

Integrity Curriculum
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Beacon Hill Friends Meeting
First Day School 2011-12

Lesson 7: Authenticity - Knowing Your Values – Majority/Minority Values

Silent worship (5 minutes). *Begin with 5 minutes of silent worship. Use a candle or other object (like the jar of water with sludge slowly sedimenting down) to help kids center down. Anyone can give a message but doesn't have to. Adult models this!*

Snack. *Lay out snack after worship. Available throughout. Popular are popcorn, peanuts, pistachios, fruit, goldfish etc.*

Quotes – *keep these on display throughout the lesson without comment.*

- There is just one life for each of us: our own. ~Euripides, ancient Greek playwright, 500 B.C.
- Once conform, once do what others do because they do it, and a kind of lethargy steals over all the finer senses of the soul. ~Michel de Montaigne, French Renaissance writer, 1590
- Who you are speaks so loudly I can't hear what you're saying.
– Ralph Waldo Emerson, American poet, 1850
- Know thyself. – Socrates, ancient Greek philosopher, 432 B.C.
- The pen that writes your life story must be held in your own hand. ~Irene C. Kassorla, psychologist
- You were born an original. Don't die a copy. ~John Mason, modern American writer

Review of last week (5-10 minutes)

To help us think about “authenticity”, we have broken it down into three parts:

- Know your values
- Follow your heart
- Be yourself

Last week we spoke about the first of those, “living according to your values.”

Before you can live them, you have to know what your values *are*. This is not always as easy as it seems. The world rewards certain definitions of success but not others. How success is measured is important because it determines how we act (most of the time we want to be “successful”).

Part of living according to your own values is to distinguish your own opinions, independent of what the world may think about them. Last week we played a game that had us thinking about different ways that the world can define “success”– and which of those made sense to us, for example, for a sports coach, or a politician, or an author, etc.

This week we’ll continue to think about the question of “whose values are they, really?” The game we’re playing today is all about sifting out values we hold because everyone else does, versus those that we hold because they are truly our own.

Game: Minority/Majority Values (30 minutes)

Pass out 6 small slips of blank paper per child. In 30 seconds, write down (one per slip of paper) three values you hold that you think most people would agree with (e.g. be kind, etc). Put them all in a bag labeled “majority values.”

Now, again in 30 seconds, do the same but write three values that you think some/most people would likely disagree with (e.g. I think sometimes violence is justified). Put them all in a different bag labeled “minority values” (or somehow mark the papers to keep track of which are “majority” and “minority” values.)

Teacher reads them out loud from each bag. Discuss: are there any ‘minority’ opinions held by a lot of us? How difficult would it be to publicly admit/live by some of the “minority” values? What cost would you pay to do that? What cost would you pay to *not* live by that value?