



# SUPERHERO PUPPETS

GROUPS OF 10-14 CHILDREN AGED 9 YEARS AND OLDER

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# I. THEME AND NEEDS ADDRESSED

Superheros and heroines are characters that possess supernatural or superhuman powers. They are often the survivors of very difficult circumstances in their own childhoods.

This art project of creating superhero puppets encourages children:

- to connect to role models in their lives
- to identify the needs and ills in their surroundings
- to dream about possible role models that could help them, their families and their communities
- to clarify the values that they hold dear
- to experience the power of being a creator
- to verbalize their own aspirations in life

An unstable and poorly resourced environment unfortunately also lends itself to many forms of trauma, poor role models, lack of space for play and creativity all of which create a lack of hope that robs children of the dreams and inner strength (superpowers) to rise above their circumstances.

The diverse activities in this project foster social and teamwork skills. The children will practice empathy, kindness and understanding for each other. They will also learn more about themselves.

Creativity and imagination are very important for cognitive development, creating neural pathways.



Planning the sequences of steps to be followed, understanding of the process as well as following instructions builds focus and attention which are integral to brain development. The experience of being in a safe space filled with kindness and attention counteracts the symptoms of trauma and allows the child to develop a new healthy standard for his/her relationships outside the safe space.

Story telling is an integral human experience and is healing. Encouraging fantasy, hope and inner dreams inspires and uplifts the human spirit.

Physical development is also promoted through this project because it encourages the use with different media, these develop fine motor skills and precision. Drawing skills are taught and refined; and observational skills are developed through this project too.

Working with recycled materials encourages the children to think beyond themselves and see the world around them with appreciation.



# II. CURRICULUM OVERVIEW FOR 8 LESSONS

Title of Lesson	Main Activities	Objective	Time in Minutes
<b>1. Introduction to the theme</b>	<b>Ring Time</b> - Welcome - Verse	Children ground themselves and settle into the group	30
	<b>Blind Drawing</b>	Ice breaker for group and observation skills	30
	<b>Fruit Circle</b>	Nourishment and practising gratitude	10
	<b>Review of the artwork</b>	Building confidence and courage Practising reflection and appreciation	10
	<b>Pack away – clean up</b>	Practising to take responsibility and volunteer	5
	<b>Farewell of the group</b>	Closing of the lesson	5
<b>2. Heroes in our lives</b>	<b>Ring Time</b> - Welcome - Verse	Children ground themselves and settle into the group	7
	<b>Introduction: The heroes in our lives</b>	Understanding and connecting to the theme of the art project	10
	<b>Fruit Circle</b>	Nourishment and practising gratitude	10
	<b>Drawing exercise: face dictation</b>	Learning specific drawing skills for portrait	20
	<b>Drawing the superhero's face</b>	Practicing free creating, experimenting and imagining	25
	<b>Review of the artwork</b>	Practising reflection, giving positive feedback and encouragement	10
	<b>Pack away – clean up</b>	Practising to take responsibility and volunteer	3
	<b>Farewell of the group</b>	Practising gratitude and farewell	5
<b>3. Facial Expression</b>	<b>Ring Time</b> - Welcome - Verse	Children ground themselves and settle into the group	7
	<b>Facial Expressions in clay</b>	Building observation and 3D skills	45
	<b>Fruit Circle</b> At a convenient time	Nourishment and practising gratitude	10
	<b>Review of the artwork and conversation about gratitude</b>	Practising reflection, giving positive feedback and encouragement	10
	<b>Pack away – clean up</b>	Practising to take responsibility and volunteer	13
	<b>Farewell of the group</b>	Practising gratitude and farewell	5



<b>4. Superhero Biography</b>	<b>Ring Time</b> - Welcome - Verse	Children ground themselves and settle into the group	7
	<b>Fruit Circle</b> At convenient time	Nourishment and practising gratitude	10
	<b>Biography of the Superhero</b>	Finding the puppet character through an inner creative process	20
	<b>Superhero Collage</b>	Creating an inspiration board for their superhero puppet development	30
	<b>Review of the artwork and conversation about gratitude</b>	Practising reflection, giving positive feedback and encouragement	10
	<b>Pack away – clean up</b>	Practising to take responsibility and volunteer	10
	<b>Farewell of the group</b>	Practising gratitude and farewell	3
<b>5. Puppet Making 1</b>	<b>Ring Time</b> - Welcome - Verse	Children ground themselves and settle into the group	7
	<b>Fruit Circle</b> At convenient time	Nourishment and practising gratitude	10
	<b>Puppet head and hands from paper machè</b>	Developing art skills, experiencing the power of being a creator, manifestation of own superhero character	50
	<b>Review of the artwork</b>	Practising reflection, giving positive feedback and encouragement	10
	<b>Pack away – clean up</b>	Practising to take responsibility and volunteer	10
	<b>Farewell of the group</b>	Practising gratitude and farewell	3
<b>6. Puppet Making 2</b>	<b>Ring Time</b> - Welcome - Verse	Children ground themselves and settle into the group	7
	<b>Painting of puppets paper machè parts and choosing fabric for dress body</b>	Developing art skills, experiencing the power of being a creator, manifestation of own superhero character	50
	<b>Fruit Circle</b> At convenient time	Nourishment and practising gratitude	10
	<b>Review of the artwork</b>	Practising reflection, giving positive feedback and encouragement	10
	<b>Pack away – clean up</b>	Practising to take responsibility and volunteer	10
	<b>Farewell of the group</b>	Practising gratitude and farewell	3

<b>7. Assembling and final details</b>	<b>Ring Time</b> - Welcome - Verse	Children ground themselves and settle into the group	7
	<b>Gluing all puppet parts together</b>	Developing art skills, experiencing the power of being a creator, manifestation of own superhero character	50
	<b>Fruit Circle</b> At convenient time	Nourishment and practising gratitude	10
	<b>Review of the artwork</b>	Practising reflection, giving positive feedback and encouragement	10
	<b>Pack away – clean up</b>	Practising to take responsibility and volunteer	10
	<b>Farewell of the group</b>	Practising gratitude and farewell	3
<b>8. Celebration</b>	<b>Ring Time</b> - Welcome - Verse	Children ground themselves and settle into the group	7
	<b>Introduction of each Puppet to the other children</b>	Sharing the moment of birth of the superhero character	30
	<b>Fruit circle</b> At convenient time	Nourishment and practising gratitude	10
	<b>Puppet play- playing with puppets</b>	Getting to know the superheroes characters and behaviour, Celebrating the puppets	30
	<b>Farewell of the group and the superheroes</b>	Practising gratitude and farewell	13

### Materials:

Ask friends and neighbours to help you by collecting toilet paper rolls, newspapers, glass bottles and cardboard boxes.  
 Include recycled materials like fabric offcuts, buttons, wool, lids, shiny plastic, foil, etc. This will all make the puppets even more interesting and special. Your creativity has no limits.

### Checklist for you

- Implementation group of minimum 6 children
- Room for implementation
- 1 empty toilet paper roll for each participant
- Newspaper (5 sheets per child)
- A glass bottle for each participant
- Cardboard boxes (one per child)
- Recyclable material (enough for free choices for the whole group)
- Fabric offcuts (large enough pieces to be cut for template for each child)



# III. SUPERHERO PUPPETS

## Lesson 1: Welcome and Introduction

Main Activities	Objective	Time
Ring time and welcome	Children ground themselves and settle into the group	30
Blind Drawing	Ice breaker for group and observation skills	30
Fruit Circle	Nourishment and practising gratitude	10
Review of the artwork	Building confidence and courage Practising reflection and appreciation	10
Pack away – clean up	Practising to take responsibility and volunteer	5
Farewell of the group	Closing of the lesson	5
	<b>Total time:</b>	<b>90 mins</b>

### Materials

1. One fruit per child
2. 3 x A4 paper per child
3. Coloured pencils
4. Paper plates (one per child)
5. Prestik
6. Flip file or other folder for each child
7. Cleaning aids: brooms, cloth, cream cleaner, bins, etc.
8. Hand lotion

### Preparations

The tables are ready and set up with art materials, coloured pencils, pencils and paper at each work station for each child.  
The chairs are placed in a circle before children come in.

### Ringtime

Welcome: After the facilitator has the children lined up outside the classroom door, they can enter and are greeted one by one. The participants form a circle and the facilitator thanks the children for coming and shares what the art project is about by showing them examples.

### A verse is then said by the facilitator:

#### Verse:

Brave and true,  
Will I be.  
Each good deed,  
Sets me free.  
Each kind word,  
Makes me strong.  
I will stand for the right. (Or fight for the right)  
I will conquer the wrong.

Then you can sing a few songs together. There are many superhero themed songs on YouTube if you search 'kids superhero songs'.

### Fruit Circle and Saying Grace

Children sit in a circle and wash their hands in a bowl of water or at the sink.

The facilitator hands out the fruits and invites the children to look at them, smell them, experience them with all senses and appreciate them with kind words or gestures.

### The facilitator then says grace for the children:

Blessings on the blossom,  
Blessings on the roots,  
Blessings on the leaf and stem,  
Blessings on the fruit.

### Children may eat.

#### Blind Drawings

Hand out paper (three per child) and one paper plate per child. Explain that they are going to do blind portraits which means that they cannot look at their paper whilst they are drawing. Each person needs to keep their eyes fixed on what they are drawing, and the pencils cannot leave the paper. This is to be a fun exercise and mistakes are encouraged. There will be no erasers.

The children must make a hole in the centre of their plate with their pencil. The paper plate then sits on their hand which is gripping their pencil. There can be no cheating of looking at what they are doing.

Ask the children to close their eyes and draw themselves on their piece of paper.

Once finished, ask the children to draw a friend on a clean piece of paper.

Then ask the children to draw themselves with their non-dominant hand on a fresh piece of paper.

Keep all the portraits that belong to each person together.

#### Review of the Artwork

All artwork is placed onto the wall and children gather on chairs in front of it.

Review the session by naming all the stages going backwards through time.

The children are asked to mention their highlights, looking at their artwork, bearing in mind the theme of the art project.

#### Pack Away – Clean Up

All children and facilitators help to pack away, clean the tables and sweep the floor.

#### Farewell of the Group

Gather the children one last time and offer them a drop of hand lotion. Thank them for contributing to a good session and speak a verse or sing a short farewell song.



## Lesson 2: Heroes in our lives

Main Activities	Objective	Time
Ring time and welcome	Children ground themselves and settle into the group	7
Introduction: The heroes in our lives	Understanding and connecting to the theme of the art project	10
Fruit Circle	Nourishment and practising gratitude	10
Drawing exercise: face dictation	Learning specific drawing skills for portrait	20
Drawing the superhero's face	Practising free creating, experimenting and imagining	25
Review of the artwork	Practising reflection, giving positive feedback and encouragement	10
Pack away – clean up	Practising to take responsibility and volunteer	3
Farewell of the group	Practising gratitude and farewell	5
	<b>Total time:</b>	<b>90 mins</b>

### Materials

1. One fruit per child
2. 2 x A4 paper per child
3. A3 Cartridge paper per child
4. Pencils- one per child
5. Pencil sharpeners to be shared
6. Erasers (clean erasers to be shared)
7. Oil pastels (a box per 2 children)
8. Watercolour paints
9. Paint brushes per child
10. Water jars and cloths for cleaning brushes
11. Newspaper to protect the tables
12. Printed Face Dictation sheet for teacher
13. Chalkboard or white board to demonstrate drawing of the face
14. Drawing tools for facilitator
15. Cleaning aids
16. Hand lotion

### Preparations

The tables are ready set with art materials, coloured pencils, pencils and paper at each work station for each child.  
The chairs are placed in a circle before children come in.

### Ringtime

Welcome: After the facilitator has the children line up outside the classroom door, they can enter and are greeted one by one. The participants form a circle and the facilitator thanks the children for coming and shares what the lesson today will be about.

### A verse is then said by the facilitator:

Brave and true,  
Will I be.  
Each good deed,  
Sets me free.  
Each kind word,  
Makes me strong.  
I will stand for the right. (Or fight for the right)  
I will conquer the wrong.

Then you can sing a few songs together. There are many superhero themed songs on YouTube if you search 'kids superhero songs'.

### Fruit Circle and Saying Grace

Children sit in a circle and wash their hands in a bowl of water or at sink. The facilitator hands out the fruits and invites the children to look at them, smell them, experience them with all senses and appreciate them with kind words or gestures.

### The facilitator then says grace for the children:

Blessings on the blossom,  
Blessings on the roots,  
Blessings on the leaf and stem,  
Blessings on the fruit.

### Children may eat.

### Introduction: The heroes in our lives

Ask the children to think about a real-life hero in their lives. For example: the grandmother who cooks for you every day, or your teacher who stays after class to help you with your homework. What makes this person special? What do they do that makes them your superhero? Where do you find this person most of the time? Encourage every child to speak.

### Drawing exercise: Face Dictation

Do a step by step demo of how to draw a face using guidelines.  
(See pictures below)

1. First draw the basic shape of the head
2. Divide the shape vertically in half
3. Divide the shape horizontally in half
4. Divide the lower half in two
5. Divide the lower quarter in two
6. Draw the eyes on the centre line, there should be a space the width of an eye between the two eyes
7. Draw the nose, the nose should touch the middle line of the lower half of the face
8. The width of the nose is usually the same width as an eye, but might vary
9. Draw the lips, the bottom lip touches the middle of the lower quarter of the face
10. The lips are the same width as the space from pupil to pupil
11. Draw the ears, the ears are the length of the distance between the eyes and the nose
12. Show children how to add detail such as hair and eyebrows

### Let them practice by guiding them step by step

### Drawing the superhero's face

Once the children have the idea how to draw a portrait and there is time, they can start drawing a portrait of their superhero on their A3 paper. Emphasize the fact that we all look different and that these differences make us unique and special. They can use oil pastels to colour in their portraits. Make sure the children use the watercolour last as the final touch as water sits on oil. Allow each child a moment to show their work to the group. Encourage positive words as feedback for one another. Reflect with the children in a circle. Tidy up and bid farewell.

### Review of the Artwork

All artwork gets stuck to the wall and children gather on chairs in front of it. Review the session by naming all happenings backwards through time. The children are asked to mention their highlights, looking at their art work, bearing in mind the theme of the art project.

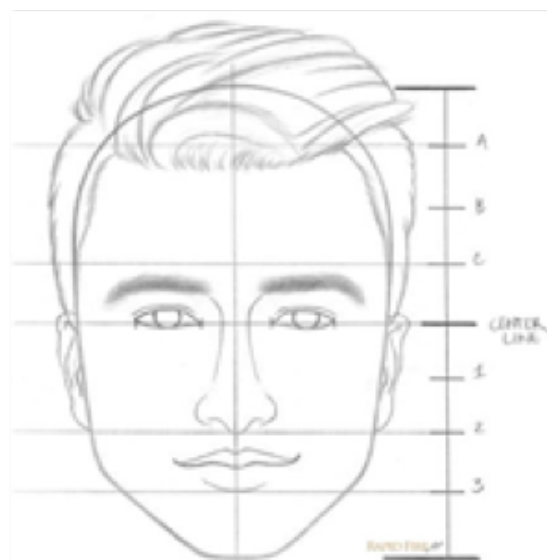
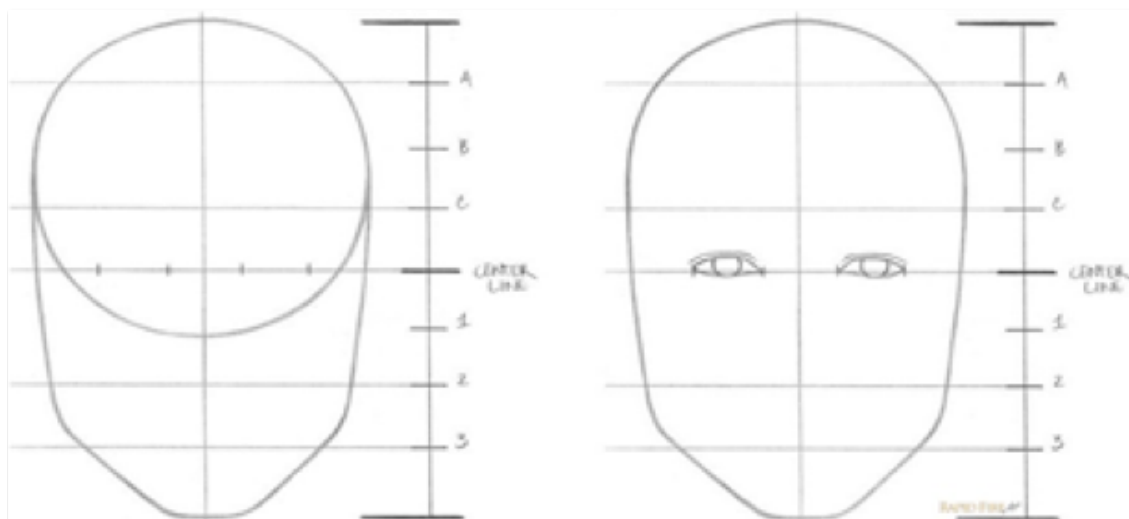
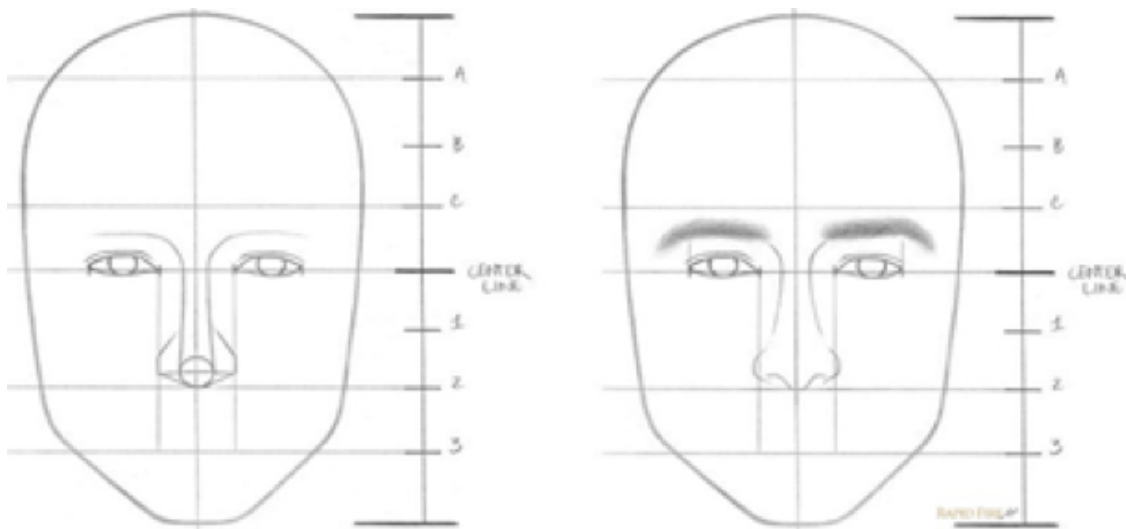
### Pack Away – Clean Up

All children and facilitators help to pack away, clean the tables and sweep the floor.

### Farewell of the Group

Gather the children one last time and offer them a drop of hand lotion. Thank them for contributing to a good session and say a verse or sing a short farewell song.





## Lesson 3: Facial Expression

Main Activities	Objective	Time
Ring time and welcome	Children ground themselves and settle into the group	7
Facial Expressions in clay	Building observation and 3D skills	45
Fruit Circle At a convenient time	Nourishment and practising gratitude	10
Review of the artwork and conversation about gratitude	Practising reflection, giving positive feedback and encouragement	10
Pack away – clean up	Practising to take responsibility and volunteer	13
Farewell of the group	Practising gratitude and farewell	5
	<b>Total time:</b>	<b>90 mins</b>

### Materials

1. One fruit per child
2. 2kg clay for each child
3. Boards to work on or waxed tablecloth to cover the table
4. Printout of facial expressions as visual references for children (source online)
5. Cleaning aids: cloths, water and cream cleaner
6. Soap and nail brush, towel, hand lotion

### Preparations

The tables are ready set with art materials, coloured pencils, pencils and paper at each work station for each child. The chairs are placed in a circle before children come in.

### Ringtime

Welcome: After the facilitator has the children lined up outside the classroom door, they can enter and are greeted one by one. The participants form a circle and the facilitator thanks the children for coming and shares what the lesson today will be about.

### A verse is then said by the facilitator:

Brave and true,  
Will I be.  
Each good deed,  
Sets me free.  
Each kind word,  
Makes me strong.  
I will stand for the right. (Or fight for the right)  
I will conquer the wrong.

Then you can sing a few songs together. There are many superhero themed songs on YouTube if you search 'kids super hero songs'.

### Fruit Circle and Saying Grace

Children sit in a circle and wash their hands in a bowl of water or at sink.

The facilitator hands out the fruits and invites the children to look at them, smell them, experience them with all senses and appreciate them with kind words or gestures.

### The facilitator then says grace for the children:

Blessings on the blossom,  
Blessings on the roots,  
Blessings on the leaf and stem,  
Blessings on the fruit.

### Children may eat.

### Facial Expression in Clay

1. Each child gets 2kg of clay.
2. Each child must form 5 equal balls. You can do this first by dividing your big slice of clay into five pieces and by form your hands into bowl shapes, you can gently press on the clay, and roll the pieces into round balls.
3. Smooth the surfaces until they are even.
4. Press your thumbs next to each other in the middle of the ball to form the eye sockets.
5. Pull the nose out of the clay, form small dents in forehead, create cheeks.
6. Press the little finger underneath the nose in the clay.
7. Form the mouth and chin.
8. After having a rough outline of the head, play with the different options of eyes, mouth, nose and observe the changes.
9. Observe the changes and what expressions you can create. Show each other different facial expressions to get ideas. Look at printouts for inspiration.

### Review of the Artwork

All sculptures are displayed on one table and children the gather around it. Children may point out their favourites. Review the session by naming all steps that were taken during their creative process. The children are asked to mention their highlights, looking at their art work, bearing in mind the theme of the art project.

### Pack away – Clean up

All children and facilitators help to pack away, clean the tables and sweep the floor.

### Farewell of the Group

Gather the children one last time and offer them a drop of hand lotion. Thank them for contributing to a good session and speak a verse or sing a short farewell song.



## Lesson 4: Superhero Biography

Main Activities	Objective	Time
<b>Ring time and welcome</b>	Children ground themselves and settle into the group	7
<b>Fruit Circle</b> At convenient time	Nourishment and practising gratitude	10
<b>Biography of the Superhero</b>	Finding the puppet character through an inner creative process	20
<b>Superhero Collage</b>	Creating an inspiration board for their superhero puppet development	30
<b>Review of the artwork and conversation about gratitude</b>	Practising reflection, giving positive feedback and encouragement	10
<b>Pack away – clean up</b>	Practising to take responsibility and volunteer	10
<b>Farewell of the group</b>	Practising gratitude and farewell	3
	<b>Total time:</b>	<b>90 mins</b>

### Materials

1. One fruit per child
2. 2 x A4 paper for each child
3. Pens
4. Pencil crayons
5. Acrylic paint (6 colours: white, brown, black, red, blue and yellow)
6. Paintbrushes
7. Water jars and cloths to clean brushes
8. Tiles for palettes
9. Magazines for collage
10. Newspaper to protect tables if necessary
11. Glue sticks (one per child)
12. Scissors (one per child)
13. Prestik
14. Cleaning aids
15. Hand lotion

### Preparations

The tables are ready set with art materials, coloured pencils, pencils and paper at each work station for each child. The chairs are placed in a circle before children come in.

### Ringtime

Welcome: After the facilitator has the children lined up outside the classroom door, they can enter and are greeted one by one. The participants form a circle and the facilitator thanks the children for coming and shares what the lesson today will be about.

### A verse is then said by the facilitator:

#### Verse:

Brave and true,  
Will I be.  
Each good deed,  
Sets me free.  
Each kind word,  
Makes me strong.  
I will stand for the right. (Or fight for the right)  
I will conquer the wrong.

Then you can sing a few songs together. There are many superhero themed songs on YouTube if you search 'kids superhero songs'.

### Fruit Circle and Saying Grace

Children sit in a circle and wash their hands in a bowl of water or at sink.

The facilitator hands out the fruits and invites the children to look at them, smell them, experience them with all senses and appreciate them with kind words or gestures.

### The facilitator then says grace for the children:

Blessings on the blossom,  
Blessings on the roots,  
Blessings on the leaf and stem,  
Blessings on the fruit.

### Children may eat.

### Biography of the Superhero

Talk about the Superheroes that we know such as Spiderman, Superman. Share some biographies of them. There is a theme within the story of the creation of these superheroes. Ask the children the following questions and write them down for them:

1. What is the tragedy or event that created your superhero?
2. What is the metamorphosis or change that happened to them?
3. What is their new power?
4. What is their weakness, and do they have enemies?
5. What is their passion?
6. And what is their name?

### Allow them some time to write down their answers.

### Superhero Collage

Tell the children they can now create a collage using paper, magazines, paint and pencils etc that will bring their Superhero idea to life. The collage will be an inspiration board that they use to when creating their superhero puppet.

### Review of the artwork

All collages are placed on the wall and children sit on chairs in front of it.  
Review the session by naming all steps that were taken during their creative process.  
The children are asked to mention their highlights, looking at their art work, bearing in mind the theme of the art project.

### Pack away – Clean up

All children and facilitators help to pack away, clean the tables and sweep the floor.

### Farewell of the Group

Gather the children one last time and offer them a drop of hand lotion. Thank them for contributing to a good session and speak a verse or sing a short farewell song.



## Lesson 5: Puppet Making 1

Main Activities	Objective	Time
<b>Ring time and welcome</b>	Children ground themselves and settle into the group	7
<b>Fruit Circle</b> At convenient time	Nourishment and practising gratitude	10
<b>Puppet head and hands from paper machè</b>	Developing art skills, experiencing the power of being a creator, manifestation of own superhero character	50
<b>Review of the artwork</b>	Practising reflection, giving positive feedback and encouragement	10
<b>Pack away – clean up</b>	Practising to take responsibility and volunteer	10
<b>Farewell of the group</b>	Practising gratitude and farewell	3
	<b>Total time:</b>	<b>90 mins</b>

### Materials

1. One fruit per child
2. Newspapers (about 5 per child)
3. Toilet paper rolls, empty & used (one per child)
4. Masking Tape
5. Cardboard box (one per child)
6. Paper glue
7. Bowl container for paper glue
8. Pens for drawing on cardboard and labelling
9. Scissors to cut through paper & cardboard (one per child)
10. Glass bottle (wine bottle size with labels removed) (one per child)
11. Newspaper to protect tables if necessary
12. Hand template (printed per child)
13. Cleaning aids

### Preparations

The tables are ready set with art materials, coloured pencils, pencils and paper at each work station for each child. The chairs are placed in a circle before children come in.

### Ringtime

Welcome: After the facilitator has the children lined up outside the classroom door, they can enter and are greeted one by one. The participants form a circle and the facilitator thanks the children for coming and shares what the lesson today will be about.

### A verse is then said by the facilitator:

#### Verse:

Brave and true,  
Will I be.  
Each good deed,  
Sets me free.  
Each kind word,  
Makes me strong.  
I will stand for the right. (Or fight for the right)  
I will conquer the wrong.

Then you can sing a few songs together. There are many superhero themed songs on YouTube if you search 'kids super hero songs'.

### Fruit Circle and Saying Grace

Children sit in a circle and wash their hands in a bowl of water or at sink. The facilitator hands out the fruits and invites the children to look at them, smell them, experience them with all senses and appreciate them with kind words or gestures.

### The facilitator then says grace for the children:

Blessings on the blossom,  
Blessings on the roots,  
Blessings on the leaf and stem,  
Blessings on the fruit.

### Children may eat.

### Puppet hands and head from paper machè

1. Each child is given a toilet roll and glass bottle. Show the children how to form their puppet head base using newspaper, masking tape onto their toilet paper roll. Keep 'neck space' free as this will be covered with fabric at a later phase.
2. Mix one-part paper glue with one-part water to create Paper Mache glue solution.
3. Cut strips of newspaper and scrap paper, dip them into the glue solution and layer over the puppet head base. Paper mache the head with at least 3 layers of torn newspaper, the thicker the better. Bearing in mind hollows for the temples and eye cavities, fatter areas for cheeks, fuller places for noses and possibly chins. The children also need to plan how they want the hair of their superhero puppet to be and look like.
4. Cut hands for the puppet out of cardboard (see template)
5. Paper Mache hands with at least 2 layers
6. Make sure all hands and heads are labelled.

### Review of the artwork

All artwork is placed on the wall and children sit on chairs in front of it. Review the session by naming all steps that were taken during their creative process.

The children are asked to mention their highlights, looking at their art work, bearing in mind the theme of the art project.

### Pack away – Clean up

Store all art works in a safe space to dry. All children and facilitators help to pack away, clean the tables and sweep the floor.

### Farewell of the Group

Gather the children one last time and offer them a drop of hand lotion. Thank them for contributing to a good session and speak a verse or sing a short farewell song.





## Lesson 6: Puppet Making 2

Main Activities	Objective	Time
<b>Ring time and welcome</b>	Children ground themselves and settle into the group	7
<b>Painting of puppets paper maché parts and choosing fabric for dress body</b>	Developing art skills, experiencing the power of being a creator, manifestation of own superhero character	50
<b>Fruit Circle</b> At convenient time	Nourishment and practising gratitude	10
<b>Review of the artwork</b>	Practising reflection, giving positive feedback and encouragement	10
<b>Pack away – clean up</b>	Practising to take responsibility and volunteer	10
<b>Farewell of the group</b>	Practising gratitude and farewell	3
	<b>Total time:</b>	<b>90 mins</b>

### Materials

1. One fruit per child
2. Acrylic paint (6 colours: white, brown, black, red, blue and yellow)
3. Paintbrushes per child
4. Fabric (enough for each child's costume to be cut from)
5. Scissors per child (sharp enough for cutting fabric)
6. Costume Template (printed for each child)
7. Empty glass bottle for each child's puppet to be supported on
8. Puppet heads and puppet hands
9. Black permanent felt tip markers
10. Water jars and cloths for cleaning brushes
11. Tiles or palettes to mix acrylic colours
12. Pins to hold fabric in place
13. Newspaper to protect tables if necessary
14. Cleaning aids
15. Hand lotion

### Preparations

The tables are ready set with art materials, coloured pencils, pencils and paper at each work station for each child. The chairs are placed in a circle before children come in.

### Ringtime

Welcome: After the facilitator has the children lined up outside the classroom door, they can enter and are greeted one by one. The participants form a circle and the facilitator thanks the children for coming and shares what the lesson today will be about.

### A verse is then said by the facilitator:

#### Verse:

Brave and true,  
Will I be.  
Each good deed,  
Sets me free.  
Each kind word,  
Makes me strong.  
I will stand for the right. (Or fight for the right)  
I will conquer the wrong.

Then you can sing a few songs together. There are many superhero themed songs on YouTube if you search 'kids super hero songs'.

### Fruit Circle and Saying Grace

Children sit in a circle and wash their hands in a bowl of water or at the sink.

The facilitator hands out the fruits and invites the children to look at them, smell them, experience them with all senses and appreciate them with kind words or gestures.

### The facilitator then says grace for the children:

Blessings on the blossom,  
Blessings on the roots,  
Blessings on the leaf and stem,  
Blessings on the fruit.

### Children may eat.

### Painting of puppet's paper maché parts and choosing fabric for dress body

1. Each child sits in front of their puppet's paper maché parts. Tell the children they may choose acrylic colours that they would like for their puppet's head and hands. They will need to paint the face, hands, mouth, nose, ears and eyes of their puppet. The collage and portrait from the previous session can be the reference for that. Hair can be painted or made in some fashion; this would have been planned in the last session. Eyes can also be done with black permanent felt tip markers.
2. Once the children are finished painting or waiting for the paint to dry, they can look through the fabric options and choose the fabrics they would like to use for their puppet's costume.
3. The costume template (which is in the Appendix) can be handed out to each child. Ensure that the size of the costume will fit the child's hand. The children will need to cut out the costume pattern accordingly. Show the children how to lay the template on the fabric at the fold of the fabric to do a front and back of the costume or to use two separate pieces which will need more gluing later. The children will pin the cut-out pattern to the fabric. They may need help with this.
4. Ensure that each child's painted hands and fabric is kept together and is carefully labelled.

### Review of the artwork

All children gather around the work tables with the puppet parts displayed. Review the session by naming all steps that were taken during their creative process.

The children are asked to mention their highlights, looking at their art work, bearing in mind the theme of the art project. The children may share one by one what they have done and are planning to do.

### Pack away – Clean up

Store all puppet parts labelled with the children's names in a dry and safe space. All children and facilitators help to pack away, clean the tables and sweep the floor.

### Farewell of the Group

Gather the children one last time and offer them a drop of hand lotion. Thank them for contributing to a good session and speak a verse or sing a short farewell song.

## Lesson 7: Assembling and Final Details

Main Activities	Objective	Time
<b>Ring time and welcome</b>	Children ground themselves and settle into the group	7
<b>Gluing all puppet parts together</b>	Developing art skills, experiencing the power of being a creator, manifestation of own superhero character	50
<b>Fruit Circle</b> At convenient time	Nourishment and practising gratitude	10
<b>Review of the artwork</b>	Practising reflection, giving positive feedback and encouragement	10
<b>Pack away – clean up</b>	Practising to take responsibility and volunteer	10
<b>Farewell of the group</b>	Practising gratitude and farewell	3
	<b>Total time:</b>	<b>90 mins</b>

### Materials

1. One fruit per child
2. Puppet heads, cut fabric, painted hands
3. Fabric scraps
4. Extra materials: Beads, buttons, lace, trim, shiny sequences, googly eyes, etc.
5. Glue guns and electric power points, adapters for two prong plugs
6. Glue sticks (4-5 per child)
7. Scissors per child
8. First aid kit for burns
9. Cleaning aids

### Preparations

The tables are ready and set up with the art materials, coloured pencils, pencils and paper at each work station for each child. Have two gluing stations set up with the hot glue gun facilitated by adults only. The chairs are placed in a circle before children come in.

### Ringtime

Welcome: After the facilitator has the children lined up outside the classroom door, they can enter and are greeted one by one. The participants form a circle and the facilitator thanks the children for coming and shares what the lesson today will be about.

### A verse is then said by the facilitator:

#### Verse:

Brave and true,  
Will I be.  
Each good deed,  
Sets me free.  
Each kind word,  
Makes me strong.  
I will stand for the right. (Or fight for the right)  
I will conquer the wrong.

Then you can sing a few songs together. There are many superhero themed songs on YouTube if you search 'kids superhero songs'.

### Fruit Circle and Saying Grace

Children sit in a circle and wash their hands in a bowl of water or at the sink. The facilitator hands out the fruits and invites the children to look at them, smell them, experience them with all senses and appreciate them with kind words or gestures.

### The facilitator then says grace for the children:

Blessings on the blossom,  
Blessings on the roots,  
Blessings on the leaf and stem,  
Blessings on the fruit.

### Children may eat.

### Gluing all puppet parts together

1. Tell the children that today they will be bringing their whole puppet to completion. They will glue the hands, the costume to head and hands. Each child will have a chance to work with the glue gun with facilitators assistance.
2. The extension of the hands (wrists) needs to be rolled and glued into a cylinder. See diagram in Appendix.
3. The neck of the costume needs to be glued to the puppet's neck.
4. The arms of the costume need to be glued to the puppet's hands.
5. Once this is done, then final details can be added as the children wish: Googly eyes, buttons, cut felt or fabric glued onto the costume.

### Review of the artwork

All puppets stand on bottles on table and children gather around the table. Review the session by naming all steps that were taken during their creative process. The children are asked to mention their highlights, looking at their art work, bearing in mind the theme of the art project.

### Pack away – Clean up

Store the puppets in a safe and dry space. All children and facilitators help to pack away, clean the tables and sweep the floor.

### Farewell of the Group

Gather the children one last time and offer them a drop of hand lotion. Thank them for contributing to a good session and speak a verse or sing a short farewell song.



## Lesson 8: Celebration

Main Activities	Objective	Time
Ring time and welcome	Children ground themselves and settle into the group	7
Introduction of each Puppet to the other children	Sharing the moment of birth of the superhero character	30
Fruit circle At convenient time	Nourishment and practising gratitude	10
Puppet play- playing with puppets	Getting to know the superheroes characters and behaviour, Celebrating the puppets	30
Farewell of the group and the superheroes	Practising gratitude and farewell	13
	<b>Total time:</b>	<b>90 mins</b>

### Materials

1. One fruit per child or healthy snacks for the celebration
2. Completed superhero puppets
3. Large box, screen, a table turned on its side or sheet to make a homemade puppet theatre
4. Age appropriate children's books
5. Paper and pencil for charades

### Preparations

Have the home-made puppet theatre set up in advance.  
The chairs are placed in a circle before children come in.

### Ringtime

Welcome: After the facilitator has the children line up outside the classroom door, they can enter and are greeted one by one. The participants form a circle and the facilitator thanks the children for coming and shares what today's lesson will be about.

### A verse is then said by the facilitator:

#### Verse:

Brave and true,  
Will I be.  
Each good deed,  
Sets me free.  
Each kind word,  
Makes me strong.  
I will stand for the right. (Or fight for the right)  
I will conquer the wrong.

Then you can sing a few songs together. There are many superhero themed songs on YouTube if you search 'kids superhero songs'.

### Fruit Circle and Saying Grace

Children sit in a circle and wash their hands in a bowl of water or at sink.

The facilitator hands out the fruits and invites the children to look at them, smell them, experience them with all senses and appreciate them with kind words or gestures.

### The facilitator then says grace for the children:

Blessings on the blossom,  
Blessings on the roots,  
Blessings on the leaf and stem,  
Blessings on the fruit.

### Children may eat.

Each child is given a chance to present their puppet to the other children. This can either be done in a circle or behind the screen or home-made theatre. The children should share their puppet's name, background story, powers and weaknesses. They may also share anything else they would like about why they chose details about their creation.

### Puppet Play – Playing with the puppet

**Meet and greet** – Split the children into pairs and ask them to introduce their puppet to their partner's puppet. The two puppets can have a conversation: this can be silly or serious or anything in between.

**Charades** – Write out a few common activities such as eating lunch, swimming, walking down the street, dancing, brushing teeth, etc. Each child chooses a piece of paper with something written on it and must then act it out. The children cannot speak or mouth any words. The other children, the audience, must guess what activity each puppet is doing.

**Reading** – Ask for a volunteer who can read a children's book in the character of their superhero puppet. They should focus on the unique voice, movements and personality of their puppet. Each child who wants to do this should be given a fair chance to do this.

### Review of the art project over 8 weeks

The children are asked to mention their highlights and show their gratitude to the group and facilitators. This can be done by asking them to invent their gestures for gratitude and then showing it to the group, the facilitators, the superheroes and themselves.

### Pack away – Clean up

All children and facilitators help to pack away, clean the tables and sweep the floor.

### Farewell of the Group

Gather the children and the puppets one last time and offer them a drop of hand lotion. Thank them for the successful art project and speak a verse or sing a short farewell song.

