

# Living Well: Christian Practices for Everyday Life

## “Dying Well” Learning Activities

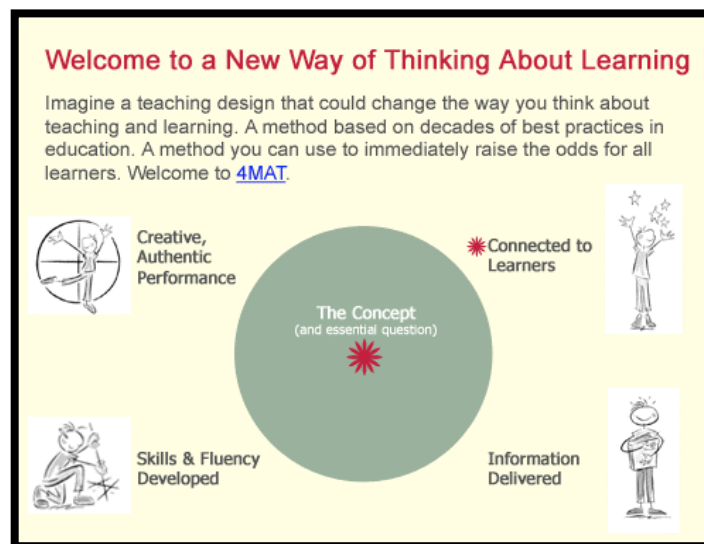
(LifelongFaith Associates)

Review the “Educating for Christian Practices Guide” for additional assistance in designing a learning plan for Christian practices.

### Contents

- 1) Educating for Christian Practices Using the 4MAT Learning Process
- 2) Sample Program Design for the Christian Practice of Dying Well
- 3) Resources for Developing the Christian Practice of Dying Well

## Educating for Christian Practices using the 4MAT Learning Process



In **Quadrant One** (Connect to Learners) the union of elements creates personal meaning, the way we question the value of new learning by connecting it to ourselves. The question to be answered is “Why?” Why is this of value to me? Why do I sense the need to know this? *This is never telling, this is something that happens, something that intrigues them (a problem to solve), or connects to them (a situation that has real meaning in their lives), or touches them in a way that links to their humanity.*

In **Quadrant Two** (Information Delivery) the union of elements creates conceptualized content, structuring knowledge into significant chunks that form the essence, the coherence, and the wonder of new ideas. The question to be answered is “What?” What is out there to be known? What do the experts know about this? What is the nature of the knowledge I am pursuing?

In **Quadrant Three** (Skill and Fluency Development) the union of elements creates usefulness (and the more immediate the better), the transferability into one's life, problem solving with the learning. The question to be answered is "How?" How does this work? Will this streamline my tasks? How will this be of use in my life? *This is where learners take the learning and do something with it, something that has meaning for them. This is where relevance is demonstrated.*

In **Quadrant Four** (Creative and Authentic Performance), the union of elements creates creative integration, the way we adapt the learning into something new and unique. The question to be answered is "What If?" If I use this in my own way, what will happen? What can I create and how will that creation expand, enhance, and maybe even transform the world I know? *The world "per-form" means to form through and that is the essence of this step. It represents the merging of the learning and the learner.*

McCarthy emphasizes that knowledge must be used. It must operate in one's life. And because all human beings are unique, we use and then integrate learning in our own inimitable, incomparable ways. What we learn is transformed into a particular use, a distinct way of doing, a matchless refinement of a method, a unique understanding. It is transformed. It becomes for us. It is in the transformation that real understanding happens.

#### 4 MAT References

- Website: [www.aboutlearning.com](http://www.aboutlearning.com)
- *Teaching Around the 4MAT Cycle – Designing Instructive for Diverse Learners with Diverse Learning Styles.* Bernice McCarthy and Dennis McCarthy. Thousand Oaks, CA: Corwin Press, 2006.
- *About Teaching: 4MAT in the Classroom.* Bernice McCarthy. Wauconda, IL: About Learning, 2000.
- *About Teaching Companion: The 4MAT Implementation Workbook.* Bernice McCarthy and Dennis McCarthy. Wauconda, IL: About Learning, 2003.

### Examples of Methods for Each Stage of the Process

#### Quadrant 1. Connecting to the Learner

##### ■ Why do learners need to know this?

- Actual case studies
- Stories (audio, video, illustrated)
- Personal storytelling
- Direct experience / field trip
- Simulated experience or game
- TV-style game show
- Interactive dialogue
- Personal reflection/journal
- Feature film segment
- Media presentation (PowerPoint): images and music
- Dramatic presentations
- Personal reflection tool/worksheet
- Quiz
- Self-assessment or inventory
- Prayer or ritual experience
- Witness presentations

## Quadrant 2. Delivering Information

### ■ What is it that we are teaching the learners?

- Video presentation
- Audio presentation
- PowerPoint presentation with content and images/music
- Guided reading and research
- Interviewing experts
- Demonstration
- Prayer or ritual experience
- Lecture
- Panel presentation
- Study groups: read and analyze/reflect on selecting readings, and present findings in a small group or to the large group
- Project-centered learning: develop a project that involves study, creative activity, and presentation of the project
- Debate
- Inquiry-oriented discussion
- Learning tournament

## Quadrant 3. Developing Skills and Fluency

### ■ How will the learners use it in their lives?

- Case study demonstrating how to use the information
- In-session practice activities and exercises (specific to the content of the session)
- Mentoring
- Role play / skill practice
- Field work
- Simulations
- In-field observations
- Demonstrations
- Panel presentations
- Compare and contrast activities
- Creative writing activity, e.g., learners rewrite Scripture stories or hymns in contemporary language and situations
- Presentations by learners of a project
- Creative activity: learners create an art project, song/music video, video or PowerPoint presentation, dramatic presentation, advertisement/commercial

## Quadrant 4. Creative and Authentic Performance

### ■ What will the learners become and do as a result of the learning experience?

- Conduct a demonstration
- Write a report, article, or story describing performance to share with others
- Create action plans
- Create a photo or video documentary of practice
- Field trip / mission trip
- Participate in a church ministry (within the church or in the wider community)
- Keep a journal or log of performance efforts
- Get involved in an action learning project (e.g., service project, teaching others, leading an activity).

## 4MAT and the Living Well Process

Each chapter in *Living Well* is developed around five movements:

1. **Yearning** taps into our hunger for living well by addressing a basic area of human need through the real-life stories of people who seek meaning and purpose for their lives through a particular practice.

2. **Reflecting** gives you, whether individually or with your household, an opportunity to become aware of how you experience the basic human need and hunger for the Christian practice in your own life, and how you may already be living this practice.
3. **Exploring** presents the biblical teaching on the practice, how the practice addresses our basic need and hungers, and why the practice is important for living a Christian life.
4. **Living** provides you with a variety of tools – activities, ideas, and strategies – that you can use to integrate each Christian practice into your daily life.
5. **Praying** concludes the chapter by offering God thanks and praise, and asking for God’s help.

Here is an application of the 4MAT learning cycle to teaching Christian practices to a large group (families, multiple generations, or adults) using the 5-part process of each *Living Well: Christian Practices for Everyday Life* chapter.

## **Quadrant 1**

### **Part 1. *Yearning: The Hunger for the Practice***

- Illustrating the hunger for the Christian practice in story, music, film, and/or current events.

### **Part 2. *Reflecting: Reflection on the Hunger***

- Guiding the individual or family in identifying how they see the hunger in their own lives and world.
- Helping people become aware of how they already engage in this practice, and the things that distort or hinder the practice.

## **Quadrant 2**

### **Part 3. *Exploring: The Christian Practice***

- Grounding the Christian practice in the Bible by describing how the biblical story(s) deepens our understanding of the Christian practice.
- Describing what people today, and throughout history, actually do when they are engaged well in a particular practice – people or communities that live the practice with exceptional grace and skill.
- Connecting the Christian practice to human needs and hungers. Identifying how and why it is important to living a meaningful life. Describing the benefits of living the Christian practice – for the person, family, and for the community and world.

## **Quadrant 3**

### **Part 4. *Living: Application of the Christian Practice to Daily Life***

- Giving people tools – activities, ideas, resources – for living the Christian practice in their daily lives – at home, at work, at school, and in the world.
- Showing people how to make the Christian practice part of everyday life.
- Guiding people in performing the Christian practice and then reflecting on it.

## **Quadrant 4**

### **Part 4. *Living: Application of the Christian Practice to Daily Life***

### **Part 5. *Praying: Prayer for the Practice***

- Entering more deeply into the practice through prayer and reflection.
- Offering God thanks and praise, and asking for God’s help in living the practice.

# Sample Program Design for the Christian Practice of Dying Well

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To illustrate how these five elements are incorporated in a learning resource, here is an outline of a large group program using the “Dying Well” chapter from *Living Well: Christian Practices for Everyday Life*.

## Preparation

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### Materials

- The following handouts are included with this session:
  1. *Remembering* (copy this handout on heavier stock paper if possible)
  2. *Your Bucket List: Developing a Life List*
  3. *The Raising of Lazarus* (Children)
  4. *The Five Secrets You Must Discover Before You Die*

### Suggested Setting

- Organize the participants into table groups. Have a Bible on each table.

### Preparation of Learning Activities

- Ask each individual and families to bring photos of their deceased loved ones for a Wall of Remembrance. They can also bring flowers and candles (in glass) to remember their loved ones.
- Paper, poster paper, crayons or washable markers, pens/pencils, glue sticks
- Prepare for the dramatization of the “Raising of Lazarus” in John 11:1-44 (verses 17, 20-27, 32-36, 38-39, and 43-44 or use the whole story).
  1. Select a narrator to read the non-speaker parts of the Gospel story.
  2. Select people to role play Jesus, Mary, Martha, and Lazarus (bound in grave cloths).
  3. Copy the Scripture passage and highlight the lines each actor is going to recite.
  4. Create or find contemporary props that illustrate each temptation (e.g., lots of food, the world’s possessions/money, etc.). Have a crew ready to bring out temptations at the appropriate time.
  5. Rehearse the actions as a group.
  6. Assign people to play the Apostles and the Crowd before your presentation.

### Video Options

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- Use excerpts from the video of Randy Pausch’s *Last Lecture* during the session (on YouTube or at [www.thelastlecture.com](http://www.thelastlecture.com)). On September 18, 2007, computer science professor Randy Pausch stepped in front of an audience of 400 people at Carnegie Mellon University to deliver a last lecture called “Really Achieving Your Childhood Dreams.” With slides of his CT scans beaming out to the audience, Randy told his audience about the cancer that was devouring his pancreas and that would claim his life in a matter of months. On the stage that day, Randy was youthful, energetic, handsome, often cheerfully, darkly funny. He seemed invincible. But this was a brief moment, as he

himself acknowledged. Randy's lecture has become a phenomenon, as has the book he wrote based on the same principles, celebrating the dreams we all strive to make realities. Randy lost his battle to pancreatic cancer on July 25th, 2008, but his legacy will continue to inspire us all, for generations to come.

- Use excerpts from *The Five Secrets You Must Discover Before You Die DVD* by Dr. John Izzo during the session. This presentation explores the things we all must discover before we die. Dr. John Izzo conducted 200 interviews with people aged 60-105 who were identified by others as having found wisdom. This series features Dr. John Izzo before a live audience exploring the five themes that emerged from those 200 interviews. Through compelling stories, humor and practical ideas for change, he explores the paths to contentment and purpose.
  1. "Reflect More: Living a Life of Intention"
  2. "Risk More: Living a Life of Courage & Adventure"
  3. "Love More: Living a Life of Kindness"
  4. "Enjoy More: Living a Life of Joy"
  5. "Return More: Living a Life of Significance"

(Production Company: One Life Productions Corp. and The Biography Channel)

Available from: Amazon.com and The Izzo Group (<http://www.theizzogroup.com>)

# **Session Plan**

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## **Quadrant 1. Connecting to the Learner: Experiences of Death and Dying**

### **1. Yearning—Stories of Dying Well**

Introduce the session with these words (from page 4.2 in *Living Well*):

*Death is an inevitable part of life. There is not getting around it. This is a frightening prospect, for the specter of death destroys any illusion that we are in full control of our lives or that we are our own makers and keepers. Most of us will experience the death of someone we love dearly, and all of us must face our own death. How is it, then, that some people are able to die with the assurance that death is not the final word? How is it that some are able to face the death of a loved one trusting that love is stronger than death? (Amy Plantiga Pauw, *Practicing Our Faith*)*

Share with the group the two opening stories, “Teaching Farewell” and “The Miracle of My Mother’s Easter Pies,” on pages 4.2–4.3 in *Living Well*. Use a different reader for each story.

### **2. Reflecting—Remembering Loved Ones Who Have Died**

To help the participants reflect on their experience of death and dying, give them a copy of the handout, *Remembering*, and ask them to complete the questions. Families can choose to work together on this activity. Give people one copy of the handout for each person they are going to remember.

Introduce the activity by saying:

*If we think about those who died well, we usually find that they are also the ones who lived well. How we live our lives in the present moment says much about our attitudes towards death. Dying well is all about living well, as if each stage of our life were the last.*

Give the participants time to complete the questions on the handout for each person they select. Ask people to attach the photo(s) to each handout using the glue sticks.

- What were the qualities of this person’s life that showed a life well-lived?
- In what ways do you remember this person’s life and death?

When people finish the final activity, ask them to post the photos of their deceased loved ones on the Wall of Remembrance. They can also place flowers and light candles to remember their loved ones.

At table groups ask the participants to share their responses to the following question: *What can we learn from our deceased loved ones about dying well and living well?* Remind the table groups to give everyone a chance to share their insights before any discussion.

### **3. Creating Your Own Bucket List**

Introduce the “Bucket List” concept using the information on page 4.5 of *Living Well*. Then distribute the handout, *Your Bucket List: Developing a Life List*, and explain the activity:

*Making a “Life List” and making sure it stays current is a pretty good tool for keeping life and career on course. Create your “Life List,” of the things you want to do and become while you are alive. Making a*

*list for your career is also a good idea: What do you want to do and to become during your career? Once you have the list, build in a time to check in with yourself every 2-3 months: Does the list still make sense? What must be added? What has been accomplished? What will be your focus for the months ahead?*

### **Children’s Activity:**

- For young children: Have them draw a picture of who they would like to be when they grow up. Give them paper and crayons or washable markers.
- For older children: Ask them to write two or three things they would like to accomplish in their lives – as a child, teenager, or adult, and/or have them identify several people they admire and would like to be like as they grow up. Give them paper and pens/pencils. You can also give them magazines so they can create a “poster” of images and people that reflect who they want to become in life.

At table groups ask everyone to share items from their “bucket list.”

## **Quadrant 2. Delivering Information: The Christian Practice of Dying Well**

The Exploring section of the “Dying Well” chapter on pages 4.7–4.10 in *Living Well* presents several key themes from the Scriptures about death and dying.

- 1) Dying Isn’t All There Is: Love is Stronger than Death
- 2) Grieving and Consoling
- 3) Giving Thanks and Remembering
- 4) Being Supported in the Christian Community
- 5) Dying to Self

### **1. Dying Isn’t All There Is: Love is Stronger than Death – The Story of Lazarus**

Use the “Raising of Lazarus” in John 11:1-44 to create a drama to illustrate how God’s love is stronger than death. You can focus the dramatization on verses 17, 20-27, 32-36, 38-39, and 43-44 (see *Living Well* page 4.7) or use the whole story.

Prepare the dramatization in advance. Here are several suggestions:

1. Select a narrator to read the non-speaker parts of the Gospel story.
2. Select people to role play Jesus, Mary, Martha, and Lazarus (bound in grave cloths).
3. Copy the Scripture passage and highlight the lines each actor is going to recite.
4. Create or find contemporary props that illustrate each temptation (e.g., lots of food, the world’s possessions/money, etc.). Have a crew ready to bring out temptations at the appropriate time.
5. Rehearse the actions as a group.
6. Assign people to play the Apostles and the Crowd before your presentation.
7. Present the drama.

After the dramatic presentation, have people discuss the following questions at table groups. Give each person/household an opportunity to think about the questions and then invite people to share their responses. Display the questions on a PowerPoint presentation or on newsprint for all to see. Younger children can draw a picture of their experience using the handout, *The Raising of Lazarus*.

- What were you feeling as you experienced the drama?



- What was most meaningful for you?
- How would you have felt if you were Lazarus? If you were Mary and Martha? If you were one of the Apostles?
- What do you think Jesus is teaching us in this story?

After the drama (or presentation) share with the group the commentary on page 4.7 in *Living Well*.

*You can almost feel the pain and grief and loss in the words of Martha and Mary. Their brother has died! Jesus' response is filled with tenderness and emotion. He weeps and mourns with Martha and Mary. In his response we can see the profound way God is with us in our grief and pain. In this tender scene we experience the compassion of God embracing us in the midst of our suffering. Jesus is so moved by the experience that he goes to the tomb of Lazarus and brings him back to life. Jesus' love – for Lazarus and for Martha and Mary – is stronger than death.*

*But there is more. Jesus promises Martha (and us) that those who live and believe in him will never die. Resurrection is not returning to live more of this life; it is a gift of eternal life from our loving God who raised Jesus from the dead. The amazing fact of our living out the dying and rising of Jesus, the paschal mystery, is that we already share in this eternal life. The already of eternal life is God's grace at work in our lives. Its fullness will be known only after we die, but by living faithfully we have already begun this journey. This is why dying isn't all there is.*

## **2. Biblical Teaching on Death and Dying Well**

Present the four themes of biblical teaching using the material on pages 4.8-4.10 in *Living Well*:

1. Grieving and Consoling
2. Giving Thanks and Remembering
3. Being Supported in the Christian Community
4. Dying to Self

Develop a presentation (using PowerPoint) that explains each theme using the Scripture reading, the key points in the commentary, and your examples. Include photos in your PowerPoint presentation to illustrate each of the four themes. (You can find photos by searching each theme in Google Images.) Select people who will read one of the Scripture passages as part of your presentation.

Conclude your presentation with table group discussions using the following questions. Give each person/household an opportunity to think about the questions and then invite people to share their responses. Display the question on a PowerPoint presentation or on newsprint for all to see.

- What did you learn about the Christian teaching on death and dying well from the dramatization and the presentation?

## **Quadrant 3. Developing Skills and Fluency: Ways to Live the Christian Practice of Dying Well**

### **1. “Learn How to Die, and You Learn How to Live.”**

Introduce this section of the session by reading the excerpt from *Tuesdays with Morrie* on page 4.11 in *Living Well*. (You might consider show a video clip from the movie version of *Tuesdays with Morrie* that presents this quote.)

## 2. The Five Secrets You Must Discover Before You Die

Create a PowerPoint presentation that explains each of the five secrets using the examples and the key points in the commentary on pages 4.11-4.13 in *Living Well*, as well as your own examples. Select people who can read the stories from the *Living Well* book.

Begin by presenting this introduction from page 4.11 of *Living Well*:

*Dr John Izzo interviewed 235 people from the age of 59-106 (who had over 18,000 years of life experience) asking them to reflect back on their lives: What brought happiness? What gave meaning? What did they regret? What did they wish they had learned sooner? What did not matter in the end? The “wise elders” were an incredibly diverse group ranging from a town barber to CEO’s, from poets to native chiefs, Holocaust survivors to war veterans, and represented all the major religions and cultures of our society. The following reflections on his interviews are summarized from his book, The Five Secrets You Must Discover Before You Die.*

Then present each of the five secrets:

1. Be true to yourself and live with intention (reflect more).
2. Leave no regrets (risk more).
3. Become more (love more).
4. Live in the moment (enjoy more).
5. Give more than you take (return more).

Conclude your presentation by sharing the story of the “Ten-Hour Funerals.”

Ask all of the participants from teenagers through adults to use the handout, *The Five Secrets You Must Discover Before You Die*, and review the reflection questions for each of the five secrets, select one or more of the five secrets they would like to improve in their life, and then develop specific ways they can live the secret in daily life.

Engage the children in creating a “Five Secrets Poster” that takes each secret and illustrates it with artwork and magazine photos and images. Have the children write the two-word summary of each secret – Reflect More, Risk More, Love More, Enjoy More, and Return More – next to their photos or artwork.

Older children can create an advertisement to present each secret, using a variety of advertising methods, e.g., an ad in a magazine, a poster advertisement, a billboard, a web page. They should write the content for an advertisement; identify or create artwork, symbol, images, photos to accompany the content; develop the final product; and then present it to the group.

Conclude with table group sharing: Invite the teens through adults to share their ideas of how they will live the secrets and have the children share their posters or ads.

Summarize the learning from this activity by have each table group share their responses to the following question:

- What insights about dying well did you gain from exploring “The Five Secrets You Must Discover Before You Die?”
- What was the most important secret for you?

## **Additional Learning Activity: “The Last Lecture” by Randy Pausch**

The life of Randy Pausch and his “Last Lecture” capture the essence of dying well. On September 18, 2007, computer science professor Randy Pausch stepped in front of an audience of 400 people at Carnegie Mellon University to deliver a last lecture called “Really Achieving Your Childhood Dreams.” With slides of his CT scans beaming out to the audience, Randy told his audience about the cancer that was devouring his pancreas and that would claim his life in a matter of months. On the stage that day, Randy was youthful, energetic, handsome, often cheerfully, darkly funny. He seemed invincible. But this was a brief moment, as he himself acknowledged. Randy’s lecture has become a phenomenon, as has the book he wrote based on the same principles, celebrating the dreams we all strive to make realities. Randy lost his battle to pancreatic cancer on July 25th, 2008, but his legacy will continue to inspire us all, for generations to come.

Go to [www.thelastlecture.com](http://www.thelastlecture.com) to watch the video of Randy Pausch’s last lecture and view testimonies to his wisdom.

Consider using excerpts from the video (on You Tube) to conclude this section of the learning session.

## **Quadrant 4. Demonstrating Creative and Authentic Performance: Living the Practice of Dying Well**

### **1. Preparing for Dying Well**

Depending on the ages and needs of your group, you can present the suggestions on pages 4.13-4.14 in *Living Well*. These suggestions are offered as guidance for how to live in a way that prepares people for dying well.

1. Develop deep wellsprings of spiritual strength and insight.
2. Be part of a supportive community.
3. Trust in God’s power.
4. Listen to what others need and how they feel during times of pain and suffering; communicate what you need and how you feel during times of pain and suffering.
5. Write a spiritual journal.
6. Prayerfully read the Bible during times of pain and suffering.
7. Join a church community for worship, study, fellowship, support, and service.

### **2. Integrating the Christian Practice of Dying Well/Living Well into Daily Life**

Conclude the session by helping people identify ways that they can integrate the Christian practice of Dying Well into their daily life. Have individuals, couples, and families develop a plan.

Review the ideas presented in the *Living Well* book and in the session. Ask people to consider others ways they can live the Christian practice. Then explain this simple process of moving from idea to action. Give people a worksheet or piece of paper to create their action plan.

1. List 2-3 actions you would like to take to live the Christian practice of Dying Well as an individual or household.
2. Describe what you will do to put each action into practice, and the steps you will take to ensure that it will happen.

Conclude by inviting people to share one action idea with their table group.

### **3. Closing Prayer**

Use one or both of the prayers on page 4.16 in *Living Well* to close the session.

# Remembering

Remembering \_\_\_\_\_

■ What were the qualities of this person's life that showed a life well-lived?

■ In what ways do you remember this person's life and death?

(photo)

## **Your Bucket List: Developing a Life List**

Making a “Life List” and making sure it stays current is a pretty good tool for keeping life and career on course. Create your “Life List,” of the things you want to *do* and become while you are alive. Making a list for your career is also a good idea: What do you want to *do* and *become* during your career? Once you have the list, build in a time to check in with yourself every 2-3 months: Does the list still make sense? What must be added? What has been accomplished? What will be your focus for the months ahead?

### **Your Life List: Personal**

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### **Your Life List: Career**

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## The Raising of Lazarus



# The Five Secrets You Must Discover Before You Die

## The Five Secrets

## Living the Secrets

### **1. Be true to yourself and live with intention:**

#### **Reflect More.**

- ✓ Am I following my heart and being true to my self?
- ✓ Is my life focused on the things that really matter to me?
- ✓ Am I being the person I want to be in the world?

### **2. Leave no regrets: Risk More.**

- ✓ Do I act on my convictions? How do I want to act on them more deeply?
- ✓ What step would I take in my life right now if I were acting with courage, not fear?
- ✓ How am I responding to the setbacks in my life? Am I stepping forward or retreating?
- ✓ What might I do differently right now if I were living from the perspective of an old person on the porch looking back at my life?

### **3. Become more: Love More.**

- ✓ Do I make room for friends, family, and relationships?
- ✓ Am I kind and loving to the people closest to me? How can I more loving toward them?
- ✓ Do I spread love and kindness in the world today? Am I making a difference in the world?

### **4. Live in the moment: Enjoy More.**

- ✓ Do I fully enjoy whatever I am doing? Am I really “here” or just showing up?
- ✓ What I am grateful for each day? Do I wake up each day with thanks for another day?

### **5. Give more than you take: Return More.**

- ✓ Am I making the world a better place?
- ✓ Do I remind myself that I am making a difference even if I don't see it?
- ✓ Am I kind, generous, and giving? How can I live more fully this way?



# Resources for Developing the Christian Practice of Dying Well

"Dying Well." Amy Plantinga Pauw. *Practicing Our Faith*. Dorothy C. Bass, editor. San Francisco: Jossey-Bass, 1997.

*Five Secrets You Must Discover Before You Die*. John Izzo. San Francisco: Berrett-Koehler, 2008.

Based on a highly acclaimed public television series, this book takes the reader on a heartwarming and profound journey to find lasting happiness. John Izzo interviewed over 200 people, ages 60-106, each whom was identified by friends and acquaintances as "the one person they knew who had found happiness and meaning." From town barbers to chiefs to CEO's, these people had over 18,000 years of life experience between them. He asked them questions like, What brought you the greatest joy? What do you wish you had learned sooner? What ultimately mattered and what didn't? Here Izzo shares their stories - funny, moving and thought-provoking -- and the Five Secrets he learned from listening to them. This book will make you laugh, bring you to tears and inspire you to discover what matters long before you die.

*The Last Lecture*. Randy Pausch. New York: Hyperion, 2008.

A lot of professors give talks titled "The Last Lecture." Professors are asked to consider their demise and to ruminate on what matters most to them. And while they speak, audiences can't help but mull the same question: What wisdom would we impart to the world if we knew it was our last chance? If we had to vanish tomorrow, what would we want as our legacy? When Randy Pausch, a computer science professor at Carnegie Mellon, was asked to give such a lecture, he didn't have to imagine it as his last, since he had recently been diagnosed with terminal cancer. But the lecture he gave—"Really Achieving Your Childhood Dreams"—wasn't about dying. It was about the importance of overcoming obstacles, of enabling the dreams of others, of seizing every moment (because "time is all you have...and you may find one day that you have less than you think"). It was a summation of everything Randy had come to believe. It was about living. In this book, Randy Pausch has combined the humor, inspiration and intelligence that made his lecture such a phenomenon and given it an indelible form. It is a book that will be shared for generations to come.

*Tuesdays with Morrie*. Mitch Albom. New York: Doubleday, 1997.

Maybe it was a grandparent, or a teacher, or a colleague. Someone older, patient and wise, who understood you when you were young and searching, helped you see the world as a more profound place, gave you sound advice to help you make your way through it. For Mitch Albom, that person was Morrie Schwartz, his college professor from nearly twenty years ago. Maybe, like Mitch, you lost track of this mentor as you made your way, and the insights faded, and the world seemed colder. Wouldn't you like to see that person again, ask the bigger questions that still haunt you, receive wisdom for your busy life today the way you once did when you were younger? Mitch Albom had that second chance. He rediscovered Morrie in the last months of the older man's life. Knowing he was dying, Morrie visited with Mitch in his study every Tuesday, just as they used to back in college. Their rekindled relationship turned into one final "class:" lessons in how to live. *Tuesdays with Morrie* is a magical chronicle of their time together, through which Mitch shares Morrie's lasting gift with the world.