

SPARKLING MOMENTS



MAIN FEATURES

Reinforced skills (TASC Cluster)	CONSTRUCT, FOCUS ON SOLUTIONS
Suitable for	Teachers, Students
Difficulty level	Middle
Setting	Group
Minimum number of participants	2
Average time length	60 minutes
Special equipment	No
Online version	Yes



1. DESCRIPTION

The activity is inspired by the works of Freedman & Combs (1996) and George (2012).

In pairs, participants (e.g., teachers) are asked to tell the story of a “sparkling moment in the classroom life that gave them hope about the classroom itself and the classroom climate”.

2. AIM / BENEFITS

In a scholastic environment, this activity could help teachers to focus on and identify what works in the context of their experience with the classroom.

3. COMPETENCIES CLUSTER(s) related

N. 1 - CONSTRUCT, which in this case refers to the idea that teachers recall episodes in which their and the student’s behaviours and attitude led to a temporary or permanent improvement of the classroom’s climate

- The skill trained in this cluster is **Proactivity**, because the activity is about narrating one or more episodes where either the teacher or the classroom decided to take action in order to improve the classroom climate.

N. 5 – Focus on SOLUTION, which in this case refers to the idea of focusing on “unique outcomes” (White & Epston, 1990) that is episodes where the classroom managed to find effective solutions, that operate as exceptions to the rule (whereas the rule is the set of problems affecting the classroom context, e.g.: a perceived low level of classroom climate; miscommunication; misunderstandings; etc.).

- The skill elicited in this cluster is **Solution Focused Approach**, because the activity invites teachers to focus on episodes where the classroom found or built effective solutions to one or more problems.

4. HOW TO DO THE EXERCISE

Step 1 / Preparation

The facilitator explains to the participants (e.g., teachers) that they are invited to find a partner.

In turn, each participant is invited to tell his/her partner the story of a sparkling moment in the classroom life that gave him/her hope.

Step 2 / Sharing stories of sparkling moments

Every participant has 10-15 minutes to tell the story of a sparkling moment.

The facilitator invites participants to tell a story as detailed as possible. The person that is listening to the story is invited to ask questions that help the partner provide as many details as possible.

Step 3 / Sharing feedback with the group

In plenary, the facilitator invites the participants to share their feedback and their mood with the rest of the group.

For each sparkling moment, both the storyteller and the listener share their feedback.

Each participant is invited to share positive feedback about the story that has told or has listened to.

Useful questions the trainer could ask to elicit positive feedback could be:

- *What positive impact has had telling/listening to this sparkling story on you?*
- *What is the most useful lesson you have learnt from the story you told/listened to?*
- *How did the story you told/listened to inspired you in your future action towards the classroom(s) you work with?*

5. DEBRIEF

This stage is a group discussion on the activity.

The aim is to help the participants in the group to reflect on how they could apply the idea of sparkling moments while working with single students or a classroom.

To lead the conversation, here are some examples of questions you could ask:

- *Imagine that this experience has changed the way you approach the classroom. How would you define this change?*
- *Can you think of some situations in your everyday work with the classroom where you can focus on a unique outcome showing you that a solution to the problem affecting the classroom is possible?*
- *Do you think it could be possible telling your students, once in a while, the story of a sparkling moment that gave you hope that the classroom context would improve? If yes, what could be the conditions to do that?*

You can invite participants to share their answers to the questions with the group, or you can invite them to write down the answers and reflect on their own, after the end of the group session.

6. SPECIAL MATERIALS

- Pens and paper sheets.

7. TIPS AND TRICKS

None



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8. ON-LINE VERSION

The activity can also be done online. A platform like MIRO (www.miro.com), for instance, allows you to create conversation rooms where participants can work in pairs and you can access them to monitor how they are proceeding.

9. BIBLIOGRAPHY - SITOGRAPHY

- Freedman, J., & Combs, G. (1996). Narrative therapy. The social construction of preferred realities. New York: Norton.
- George, E. (2012). "Sparkling moments". In T.S. Nelson (Ed.), *Doing Something Different. Solution Focused Brief Therapy Practices*. New York – London: Routledge.



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