



The Superhero in Me

Develop self-awareness by exploring your capabilities and challenges

BEING | Self-awareness

→ What you will need:

- 👤 24
- 👥 Group & individual
- ⌚ 15 mins preparation
- ⌚ 2 hrs execution

→ Related Tools:

- 💡 Body Awareness
- 💡 Fostering Resilience

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“

This tool helps students to look at their strengths and weaknesses. Knowing these characteristics helps in collaboration and perspective taking.”

—Roos de Jonge





I. Overview

Gaining self-awareness is crucial for students to make informed decisions about their life. With knowledge about their abilities and limitations, they can identify opportunities and set goals that align with their talents and passions, leading to a greater sense of fulfillment and success.

Moreover, understanding weaknesses can help students to identify areas that need improvement and develop strategies to overcome them. Recognising challenges can help them to develop problem-solving skills and the ability to adapt to change. Self-awareness also enables students to better understand and regulate their emotions and develop healthy relationships with others, contributing to their overall well-being.

The tool involves drawing a superhero, sidekick and nemesis, which allows students to explore their strengths, weaknesses, and challenges in a creative and engaging way.

Learning outcome

- ✓ The student is able to gain self-awareness by identifying their own strengths, weaknesses and challenges





II. Learning Activity

Students define their strengths, weaknesses and challenges and translate them into superhero, sidekick and nemesis characters that embody those aspects of themselves. This can guide the students' self-awareness throughout the rest of a course or degree programme.



1. Strengths, Weaknesses and Challenges

⌚ 20 mins

Divide the students into groups of 3 or 4 and ask them to define their strengths, weaknesses and challenges. Instruct them to work together and gain a clear understanding of their individual strengths, weaknesses and challenges.

Tip: provide guiding questions to help define personal strengths, weaknesses and challenges.



2. Creating the Characters

⌚ 30 mins

Once the students have defined their strengths, weaknesses and challenges, instruct them to transfer these qualities into their own characters by drawing a superhero (representing their strengths), sidekick (compensating their weaknesses) and nemesis (an opponent or rival, posing their challenges).

After drawing the characters on the Superhero Canvas, the students can name the character they have created.



Tip: as a warm-up exercise, you can also use a deck of cards with unusual heads, bodies arms and legs, and have the students combine them to form a character. Inspiration for a deck of cards can be found under Key Advice.



3. Showing the Characters

⌚ 50 mins

After the students have finished drawing their characters, instruct them to share their work with their peers. Have them explain the qualities of their characters to a neighbour for a 3-minute presentation.

Then, give each student 15 minutes to receive feedback from their peers.

Tip: encourage constructive criticism and provide guidelines for giving and receiving feedback.



4. Adjusting the Characters

⌚ 10 mins

After receiving feedback from their peers, ask the students to reflect on their characters and identify any adjustments they want to make based on their new self-awareness.

Encourage the students to take into account the feedback they received from their peers during the reflection process. Instruct them to make any necessary adjustments to their characters.

Please note, as part of assessment as learning, students reflect using reflective questions.



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5. Unleashing the Characters

⌚ 10 mins

Ask the students to reflect on their experiences throughout the course by using the three characters they created in Step 2, by answering the reflective questions for each character on a weekly basis.

Please note, as part of assessment as learning, students reflect using reflective questions.



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III. Assessment

Assessment as learning is applied by the students' reflection on their experiences through the lens of their characters in Steps 4 and 5. Encourage the students to be honest and reflective to gain a deeper understanding of themselves and how they can continue to grow and develop in the future.



Purpose

Assessment as learning aims to strengthen the learning process and the development of metacognitive skills. It empowers students to direct their own learning and to become independent, critical self-assessors.



Roles

Self-assessment



Characteristics

Self-regulated learning



Materials

Reflective questions





Assessment

Reflective questions

1. What did you learn about yourself through this activity?
2. How did you decide which strengths, weaknesses and challenges to include in your character?
3. What feedback did you receive from your peers? How can you use this feedback to improve your character or your self-awareness?
4. Did your peers identify any strengths, weaknesses or challenges in your character that you had not considered before?





Assessment

Weekly reflective questions

1. When did your characters show up during the week, and how did they manifest?
2. Did these characters contribute to your self-awareness? If so, how?
3. Do your characters still accurately represent you? If so, why? If not, what changes would you like to make and why?

At the end of the course, answer the following reflective question:

How do you plan to apply the insights you gained from this activity to your daily life or future endeavours?



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IV. Key Advice

Guiding questions that can help define personal strengths, weaknesses and challenges (Step 1) can be downloaded below.

For inspiration for the **deck of cards** (Step 2), see avatarmaker.com and/or southparkstudios.com/info/lv0nha/avatar.

The **Superhero Canvas** (Step 2) and **Guidelines for giving and receiving feedback** (Step 3) **can be downloaded below.**



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Key Advice

Guiding questions that can help define personal strengths, weaknesses and challenges:

Strengths

Qualities, abilities or characteristics that contribute positively to achieving goals

- What activities or tasks do you excel at, or enjoy doing?
- What are some skills or qualities that others frequently acknowledge or appreciate about you?
- When do you feel most confident and capable?
- What accomplishments or achievements are you proud of?

Weaknesses

Areas where you may experience limitations, deficiencies or struggles

- What tasks or activities do you find challenging or struggle with?
- Are there any skills or characteristics that you would like to improve?
- What aspects of your personality or behavior do you think might hinder your progress?
- Are there any habits or tendencies that you believe hold you back from reaching your potential?

Challenges

Difficult or demanding situations or obstacles that require effort and wisdom to overcome

- What are some significant obstacles or difficulties you have encountered in your personal or professional life?
- Are there any recurring patterns or roadblocks that you often face?
- What aspects of your current situation or environment pose challenges to your progress?
- Are there any goals or aspirations that you find particularly challenging to achieve?





Superhero Canvas

Draw your Superhero

Draw your Sidekick

Draw your Nemesis





Guidelines for giving feedback

By following these guidelines, feedback exchange can become a productive and positive experience for both the giver and receiver of feedback.

1. Be specific and objective

Focus on the specific aspects of the drawing and the qualities of the character, and provide constructive criticism based on objective observations.

2. Be respectful and empathetic

Use a positive tone and empathise with your peers' efforts, acknowledging their strengths and weaknesses.

3. Avoid personal attacks or criticism

Critique the work, not the person. Avoid using language that could be interpreted as a personal attack.

Guidelines for receiving feedback

1. Listen actively

Listen carefully to the feedback provided and ask clarifying questions to ensure you understand the critique.

2. Be open-minded

Be willing to consider different perspectives and feedback even if it is critical of your work.

3. Show appreciation

Thank your peers for their feedback and acknowledge any insights you gained from the feedback.

4. Avoid defensiveness

Refrain from becoming defensive or taking feedback personally. Instead, view feedback as an opportunity to learn and grow.





V. References

Den Heijer, E. (2022). Inner play in a study narrative. HKU Press.



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