



Sparks Matter—Facilitator Guide

Purpose

Introduce, define and explore the concept of Sparks with Matches. Littles will identify one Spark they want to discover or develop with the support of their Big.

Set Up and Materials

Room set up – area for large group discussion/video and small group work

Handouts in folder: *All Kinds of Sparks in Many Categories*

Facilitator handout: *Facilitator Spark Categories*, Spark Bracelets

8 min

Pt 1: Search Video and Debrief <http://youtu.be/bP89iBasyCE> Slide 3

- To Bigs and Littles: What did you learn about Sparks from the video? What were some of the sparks the kids named and what did you notice about them when they were talking about their Sparks? How can having a Spark help kids make better decisions? How can adults help kids identify, explore and nature their sparks?
- To Bigs – What were your Sparks when you were your Little’s age? Do you still have the same Spark or has it changed?
- Transition into Sparks Line Up Game. Let’s do some exploring!

8 min

Pt2: Sparks Line Up Exercise

Slide 4

- There are thousands of sparks! Here are some of the most popular spark categories – review list (see Facilitator Spark Categories handout). To Littles – Show of hands: Who thinks they have a Spark? Who thinks they are not sure? To Bigs – What were your sparks when you were your Little’s age? Do you still have the same Spark or has it changed?
- Start with asking for a volunteer who has a spark (can be Big or Little). Ask that person to identify the spark and category. Ask participants to line up on imaginary line where they fall on their interest in this category from “Love It” “Like It” “Yuck are you kidding Me?” “Don’t Know” Ask the “volunteer” how they act on their spark? Why it’s important to them or how it makes them feel when acting on their spark. Ask for volunteers on other spots on line to comment. Brainstorm with group, other practical ways one could explore this spark and the category. Point out what you notice about similarities and/or differences.
- Be sure to ask the Littles who are not sure of their Spark to weigh in on where they placed themselves on line.
- Then ask for additional volunteers to share a different spark. And repeat with questions above. Keep the pace quick, fun and keep them moving – the point of this part of exercise is to show the broad range of Sparks/categories and to help generate ideas about how to develop a Spark/category!

Debrief

- After this activity, do you feel like you have more opportunities to discover or explore your Spark? Why is it important to try something new? Ask Littles that are unsure – if they are ready to pick a spark to explore?
- Now, you and your Big are going to go back to the big table.

4 min

Pt 3: Sparks Conversation

Slide 5

- Have them sit back down at tables in front of screen. Instruct them to open their folders and take out the My Sparks Bubble tent handout. Also point out the *All Kinds of Sparks in*

Many Categories handout – especially helpful for Littles who still aren't sure. Tell them they have a couple of minutes to discuss questions and fill in bubble and discuss questions on screen.

- **Note:** If all Littles already had Spark identified – just have them fill in Bubble – they don't have to discuss questions.
- Give 1-minute warning.

Debrief

- **Quickly!** Ask for each Little to place Spark Tent on Table and name Spark – Give/toss a Sparks bracelet to the Little.
- Congratulations! You've identified your Spark! Let's do a high five and ask if they are ready to work on a goal?

Igniting Your Sparks handout adapted from: Thrive Foundation for Youth, www.stepitup2thrive.org, Creative Commons Attribution-Noncommercial-shareAlike 3.0 US License, 2010

Sparks Line Up exercise adapted from *Spark Student Motivation: 101 Easy Activities for Cooperative Learning* (Exploring Different Sparks). Copyright 2012 Search Institute, Minneapolis, MS; 800-888-7828; www.search-institute.org All rights reserved.