



## EXPLORING FUTURES

### Lesson 3: Know Your “Spark”

In this lesson, students will reflect on their personal sparks. First, students will explore their sparks in the first step of learning through the lens of self. Then students will reflect on their own sparks and relate them to those of their peers through peer interviews.

**Objectives** - Students will be able to:

- Understand the importance of sparks
- Begin to describe my personal sparks

**Materials**

- Spark Survey
- Peer Interview Worksheet

**Guiding Question** - Why is it important to know your spark?

## Lesson 3: Know Your “Spark”

### Part 1 – The Importance of Sparks



#### Student Inquiry

Ask students: Why do you think it might be helpful to know your spark?  
How do you know something is one of your sparks?

Sparks are special talents, skills, or passions that each person has. When you are engaged in your spark, you feel focused, energized, and engrossed. Some people find their sparks early, but for many others it may take more time.

You might share with students one of your own personal sparks, and how it relates to your current job or a job experience you've had in the past.



#### Distribute Spark Survey

Distribute the [Spark Survey](#). Students will complete the survey thinking of (1) ideas and activities that interest them now; (2) ways they would spend their time if they could; and (3) things they want to try, learn, or explore.

### Part 2 – Peer to Peer Spark Interviews



#### Prepare Students for Peer Interviews

Prep Students for peer to peer spark interviews. You might share with the students the following: "after you apply for a job, you are often asked to go in for an interview, where you might share some of your strengths and skills with the hiring manager. Today we are going to do ever lite version of that by sharing our sparks with a partner who interviews us. You will each take a turn being the person who gets asked the questions as well as the person who asks the questions.

Establish some interview norms. Invite students to add additional norms to the list that might help someone be a respectful during the interview.

As the interviewer you will:

- Give your peer your full attention
- Be supportive and nonjudgmental
- Show interest, even if your peer's sparks are very different from yours

As the interviewee (person being interviewed):

- Share a story about one of your personal sparks. This can be a talent you have developed, a skill you pursued, or an interest you discovered in an odd or interesting way.
- As you present your spark, share how you developed it, discuss obstacles you faced, and highlight the people who guided or helped you along the way.
- Emphasize how you feel when you engage in your spark (energized, willing to take on challenges, etc.).



### Peer to Peer Spark Interviews

Distribute [Peer Interview Worksheet](#) and divide students into partnerships. Have students take turns interviewing one another for 5-7 minutes. Students should answer as many questions as they can in that time frame. When the timer goes off, students should switch so that the other partner is answering questions.

## Part 3 – Reflection



### Regroup + Reflect

Back in the whole group, ask students to share either what they learned about their partner or something they reflected on about themselves.