers a simple way of exposing students to different cultures, and the diversity we all embrace and share. It can help students appreciate and demonstrate sensitivity towards individual and cultural differences. This text helps students highlight and recognize inclusivity, while understanding the harm from exclusion, and</p>

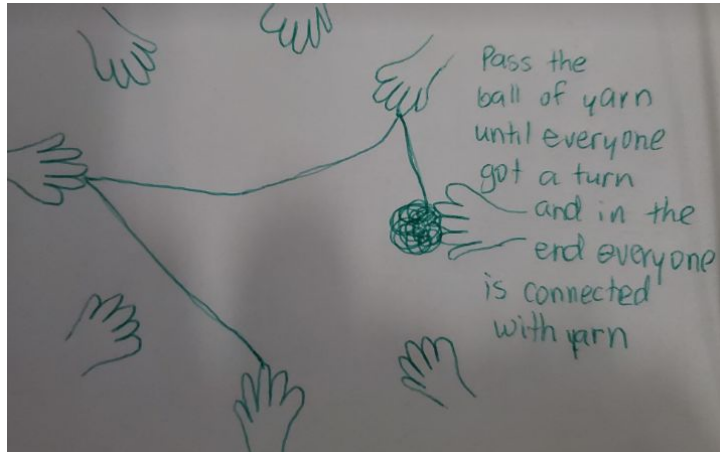
	<p>discrimination (talents not recognized). Lastly, pre-service teachers can formulate strategies for incorporating a respect for diversity.</p> <p>Educ 456 - This lesson demonstrates various meaningful, relevant and contextualized ways to assess student learning beyond just worksheets or workbooks. The various extensions show how holistic learning and assessment can be done. It also follows the holistic learning approach of various Indigenous ways of knowing, focusing on what is practical, constructive, and helpful rather than high stakes assessment.</p> <p>Educ 435 - This text is a good example of diversity in literature, exploring Inuit culture. Students can explore aspects of interplay between language, additional languages, culture, and how they ensure meaning making, pushing for voices to be heard, allowing meaning making to be extremely personal. This text also explores diversity in literature, exploring symbolism in Inuit culture, and how these symbols create meaning along with various interpretations.</p>
<p>K-12 connection</p>	<p>Kindergarten to Grade 4: Book content is appropriate for this age-range. Grade 1-4 will need to have the ability to write a few sentences/ a paragraph (depending on grade level) for the activity. For kindergarten, you will need to modify to focus more on drawing pictures and physical activities.</p> <p>Subject: Health, Social Studies Key words: talents, unique, pronunciation, Inuktitut, Inuit culture</p> <p>K.1.3 examine what makes them unique individuals by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What are my gifts, interests, talents and characteristics? (I) • How do my gifts, interests, talents and characteristics make me a unique individual? (I) • How do culture and language contribute to my unique identity? (I, C) <p>K.2.1 value how personal stories express what it means to belong (I)</p> <p>K.2.2 value and respect significant people in their lives:</p> <ul style="list-style-type: none"> • appreciate the important contributions of individuals at home, at school and in the community (C, CC) <p>K.2.3 appreciate how their participation in their communities affects their sense of belonging (CC, I)</p> <ul style="list-style-type: none"> • develop an awareness of the importance of sharing the responsibility for caring for the environment (C, LPP)

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	<ul style="list-style-type: none"> • appreciate the impact that group members have on each other (C, CC) • demonstrate respect for the diverse ways individuals cooperate, work and play together (C, PADM) • assume responsibility for personal actions, words and choices (C)
Rational	<p><u>Big Idea:</u></p> <p>Self-awareness of talents and gifts. Having students explore their own superpowers will realize their self-worth and feel happiness within themselves which is important for mental well-being. In addition to that, students will understand that the influence of their self-worth will build positive relationships with others, and help build the sense of community and family. This is to encourage interconnectedness and friendships.</p> <p>Teaching Inuktitut words and some cultural hallmarks of the Inuit culture is important to culturally represent and empower students with the knowledge of their histories, languages and traditions- necessary for cultural continuity.</p>
Materials	<p>What's My Superpower? (physical copy or ebook or read-along video) A ball of yarn Inukshuk activity worksheet Writing/ coloring utensils</p>
Lesson Activities	<ol style="list-style-type: none"> 1.) Ask students what does it mean to have superpowers & how do these superpowers make a superhero. Brainstorm and write ideas on the board. 2.) Explain to students they will be reading together a book about a girl searching for her own superpower. First, before you read the book, go over a few of the Inuktitut words and their meaning and proper pronunciation. Also briefly go over what is an igloo and an inukshuk (as it will be mentioned in the book) to students. If possible, go in depth with the history of the inukshuk as there will be an activity later, so students are able to make connections of the activity with the history of the inukshuk https://www.thecanadianencyclopedia.ca/en/article/inuksuk-inukshuk 3.) Gather the students and all sit together in 1 big circle on the floor. Read the story book in front of the class or read together as a class with students taking turns reading. <ul style="list-style-type: none"> • Read-out-loud video https://www.youtube.com/watch?v=T9LZPF4hGgM 4.) Connecting yarn activity: all sit in 1 big circle <ol style="list-style-type: none"> a.) The person who holds the yarn ball will answer the question:

What is my superpower?(the teacher can start). Then that person will hold on to the string and pass the ball of yarn to the next person and so on. Once everyone had their turn, show students how we are all connected by this ball of yarn and talk about the importance of community and family. (see photo below)

****Note**** If a student is having difficulty knowing their strengths, encourage other students to chime in what they like about that student. This will build a sense of community and that no student feels left behind, and all children feel their self-worth.



b.) Question options/ Provoking statements:

- i.) What's my superpower? What do you like to do that makes you happy?
- ii.) (Students compliment each other) What do you like about (student) that makes you smile?
- iii.) I feel happy when _____.
- iv.) Notice how this yarn is like an interconnected web? We all have something to offer one another.

5.) Physical Activity game: Simon Says

- Play the Simon Says game using positive and happy words/ activities, for example:
 - Simon Says, hug your classmate, jump up, dance, high five your neighbor, smile, etc.
 - This physical activity will help students focus on happiness and realize it by action, and positive reinforcement, inducing happiness.

6.) Individual Activity: Inukshuk activity

- Question: What is my superpower? Prepare a worksheet similar below. Students will build their own inukshuk with their superpowers written on it
- Brief the students the history of the inukshuk: Inukshuks are used as navigational aids, coordination points and message

centres. They signify hope, friendship and safety. By having students write their superpowers on the stone shapes and building it on paper to display around the class/school, it acts as a display in which each student expresses a talent/skill in which they are willing to help others with around the class/school. I.e. A student creates an inukshuk reflecting their talents in drawing. Members of the class could approach that student for help on drawing related tasks.

Page 1

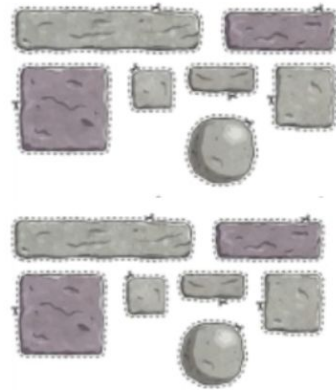
MY INUKSHUK

Teacher: Put brief background of the inukshuk here



Page 2

Instructions: Cut-out the rocks and write your name on the circle rock. Write your superpowers on the rectangle and square rocks. Build your inukshuk and paste it on page 1. Start your inukshuk with the rock with your name on top.



- After the worksheet, have students reflect on their superpowers on their inukshuk and write in full sentences/ 1 paragraph answering this question: How can I use my superpowers to help others at school?
- Option: Can ask students to share their answers.

7.) Drawing and Show & Tell: (option for Kindergarten level)

- Students will draw their superpower.
- Gather in a circle and each student will show and tell about their picture. Teachers will facilitate asking questions (How can I use my superpowers to help others at school?) and giving comments and encouraging other students to give nice comments to each other.

8.) Before the end of class: Encourage students to talk/ask their parents about what makes them happy, or to give compliments to their friends and family.

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	<p>**Can extend this to a school wide interdisciplinary project about using our 'superpowers' to help the community - community clean up, students' personal works/talents in creating items to be sold at a fundraiser event with proceeds going to a charity, etc.</p>
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Supporting Sources:

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