

## EVERYDAY SUPERHERO: A TEACHING GUIDE

Learning Goals/Big Ideas	Curriculum Expectations	Using «Everyday Superhero» to Support the Learning
<b>Social Studies</b>		
<b>We all have different roles, relationships and responsibilities in our community.</b>	<p>Grade 1 social studies: Students will examine various roles, relationships, and responsibilities, how and why these may change and how they are connected to one's identity, culture and sense of self. Students will develop their appreciation of the need to treat all people, as well as the built and natural environment, responsibly and with respect.</p> <p>Students learn about the four main elements of citizenship education: active participation, identity, attributes and structures. In addition, students learn ways in which they may develop the knowledge, skills and attitudes associated with responsible citizenship.</p>	<p>- Describe some of the ways in which people's roles, relationships and responsibilities relate to who they are and their current situation.</p> <p>-How and why changes in circumstances might affect people's roles, relationships, and responsibilities as well as their sense of self.</p> <p>Identify some elements of respectful behaviour that you can practise in everyday life:</p> <ul style="list-style-type: none"> <li>-what are our roles?</li> <li>-who are we?</li> <li>-how do we adapt?</li> <li>-what are healthy relationships?</li> <li>-how do we influence others?</li> <li>-what is our influence?</li> </ul>
<b>Character Development</b>		
<b>There are rights, privileges and responsibilities of citizenship.</b>	 <p>Further to the social studies curriculum students acquire the "habits of mind" and develop critical thinking. Students are expected to demonstrate an understanding of the rights, privileges and responsibilities of citizenship, as well as willingness to show respect, tolerance and understanding towards individuals, groups and cultures in the global community and respect and responsibility towards the environment.</p>	<p>-How does someone demonstrate good character with Kat present?</p> <p>-What kind of living skills does Kat have?</p>

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	Students will develop: the living skills needed to develop resilience and a secure identity and sense of self, through opportunities to learn adaptive, management, and coping skills, to practise communication skills, to learn how to build relationships and interact positively with others, and to learn how to use critical and creative thinking processes.	
<b>Physical Education</b>		
<b>Anyone can be physically active.</b>	Active Participation:  A1.3: Identify factors that can either motivate or make it difficult for people to be physically active.	<i>-Imagine how it would be to live with a physical challenge.</i>
<b>Learning Skills</b>		
<b>The development of learning skills needed to succeed in school and in life begins in early childhood education.</b>	Curriculum expectations are designed to help students develop a positive sense of self, use coping and management skills, monitor their own progress, develop and maintain healthy relationships, and use critical and creative thinking processes as they set goals, skills and work habits.  Ability to relate well to others Ability to co-operate and work in teams Ability to defend and assert rights, interests, limits and needs	<i>-How can you help someone like Kat overcome challenges at school? -What can you learn from someone like Kat regarding self confidence?</i>
<b>Critical Literacy</b>		
<b>What is a hero? Who can be a hero?</b>  <b>We are learning that some of life's challenges can help us to be strong, positive and perseverant.</b> <b>Students will write a journal entry from the viewpoint of a superhero.</b> <b>What if you were an everyday superhero? What would you want to accomplish in your community?</b>	Identify criteria for being a hero	<i>-A hero can be a child. -A hero does not need to have super powers. -Discuss Kat's adversities. -What kind of daily challenges does Kat face? -Create a superhero. What would make the hero super? -Identify situations and places where a child can help and be an everyday superhero to someone else.</i>
<b>Language</b>		
<b>I am learning to make inferences about a character's emotions.</b> -I can do this by looking for visual clues	Oral/Reading 1.3: Comprehension Strategies Oral/Reading 1.5 Making Inferences	<i>-How does it feel living with CP? -Does Kat sound happy or sad? Empowered or weak? Isolated or</i>

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<p>-I can do this by connecting those clues to what I already know</p> <p>-I can do this by looking for descriptive words</p> <p><b>I am learning to make inferences about a character's personality traits</b></p> <p>-I can do this by looking for clues that make me think of how and why the character is behaving</p> <p>-I can do this by connecting those clues to what I already know</p> <p><b>We are learning to consider different viewpoints. This means that we...</b></p> <p><b>We are learning to recognize an author's voice.</b></p>	<p>Oral /Reading 1.6: Extending Understanding</p> <p>Oral/Reading 1.3: Comprehension Strategies</p> <p>Oral/Reading 1.5 Making Inferences</p> <p>Oral /Reading 1.6: Extending Understanding</p> <p>Oral/Reading 1.5 Making Inferences</p> <p>Oral /Reading 1.6: Extending Understanding</p> <p>Oral/Reading: 1.9 Point of view</p>	<p><i>supported?</i></p> <p><i>-How does it feel living with CP?</i></p> <p><i>- Does Kat sound happy or sad? Empowered or weak? Isolated or supported?</i></p> <p><i>-Kat is a "different" kind of superhero.</i></p> <p><i>-The story is told from the viewpoint of a child who is strong and fierce despite her disability.</i></p> <p><i>-An author's voice can be that of a child.</i></p>
<b>Drama</b>		
<p><b>B 1.1</b></p> <p><b>B 1.2</b></p>	<p>By the end of Grade 2, students will:</p> <p>B1.1 engage in dramatic play and role play, with a focus on exploring main ideas and central characters in stories from diverse communities, times and places (e.g., retell and enact a story from different points of view, stop at a dramatic point in a story and adopt roles of the characters in the story, etc.).</p> <p>B1.2 demonstrate an understanding of the element of role by communicating thoughts, feelings, and perspectives appropriate to the role being played (e.g., devise and share a group mime showing how characters respond to the tension in a situation of conflict, departure, or anticipation; use voice expressively to convey an interpretation of a character's attitude).</p>	<p><i>-Act out a favourite scene of the book.</i></p> <p><i>-Explain how this story would change if Kat's twin brother were the narrator.</i></p>
<b>Visual Arts</b>		
<p><b>D 1.3</b></p> <p><b>D 2.1</b></p>	<p>D1.3 use elements of design in art works to communicate ideas, messages and understandings.</p> <p>D2.1 students express their feelings</p>	<p><i>-Draw out favourite scenes.</i></p> <p><i>-Pick a favourite scene from the book and illustrate it in a collage.</i></p>



and ideas about works of art.

### Tips and Links for School-wide Initiatives and Suggestions for Senior Grades:

- *Everyday Superhero* teaches students about perseverance, self confidence, integrity, safe risk taking and acceptance. These characteristics are an “everyday” effort;
- Older students can use the message from the book and create their own story illustrated as a graphic novel, bitstrip, etc.;
- Examples of inspiration:
  - <http://www.cnn.com/2013/08/20/us/georgia-one-handed-basketball-player/index.html> (One-armed hoops star offered college basketball spot);
  - <http://inspiremykids.com/2013/high-school-track-star-crawls-her-way-to-the-finish-line/> (High school track star crawls her way to the finish line); and
  - <http://www.thewesternstar.com/News/Local/2013-05-06/article-3234421/%26lsquo%3BYou%26rsquo%3Bre-never-too-old-to-learn%26rsquo%3B/1> and [http://boholchronicle.com.ph/index.php?option=com\\_content&view=article&id=953:65-year-old-lolog-goes-to-school&catid=66:editorial&Itemid=207](http://boholchronicle.com.ph/index.php?option=com_content&view=article&id=953:65-year-old-lolog-goes-to-school&catid=66:editorial&Itemid=207) (Never too old to learn).

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*The Ontario-based curriculum was used in the creation of this teaching guide. To order *Everyday Superhero* please contact [stefaniamoffatt@gmail.com](mailto:stefaniamoffatt@gmail.com) or go to [stefaniamoffatt.com](http://stefaniamoffatt.com). Illustrations of *Everyday Superhero* are available in PDF (free of charge for teaching purposes). Please e-mail [stefaniamoffatt@gmail.com](mailto:stefaniamoffatt@gmail.com).*