

Lesson 11: **Remember Who You Are**

Scene 18: "Trouble in Paradise" (repeat)

Scene 19: "He Lives in You"

YouTube Video: Simba sings "Endless Night"

YouTube Video: "He Lives in You" Stage Performance

Project 3: "Remember Who You Are" Pouch (begin)

Objectives:

1. To continue helping youth understand **the psychological aspects of late adolescence and early adulthood**, and to envision their own life as a mythic journey.
2. To launch the **third and final individual project** in this course: **"Remember Who You Are" Pouches** (which will largely be completed by the students at home).

Materials:

- **chime or bell**
- *The Lion King* DVD and DVD player. Before class, **put Disk 1** into the player and cue it up to **Scene 18**, "Trouble in Paradise," then pause it.
- **Photocopies of the lyrics** to the new song, **"Endless Night"** (printed at the end of this lesson).
- **Grab-bag** stuffed with the illustrated **Readings Cards** found at the end of this lesson.
- **"Remember Who You Are" Pouches** – purchased or made in advance (see below)
- Extra copies of **Human Circle of Life Diagram**, **CHECKLIST for Time Capsule**, and **Stardust Chart** (all handed out during previous lessons).
- **The lock box with the journals**, plus extras for any newcomers.
- **Lots of pens, colored markers and colored pencils.**

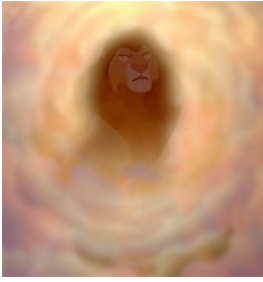
- **4 minute You-Tube clip – Jason Raize (original Broadway adult Simba) singing “Endless Night”**

<http://www.youtube.com/watch?v=f7AeTFYsBgc&NR=1>

- **4 minute You-Tube clip – Broadway Rafiki and adult Simba singing “He Lives in You”** (which a different actor and different version from what we watched in Lesson 5). The YouTube title is “He Lives in You (reprise) the view”:

<http://www.youtube.com/watch?v=7ZRfjKD8DCk&NR=1>

ACTIVITIES: DVD watching; You-Tube Song Video watching; discussion; Grab-Bag Readings (discussion); “Remember Who You Are” Pouches; Guided Meditation; journal-writing



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Classroom preparation:

- Before class, cue up **Disk 1** of the DVD to **Scene 18**: "Trouble in Paradise." Cover monitor with cloth.
- Have available to hand out the **LYRICS to the new song "Endless Night"** (printed at the end of this lesson).
- Set out extra copies of the **"Human Circle of Life Diagram"**, the **"Time Capsule Checklist"**, and the **Stardust Chart** (all of which were used in previous lessons and which students should have tucked into their journals).
- Put the **Lock Box** of **journals** onto a table; have **extra journals** available for newcomers, plus colorful pens and markers.
- Provision the **Grab-bag** with cut-apart copies of the **Readings** printed at the end of this lesson.
- Have enough **"Remember Who You Are" Pouches** ready to pass out during class.
- Have the **chime** or **bell** accessible.
- Have accessible these **2 You-Tube clips**:

4 minute You-Tube clip – Jason Raize (original Broadway adult Simba) singing "Endless Night"

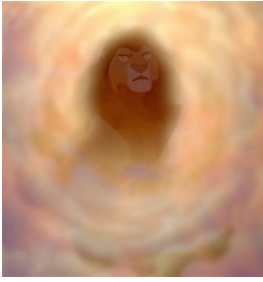
<http://www.youtube.com/watch?v=f7AeTFYsBgc&NR=1>

4 minute You-Tube clip – Broadway Rafiki and adult Simba singing "He Lives in You" (which is a different actor and different version from what watched in Lesson 5)

<http://www.youtube.com/watch?v=7ZRfjKD8Dck&NR=1>

Lesson flow:

1. **Recollections from previous week**, based on youth experiences at home this past week. **(5 mins)**
2. **DVD:** Watch **Scenes 18 and 19** **(8 mins)**
3. **Pass out SONG LYRICS** and watch **YouTube Video:** Jason Raize (original Broadway adult Simba) singing "**Endless Night**"
<http://www.youtube.com/watch?v=f7AeTFYsBgc&NR=1>
(5 mins)
4. **Human Circle of Life Diagram DISCUSSION** **(5 mins)**
5. **Grab-bag READINGS** (and discussion) **(15 mins)**
6. Pass out "**Remember Who You Are**" **Pouches** and lead **GUIDED MEDITATION** on this third and final project. **(7 mins)**
7. **Journal** for remaining time, leaving 5 minutes for the closing **(flexible)**
8. Closing YouTube music video **(4 mins): Broadway Rafiki and adult Simba singing "He Lives in You"** (which is a different actor and different version from what we watched in Lesson 5). The YouTube title is "He Lives in You (reprise) the view":
<http://www.youtube.com/watch?v=7ZRfjKD8DCk&NR=1>



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GUIDE:

*[Recruit someone who has not been very active in class to pass out **the journals to everyone.**]*

Recollections from Prior Week (5 mins)

GUIDE:

Q: "Have any of you been watching the video again on YouTube of the **new song** we watched last week, the one that Nala sings, "Shadowland," or has anyone downloaded it from I-Tunes?"

Q: "Have any of you **finished collecting items** to put into your Time Capsules? What about accumulating items for "Circle of Life Recycling?"

*[This discussion will probably take no more than **5 minutes**, but let it go longer if the youth are on-topic and engaged.]*

Date and Title a New Journal Page

[Invite the Youth to select a fresh page in their journal to date, and title it "Remember Who You Are." . . . Also write down the titles of the new scene we will watch today: "He Lives in You."]

DVD Viewing: Scenes 18 and 19 (8 mins)

Scene 18, "Trouble in Paradise," starts at 1:01:24 into the movie. Continue on through Scene 19, "He Lives in You," which ends at 1:09:17.

*[You know it **ends when Simba is running back home and Rafiki says, "Good! Get out of here!" and then laughs a lot.** Press PAUSE button]*

when you see the beginning of the next scene, with Puumba and Timon sleeping.]

You-Tube Video: Simba Sings “Endless Night” (5 mins)

GUIDE:

“Last week we watched a YouTube video of a re-enactment of the new song that **Nala** sings in the Broadway performance of *The Lion King*. The song was “**Shadowland**” and it is, very clearly, about her entry into the Cocoon. Well, the stage version of *The Lion King* also includes a new song for **Simba** to sing while in the Cocoon, and this song also wasn’t in the original movie. It is titled “**Endless Night**”, and the original Simba on Broadway, Jason Raize, is singing it here.”

[Play the 4-minute **You-Tube song video** from the *Lion King* on-Broadway performance. The song is “**Endless Night**”.] **4 mins**

[Note to Guide: The author of this curriculum gets teary when she watches this video because the actor, Jason Raize, committed suicide in 2004, at the age of 28. He played the role of Simba from the launch of the stage production in 1997 through 2000. So four years after his Simba role ended, he killed himself. Some of your students may know this and want to discuss it. Why would someone that talented and acclaimed kill himself? Or might success and fame, especially at a young age, have a downside to it?]

See: http://en.wikipedia.org/wiki/Jason_Raize

Discussion: From “Wanderer in the Cocoon” to Apprentice at the Wellspring” (5 mins)

[Invite the youth to pull out the “**Human Circle of Life**” **Diagram** that they stuck in their journals from previous lessons.]

GUIDE:

“Last session we considered the ways in which Nala had entered into the Cocoon stage of life. In the episode we just watched we saw Simba entering the confusion and darkness of the cocoon stage and dying to his previous life as a carefree Thespian at the Oasis. And, we watched him emerge from the Cocoon into the next stage of life. Let’s take a look at the **chart** to get a sense of what this next stage of life is.”

Q: "So **what is the next stage?**" [Apprentice at the Wellspring]

Q: "What is an **apprentice?**" [A person learning a skill, especially from those with great experience.]

Q: "What is a **wellspring?**" [The source of a stream or river at the spot where it emerges from the ground.]

Q: "How does the **TASK** shift between from the Cocoon to the Wellspring stage?" *[Note to Guide: The Task will be explained in the Grab-bag readings that follow, so don't provide any answers yourself.]*

Q: "How does the **GIFT** shift between these two stages?"

Q: "How does the **CENTER OF GRAVITY** shift between these two stages?"

GUIDE: "Let's **explore this next transition** more by using the **Grab-bag** again. As usual, there are explanations in it that the author of the Human Circle of Life diagram wrote in his book on this topic."

Grab-Bag Readings (15 mins)

*Printed at the end of this lesson are **9 quotations** drawn from the book in which the diagram appeared. Psychologist Bill Plotkin writes about the "Thespian at the Oasis stage" in his book Nature and the Human Soul.*

*Invite the youth to **take turns drawing cards** from **the Grab-Bag** and **reading the quotation**. Each card may or may not generate some short discussion.*

*NOTE: If you want to make the readings more ritualistic, then **delay any discussion** until all the readings are done, and use a **chime** to signify the transition between readings.*

"Remember Who You Are" POUCH and Guided Meditation (7 mins)

*[Have a volunteer pass out the pouches: one to each student. After they are passed out, ask the youth to settle back for a **GUIDED MEDITATION**. Ask them to begin by getting comfortable, **closing their eyes**, and taking some slow deep **breaths**. Ring the **chime**.]*

GUIDE (read this guided meditation):

"What you just received might be called a **"Remember Who You Are" Pouch**, or a **"Memory Pouch"** for short. You can take it home with you and begin to put into it **small objects important to you**. These will serve as reminders of hope and encouragement when you really need to be **reminded** of the **powers** you can draw on **within yourself** and the **world** around you.

"We have already learned, and discovered in our own lives, that **times of confusion and loss and troubling emotions are inevitable in life**. These will become very evident not only in your **Thespian at the Oasis** stage of life, but especially during your **Wanderer in the Cocoon** stage. It seems that in order for anything new to emerge within you, some things will first have to dissolve away.

"During these dark times in life, it is helpful to **remember the high points of your past**, along with your very own **sources of strength**. Small objects of **special significance** to you and that you can **touch** may provide comfort and encouragement during such times.

"Perhaps there is something small that you have already put into your **Time Capsule** that might better serve you tucked away in a "Remember Who You Are" Pouch. Or perhaps there is a small object that you intentionally did *not* put into the Time Capsule because you want it to stay with you.

"Objects that could go into the pouch might include a **stone** or a **fossil** you collected on a favorite outdoor experience. . . . perhaps a **photograph** or two of a childhood hero or a favorite occasion or important mentor in your life. . . Inspiring **quotations** or **poems** written on a slip of paper . . . or song lyrics. . . . perhaps a **note** you write to yourself sometime this week, or as the years pass. These would be words to help you remember that **dark times actually do pass** (even if they seem like an **"Endless Night"** when they happen). . . .

"If you were **not much of a collector** during childhood, or if you want to find and dedicate a **new object to serve as a kind of "power object"** to give you strength in times of sadness or confusion, you might actually make a point this week or next of finding an object that **calls out to you**, and which you will invest personal meaning in for this purpose. Ideally, it would be something that you find — or that finds you — during an excursion into the **natural world**.

"Consider, too, placing into your "Remember Who You Are" Pouch an object or two suggestive of your **deeper heritage** — all that came before and that made your birth possible. The small object might be something passed down to you from your genetic or adopted **ancestors** . . . or perhaps a list of their names as far back as anyone can tell you

about. . . . and especially if anyone can tell you when any of your ancestors immigrated to this continent, and what country they came from.

“You might want to include reminders of your deeper heritage, too. . . . This would be the **evolutionary ancestry** that we all share as humans. . . . And imagine, too, what might serve as a reminder of the powers of your own **most ancient ancestors**. That is, what might serve as a reminder that we are all made of **stardust** — that ancestor stars long dead created all the atoms that now reside within us. . . .

“All these are possibilities for you to consider putting into your memory pouch. . . . All these are possible **power objects** for you to carry with you on your life journey, on the **hero’s journey** that you have already begun.”

*[Pause and then **ring the chime** to signify the end of the Guided meditation.]*

Journaling (if there is time)

*[Encourage the youth to journal about any ideas for **objects to go into the Memory Pouch** and any other thoughts that have come to them this day. Leave **5 minutes** for the closing You-Tube song.]*

Closing Song (5 mins)

*[Play the 4-minute **You-Tube song video** from the Lion King on-Broadway performance. The song is “**They Live in You**” and here Rafiki and Simba sing the song.]*

[Note to Guide: The actor who plays Simba in this video is a different actor from the one we watched previously.]

"Endless Night"

Music by Lebo M, Hans Zimmer, and Jay Rifkin • Lyrics by Julie Taymor

To watch the YouTube video of the stage performance of this song,
google "YouTube Endless Night"

Where has the starlight gone?
Dark is the day
How can I find my way home?

Home is an empty dream
Lost to the night
Father, I feel so alone

You promised you'd be there
Whenever I needed you
Whenever I call your name
You're not anywhere

I'm trying to hold on
Just waiting to hear your voice
One word, just a word will do
To end this nightmare

When will the dawning break
Oh endless night
Sleepless I dream of the day

When you were by my side
Guiding my path
Father, I can't find the way

You promised you'd be there
Whenever I needed you
Whenever I call your name
You're not anywhere

I'm trying to hold on
Just waiting to hear your voice
One word, just a word will do
To end this nightmare

I know that the night must
end

And that the sun will rise
And that the sun will rise

I know that the clouds must
clear

And that the sun will shine
And that the sun will shine

I know
Yes, I know
The sun will rise
Yes, I know
I know
The clouds must clear

I know that the night must end
I know that the sun will rise
And I'll hear your voice deep inside

I know that the night must end
And that the clouds must clear
The sun
The sun will rise
The sun
The sun will rise



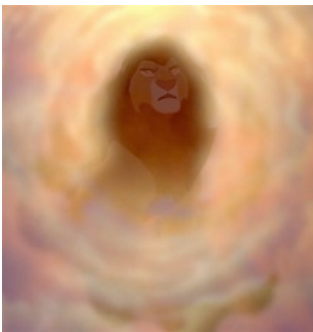
During the Cocoon stage, the Wanderer discovers something of the image or **gift** that is hers to bring to the world. She discovers **the larger story** that she is meant to live, and she begins to see her ultimate place of **belonging** to the world. Coming to know this place is as joyous as any accomplishment.

(p. 299)



Then one day it dawns on him that he cannot devote the rest of his life solely to exploring the underworld mysteries. He cannot remain forever on the periphery of society as a student of soul. He realizes, with some shock and grief, that the time is coming when **he must take what he has learned in the Cocoon** (and what he has become) — however inadequate this might feel — and now **fully return to his community**. He must now **contribute** something of consequence to his people.

(p. 299)



Out of the Cocoon, the new adult dwells at a kind of **wellspring**. A wellspring is the source of a stream, where it first emerges from the ground. It is the fount of the precious waters of life. The new adult **apprentices** there. Having discovered in the Cocoon the source of his or her one true life, the apprentice at the wellspring resides where the underground **gift** surfaces and where it becomes valuable to the wider world.

(p. 303)



To embody your soul is to **engage in visionary action**. But it is not so much that you *choose* to take visionary action. Rather, it is more like the Mystery (or the Universe) commands you to take up that task, and you say Yes!

(p. 305)



The poet Mary Oliver has written of this transition in life. She asks, "Tell me: What is it you plan to do with **your one wild and precious life?**" Passage out of the Cocoon is the moment when you fully accept your **calling**, your own particular **mission** in life.

(p. 306)



Once you receive and accept your **calling**, you must learn how to enact it within your particular culture, time, and place. This is the central learning task during the Wellspring stage of life. You will be learning the necessary **skills** for delivering your gift to the world in a way that the world can receive it. The **delivery system** may be art, architecture, raising children, psychotherapy, gardening, teaching, politics, scientific research, healing, poetry, dance, or any other cultural practice.

(p. 306)



In contemporary society we tend to think that **adulthood** is all about **hard work** and practical **responsibility** — earning a living, developing a career, getting married and rearing children. Although these are, in fact, components of life for most of us after our early twenties, they by themselves do not offer an **inspiring** portrait of adulthood.

Rather, true adulthood is **living the vision** revealed to you during your time in the Cocoon. You are not, however, trying to heroically fix or save the world. Rather, you are simply **participating** in the world as fully as you can and in the way that only *you* can. This is the most that you can do for the world, and it is sufficient.

(p. 310)



The Apprentice at the Wellspring does not confuse a **job** with her real work. She might take a job to keep herself and her family fed, but she knows she can perform her soulwork, to some extent, at any job because her **true work** is as much about her way of **being** as it is about her way of **doing**. Most apprentices, at least early in the Wellspring, do not get paid for their soulwork..

(p. 316)



Composing a soul-fulfilling life requires an appreciation of **Story**. Our **destiny**, after all, is a story to be lived into the world. As Soul Apprentices, we gather together our most extraordinary experiences until they take on the shape of a unified story. This is a story whose **central theme** is our unique way of belonging to the world. Many of the principal strands of our soul story are likely to become apparent in the Cocoon and the Wellspring stages of life. (p. 332)