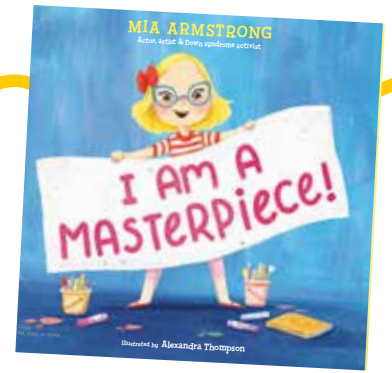




Seeing Our Strengths Teacher's Guide

CREATIVITY CONNECTS US



This guide helps teachers **PREPARE** for the Crayola Creativity Week daily theme *Seeing Our Strengths*. Print copies of the two Thinking Sheets: *Who I Am Inside* and *Superpower Cape*. Provide a variety of art materials for these creative challenges—from classic crayons and markers to paint brush pens, metallic markers, and Crayola Colors of the World® drawing materials.

In the book *I am a Masterpiece*, Mia Armstrong shares her personal story of facing challenges, being strong, loving individual differences, and celebrating her life with one of her superpowers, Down syndrome.

LEARNING OBJECTIVES—Students will:

- identify and illustrate their personal superpowers,
- embrace individual differences and the special strengths of others,
- explore various ways of responding to people who don't understand or appreciate them, and
- represent themselves in a metaphorical portrait that shows who they are inside.



Using the *Who I Am Inside* Thinking Sheet, **RESPOND** to Mia's video presentation and story, as well as the other examples of non-traditional self-portraits on their Thinking Sheets. Discuss various ways that people show who they are inside and the difference between a self-portrait that shows what you look like versus one that shows who you are.



Students will **CREATE** self-portraits that represent inner feelings. Help students consider how design elements can represent their feelings rather than their physical appearance.



Students will **PRESENT** their art in interesting ways—including sharing with families during school visits. Artwork can be displayed on a classic bulletin board; or you can help them look up to themselves and their peers by hanging the portraits on the ceiling or an overhead clothes line.



CONNECT their experiences with those that Mia describes in the video and book. Help students explore the similarities and differences in classmates' portraits. Have a class discussion that connects the portraits with insights about each person's specific interests and needs. Focus on how the class is a micro-community where trust and acceptance are connected to kindness and respect.

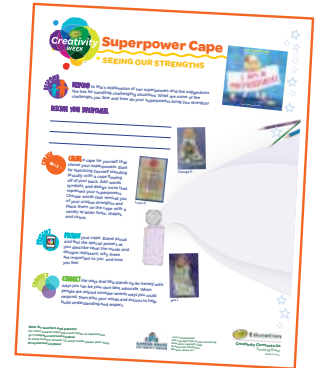


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Using the *Superpower Cape* Thinking Sheet, **RESPOND** to Mia's explanation of her superpowers and the suggestions she has for handling challenging situations. Ask students what they think it means when Mia says, "my real superpower is that mean words bounce off my super shield" and "I don't care what doo-doo heads say or think about me, so they have NO power over me!" Ask them to apply those insights to their personal challenges and consider how their personal superpowers bring them strength.



If students have difficulty identifying their superpowers, remind them of observations you have made about their personal strengths, such as their kindness, imagination, can-do attitude, leadership qualities, listening skills, patience, and respectful ways of interacting with others. Some questions that could help them articulate their superpowers could include, "where are your strengths?" "what are you proud of?" "what words do family and friends use to describe you?" and "if you were a character in a story how would the author describe your personality and abilities?"



Students will **CREATE** personal capes that are designed to showcase their superpowers using words, symbols, and design icons (for example, musical notes, handshakes, a radiant sun, etc.) Before students start their sketches, have a class discussion about how colors, shapes, lines, shadows, repetition, harmony, variety, contrast, and handwritten lettering styles help to convey the meaning of words.



Students will **PRESENT** their capes in interactive ways. They could share their work as pairs—with a partner introducing their peer's art and describing the superpowers. Or host a dramatic presentation in small groups or to the full class by having the presenters wear a large towel or sheet draped over their shoulders as they hold their artwork and describe their superpowers.



CONNECT the inspirational messages of the book and video with children's social and emotional learning. Ask them to reflect on times when people were unkind or something didn't go right and to think of how they could use their superpowers to face those challenges.



After students have completed these activities ask them to describe what they learned from Mia's story and how her insights pertain to their personal experiences, sense of self, and respect for others.

Note for teachers and parents:

For more creative inspiration and hands-on explorations go to Crayola.com/CreativityWeek
To share student artwork on social media please post using [#CrayolaCreativityWeek](https://CrayolaCreativityWeek)
We can't wait to see what they create.



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