

TITLE: Sparky

BOOK: Chicken Soup for the Teenage Soul

PAGE: 192

TIME TO READ: 3 minutes

TOPICS: **Overcoming Obstacles**
Living and learning
Following your dream

AGE LEVEL: Grades 3 and up

SYNOPSIS: As a self-proclaimed "loser," Sparky found everything about school to be difficult, except drawing. Focusing on his assets, he told his woes as the famous Charlie Brown in *Peanuts* cartoons.

NOTES TO TEACHER:

Elementary teachers may wish to preview the story in order to clarify or change vocabulary for younger students.

It is important to help students to recognize that *everyone* has winner moments and loser moments. However it is critical to focus on those winner moments and to draw energy to them.

With older students, you can discuss the ***Law of Attraction*** (*that which you think about the most, you will manifest in your life*). For more detailed information on this topic, go to book appendix pages 336-elem, 338-MS, 330-H or watch a DVD entitled, ***The Secret***.

Read related story on the power of our thoughts entitled, "Worried Himself to Death," found in book appendix page 315-elem, 317-MS, 309-HS, and used with permission from ***The Success Principles: How to Get from Where You Are to Where You Want to Be***.

Chicken Soup for the Teenage Soul
Sparky

HIGH SCHOOL:

PRE-QUESTIONS:

Differentiate between “winners” and “losers” in our society.

Differentiate between “mediocrity” and “excellence.”

- Is there a difference in how teens view this vs. adults?

Do the “Winners and Losers” worksheet attached to this plan.

Read Story

POST-QUESTIONS:

After finding out who Sparky is, do you now view him differently as a *famous* person?

Does this give new meaning to *loser* in your mind?

What are some of your assets that could use some focused positive energy?

STUDENT ACTIVITIES:

Investigate or research other famous people who were once considered losers.

- Choose one.
- Write a one-page report on the obstacles that had to be overcome on the road to success.

Create a comic strip that models excellence, rather than failure.

- Are people more drawn to failure or success in humor?
- Explain your answer.

Choose three different age categories (ages 5-12, 13-20, 21-35, 36-55, 56-75, 76-?).

Interview subjects about their definitions of winners and losers, mediocrity and excellence.

- Is there an age difference in how these concepts are viewed?

Write a one-page report on this interview process.

As you look at people in your world that you have previously considered losers, can you now create a space in your mind, and perhaps in your behavior, that allows these losers to potentially achieve success and/or fame?

- Do you think that your attitude, and energy projected in their direction, may help to *create* their world?

Go on-line to <http://thank-water.net/> or to <http://www.hado.com> to examine research of Masaru Emoto in Japan (*Messages from Water*, HADO Publishing, Tokyo, Vol. I, 1999, Vol. II, 2002).

- What do you think of his experiments?

After reading about his work, do you think you have an ethical responsibility for the well-being of the world to send out positive thoughts and energy?

- Why, or why not?

Read and discuss “Worried Himself to Death,” found in the book appendix page 309.