GOALS:

- Discuss your interests, passions and dreams.
- Identify your sparks.

1. Opening Lesson: Would you rather?

- Spending about 5 minutes going through a sample of “would you rather” questions. Pick the questions you think are fun!
  - Have the ability to fly or to be invisible?
  - Play music or listen to music?
  - Draw or paint?
  - Dance or sing?
  - Do math or science?
  - Read a book or write a book?
  - Watch a movie or watch TV?
  - Go hiking or go biking?
  - Eat a meal or cook a meal?
  - Play sports or watch sports?
  - Be a firefighter or a police officer?
  - Be a doctor or a veterinarian?
  - Be a chef or a food critic?
  - Be a teacher or a dentist?
  - Work inside or work outside?
  - Always have to say everything that you are thinking or never speak again?
  - Help set the table before dinner or help clean up after dinner?
  - Stay up late or get up early?
  - Go to the dentist or go to the doctor?

[Reference: Contributed by Camp Fire First Texas 2016-17]

2. D-Icebreaker Activity

- Use dice to answer questions about your favorite activities!
• Roll a die, see what number you get. Check the D-Icebreaker Activity sheet to find the question that matches the number you rolled.

3. Let’s Talk About Sparks

• Do you know what a spark is?
  ○ A Spark is something that you love to do. A Spark is something that excites you and gives you energy. It can be something your good at (like soccer or singing), something you care a lot about (like animals or the environment) or a quality you know is special (like being a good friend or caring about others).
  ○ Sparks are not just limited to things that come easy to you or that you already know how to do.
  ○ You can practice and work hard at learning about new Sparks you want to try.
  ○ And Sparks can change over time- you can discover your Spark at all different times in your life!

4. What’s Your Spark?

• You are special. You have a lot to share with your family, friends, community. You’re one of a kind, unique. Let’s see what your Sparks is!
• Look at the Sparks Galore handout to see a list of all different kinds of Sparks.
• Is there anything not on the list that you would like to add?
• Pick 3 things off the list that seem interesting to you.
  ○ Why did you like them?
Print out the My Spark Is handout.

Close your eyes. Think about one activity that you really love doing and picture yourself doing it. It can be something you know how to do, or something you want to learn.

Open your eyes and look at the My Spark Is handout.

Using markers, crayons, pens & pencils, draw or write the activity you were just thinking of when you had your eyes closed. If you need help, make sure to ask!

Reflection
- Why did you imagine that one activity?
- Was it fun to think about doing something that makes you happy?

♥ Spark Lesson
Youth begin to narrow down their Sparks.

[Reference: https://www.search-institute.org]

[Materials: Print enough My Spark Is handouts for everyone, markers, crayons, pens & pencils, ribbon]

Have you figured out one of your Sparks yet? A Spark is something that you love to do. What do you love to do?
1. Think about your Spark. Imagine yourself doing your Spark right now. What would you be doing?
2. Act it Out! Once you have your Spark in mind, act it out.
   a. If it’s singing, can you sing a song? If it’s soccer, can you show how you kick a soccer ball?
   b. Think of other sparks you could try. Can you act those out?
   c. [Helpful Tip: If your child can’t think of anything, go first to show an example]
3. Reflection Questions
   ◦ Is it hard to think about activities you like, or is it easy?
   ◦ How can you work to build your Sparks?
   ◦ What can adults do to help you with your Sparks? What can your friends do to help?

♥ Spark Lesson
Youth identify different Sparks and begin to narrow down their own.
[Reference: Camp Fire National Headquarters Curricula]
[Materials: Plenty of space to act out Sparks.]

3rd-5th Grade: Make Your Own Spark Crown

Create your own crown that symbolized your spark!

1. Print out the Sparks Crown handout.
2. Think about one of your own Sparks and why it is important to you.
   ◦ A Spark is something you love to do, something that inspires you.
3. Use your Spark to start brainstorming what you want your crown to look like.
   ◦ Example: If you are passionate about the outdoors, you might create a nature crown. If you are interested in animals, you might make a crown that looks like an animal.
4. Use markers, crayons, pens & pencils, etc. to decorate your crown to match your Spark! Once it’s done, you can cut it out, add holes on each side, and tie ribbon through it (Make sure to have an adult help you.). Put it on to show your Spark!
5. Reflection Questions
   a. Did you find it easy or difficult to find your Spark?
   b. Why did you pick your own Spark?
   c. Why do you think Sparks are important?
6. Closing
   a. What did you like about this activity? What didn’t you like?
   b. Make sure to wear your crown and be proud of your Spark!
Identify who supports you in discovering your spark!

1. Print out the Spark Supporters and Champions handout.
2. Think about people who support you. Family? Teachers? Coaches? Friends?
3. What do they do to help you? Do they encourage you to go after your Sparks?
4. Draw a picture of where you could find Spark Supporters (also called Spark Champions).
5. Draw a picture of yourself being a Spark superhero! How do you encourage other people’s Sparks?
6. Reflection Questions
   a. Did you find it easy or difficult to think about Spark Supporters?
   b. Why do you think Spark Supporters are important?
   c. What are 2 ways you can be a good Spark Support for those around you?
7. Closing
   a. What did you like about this activity? What didn’t you like?
   b. Hang up your Spark Supporter worksheet to remember that everyone can be a Spark Supporter for each other.

Youth identify their own Spark Champions. Youth serve as Spark Champions to family, peers, and/or younger youth.

[Reference: https://www.search-institute.org/]

[Materials: Print enough Spark Supporters and Champions handouts for everyone, markers, crayons, pens & pencils]
6th-12th Grade:

Find Your Spark Supporters

Let’s hear how other people are finding their Spark!

1. Think about one of your Sparks.
   a. How would you describe it to someone else?
   b. When you are doing your Spark, how do you feel?
   c. Does it motivate you? Does it give you a sense of purpose?

2. What are other people saying about their Sparks?
   a. Check out this video by Search Institute (a nonprofit organization that studies and works to strengthen youth success) to see how others describe what their spark means to them: [https://www.youtube.com/watch?v=bP8jiBasyCE](https://www.youtube.com/watch?v=bP8jiBasyCE)

3. Reflection:
   a. What different kinds of Sparks were mentioned in the video? There were a lot!
   b. How can adults support young people in developing their Sparks?
   c. Now think about your own Spark. When you are engaging with your Spark, what do you feel?
   d. Why is your Spark important to you?

4. Share your Spark!
   a. What if you had been asked to share your Spark in the video? Do you know what you would have said?
   b. Take a minute to write out a video script. Describe your Spark, why it matters to you, and how you feel when you are doing your Spark.

5. Optional Activity- Make Your Own Video
   a. Practice reading your script out loud. Is there someone who you could share it with?
   b. Make a video and send to a friend, family member, teacher, or anyone you want to tell about your Spark. Explain what a Spark is, tell them a little bit about your Spark using the script you created, and encourage them to explore their Sparks as well! #CampFire #FindYourSpark

6. Closing Reflection
   a. By encouraging each other to develop Sparks, we can strengthen relationships and build a community where everyone thrives!

♥ Spark Lesson
Youth understand the concept of Sparks. Youth serve as Spark Champions to family, peers, and/or younger youth.

[Reference: https://www.search-institute.org/]
[Materials: Audio for video]
How do characters in movies develop their Sparks? Let’s watch some clips and see.

1. Watch each movie clip. After you finish each one, answer the following discussion questions.
   http://stepitup2thrive.org/sparks/group-lessons/sparks-lesson-one/

2. Billy Elliot
   a. How does Billy look when he’s showing his spark?
   b. How does Billy describe his feelings about doing his spark?
   c. How would you describe Billy's obstacles to growing his spark?
      i. Are there any obstacles you face in finding and growing your spark?

3. Finding Forrester
   a. What are Jamal's challenges for expressing his spark?
   b. What are Jamal's values?
   c. If you were his friend, what advice would you have given him in the rough spots?

4. Phymean
   a. What is Phymean's impact on others in the world?
   b. What is Phymean's Spark? Possibly Caring or Leadership?
   c. What was interesting to you in this clip?

5. Reflection
   a. Can you think of other movies where the main character displays their Spark?

Spark Lesson
Youth have opportunities to discover and explore different Sparks.

[Materials: Audio for video]