



STANDING UP FOR EACH OTHER: DRAWING ALLY SUPERHEROES

SUGGESTED GRADE LEVEL: K – 5

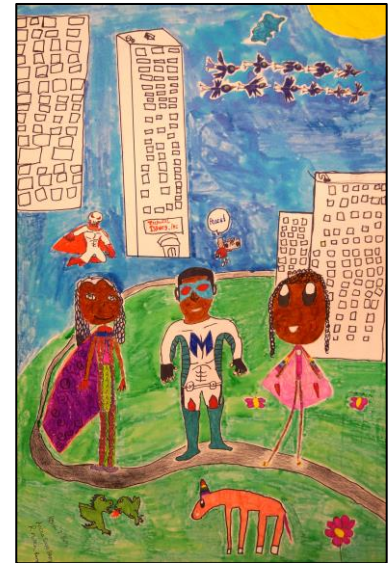
LENGTH OF TIME: 2 sessions of 40 minutes

GOALS

- To help students learn the importance of being an ally.
- To help students frame their strengths and visualize ways to be an ally.
- To help students share and explore their identity through art.

OBJECTIVES

- Students will create a visual representation of themselves as an ally who helps in school and/or makes change in the world.



ACADEMIC STANDARDS

- CCSS.ELA-LITERACY.SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Also (SL.K.1, 1.1, 3.1, 4.1, 5.1)
- CCSS.ELA-LITERACY.SL.2.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (Also SL.K.2,1.2)
- CCSS.ELA-LITERACY.SL.2.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. (Also SL.K.5,1.5)

EDUCATORS' NOTES

This lesson involves exploring the concept of ally behavior with students. Each student will draw a cartoon version of themselves that embodies non-violent superpowers to help others in their school or to solve a problem in the world.

Examples of super powers include eating lunch with someone who is lonely, including others in play, cleaning plastic out of the ocean, helping animals by protecting their habitats and breaking down walls between people and countries.

Students can also have sidekicks who enhance their powers, such as a snail who teaches them to slow down or a butterfly that teaches people that feelings are delicate like butterfly wings. Older students can draw a reading buddy or younger sibling as their sidekick.

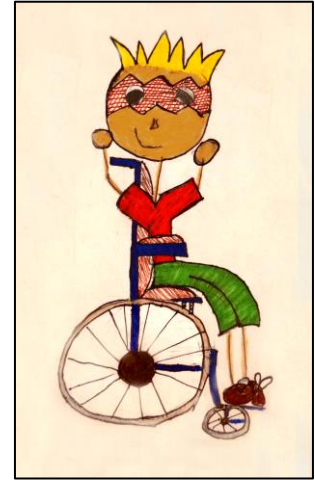
This lesson pairs well with Welcoming Schools lesson [Words That Hurt And Words That Heal](#) (K – 2) and Welcoming Schools lesson [Making Decisions: Ally or Bystander](#) (3 – 6).

MATERIALS NEEDED:

- 9" x 12" drawing paper
- Pencils, permanent black markers, crayons, markers (make sure you have crayons or markers available for all skin tones and hair colors so all students feel respected and included)

INTRODUCTION

- Let students know that they are going to be drawing their super selves with non-violent powers to help others in their school or in the world.
- Ask students to define the word "ally." You may want a word wall with synonyms for ally such as upstander, defender, comforter, etc. Emphasize to your students that ally is a verb and a noun.
- The intention of this project is to create space for children to draw superheroes that look like them — their hair, their skin tone, their gender expression. If a student has always wished that they could have long hair or short hair or purple hair, it is perfectly OK for them to draw themselves like that.
- Many superheroes are gendered. Let students know that their super kid does not have to have a gender. The super kids can be she, he, neither or both. Some students may design a super kid that can shift genders.
- It is important to guide students to create accessories for their super kids that are non-violent. For example, a student might have a super power of blowing bubbles around two people to help them talk to each other and solve misunderstandings. Do not let students create a gun that shoots love — instead, encourage them to take something from school, such as a backpack or book, and make it magical. It is important to expand student's creative thinking and help them explore positive, non-violent conflict resolution.
- Use chart paper and brainstorm with your students about their super kids. Talk about powers they could have to be an ally to classmates, others in their school or community, or in their city, state or world. It is also fun to talk about accessories (non-violent), weaknesses (homework is a popular weakness; most children know that superheroes have weaknesses, such as Superman and kryptonite), and possible side-kicks, such as a kindergarten reading buddy or a stuffed animal.



CREATING ALLY SUPERHEROES

- Draw yourself as a superhero with lots of details.
 - Draw your hair (you can change it to be short, long, rainbow, etc.), your skin tone, your eyelashes, your super clothes — a cape, cat ears, a logo on your chest or rocket booster shoes.
 - It is also OK to draw yourself as you are now. We are all our super selves every day in our regular school clothes.

- Give your superhero a name.
 - Write the title at the top of the page.
 - Some examples are Kindness Kindergartener, Excellent Electra, Shape Shifter, Be A Friend, Super Fred, Empathy Boy and Super Math Girl. Write your super powers on your drawing.
 - Examples: eating lunch with someone who is lonely, getting a teacher or caring adult for help, helping animals, helping people accept all religions, being a friend to new kids, including others in play, celebrating all languages (being multilingual is a super power), cleaning plastic out of the ocean, breaking down walls between people and countries, helping plants grow or planting trees for reforestation.
- Add a sidekick.
 - It could be an animal that teaches you something, such as a turtle that helps you remember to slow down.
 - The sidekick could also be a reading buddy, a kindergarten friend or a younger sibling.
 - Some students like to pick a favorite stuffed animal and draw it as their sidekick.
- Draw your super kid's accessories.
 - Examples: a magical book, shoes that help you fly, a cape, glasses that help you see how others feel.



EXTENSIONS

- Have your students write about their Ally Superhero.
- Exhibit the drawings in the hallway to inspire other students to be Super Allies.
- Have a Super Ally Kid Day where students get to dress up as their super selves. Have it be a day of kindness and community service.
- Have a Super Ally Family Night. Families can make capes and read their children's writings based on their super kids.

ASSESSMENT AND EVALUATION

- Offer an opportunity for students to share their super ally kid drawings with each other in pairs or small groups. Direct students to share one or more of their super powers with their peers. Next, ask students to give an appreciation to their partner about their picture.
- Assessment for this lesson will be mostly informal. You should observe your students' reactions during class and small-group discussions. By paying attention to their conversations and individual responses, you can assess their comprehension of the concept of ally behavior.

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- Notice and note if students are using the vocabulary from this lesson when conflicts arrive. Are students able to activate super ally behavior? Are they able to problem solve in a more productive way? Do you see students who were typically bystanders helping out in bullying situations?

RECOMMENDED BOOKS

Big Bob, Little Bob. James Howe.

My Name Is Bilal. Asma Mobin-Uddin & Barbara Kiwak

The New Girl and Me. Jacqui Robbins.

One. Kathryn Otoshi.

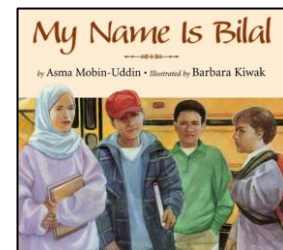
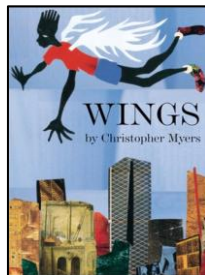
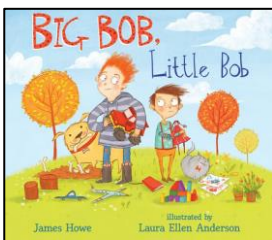
Red: A Crayon's Story. Michael Hall

Teammates. Peter Golenbock

Wings. Christopher Myers.

ADDITIONAL RESOURCES FROM WELCOMING SCHOOLS

- [Children's Books to Prevent Bias-Based Bullying](#)
- [Lesson Plans to Prevent Bias-Based Bullying in School](#)
- [Preventing Bias-Based Bullying – School Resources](#)
- [Welcoming Schools Professional Development Trainings](#)
- Lesson Plan: [Making Decisions: Ally or Bystander](#)
- Lesson Plan: [Words That Hurt And Words That Heal](#)



Credit: Developed by Michele Hatchell, Madison, WI.