

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

Lesson 8: Authenticity - Knowing Your Values - Eulogies

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

For the last few classes, we've been talking about the first of those, “living according to your values.”

We've spent some time talking about how, before you can live your values, you have to know what your values *are* – and which of the values around you, are really your own (not just those you parrot because you hear them all around you)?

Last class we played a game about which values we hold are “minority” values (that we think few people would hold with us) and which of our values are “majority” values that much of the rest of the world believes in, too. It's important to think for yourself which of the many values around you are really ones that you really believe in too.

Ask kids to recap some of the most striking values articulated from that game e.g. examples of where values held by class members are different from the majority at large.

This week, on the same general theme of clarifying one's own values, we're going to play a game that's all about how you would like to be remembered when you're gone.

Game: Eulogies (30 minutes)

In one minute, jot down some things that you would like to be remembered for if you live a long life.

Then, give a speech (3-5 minutes) that is your own eulogy. *Encourage children to invent specific examples of actions that illustrate the trait they'd like to be remembered for e.g. “Chris is well-remembered for his/her kindness shown when”. This helps children think for themselves how a desirable personality trait or value can be translated into action.*

Lend some drama and humor to this exercise by setting up a podium, have others play the copiously weeping friends of the dearly departed. Encourage speakers to speak of themselves in the third person for added drama.

Afterward, discuss the process of coming up with the things kids wanted their eulogies to say. Was it hard? How/why did you come up with traits/values that mattered enough to mention ?

Discuss the content of the eulogies. What does your eulogy say about your true values?