

**BANISH BOREDOM! Interactive Instruction**

# *Create a Superhero!*

**Step-by-Step**



**By Tamarie Tigh**

## Create a Superhero!

### Introduction

Let's face it, superheroes are fun! They can do cool things that we wish we could do. Real superheroes use their powers for good (otherwise they are behaving like villains), so superheroes can also be positive role models.

This book will help you lead students to create their own superheroes that use their powers for good to solve crises. Upon completion, students will also have made their own 3D superhero scenes to introduce their heroes.

The Instructor's Guides directions are written for those that are leading groups of students through the activities. Included are instructions to create student teams, to lead interactive reading activities, and to get students sharing and working together.

The Student Worksheets are reproducible and intended to be used as handouts. Each worksheet is divided into three sections.

- **Learn**: This section gives basic information that students need to understand to proceed with the activity. Although students can read this section on their own, they will understand and connect with it better by participating in the activities recommended in the Instructor's Guide.
- **Research**: This section guides students to use graphic novels (comic books) to conduct their own study on the subject of the activity. Research is an important skill to develop. Students will need to use critical thinking to get information from the text, graphics, and storylines.
- **Create**: After learning the basics and conducting research on the topic of the activity, students should be ready to make decisions concerning the superhero characters and scenes that they will create. If working in teams, students will also need to collaborate and cooperate with one another to come to consensus (united decisions).

The subjects of the activities are organized strategically so that students make decisions that build upon each other and so that students learn some of the components that are involved in character and scene development. Completing the activities in order is recommended.

Next Steps are included at the end of the book. These are ideas concerning what to do with the projects once they are completed. As examples, there are also some photos of 3D projects created by students.

# Create a Superhero!

## TABLE OF CONTENTS

|                                      |       |
|--------------------------------------|-------|
| Introduction.....                    | p. 2  |
| Table of Contents.....               | p. 3  |
| Activity 1: Superhero Type.....      | p. 4  |
| Activity 2: Origin & Back Story..... | p. 6  |
| Activity 3: Powers.....              | p. 8  |
| Activity 4: Personality.....         | p. 10 |
| Activity 5: Appearance.....          | p. 12 |
| Activity 6: Insignia.....            | p. 14 |
| Activity 7: Superhero Drawing.....   | p. 16 |
| Activity 8: Setting.....             | p. 18 |
| Activity 9: Crises.....              | p. 20 |
| Activity 10: Scene.....              | p. 22 |
| Activity 11: 3D Scene Diagram.....   | p. 24 |
| Activity 12: 3D Project.....         | p. 26 |
| Next Steps.....                      | p. 28 |
| 3D Project Examples.....             | p. 29 |
| About the Author.....                | p. 30 |

## Create a Superhero!

### INSTRUCTOR'S GUIDE

#### ACTIVITY 1: SUPERHERO TYPE

##### PREPARATION

**Materials: Signs, slips of paper, tape**

Team Divider

- Prepare three large signs: "I prefer drawing." "I prefer writing." "I prefer reading."
- Place the signs across the room from each other.
- Have each student write his/her name on a slip of paper and stick it to the sign that best represents him/her.
- Create teams by choosing names from each sign. Teams should consist of 3-5 students.

##### INTRODUCTION

- Tell Students that over the next few lessons, each team is going to create a superhero. Teams will then create a 3-Dimensional scene display to introduce their superhero.

##### LEARN (10-15 minutes)

**Materials: Copies of student worksheet "Superhero Type"**

- Read: Have class read the "Learn" section popcorn style. One person stands and reads one type description. When s/he stops, another person stands and reads the next description. Students pop up to read randomly and voluntarily.
- Model Share: Share one word or idea that was new to you.
- Student Share: Ask students what they learned that was new to them, words or ideas that they did not know before. Allow a few students to share with the class. If you do not get a response, ask leading questions, such as "Where have you heard the word....before?"

##### RESEARCH (10-15 minutes)

**Materials: Copies of student worksheet, comic books, pencils**

- Research: Teams will work together using graphic novels to research and write their findings as directed on the student worksheet.
- Team Share: Each team will select a spokesperson to share with the class one of their answers. Each team must share something new.

##### CREATE (10-15 minutes)

**Materials: Copies of student worksheet, pencils, team folders**

- Create: Teams will work together to make and record decisions concerning the superhero character they're creating as directed on the student worksheet. Teams must come to a consensus; they must cooperate to come to united decisions.
- File: Each team should keep completed worksheets in a folder for easy referral.

## Create a Superhero!

### STUDENT WORKSHEET

#### ACTIVITY 1: SUPERHERO TYPE

##### LEARN

**TYPE:** The difference between a superhero and a villain is how and why they use their powers. Superheroes use their powers for the good of others. Villains use their powers for themselves and often for evil. There are many types of superheroes; some are listed below.

1. **Gadgeteer:** A hero who invents special equipment that often imitates superpowers (Batman)
2. **Armored Hero:** A gadgeteer whose powers are from a suit of powered armor (Iron Man)
3. **Elementalist:** A hero who controls some natural element or part of the natural world (The Human Torch)
4. **Mentalist:** A hero who possesses psychic abilities, such as telekinesis, telepathy and extra-sensory perception (Professor X)
5. **Blaster:** A hero whose main power is usually an “energy blast” (Cyclops)
6. **Brick/Tank:** A character with a superhuman degree of strength and endurance and usually an oversized, muscular body (The Thing)
7. **Shapeshifter:** A hero who can manipulate his/her own body to suit his/her needs, such as stretching (Mister Fantastic, Plastic Man) or disguise (Changeling, Mystique).
8. **Size changer:** A shapeshifter who can alter his/her size (The Atom)
9. **Speedster:** A hero possessing superhuman speed and reflexes (The Flash, Quicksilver)

##### RESEARCH

Using graphic novels list the heroes from the stories and decide their “types.”

Hero

Type

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

##### CREATE

The type of hero that you choose to create will influence the way your character looks and the powers that s/he has. What type of superhero do you want to create, one of those listed above, a combination, or something different?

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## Create a Superhero!

### INSTRUCTOR'S GUIDE

#### ACTIVITY 2: ORIGIN & BACK STORY

##### LEARN (10-15 minutes)

###### Materials: Copies of student worksheet "Origin & Back Story"

- Read: Have class read the "Learn" section in unison as a class. As you read, everyone reads aloud together.
- Model Share: Share some information about your origin with the class: where you were born, how many siblings you have, etc.
- Students Share: Have each student share his/her origin with a partner. Have students hold up their fingers to indicate if they are #1 or #2. Say, "#1s share with #2s." After a couple of minutes say, "#2s share with #1s."

##### RESEARCH (10-15 minutes)

###### Materials: Copies of student worksheet, books, pencils

- Research: Teams will work together using graphic novels to research and write their findings as directed on the student worksheet.
- Team Share: Each team will select a spokesperson to share with the class one of their answers. Each team must share something new. Also, team members should take turns being the spokesperson.

##### CREATE (10-15 minutes)

###### Materials: Copies of student worksheet, pencils, team folders

- Create: Teams will work together to make and record decisions concerning the superhero character they're creating as directed on the student worksheet. Teams must come to a consensus; they must cooperate to come to united decisions.
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## Create a Superhero!

### STUDENT WORKSHEET ACTIVITY 2: ORIGIN & BACK STORY

#### LEARN

**ORIGIN**: Your hero's origin is his/her beginning. It is not necessarily where his/her powers began, but answers the questions concerning his/her birth, family, & start in life.

**BACK STORY**: Your hero's back story explains his/her powers & superhero part of life.

#### RESEARCH

Using graphic novels list the heroes from the stories and their origins &/or back stories.

Hero

Origin &/or Back Story

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#### CREATE

Where does your hero come from...another planet, the ocean, a city, another country...?

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What family does s/he have? Do they have similar powers, different powers, no powers?

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When did your hero get his/her powers, at origin or later in life?

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How did your character get his/her powers?

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What is your superhero's name? \_\_\_\_\_

Does your hero have a secret identity (alter ego)? If so, what and why?

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Does s/he fight for a particular cause, such as justice or the environment? If so, what?

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## Create a Superhero!

### INSTRUCTOR'S GUIDE

#### ACTIVITY 3: POWERS

##### LEARN (10-15 minutes)

###### Materials: Copies of student worksheet "Powers"

- Read: Have class read the "Learn" section in round robin style by word. Have the first student read the first word, the second student the second word and so on. Students can also be assigned two or three words to read instead of one.
- Model Share: Share the power that you would most like to have.
- Student Share: Have students walk around and share their favorite powers with three different people and then return to their seat.

##### RESEARCH (10-15 minutes)

###### Materials: Copies of student worksheet, books, pencils

- Research: Teams will work together using graphic novels to research and write their findings as directed on the student worksheet.
- Team Share: Each team will select a spokesperson to share with the class one of their answers. Each team must share something new. Also, team members should take turns being the spokesperson.

##### CREATE (10-15 minutes)

###### Materials: Copies of student worksheet, pencils, team folders

- Create: Teams will work together to make and record decisions concerning the superhero character they're creating as directed on the student worksheet. Teams must come to a consensus; they must cooperate to come to united decisions.
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## Create a Superhero!

### STUDENT WORKSHEET

#### ACTIVITY 3: POWERS

##### LEARN

**POWERS:** A superhero's powers depend upon the type of hero s/he is and are built upon or explained by his/her origin &/or back story. Some heroes have one main power, others have several powers. Powers include the ability to fly, to be invisible, to hear through walls, to talk to animals, to breathe underwater, to teleport, to shrink, to use great strength, to change shape, to control the weather, and much more.

##### RESEARCH

Using graphic novels list the heroes from the stories and their powers.

Hero

Power

| <u>Hero</u> | <u>Power</u> |
|-------------|--------------|
| _____       | _____        |
| _____       | _____        |
| _____       | _____        |
| _____       | _____        |

##### CREATE

Based upon the type of character you are creating and upon the origin and back story that you produced list the powers that s/he has.

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What triggers your superhero's powers? How are they put into action? (Dr. Banner becomes the Hulk when he gets angry; Iron Man must be wearing his suit. Etc.)

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What weaknesses does your superhero have? Can your character sometimes be too big or too small; can s/he run out of energy; can his/her tools get lost or broken...?

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## Create a Superhero!

### NEXT STEPS

- Have teams make superhero scene presentations to the class. Teams should share their superheroes' names, powers, back story, etc. and show how the scenes depict the crises and solutions.
- Host a special event to share the superhero scenes with visitors.
- Document the scenes by taking pictures or videos of them, the presentations or event.
- Create comic strips or comic books to more fully develop the superhero scenes into complete stories. These may be done manually or using technology. There are many software applications that allow students to create comic strips, books, and even videos on the computer.

SAMPLE

# Create a Superhero!

## 3D Project Examples



← 3D Mural



Diorama →



Floor Model



## Create a Superhero!

### About the Author



Do you have learners that find it difficult to sit still... or just can't stop talking?

That was me.

I'm Tamarie Tigh.

Although a good student, I easily got bored, and I could NOT sit still.

To this day, I'm always moving.

This reality has led me to get creative when instructing others. I don't want them to get bored... and I believe movement actually enhances learning.

Nearly 20 years working in the Literacy Department of the local Public Library and almost 10 years working as a Lead Trainer has given me much insight and allowed great scope for interactive instruction.

My experience has encompassed many realities...

- Teaching struggling adults to read
- Teaching children with learning challenges
- Teaching parents to prepare their children for school
- Working with English Second Language families
- Training and supervising staff and volunteers

AND...

- Writing for ABDO Publishing "Reading Is A Superpower!" Educational Resources
- Creating and administrating Award-winning Before & After School Programs
- Leading "Focus On Literacy" for the San Diego County Office of Education
- Making literacy-focused presentations throughout the United States
- Leading virtual, international trainings using a variety of platforms

ALL of these opportunities have culminated in my desire to share with others what I've developed through a series of instruction books filled with "Interactivities."

Banish Boredom! Interactive Instruction is my mission and my passion.

If my work can help even 1 person to have a better learning experience... then it is worth the effort.

Remember - Learning should be fun for everyone!