

EDUCATIONAL OPPORTUNITIES AT WHIRINAKI WHARE TAONGA

EDUCATIONAL RESOURCE

 Whirinaki Whare Taonga
ARTS | CULTURE | EVENTS

Whirinaki Whare Taonga is Upper Hutt's own art and culture hub. We are committed to offering FREE engaging and accessible visual and performing art experiences for local students and have a range of exciting world class programmes.



Term 3: Weeks 9-10

Term 4: Weeks 1-8

THE EXHIBITION

This interactive hands-on adventure invites you to explore the world's superheroes including Batman, Superman, Iron Man, Black Panther, Wonder Woman and more, and discover your own superpowers. In Hall of Heroes visitors journey through the world of crime-fighters and gadgets, movie props, replicas and rare artefacts from past and present major motion pictures and television shows.

The exhibition takes visitors through a chronology of heroes, from radio to pop culture, including everything from blockbuster films to large-scale comic conventions. A highlight is a fully licensed replica of the 1966 Batmobile (one of the world's most famous automobiles), designed by George Barris exclusively for the hit 1966 Batman TV show starring Adam West and Burt Ward.

There are several photo opportunities with life sized statues, including Batman on a rooftop, Hulk on a clifftop and a chance to walk through



Dr Who's Tardis. Throughout the exhibition visitors are challenged to find and test their own superhero skills through a series of interactive stations including a wind tunnel, a super balance test, bomb diffuser, reaction and agility tests and more.

The exhibition includes:

- Life-sized statues of the Incredible Hulk, Ironman, Batman, Wonder Woman, Black Panther and Superman (great for photo ops!)
- A full-scale interactive recreation of the iconic 1960's Batmobile and Batcave and a showcase of the various gadgets used in the television series.
- Movie props, reproductions and rare artefacts from past and present major motion pictures and television shows.
- Interactive tasks to discover your own superpowers!

A TIMELINE OF COMIC BOOKS IN THE EXHIBITION

This exhibition focuses on superheroes and their creation through comic books. It is worth considering the history of comics, as a way of reflecting the times in which they were created.

Since the first comic book was created in 1837, they have grown in popularity and influenced pop culture. While read for pleasure and entertainment, they often represent complex ideas. Therefore, they have a long history of contention and contradiction, hailed as showcasing issues, while also creating them.

They have been culturally responsive to the needs and desires of the communities in which they serve. From the earliest political comics in America, which were created to express independence and incite a revolution, to a 16-page comic book about Martin Luther King, Jr., Rosa Parks, and the Montgomery Bus Boycott published in 1957, comic books have been a way to express real life issues. A theme with continues throughout their history.

Read for their entertainment value, comics have managed to encapsulate the times, spaces and periods in which they have presented, while also being selective about what is depicted. During the Golden Age of comics (1938 -1950), the superhero was created, alongside patriotic heroes and war propaganda, to show societal shifts and the characteristics praised within the society of the time.

As superhero comics hit the mainstream, the Silver Age (1960s – Early 1970s) saw Marvel revolutionise the medium, creating sophisticated stories and characterisation, during a period of social upheaval and the rise of youth counterculture. We also welcome the arrival of TV adaptation, with live- action Batman, which would pave the way for television and movie superheroes.

The Bronze Age (Early 1970s – mid 1980s) saw darker plots, with socially relevant storylines, focusing on real world issues, such as racism, environmental pollution, and poverty. Also, the welcome addition of minority superheroes and female leads, but in the **Dark Age** (late 1980s – 2000), comic books moved into darker, edgier themes, and controversial portrayals of women.

In the present day, we are seeing a decline of comic books being regularly published, but a rise of graphic novels as respectable reading



material, which is influenced by diversity and a growing demographic. We also now see characters reflected in television and film and most recently, a movement towards challenging what superheroes are meant to look like, as the emphasis starts to be on reflecting the importance of diversity and a range of experiences.

Libguides: Comics and graphic novels: History (no date)
Library guides. Available at: <https://libguides.asu.edu/c.php?g=613607&p=4263347> (Accessed: 02 August 2023).

The history of comics and superheroes is contentious, layered, and complex and there are many concepts to consider with your ākonga:

- What makes a superhero?
- What character can you relate to? Why? What about them makes sense to you?
- How have comics reflected what has been happening in society? How have they not?
- Pick a period of comic books and look at the history of that period. What is shown? What is not included?
- What superhero movies have you watched and what about them shows what is happening here and now?
- Superheroes are sometimes ordinary people, who must step up to protect the people they love. What strengths of character do they have? Which strengths do you have?



LESSON PLAN FOR YOUR VISIT

Introduction in Classroom: Karakia, Expectations and Organisation – 20 minutes

The classroom is currently operating as 'Superhero Headquarters' and it is where we will begin the visit.

Here are our inquiry questions and prompts:

- Who is your favourite superhero and why?
- What traits do superheroes have?
- What are your superpowers?
- Which superpowers would you like to have?
- Explore how superheroes have physical powers but also personal attributes that make them powerful.
- What responsibilities do we have in the way we use our superpowers (strengths)?
- Do superheroes reflect/ show us the real world and real-world issues?

Students will be given the title of 'Superhero Experts' as they enter the exhibition to gather information about the Superhero Universe to bring back to headquarters.

Gallery Visit - 40 minutes

As this is an interactive experience, ākonga will navigate and move around the Hall of Heroes exhibition, having time to try their skills at interactive stations.

Workshop in Creative Classroom (tailored to each group) – 45 minutes

Together we will:

- Share information gathered from the exhibition and apply it to our own lives and experiences.
- Learn a brief history of pop art and its use in comics, focusing on artist Roy Lichtenstein.
- Be introduced to the concept of Ben-Day dots, the mechanical printing method developed in the late 19th century.
- Learn about the literary concept of onomatopoeia, which is when a word is said the way it is spelt (makes a sound).
- Explore the idea of layering to create a 3D effect.
- Experiment with composition to create impact.
- Use colour effectively.

Students will experience success in:

- Participating in a reflection activity about the exhibition and their own superpowers.
- Experimenting with Ben-Day dots to create a pop art collage of their chosen onomatopoeia word.
- Experimenting with layering of relevant materials to create a 3D effect.
- Considering the composition and colour in their work to create maximum impact.

CURRICULUM LINKS

Key Concepts

- Thinking
- Managing self
- Relating to others
- Participating and contributing.

Visual Arts

Level 1-3

Understanding the visual arts in context

- Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.

Developing practical knowledge

- Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.

Communicating and interpreting

- Describe the ideas their own and others' objects and images communicate.

Level 4-6

Understanding the visual arts in context

- Investigate and analyse the relationship between the production of art works and the contexts in which they are made, viewed, and valued.
- Consider and reflect on the contexts underlying their own and others' work.

Developing practical knowledge

- Apply knowledge of a range of conventions from established practice, using appropriate processes and procedures.

Social Sciences

Level 1-3

- Understand that people have social roles and responsibilities.
- Understand how cultural practices reflect and express people's values.
- Understand how people make significant contributions to New Zealand's society.
- Understand how cultural practices vary but reflect similar purposes.

Level 4-6

- Understand how cultural interaction impacts on cultures and societies.
- Understand how producers and consumers meet their responsibilities.
- Understand how individuals, groups, and institutions work to promote social justice and human rights.

LITERARY RESOURCES

The Upper Hutt Libraries Collection of Books and Resources

Selection of resources available here: https://ent.kotui.org.nz/client/en_AU/upperhutt/search/results?qu=superhero&isd=true

Reading Comics: Teacher Support Material on TKI

<https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/Reading-Comics-Teacher-Support-Material>

There are many different genres of comics, including slice-of-life, humorous, non-fiction, historical, science fiction, and of course, superheroes. This teacher support material (TSM) unpacks the conventions, metalanguage, and visual and written language features of comics to support teachers in their use of comics for literacy instruction.

Reading Comics

Comics and graphic novels are a rich and varied art form that combine images and text in sequenced panels to tell a story. As one of the fastest growing text formats, they are a popular choice for students and offer an engaging alternative to more traditional articles and stories. When used with explicit teacher instruction, comics offer new opportunities for students to develop the literacy skills needed to meet the reading and writing demands of the curriculum.

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How do comics support literacy learning?

Comics frequently elicit increased motivation and engagement from students. They also provide many opportunities for students to develop their close-reading skills, including inferring, critical thinking, and sequencing. Many comics published as part of the School Journal series have corresponding TSM that outline specific activities and supporting strategies for that text. However, amplified opportunities to develop reading strategies can be found across the format.

DRAWING INFERENCES

- In comics, the illustrations are just as important as the text – if not more. Students should slow down and read the pictures as closely as they read the words. They need to “read between the lines” and infer from visual features such as line work, colour, framing, symbolism, facial expressions, and typography to make meaning. They also need to integrate this information with the written text.

SEQUENCING

- The sequential format of comics provides opportunities for students to develop their sequencing skills. The frame-by-frame progression supports their understanding of plot, pacing, structure, and setting.

VISUALISING

- When reading comics, students need to interpret a variety of visual language features (see pages 5–6). In doing so, they are supported to

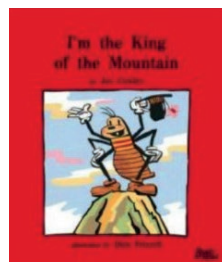
Ready to Read Texts and School Journals

Levels are provided as a guide but these texts could be used in different ways with different students in order to help them access the text (shared reading, reading to, audio versions, buddy reading). Or use a simpler text for a more complex purpose with more advanced readers.

Title: King of the Mountain

Year: 1

Link to Hall of Heroes School Visit: There are many ways to be strong. Personal qualities such as intelligence can be just as valuable as physical traits. Superheroes need to have both. We identify these in the workshop.

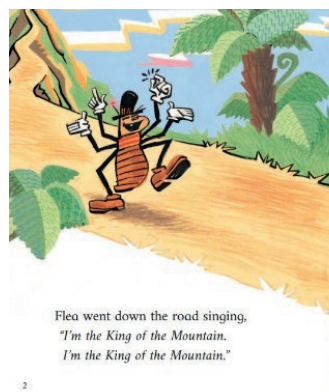


by Joy Cowley

illustrated by Dick Frizzell

In this lively, rhythmic text, suitable for sharing across all levels, a flea boasts that he is King of the Mountain, only to have the title snatched from him by a bigger, more threatening neighbour. The title is repeatedly relinquished as bigger, more intimidating animals come along, but the clever flea, using a little trickery, wins back the day.

This title is also available as a NZ Sign Language e-book on iTunes and GooglePlay.

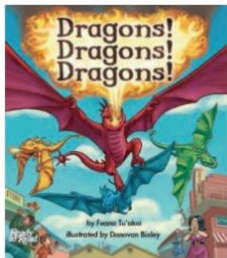


“Stop!” said Beetle.
“Who’s the King of the Mountain?”
Flea shook with fear.
“You are, O Beetle.”

Title: Dragons! Dragons! Dragons!

Year: 2

Possible Link to Hall of Heroes School Visit: Using our powers to help other people (the dragons have the ability to breathe fire. They could have used this to take over the humans but instead the learnt to use it to help them with their BBQ and make friends). Just like how superheroes use their powers responsibly and for good, we can too!



Dragons! Dragons! Dragons!

by Feana Tu'akoi

illustrated by Donovan Bixley

In this lively, humorous, big book for shared reading, four fiery dragons are having trouble making friends.

#LFH

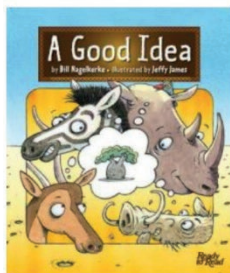
This title is also available as a NZ Sign Language e-book on iTunes and GooglePlay.



Title: A Good Idea

Year: 2

Link to Hall of Heroes School Visit: Teamwork. Working together towards a common goal like the Avengers do. This is one of the superhero traits we will touch on in the workshop.



by Bill Nagelkerke

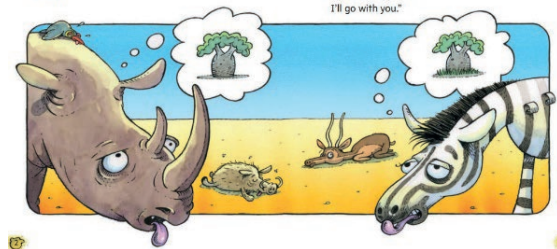
illustrated by Jeffy James

On a hot day, four African animals are inspired with good ideas but need to cooperate so that they can all get what they want. This text is available as a big book.



The day was very hot. Rhinoceros was very hot, too. "I'm going to lie under a shady tree," he said.

"That's a good idea," said Zebra. "A shady tree to lie under and some sweet grass to nibble on would be very nice. I'll go with you."



Title: The Competition

Year: 3

Possible link to Hall of Heroes School Visit: Using our superpowers in responsible ways.

The Competition

Play



In this play, requiring a minimum of 7 actors, the Mayor creates a competition for the cities super-heroes to see who can clean their city up. None are successful. However, a surprise awaits and it comes from the cities smallest super-hero..

Year 3 : JJ No. 59 : 2019 : xc

[View details](#)

Associated Resources

- The Competition (Ebook)
- The Competition (Teacher Support Material)
- The Competition (Audio)

The Competition

by Chris Lam Sam



SCENE: A city park beside the sea. The MAYOR and the MAYOR'S ASSISTANT are on a stage with WATER WIZARD, MAXI MUSCLES, TINY TOT, and BIG BLUSTER. The CROWD is standing around the stage. There is rubbish everywhere.

MAYOR. Dear people of Messy City. As your mayor, it brings me great joy to welcome you all to our first City Superhero competition!

CROWD. Hooray!

They throw hats, plastic bottles, paper cups, and other items in the air to celebrate.

MAYOR'S ASSISTANT (stepping forward). And as the mayor's assistant, it has been my great honour to gather these superheroes from far and wide. They've come here today to help us solve one of our city's biggest problems!

CROWD (frustrated). It's SO messy!

MAYOR (stepping forward). In fact, it's messy and smelly!

CROWD (holding their noses). That's true!

MAYOR'S ASSISTANT. The winner of this competition will be the superhero who makes our city clean and tidy.

MAYOR (holding up a medal). And their prize will be this gold medal! Now, let's meet superhero number one.

MAXI MUSCLES (stepping forward). I'm Maxi Muscles, the strongest superhero in the world! My arms are strong, my legs are strong, even my eyebrows are strong!

He raises his eyebrows.



Title: Helpful

Year: 3

Possible Link to Hall of Heroes School Visit: Choosing to use our superpowers in responsible ways.

Helpful

Story



by TU'AKOI, Feana

Grandad wants Vika and Kele to help him in the garden, but they are not at all keen. Vika manages to come up with an excuse, leaving Kele with all the work. It isn't long before the tables are turned and Vika becomes the one who has to help Grandad. The humour in this story arises from the contrast between Vika's attempts to get out of helping, Dad's determination to make sure she does her fair share, and Grandad's lack of awareness that anything is going on.

Year 3 : Junior Journal No. 50 : 2015 : Pgs 27-32

[View details](#)

Associated Resources

- [Helpful \(Ebook\)](#)
- [Helpful \(Teacher Support Material\)](#)
- [Helpful \(Activity: PDF\)](#)
- [Helpful \(Activity: Google Slides\)](#)



Title: The Choice

Year: 4

Possible link to Hall of Heroes School Visit: Acting in responsible ways like a superhero would. Making tough choices for the good of everyone.

The Choice

Story



Lamb faces a tough decision. He wants to stay home and watch the rugby game, but he is also has responsibilities at Church. What will he do? And what will be the consequences?

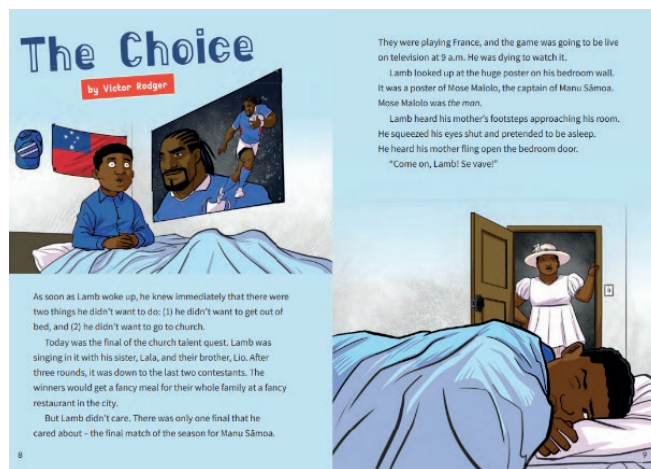
Year 4 : L2 November : 2019 : 8-15

[View details](#)

Associated Resources

- [The Choice \(Ebook\)](#)
- [The Choice \(Teacher Support Material\)](#)
- [The Choice \(Activity: PDF\)](#)
- [The Choice \(Activity: Google Slides\)](#)

★ Save



Title: Michael Mulipola- Superhero Secrets

Year: 5

Possible Link to Hall of Heroes School Visit: Growth mindset in the context of learning to write comics.

There is a Superhero Secrets activity linked below which sits alongside this journal article. The children can answer and engage with questions electronically. It prompts them to apply growth mindset thinking to their own lives. There is some excellent Teacher Support Material provided also.

https://journalsurf.co.nz/uploads/Superhero_Secrets.pdf

Michel Mulipola: Superhero Secrets

Article



by SPERBER, Hannah

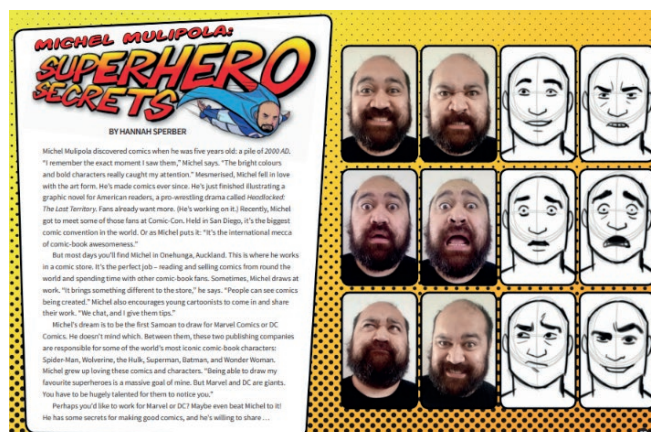
Michel Mulipola is a cartoonist and loves comics. In this article Michel provides 6 secrets for creating great comics.

Year 5 : L3 August : 2016 : 26 - 33

[View details](#)

Associated Resources

- Michel Mulipola: Superhero Secrets (Ebook)
- Michel Mulipola: Superhero secrets (Teacher Support Material)
- Superhero Secrets (Activity: PDF)
- Superhero Secrets (Activity: Google Slides)



Title: Super Saturday

Year: 5

Possible link to Hall of Heroes School Visit: A bit of fun involving superheroes. Kids love plays!

Title: Blue Roses

Year: 5

Possible Link to Hall of Heroes School Visit: Graphic novel format. Could look at text features of this type of writing.

Super Saturday



by FRIEND, Peter

A humorous play about some superheroes and their meeting with a hideous alien and a ravenous, eight-legged Octocloud. [Six characters]

Reading Level: Year 5

Edition: Part 04 No. 1

Year: 2002

Pages: Pgs 28-32

Curriculum Areas:

The Arts: Visual arts

English: Creating Meaning (speaking, writing, and presentin

Key Competencies: Using language, symbols, and texts

Values: Excellence

Vocabulary: Descriptive, Subject-specific

Text type / Genre: Non-fiction, Explanation, Information report, Procedure, Description

Text scaffolds: Diagrams, Sub-headings

Big Ideas - The Arts: Imagination, Creativity

Blue roses



by NELISI, Lino

In vividly illustrated graphic novel format, this book tells the story of a Niue family's visit to their grandpa's grave. The narrator, a young girl, carries plastic blue roses. "I don't like seeing dead flowers on Grandpa's grave," she says. This book includes an interview with illustrator Mathew Tanielu Hunkin.

Reading Level: Year 5

Edition: School Journal Story Library No. 01

Year: 2010

Pages: 2-16

Curriculum Areas:

The Arts: Visual arts

Health and Physical Education: Relationships with Other People

Social Sciences: Identity, Culture and Organisation

English: Making Meaning (listening, reading and viewing)

Title: The Story of an Everyday Superhero

Year: 6

Possible link to Hall of Heroes School Visit: The story of an everyday superhero.

The Monster that Swallowed the Moon

Story



When disaster strikes and no-one comes to save them, Finch realises that they must be the one to try and make a difference. Follow Finch on an adventure with a talking bird, magic words and a dragon intent on eating anyone in it's path.

Year 6 : L3 June : 2023 : 9-15

[View details](#)

Associated Resources

- [The Monster That Swallowed the Moon \(Ebook\)](#)



Before long, Finch's stomach was rumbling. They found a bush with small berries and were picking them when they heard a noise. Finch followed the sound and came upon a bird caught in a snare. The bird flapped and flailed, trying to escape.

"Be still," whispered Finch. "I mean you no harm." They gently untangled the bird from the trap, but it didn't fly away. Hoping food might revive it, Finch held out the berries.

The bird took one, two, three tiny pecks. "Thank you," it said. Finch's mouth fell open.

The bird laid its head to rest, eyes. "Are you hoping to catch a fly?"

Finch shut their mouth, then opened it again. "Forgive me," they said. "I've never met a talking bird."

"The world is full of mysteries," the bird replied.

Finch agreed. "In fact, I am hoping to solve one," they said. Then they explained their plan to start by climbing the mountain.

"I am back," said the bird. "Your quest is certain death!" The bird told Finch that a monster lived on the mountain's peak - a dragon of endless greed. "It has damned the mountain-like that for your race. It cannot bear to share a single drop."

"How can I defeat this monster?" Finch said.

"Don't ask me," replied the bird. "It may be magic, but I can't see the future."

Finch thought of Mother, Yngliff, and of Father, half-dead with worry. "Then I will do what I can and hope it's enough," they said before leaving quickly and running to go.

"Wait!" cried the bird. "You came to my aid. Now I shall help you."

The bird flew to a nearby tree. It started with a green acorn, which it dropped into Finch's hand. Next, it pulled a leaf from its wing and placed it beside the acorn. Finally, it flew to a wild rose bush and plucked a thorn.

"Whenever the way is hard, speak the following words," the bird advised. "They measure, hear my plea. Show me all that you can see."

Finch thanked the bird, although they did not see how any of these small things could ever help.

"So be not power," said the bird, as it reached Finch's mind.

"Remember this, and you might survive yourself."

With a flash of wings, the bird was gone.



Title: Reckless

Year: 6

Possible Link to Hall of Heroes School Visit: Being an everyday hero and taking responsibility.



by MASON, Paul

Kane sees a family swimming right where bronze sharks cruise for the fish scraps thrown overboard by the fishermen. What should he do? Ignore them or take responsibility and warn them. He knows that he hasn't always been responsible but this time he is proud of what he has done. At home, his father does not want to hear what has just transpired. His interest is solely on what the school report says.

Year 6 : Level 3 Nov : 2014 : Pg 42-48

[View details](#)

Associated Resources

- [Reckless \(Ebook\)](#)
- [Reckless \(Activity: PDF\)](#)
- [Reckless \(Activity: Google Slides\)](#)



Kane took the long way home from school - around the bay. He dragged his feet, putting it off as long as he could. By the old wharf, he stopped to pick out route. Flat ones for swimming, the stones warm. It took a few tries to get one to jump. The stone leaped over the wall like a bathtub.

Then Kane's eyes were drawn across the water, out beyond the few boats moored in the bay. Some people were floating around in the sea by the headland. Drifting and laughing, the sound carried in broken pieces on the wind. A wave of worry flowed through Kane's chest. Did they know what was below them, gliding in the shadows?

Kane knew, had been out with Uncle Max in his tiny last month. Uncle Max had taken some of his friends fishing. Kane had pulled hooks and reeled down the boat afterwards for pocket money. When Uncle Max had dropped anchor to put the fish they'd caught, the sharks came up quick. Maybe four, maybe more - it was hard to tell because they were circling. Sometimes nearly as long as the tiny was wide, right there, by the headland. Justify where the swimmers were now.

"Do the sharks always come?" one of Uncle Max's friends had asked. "We all clean our fish here," Uncle Max had replied. "They come."

Kane felt the fear again. He thought of the way those sharks had made short work of the fish bits. Heads, tails, guts ... all disappearing into gulping mouths. The bronies had fought, too. Ramming heads, forcing each other out of the water, their powerful tails whipping up the surface. The people out there now had no idea they were swimming in the feeding spot.

Of course they didn't. They weren't from around here. Their lunch was big and white, with both shiny windows.

Kane waved his arms and called out. Even though he felt stupid, he yelled "Shark!" - like he was in a movie. But the onshore wind pushed against him, and Kane's words died as soon as they left his mouth. The swimmers couldn't hear Kane's shout even from within. Kane looked for someone to share the worry, but he was alone.

Now he felt angry. Was it his job to warn the visitors? He could walk away, pretend he hadn't seen them - easy as. That's what people would expect him to do, right Kane Smith, always a bit unreliable. A bit reckless. Maybe the bronies wouldn't be interested in the swimmers?

Kane shook his head. It wasn't worth risking.



Title: Various from School Journal Level 4, May 2015.

Year: 7 and 8

This resource directs you to different articles and stories within the journal. There is teacher support material with prompts and activities to focus on learning about leadership.

Possible links to Hall of Heroes School Visit: Being a responsible leader and role model.

EOTC Being a leader

Enrich



Task Purpose: To identify what attributes are needed to be a leader.

Curriculum Learning Goal: Health and Key Competency goals To identify what it means to develop leadership skills and to examine the effects and responsibilities of this role on relationships. To describe appropriate responses.

Literacy Learning Goal: To form a view or judgment based on the information read and from prior experience. To analyse and synthesise information from several sources to inform and generate new ideas for a particular purpose.

[View details](#)

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Level 4 The Outside Experience	Managing self, <u>Relating to others</u> and contributing and participating.
Level 4, May 2015 	Badge of Honour L4 May 2015 Sarah Penwarden. Tomas always has to prove himself. Now he is involved in arranged fights after school. Isaac knows about them. What should he do? He has a responsibility as a school captain to be a role model and leader. Where does his allegiance lie: should he tell or should he support his friend, Tomas?
Health and Key Competency goals To identify what it means to develop leadership skills and to examine the effects and responsibilities of this role on relationships. To describe appropriate responses.	Literacy Goal To form a view or judgment based on the information read and from prior experience. To analyse and synthesise information from several sources to inform and generate new ideas for a particular purpose.
Interest vocabulary bullying, fighting, friendship, leadership, responsibility,	
Purpose: To identify what attributes are needed to be a leader. What do you think it means to be a leader? Think of someone you know in a leadership position, it could be your sports coach, principal, kapa haka leader, sports captain... Identify 3-4 things that you think this person says and does which makes them very effective as leaders. Begin writing some criteria about	

Title: Comic Man

Year: 7

Possible Link to Hall of Heroes School Visit: Writing comics. Some children might aspire to become authors of comic books and this text is about the journey to get there.

Comic Man

Article



by DE GOLDI, Kate

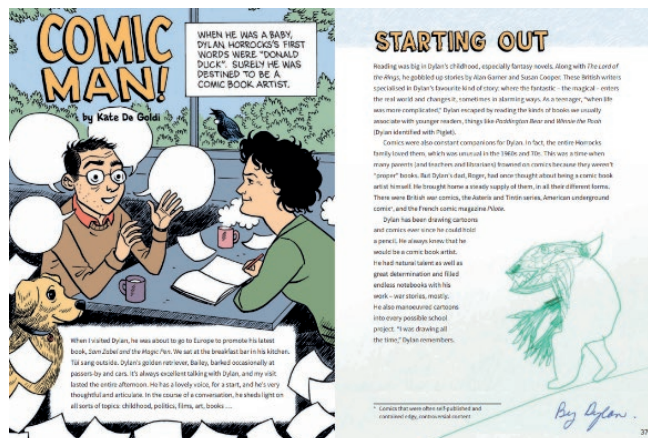
Dylan Horrock is a successful comic book artist. But how did he get there? And what can others do who are interested in being published?

Year 7 : L4 October : 2015 : 36-45

[View details](#)

Associated Resources

- Comic Man (Ebook)



Title: Something Alive

Year: 8

Link to Hall of Heroes School Visit: Diversity and representation, graphic novel format with comic book characteristics.

Something Alive

Story



A comic style story about a girl struggling to make sense of her identity as New Zealand Japanese.

Year 8 : L4 June : 2018 : 42-48

[View details](#)

Associated Resources

- [Something Alive \(Ebook\)](#)
- [Something Alive \(Activity: Google Slides\)](#)
- [Something Alive \(Activity: PDF\)](#)



Title: Origin Story (With Fairy)

Year: 8

Possible link to Hall of Heroes School Visit: Recognising our strengths (superpowers) to help us experience success.

This resource pack includes a Google Slides activity where students investigate their strengths, providing evidence of how they show that strength in their life. Their partner then provides further supporting evidence on how they have seen this strength in them too. Thinking Coach statements are then used and the student plans out how they can build on these strengths even further.

Origin Story (with fairy)

Story



by LARSEN, David

Moana discovers that she has super-powers. The problem is that it is a small fairy that is communicating this to her, and but now she must make a decision. Will she save the boy, or pretend this never happened?

Year 8 : L4 May : 2017 : 44 - 48

[View details](#)

Associated Resources

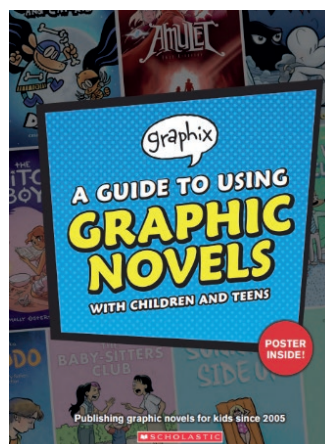
- [Origin Story \(with fairy\) \(Ebook\)](#)
- [Origin Story \(with fairy\) \(Teacher Support Material\)](#)
- [Origin Story \(with fairy\) \(Activity: PDF\)](#)
- [Origin Story \(with fairy\) \(Activity: Google Slides\)](#)



Scholastic's Guide to using Graphic Novels with Children

There are many graphic novels that you can use with your class. Many children enjoy these for their own reading pleasure also. In this PDF from Scholastic, their merit is discussed, and how to use them in the classroom.

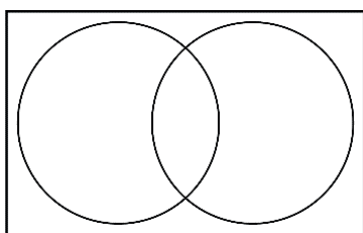
<https://www.scholastic.com/content/dam/teachers/lesson-plans/18-19/Graphic-Novel-Discussion-Guide-2018.pdf>



ACTIVITIES FOR BEFORE AND AFTER YOUR VISIT

Literacy

- Using the Superhero Traits brainstorm we made together in the workshop, choose a superpower (either physical or personal) and write about how you show this superpower in your everyday life. Include how you use it to help other people too. Just like a superhero does!
- Write and share a presentation about someone you consider a superhero. Remember, not all superheroes wear capes – so who do you recognise as a superhero in your world?
 - Why are they a superhero in your eyes?
 - What powers do they have (use the brainstorm from the workshop)?
 - Who do they help?
- Brainstorm some adjectives (describing words) and try to write them the way they sound (like they do with words in comic books). What onomatopoeia could you do this with too?
- Create a venn diagram (pictured below) comparing a superhero with a villain. On the outer circles write things that are different about each of them. These could be physical attributes but also focus on personality and character traits. In the middle where the circles overlap, write some things they have in common. What are the most important traits you have identified that separate superheroes and villains?



- Write/ draw your own superhero comic (see template at the end of this resource)
 - Who is the villain?
 - Who is the superhero?
 - What is their power?
 - What is their challenge and what do they have to overcome?
 - Think about the beginning, middle and ending of your comic. What is the problem and the solution?
 - What onomatopoeia are you going to use?

Create your own comic strip, using Canva. Tutorial here: <https://www.canva.com/learn/how-to-make-classroom-comic-strips/>

Visual Art

- Create your own superhero or turn yourself into a superhero, using Youtube tutorials such as this one here for inspiration: <https://www.youtube.com/watch?v=pmL5YSQT8PQ>
- Investigate further into Pop Art and Roy Lichtenstein. You could make some Ben-Day dot portraits using this dotting technique we learned in the workshop. If you don't have POSCA pens like we did, you can use markers or paint on cotton tips. There are also many fantastic pop art tutorials and activities online, depending on which aspect you would like to focus on.
- After your visit, create more onomatopoeia art like we did in the workshop. What materials could you create your layers out of? Newspaper, coloured paper, tinfoil and pain can be fun ideas. We used foam tape in the workshop but if you don't have that you could use cardboard pieces stacked on top of each other or use a sharpie to give your letters a 3D effect like in the Kapow below.



Physical Education

- Create a superhero bootcamp – a series of tasks to test superhero traits such as speed, reaction time and agility. Remember, some superheroes have mental powers, so be sure to include some puzzles, quick- thinking challenges.
- Play Superhero Tag (this one is a lot of fun!). Children will either be villains, superheroes or civilians in this game:

1. Give 3 children a large soft ball (they are the villains/ taggers).
2. Give 3 other children a bib or wristband and a large soft ball preferably in a different colour (they are the superheroes).
3. Everyone else (the civilians) starts to run around.
4. The villains throw the ball at civilians who must freeze if they are hit. The villain can then pick up their ball again and carry on.
5. Superheroes save the civilians by calling out their name and then throwing their ball to them. If the civilian catches the ball, they throw it back to the superhero and are free and can continue running around.
6. The game continues until you would like to stop. You could count everyone up to see whether superheroes or villains have been victorious. Change over superheroes and villains at times to keep it fresh.

Maths

- Use a stopwatch to time how long it takes you to complete the superhero bootcamp you have created (above). Try it again. By how many seconds or minutes did you improve on your time?
- Symmetry: Superhero outfits are often symmetrical. Cut a picture of a superhero in half and glue it to your page. Have a go at drawing the other half so that the other side so that it is symmetrical.
- Create a map to get to a superhero headquarters or hideout (such as the Batcave). Write directions of how to get there.
- Statistics: When we are in the Creative Classroom for the workshop, take photos of the 'Who is the Best Superhero?' voting charts after your class has added to them. Create tally charts and graphs back at school to display this information. The horizontal axis will have the title 'Favourite Superheroes of Children in Wellington.'
- Or you could do your own investigation at your school. Investigate the favourite superheroes in your class. Make a tally chart and a graph type of your choice. Then conduct the investigation in an older or younger class/es too. Compare the results. Do different superheroes appeal to different audiences or not? Write some concluding statements about this. What have you found out? What patterns or trends can you see?

Oral Language

- Write a riddle to share. Choose a superhero and write some clues about them using first person pronouns, for example "I am extremely agile and can jump between buildings." Read it to the class or a buddy, stopping after each clue to give them a chance to guess. See how many clues they need to be able to guess the answer.

Te Reo Maori

- Read a newly released translation of the comic book, Avengers vs X-Men. Te Pakanga a Ngāti Rānaki me te Ranga-Tipua has been released by Kotahi Rau Pukapuka Trust. In the story, two of the most popular superhero teams go to war in an epic adventure. It is the first pop-culture comic to be translated into Te Reo Māori. Readers will follow Iron Man, Captain America, Thor, the Hulk, Black Widow, Spider-Man, Wolverine, Cyclops, Storm, Magneto and more in a story that changes them all forever. You can purchase the book on the Auckland University Press website: <https://aucklanduniversitypress.co.nz/te-pakanga-a-ng-ti-r-naki-me-te-ranga-tipua/>
- Create a Reader's Theatre script using 'Te Pakanga a Ngāti Rānaki me te Ranga-Tipua.' Students can act out the scene, practising their Te Reo Maori as they voice the characters.
- This text called 'Kia Ora Te Reo: He Kohinga Pūrākau' has characteristics of a graphic novel. It is available for download from the National Library of New Zealand website. Two young superheroes lead the reader through, a colourful and fun adventure.



TEACHING DIVERSITY AND REPRESENTATION

As America has become more progressive in terms of acceptance, equality, and treatment of minorities, so has the image of superheroes. Visiting 'Hall of Heroes' is a chance to teach about tolerance, diversity and even immigration.

Superman is an immigrant story: He comes from another planet and lands in America to pursue a better life. Stan Lee, Jack Kirby, Joe Kubert, Will Eisner, and Jerry Siegel and Joe Shuster, the co-creators of Superman—these are some of the legendary figures that were there from the very earliest years, and they were all children of Jewish immigrants.

Diversity is at the heart of this exhibition. In this exhibit everyone is encouraged to be a superhero! Superheroes champion values and focus on advancing human rights, particularly for underrepresented communities e.g. rainbow, indigenous, refugee communities, women etc. This is very much reflected in the exhibition which explores several areas of diversity both through historical and real-world examples as well as within the "superhero" or comic book worlds.

The exhibition chooses to not misrepresent or underrepresent any group, which is why the logo, and some marketing materials don't only focus on the silhouettes of a man or women. They also represent different body types. The main copy line of "Discover your superpowers," is meant to be empowering regardless of size or stature. Encouraging audiences to unleash their own potential and 'discover their own superpower' is what Hall of Heroes is all about. Ranging from technology to powers of the body, to using the mind, this exhibition teaches visitors that we all have the power to 'protect people and the world and fight evil'.

In this COVID-19 world, it is great for children to hear that they have the power to make change in this world. It is a great way to grow wellbeing, engage with social cohesion and build capacity through this innovative and relatable exhibition about being a hero. The idea behind the exhibition is that all people have a role to play in keeping society honourable.

- You could research some real-life superheroes who have championed diversity. Who has fought for human rights and equality?
- Watch this TED talk below. Research superhero representation in comic books and movies over time. How has it changed? What patterns can you see? What recommendations would you give to Marvel or DC to improve their diversity and representation efforts further?

In her [Ted Talk](#), Sana Amanat – Director of Character Content Development at Marvel Comics, discusses the importance of diversity in the comic universe, while dispelling the idea of labels and drawing on her own experiences and the power of stories to connect us. In her discussion of why Kamala Khan (the most recent Ms. Marvel) resonates with people, much like the first African – American and Latino Spider- Man, Miles Morales, she signals they are a response to the global subconscious desire for representation.









WETA Workshop Links

New Zealand's very own WETA Workshop has been involved in the making of Marvel superhero movies. Visit their page called 'Projects in Depth' on their website. Here you can research their work on Black Panther, Thor and more. It is inspiring to see how New Zealand was involved in the making of these movies and would inspire children to know they can achieve on the world stage too!

<https://www.wetaworkshop.com/projects-in-depth/>

Comic Book Template

<i>IN THE BEGINNING...</i>		
		
		
		<i>THE END</i>

Blank Comic Book Template



PLANNING A VISIT

Getting here

Public Transport: with buses and trains stopping at Upper Hutt Station, Whirinaki Whare Taonga is just a five minute walk down the road.

Bringing your own bus or cars: car parking and bus drop off points are right behind Expressions in the carpark near H₂O Xstream swimming pool.



During Your Visit

Lunch & morning tea:
We have an indoor space to enjoy morning and afternoon tea should the weather require (subject to availability)

School bags & jackets:
Yes you can bring your school bags and jackets as we have a space for them while you visit.

For further information or to book a visit please contact

Charlotte Smith

Learning Programmes Specialist
Whirinaki Whare Taonga
021 251 8957
charlotte.smith@whirinakiarts.org.nz
www.whirinakiarts.org.nz

Charlotte is also available throughout the year to visit your school and discuss the exhibition programme and the opportunities for your students. Please contact her to make a time to visit you.



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WHIRINAKI WHARE TAONGA

836 Fergusson Drive, Upper Hutt · 04 527 2168
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