

Lesson Four: Your SPARK is a Treasure



Objectives/Goals:

1. The participants will understand that we are all born with a **SPARK** (treasure).
2. The participants will understand their **SPARK** (treasure) is where good feelings, including confidence and common sense comes from.
3. The participants will understand that even when they feel bad, their **SPARK** (treasure) is still there waiting to be remembered and to help them.
4. The participants will learn that listening to their **SPARK** (treasure) is the meaning of confidence or bravery.
5. The participants will realize their **SPARK** is always available and can't be broken or lost.



Materials:

Kit:

- 💡 S.P.A.R.K. Activity Books, p. 5: *Treasure Chest Feelings*
- 💡 *The Adventures of Curious the Dragonfly – Search for Good Feelings Book*
- 💡 Author Video (optional)

Other:

- 💡 White Paper Bags
- 💡 Pencils/Crayons/Markers
- 💡 Decorations (Glitter, Stickers, Glue, jewels, etc.)



Activities:

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| 1. The Adventures of Curious the Dragonfly: | 15 minutes |
| 2. Bringing Our Treasure to Life: | 20 minutes |
| 3. Burying Our Treasure: | 10 minutes |
| 4. Circle Time: | 05 minutes |



Facilitator Preparation Notes:

Activity One: This activity calls for you to read the book, *The Adventures of Curious the Dragonfly – Search for Good Feelings*. As an additional option, you can find a video of the author reading the book in your digital resources.

Activity Two: You will need 1 white paper lunch bag and enough decorations (glitter, confetti, jewels, stickers, etc.) for each participant to make their own treasure chest.

Activity One: The Adventures of Curious the Dragonfly (15 minutes)

As an introduction, the facilitator should start the lesson with a group discussion.

Sample Questions:

1. Can anyone tell me what we learned about feelings last time? *Example Answers: We have many different kinds. We all have all of them. They can be big or small. They always pop or go away. We can have many at the same time.*
2. Who knows what treasure is? *Example Answers: Something really valuable. Something special. Something useful. Something good to have.*
3. Has anyone ever seen a treasure? *Example Answers: Yes. No.*
4. Who wishes they had treasure? *Example Answers: Will vary.*

The facilitator should then explain that they are going to read a book about Curious the Dragonfly who is searching for feelings. Then, show the cover of the book.

5. What do you think the treasure inside of Curious means? *Example Answers: Will vary.*
6. Why did the author and illustrator put a treasure inside Curious? *Example Answers: Will vary.*

Next, the facilitator will start the story and pause on page 4 where it says, “feeling the treasure within”.

7. What do you think this means? How does the treasure make him feel? *Example Answers: Good, peaceful.*

The facilitator should explain the treasure represents our good feelings but not spend too much time on it. After the story, the facilitator should lead another group discussion.

Sample Questions:

1. Where are the different places that Curious looked for the treasure? *Example Answers: His friends' house, the beach, the zoo, the supermarket.*
2. Did he find it there? *Answer: No.*
3. Where did he find it? *Answer: Inside himself!*
4. Did the treasure ever disappear? *Example Answers: No, he just couldn't feel it. No, he just forgot it was there.*

Facilitator Note: The facilitator should point out that the treasure was inside of him the WHOLE time by referring to pages 13, 20, 26, 33, and 38. Feel free to spend some time on this, we have found that some really like pointing out the treasure is still there.

5. Where did the treasure come from? *Example Answers: We are all born with it. It came from inside himself.*

The facilitator will end by emphasizing that we are all born with the treasure (**SPARK**) inside of us and we can never lose it. Just like Curious never lost it, even when he felt bad, we can never lose it even when we don't feel it.

Activity Two: Bringing our Treasure to Life (20 minutes)

The facilitator should begin by explaining that we are going to be like pirates with treasures and then bury our treasure! But first, we need to get to know all the treasures we have, make our treasure chests, and fill them up.

The facilitator will then explain that not only do our treasures have all the good feelings we want but they also help us **know what to do**.

Sample Questions:

1. Can you think of a time you just knew what to do? *Example Answers: When I get to a road and cars are passing, I don't cross. When I see a friend crying, I hug them/check on them/or tell a grown up. When I see it's raining outside, I take an umbrella. When I see trash on the ground, I pick it up.*
2. How did you know to do those things? *Example Answers: I just know. It just feels like the right thing to do.*

The facilitator will explain that *knowing what to do* is called our common sense and comes from our **SPARK** /treasure. The facilitator will then lead a short discussion to make the important point that confidence OR bravery means listening to your **SPARK**, *even if* it seems hard or it's not what other people are doing.

3. Has anyone's **SPARK** ever told them to do something that was hard? *Example Answers: Yes, like say I was sorry after I made a mistake or share my favorite toy with a friend.*
4. Can anyone think of a time when they were scared to do something but did it anyway? *Example Answers: I was really scared to go on a field trip without my mom, but I went anyway and had a lot of fun. I was scared when I had to share in front of the class, but I did it anyway and got a good grade.*
5. What is that called when we do hard things? *Example Answers: Confidence, Bravery.*

Facilitator Note: The facilitator can explain confidence is like bravery or courage (maybe reference the lion in the *Wizard of Oz*, or Merida from *Brave*).

6. Can anyone think of a time when they knew they *shouldn't* do a scary thing? *Example Answers: I knew I shouldn't put my hand in the tiger's cage at the zoo. I knew I shouldn't touch a hot stove. I knew I shouldn't ride my bike down a big hill.*

7. How did you know not to do those things? *Answers: My **SPARK**, I just knew it would be dangerous. My body/mind told me. Now I know, it's part of my common sense.*

The facilitator will wrap up the discussion by reiterating that our **SPARK**/treasure helps us be brave and do hard things but also keeps us safe. Listening to our **SPARK**/treasure, even when other people aren't, is a brave thing to do.

Next, the facilitator will hand out materials to make treasure chests. Each participant will use a white paper bag and markers, glitter, and/or stickers to create their own treasure chest. After their treasure chests are decorated, the facilitator should prompt the class to turn to the *Treasure Chest Feelings* activity sheet on p. 5 in their activity books. Once on the page, the facilitator will talk through each item, explaining each feeling and that ALL good feelings are available in our treasure. Next, the facilitator will instruct the participants to choose which treasures they want to fill their treasure chests with by decorating and cutting those treasures and putting them in their treasure chest.

Facilitator Note: The facilitator should point out that there are two blank treasure pieces at the bottom their activity sheet. The participants will use one blank treasure piece to create (either write or draw) their own piece of treasure to put in their chest as well. For ideas, the facilitator may suggest that they look at the goals they chose from Lesson 1. For example: one could be friendship and the other could be confidence.

Finally, the facilitator will instruct the participants to use the final blank treasure piece to draw/write what wisdom or their **SPARK** looks like for them and add it to their treasure chest. If time allows, the facilitator may ask for volunteers to share what they wrote.

Activity Three: Burying Our Treasure (15 minutes)

The facilitator will begin by explaining that now that their treasure boxes are full of all the things they need, it's time to bury them with their imagination!

Next, the facilitator will ask everyone to close their eyes and imagine the place they will bury their treasure. With the participants eyes still closed, the facilitator will ask about what they are seeing.

Sample Questions:

1. What is there?
2. What does the place look like?
3. What does the place smell like?
4. What will you use to bury your treasure?
5. How deep are you going to bury it?

When the participants finish burying their treasure in their mind, the facilitator will tell them to open their eyes and lead a discussion to make the point that no matter where you bury your treasure, even though it may be covered, it's still there.

Sample Questions:

1. Where did you bury your treasure? *Example Answers: Will vary.*
2. Can other people see it? *Example Answers: No, it's in my imagination. Only if I imagine other people are there with me.*
3. What if you forget where you buried it, is it still there? *Example Answer: Yes, it's impossible for it to disappear.*

The facilitator will explain that even though no one else can see it, they know that it's there. This is just like the invisible treasure/**SPARK** within us. It's always there, even if we forget where we buried it!

4. While we had fun burying our treasure outside of us, where is our real **SPARK**/treasure?
Answer: Inside of us!

The facilitator will conclude this activity by restating the main points. Even if our **SPARK**/treasure seems like it is buried and we forget about it, we can remember at any time that it's actually inside of us, giving us good feelings and telling us the next right thing for us to do.

Facilitator Note: If the facilitator is inclined and there is time, he/she can further make this point by asking the class if anyone has seen Frozen 2 and knows the song, "The Next Right Thing." If so, they could have someone sing a few lines and point out that her **SPARK**/treasure is what was telling Ana to do the 'next right thing'.

Activity Four: Circle Time (5 minutes)

To wrap up, the participants will sit on the floor in a circle. The facilitator will then see if they have any questions. If there are no questions, the facilitator will ask participants to share what 4 things they learned about their **SPARK**/treasure today?

1. It is where our good feelings come from.
2. It's always there, we are born with it. It can't be broken/lost.
3. It's how we know what to do (common sense).
4. Listening to it means we are brave/confident, even if other people don't think so.