



SUPERHEROES **OF BEHAVIOURS**

BEHAVIOUR MANAGEMENT TOOLKIT

Special Education • Years 7-10 • Life Skills Years 11-12

1. Expectations & Routines
2. Missions & Rewards
3. Self-Regulation
4. Reflect & Repair
5. Teacher Tools & Data

Australian / UK spelling edition



SUPERHEROES OF BEHAVIOURS • TEACHER GUIDE

How to Use This Toolkit

Welcome! This toolkit turns positive behaviour support into a hero narrative your students can buy into. Use it whole-class, small-group, or one-on-one. Every page is print-and-go.

1. Expectations & Routines

Display the Hero Code poster and teach each expectation explicitly. Use the symbol version and cue cards for students who need visual support.

2. Missions & Rewards

Set one clear behaviour goal per student on a Mission Card. Track wins on the Level-Up Chart and celebrate with badges and team challenges.

3. Self-Regulation

Teach the Power Meter check-in when students are calm. Practise the Power-Down strategies before they are needed, not during a crisis.

4. Reflect & Repair

After an incident, use the reflection sheet and restorative prompts once the student is regulated. Focus on repair, not punishment.

5. Teacher Tools & Data

Use the ABC and frequency sheets for IEP / ILP evidence, and the communication template to keep families in the loop.



SUPERHEROES OF BEHAVIOURS • TEACHER GUIDE

Implementation Tips

1

Teach it like content

Expectations are a curriculum. Model, practise, and re-teach them just like any academic skill.

2

Catch them being heroes

Aim for at least 4 positive acknowledgements for every correction.

3

Keep language low and calm

In escalation, fewer words work better. Point to visuals instead of talking more.

4

Consistency beats intensity

A small system used every day outperforms a big system used sometimes.

5

Data is your sidekick

Two weeks of ABC data will reveal patterns you cannot see in the moment.

6

Dignity first, always

Never use these resources to embarrass a student. Private corrections, public praise.



OUR HERO CODE

BE READY

On time, equipped, switched on.

BE RESPECTFUL

Words and actions that lift others up.

BE RESPONSIBLE

Own your choices. Fix your mistakes.

BE SAFE

Protect yourself and your team.

BE KIND

Everyday kindness is a superpower.



SUPERHEROES OF BEHAVIOURS • EXPECTATIONS

Hero Code — Visual Version

Low-language version. Point, don't lecture.



BE READY



BE RESPECTFUL



BE RESPONSIBLE



BE SAFE



BE KIND



SUPERHEROES OF BEHAVIOURS • EXPECTATIONS

Routine Cue Cards

Cut out and display, or place on desks as silent prompts.



ENTER QUIETLY



UNPACK & SET UP



START THE DO-NOW



ASK FOR HELP



PACK UP



LINE UP READY



My Hero Mission

One clear behaviour goal at a time. Review weekly. Two cards per page.

MY HERO MISSION

Hero (name):

Start date:

My behaviour goal:

What it looks like when I succeed:

My reward when I level up:

Check-in day:

Hero signature:

Teacher signature:

MY HERO MISSION

Hero (name):

Start date:

My behaviour goal:

What it looks like when I succeed:

My reward when I level up:

Check-in day:

Hero signature:

Teacher signature:



SUPERHEROES OF BEHAVIOURS • MISSIONS & REWARDS

Level-Up Chart

Colour a level each time you show your goal behaviour. Level 10 = mission complete!

LEVEL 10

MISSION COMPLETE!

LEVEL 9

LEVEL 8

LEVEL 7

LEVEL 6

LEVEL 5

LEVEL 4

LEVEL 3

LEVEL 2

LEVEL 1



Reward:



SUPERHEROES OF BEHAVIOURS • MISSIONS & REWARDS

Hero Badges

Cut out and award. Laminate to reuse, or let students collect them.





SUPERHEROES OF BEHAVIOURS • MISSIONS & REWARDS

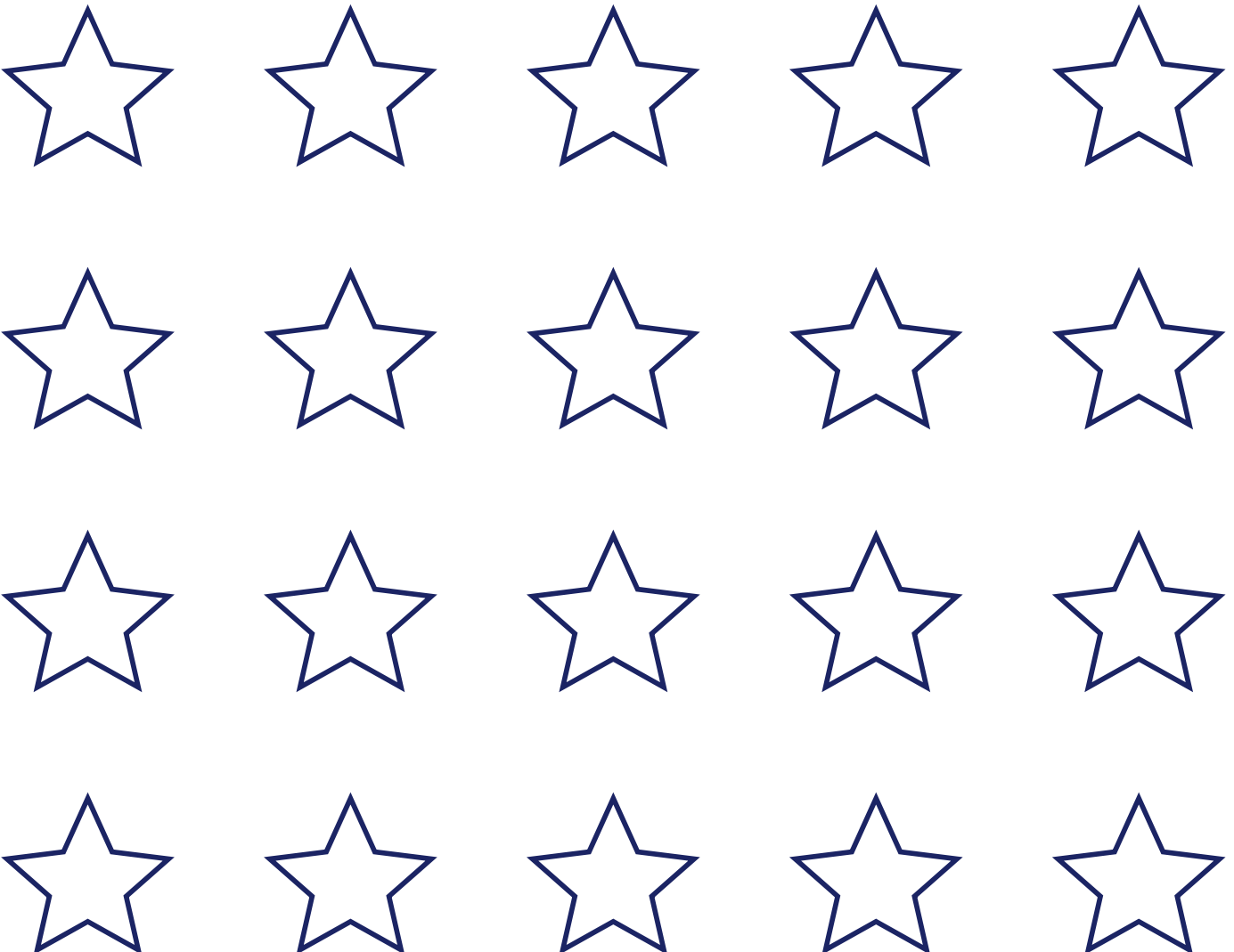
Class Team Challenge

Our class mission:

Reward when complete:

Target date:

Colour a star for every team win:





SUPERHEROES OF BEHAVIOURS • SELF-REGULATION

My Power Meter

Check in: point to your level. All levels are okay — heroes monitor their power.

5

OVERLOADED

I need space and a trusted adult.

4

RUNNING HOT

I need a break or a power-down strategy.

3

WOBBLY

I can use a strategy and keep going.

2

STEADY

I'm okay. I can work.

1

FULL POWER

I'm calm, focused and ready.



SUPERHEROES OF BEHAVIOURS • SELF-REGULATION

Power-Down Strategy Cards

Practise these when calm. Pick 2-3 favourites for your personal plan.



BREATHE SLOWLY ×5



COUNT DOWN 10



DRINK WATER



STRETCH & RELEASE



ASK FOR A BREAK



MUSIC + HEADPHONES



WALK IT OFF



TALK TO STAFF



SUPERHEROES OF BEHAVIOURS • SELF-REGULATION

Communication Cards

Hand or point instead of speaking. Honour the card every time to build trust.



I NEED A BREAK



I NEED HELP



I NEED SPACE



I'M READY TO WORK



SUPERHEROES OF BEHAVIOURS • SELF-REGULATION

2-Minute Movement Menu

Movement resets the brain. Student picks one, timer goes on, then back to work.



Wall push-ups

10 slow pushes against a wall



Chair dips

8 dips holding the chair edge



Errand run

Deliver something to the office



Desk reset

Tidy and reorganise your space



Star jumps

15 jumps outside or in a corridor



Heavy carry

Move a stack of books across the room



SUPERHEROES OF BEHAVIOURS • REFLECT & REPAIR

Behaviour Reflection

Complete when calm — this is about repair, not punishment.

Name: _____

Date: _____

What happened?

What was I feeling and needing?

Who was affected, and how?

What can I do to repair it?

Next time, my hero move will be:



SUPERHEROES OF BEHAVIOURS • REFLECT & REPAIR

Restorative Conversation

Wait for regulation first. Side-by-side beats face-to-face. Ask in order:

- 1 What happened? (Listen. Don't interrupt.)
- 2 What were you thinking and feeling at the time?
- 3 Who has been affected by what happened?
- 4 What do you need to feel okay now?
- 5 What needs to happen to make things right?
- 6 How can I help you succeed next time?

Remember: the goal is a repaired relationship and a plan — not an apology performed under pressure.



SUPERHEROES OF BEHAVIOURS • REFLECT & REPAIR

Fresh-Start Plan

Every hero gets a next chapter. Plan tomorrow together.

Name:

Date:

Tomorrow, my mission is:

Supports I need from my teacher or team:

My power-down strategy if things get hard:

One thing I'm looking forward to:

Hero signature:

Teacher signature:



SUPERHEROES OF BEHAVIOURS • REFLECT & REPAIR

Student Voice Survey

Circle a number: 1 = strongly disagree • 5 = strongly agree

I feel safe in this classroom.

1

2

3

4

5

I know what is expected of me.

1

2

3

4

5

My teacher notices when I do well.

1

2

3

4

5

I get help when I need it.

1

2

3

4

5

The rewards motivate me.

1

2

3

4

5

I get enough breaks and movement.

1

2

3

4

5

One thing that would make class better for me:



SUPERHEROES OF BEHAVIOURS • TEACHER TOOLS

ABC Data Sheet

Student: _____

Class: _____

Week: _____

A = what happened before • B = the behaviour observed • C = what happened after

Date / Time	Antecedent (A)	Behaviour (B)	Consequence (C)



SUPERHEROES OF BEHAVIOURS • TEACHER TOOLS

Frequency Tally Sheet

Student: _____

Target behaviour: _____

Tally each occurrence per session. Look for patterns across the week.

	Mon	Tue	Wed	Thu	Fri
Session 1					
Session 2					
Session 3					
Session 4					
Session 5					
Daily total					



SUPERHEROES OF BEHAVIOURS • TEACHER TOOLS

Parent / Carer Update

Student:

Date:

Dear family,

Here is an update on your young hero's behaviour mission this week.

Wins this week

What we're working on

How you can help at home

Teacher:

Contact:



Thank you, hero!

Your purchase supports the creation of more resources.

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SUPERHEROES OF BEHAVIOURS

Curriculum Alignment — Year 7–10 PDHPE / Health & Physical Education

This document maps each of the 20 Superheroes of Behaviours (plus the Shadow Critic) to the personal and social wellbeing outcomes of two frameworks: the Australian Curriculum v9.0 Health and Physical Education (national), and the NSW PDHPE 7–10 Syllabus (2024), including Life Skills outcomes, and — for US educators — the CASEL 5 social-emotional competencies and the National Health Education Standards (NHES). It is a planning and evidence tool for programming, assessment and reporting.

How to use it: choose the heroes that match your unit's focus, then cite the outcome codes below in your program, learning intentions and assessment records. Stage 4 = Years 7–8; Stage 5 = Years 9–10. Life Skills outcomes (PHLS-...) support students with disability working towards Stage 4–5 outcomes.

Note on frameworks: NSW codes here are the current 2024 PDHPE 7–10 syllabus (format PH4-/PH5-/PHLS-), which replaces the 2018 syllabus. ACARA v9 is the national curriculum recognised across all states. Please confirm the codes against your school's current programming before publishing.

1. Hero-to-outcome map

ACARA codes shown as the P-number common to both bands (e.g. "P06" = AC9HP8P06 for Years 7–8 and AC9HP10P06 for Years 9–10). NSW codes shown as Stage 4 focus-area outcomes; the Stage 5 equivalent is the matching PH5- code, and the Life Skills equivalent the matching PHLS- code.

Hero	Strength	ACARA v9	NSW PDHPE 2024	What the activities address
The Confidence Crusader	Confidence	P01, P06	PH4-IBC-01, PH4-SMI-01	Building a positive identity and self-belief; self-managing nervous feelings.
The Resilience Ranger	Resilience	P02, P06	PH4-SMI-01, PH4-IBC-01	Coping with setbacks, change and transitions; bouncing back and supporting others.
The Communication Captain	Communication	P04, P07	PH4-SMI-01, PH4-RRL-01	Assertive, respectful communication and active listening.
The Boundaries Guardian	Boundaries	P04, P07	PH4-RRL-01, PH4-SMI-01	Assertiveness, consent and protecting personal boundaries respectfully.
The Empathy Enchanter	Empathy	P04, P05	PH4-RRL-01, PH4-SMI-01	Empathy, respect and turning understanding into genuine connection.
The Self-Esteem Sorcerer	Self-Worth	P01, P06	PH4-IBC-01, PH4-SMI-01	Developing self-worth that isn't dependent on external validation.
The Positivity Pioneer	Positivity	P06, P10	PH4-SMI-01, PH4-SHW-01	A positive, hopeful outlook and its effect on emotional wellbeing.
The Harmony Catalyst	Harmony	P05	PH4-RRL-01, PH4-IBC-01	Inclusion, valuing diversity and rebuilding group cohesion and belonging.
The Patience Paladin	Patience	P06	PH4-SMI-01	Self-regulation, delayed gratification and staying calm under pressure.
The Critical Thinker	Clear Thinking	P09	PH4-SHW-01, PH4-IPS-01	Questioning sources and thinking critically about information and media.
The Empowerment Mentor	Empowerment	P10	PH4-SMI-01, PH4-RRL-01	Leadership, encouraging peers and lifting others as you rise.
The Gratitude Guardian	Gratitude	P06, P10	PH4-SMI-01, PH4-SHW-01	Gratitude practices and their impact on wellbeing.

Hero	Strength	ACARA v9	NSW PDHPE 2024	What the activities address
The Mindfulness Master	Mindfulness	P06	PH4-SMI-01	Present-moment awareness and calming strategies.
The Perspective Powerman	Perspective	P06, P09	PH4-SMI-01, PH4-SHW-01	Reframing problems and considering other viewpoints.
The Reasoning Ruler	Reasoning	P09	PH4-SHW-01, PH4-IPS-01	Logical, evidence-based decision-making.
The Reality Referee	Reality Checks	P09	PH4-SHW-01, PH4-IPS-01	Critiquing media messaging, filters and 'highlight reels'.
The Sanity Guardian	Balance	P06, P10	PH4-SMI-01, PH4-SHW-01	Protecting balance, peace and wellbeing.
The Serenity Seeker	Calm	P06	PH4-SMI-01	Calm as a strength; stress-management strategies.
The Wisdom Warden	Wisdom	P09, P10	PH4-SHW-01, PH4-IPS-01	Discernment and knowing what truly matters.
The Stress-Relief Sentinel	Stress Relief	P06, P08	PH4-SMI-01, PH4-IPS-01	Stress-management tools and help-seeking strategies.
The Shadow Critic (villain)	Self-Doubt	P01, P06, P09	PH4-IBC-01, PH4-SMI-01	Recognising and challenging negative self-talk and external criticism.

2. ACARA v9 HPE — outcome legend

Personal, Social and Community Health strand. Source: Australian Curriculum v9.0, australiancurriculum.edu.au.

Code	Years 7–8 (AC9HP8...)	Years 9–10 (AC9HP10...)
P01	analyse and reflect on the influence of values and beliefs on the development of identities	analyse factors that shape identities and evaluate how individuals influence the identities of others
P02	analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes	refine, evaluate and adapt strategies for managing changes and transitions
P04	examine the roles of respect, empathy, power and coercion in developing respectful relationships	evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships
P05	investigate strategies that influence how communities value diversity and propose actions to promote inclusion	propose strategies and actions to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion
P06	analyse factors that influence emotional responses and devise strategies to self-manage emotions	evaluate emotional responses in different situations to refine strategies for managing emotions
P07	explain and apply skills to communicate assertively and respectfully when seeking, giving or denying consent	examine how communicating choices, seeking/giving/denying consent, and expressing opinions and needs support respectful relationships
P08	refine protective behaviours and evaluate community resources to seek help for themselves and others	plan, rehearse and evaluate strategies for managing situations where health, safety or wellbeing may be at risk
P09	investigate how media and influential people impact attitudes, beliefs, decisions and behaviours around health, safety, relationships and wellbeing	critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours
P10	plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing	plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing

3. NSW PDHPE 7–10 (2024) — outcome legend

Wellbeing focus areas. Source: NSW PDHPE 7–10 Syllabus (2024), NSW Education Standards Authority, curriculum.nsw.edu.au.

Focus	Codes (S4 / S5)	Description (Stage 4 / Stage 5)	Life Skills
IBC	PH4-IBC-01 / PH5-IBC-01	investigates and explains factors that shape identity and sense of belonging (S4) · analyses how identity and a sense of belonging contribute to health and wellbeing (S5)	PHLS-IBC-01/02: recognises factors that contribute to identity; uses strategies to manage change
SMI	PH4-SMI-01 / PH5-SMI-01	refines and applies self-management and interpersonal skills to manage complex situations (S4) · evaluates and adapts these skills (S5)	PHLS-SMI-01/02: identifies and demonstrates self-management and interpersonal skills
SHW	PH4-SHW-01 / PH5-SHW-01	assesses the influence of contextual factors on attitudes and behaviours to propose strategies that enhance safety, health and wellbeing (S4) · analyses the interrelationship (S5)	PHLS-SHW-01/02: demonstrates how safety, health and wellbeing can be supported
IPS	PH4-IPS-01 / PH5-IPS-01	investigates and uses health information, products and support services to enhance safety, health and wellbeing (S4) · evaluates their effectiveness and suitability (S5)	PHLS-IPS-01: demonstrates ways to access reliable health information or support services
RRL	PH4-RRL-01 / PH5-RRL-01	explains and applies strategies for promoting safe and respectful relationships (S4) · evaluates and applies strategies to promote and maintain them (S5)	PHLS-RRL-01/02: recognises and uses strategies for safe and respectful relationships

4. US alignment — CASEL & National Health Education Standards

For US educators: Common Core does not cover health/social-emotional learning, so this resource aligns instead to the CASEL 5 social-emotional competencies and the National Health Education Standards (NHES, SHAPE America 3rd ed., 2024). Use these in place of a Common Core tag on TpT.

Strength / hero focus	CASEL competency	NHES
Identity, self-worth & confidence	Self-Awareness, Self-Management	NHES 7
Resilience, change & transitions	Self-Management	NHES 6, NHES 7
Communication & respectful relationships	Relationship Skills	NHES 4
Boundaries & consent	Relationship Skills	NHES 4
Empathy, inclusion & belonging	Social Awareness	NHES 2
Self-regulation, mindfulness & emotions	Self-Management	NHES 7
Critical thinking, media & reality-checking	Responsible Decision-Making	NHES 2, NHES 5
Stress relief & help-seeking	Self-Management	NHES 3, NHES 7
Defeating the Shadow Critic (self-doubt)	Self-Awareness	NHES 2, NHES 7

CASEL competencies

Competency	Description
Self-Awareness	recognising one's emotions, values, strengths and a healthy sense of identity and self-efficacy
Self-Management	managing emotions, thoughts and behaviours; stress management, impulse control, goal-setting and perseverance
Social Awareness	empathy, perspective-taking, respecting others and appreciating diversity
Relationship Skills	clear communication, active listening, cooperation, conflict resolution and help-seeking
Responsible Decision-Making	making constructive choices about behaviour, evaluating consequences and critical thinking

National Health Education Standards (relevant subset)

Standard	Students will...
NHES 2	analyse the influence of family, peers, culture, media, technology and other factors on health behaviours
NHES 3	access valid information, products and services to enhance health (help-seeking)
NHES 4	use interpersonal communication skills to enhance health and avoid or reduce risks
NHES 5	use decision-making skills to enhance health
NHES 6	use goal-setting skills to enhance health
NHES 7	practise health-enhancing behaviours and avoid or reduce health risks (self-management)

5. General capabilities & wellbeing frameworks

Across every hero, the resource develops the ACARA general capability Personal and Social capability (self-awareness, self-management, social awareness and social management), and draws on Critical and Creative Thinking (notably the Critical Thinker, Reasoning Ruler, Reality Referee and Wisdom Warden) and Ethical Understanding (empathy, respect and boundaries).

It also supports whole-school wellbeing approaches such as positive behaviour for learning (PBL) and social-emotional learning (SEL): self-awareness, self-management, social awareness, relationship skills and responsible decision-making.