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Hyde Family Education

A Lifelong Journey

| SELF-DISCOVERY | SELF, FAMILY AND COMMUNITY EXCELLENCE | HYDE PHILOSOPHY |
|---|--|---|
| <i>Focusing on personal growth</i> | <i>Strengthening commitment and honesty through the Ten Priorities</i> | <i>Understanding the core beliefs and shared values of the Hyde Schools.</i> |
| AICR | | Unique Potential |
| Action/Reflection | 1. Truth over Harmony | <i>Every individual is gifted with a unique potential that defines a destiny.</i> |
| The Seminar | 2. Principles Over Rules | |
| Rigor | 3. Attitude Over Aptitude | The 5 Words |
| Synergy | 4. Set High Expectations, Let go of Outcomes | Curiosity Courage Concern Leadership Integrity |
| Conscience | 5. Value Success and Failure | |
| Concern Meeting | 6. Allow Obstacles to Become Opportunities | The 5 Principles |
| IPSES | 7. Take Hold and Let Go | Destiny Humility Conscience Truth Brother's Keeper |
| Confrontation/ Intentional Intrusion | 8. Create a Character Culture | |
| EEMO | 9. Humility to Ask for and Accept Help | |
| | 10. Inspiration: Job #1 | |

Overview

Hyde School Family Program

The Family Program at Hyde School encourages a lifelong journey of personal and family growth.

Goals

- **Self-Discovery:** helping each participant to become his or her best self.
- **Family Excellence:** understanding the family's strengths and challenges.
- **Hyde Philosophy:** learning about the core beliefs and principles of the Hyde Education.

Parent Commitment

There are **three required components** to the year-long program. The first two years have a structured format. Subsequent years allow parents flexibility within the program's framework.

Region – As a global network for Hyde families, the region provides a setting for parents to focus on their own growth. Parents are expected to attend five regional meetings (September, November, January, February, and May). During the March vacation, there is an assigned family activity. The September meeting is an all-day mini-retreat; the January meeting is an overnight retreat.

Family Learning Center (FLC) – The FLC is a two- or three-day workshop held on campus. (Veteran families have the option to attend a wilderness FLC in Eustis, ME.) Parents choose a date which best fits their schedule from an FLC calendar provided by Family Education Dept. each spring.

Family Weekends – A time when the entire community gathers, family weekends provide an opportunity to highlight student growth, work on family renewal and reaffirm the mission of the school. Two family weekends are held each year: one in October and one in April. These weekends begin on Thursday night and end on Sunday at noon.

Parent Participation

The family program is open to all parents and committed adults. Full participation involves a willingness to do one's best. Hyde recognizes that conflicts may arise and the Family Education staff will work closely with each family to create a successful partnership which will ultimately benefit the student.

Parents who participate in the program have an opportunity to graduate with a Hyde Parent Diploma on the morning of their child's commencement.

Introduction—Hyde 201

Hyde 201 is for those parents who have completed Hyde 101. The goal of Hyde 201 is for parents to become familiar with the Ten Priorities. In this journaling curriculum, parents are encouraged to document their year in journaling assignments, final letters, etc. to chronicle their year of growth.

Rigor - Hyde 201 will challenge parents to take the majority of the ownership for their growth. You will also need to take responsibility to help other parents as they are starting out in the program. Hyde has a phrase, “You’ve got to give it to get it.” The more you support and challenge other parents, the more you will gain for yourself. You will have a parent “buddy” to hold you accountable to your work, and you will also be expected to bring Brother’s Keeper actively to your region.

Synergy – Parents in Hyde 201 will not be expected to “have it all together,” but will be asked to assume a leadership role within the region, and with other Hyde families. Hyde places value in confronting the truth so that we can create a culture that respects the potential of its members. Your frustrations, hopes, strengths and fears in Hyde 201 will still present themselves, yet now, you will be expected to share those and work through them. A commitment to practice Brother’s Keeper will be a major expectation in Hyde 201.

Conscience - Your example will be the most important factor in inspiring your child. Another Hyde phrase is, “Your actions speak so loudly that I cannot hear what you are saying.” Work hard. Take the risk to make mistakes and uncover the humility to realize that no one taps into their potential without the help of others.

In Hyde 201 you will participate and be asked to take leadership in:

- Family weekends
- FLC experiences with your child
- Regional retreat
- Regional parent meetings

AICR

AICR is the foundation of the learning process at Hyde. Think about these as you work through the journaling curriculum.

BE ATTENTIVE – The first step in thinking effectively comes with learning to discipline our mind to the task at hand. Do we have the capacity to rivet our attention on the lesson? Can we blot out distractions during work, class and other activities? You will need to be attentive as you tackle each week's questions.

BE INSIGHTFUL – How deeply do we think? Do we like to figure it out for ourselves? Do we look to connect lessons to other truths? Do we strive to find the bigger picture? As you work through the curriculum, you will need to actively think and ask questions around the learning insights you discover.

BE CRITICAL – Is knowing the truth important to us? How dependent are we on the teacher or the help of others? Are we likely to find the error in the book, the lecture or the class discussion? How sensitive are we to our own biases, prejudices or shortcomings? This kind of critical thinking is important as we search for truth and meaning in our journaling answers.

BE RESPONSIBLE – How thoughtfully do we act upon what we have learned? Do our acts affirm our words? Do we challenge ourselves to follow through on our insights with action steps? To set the example we want as parents, we need to be responsible with what we learn about ourselves and our families.

Take Hold and Let Go

“The apple doesn’t fall far from the tree.”

Parental growth is the key to character development in the family. This cannot be overly emphasized. Your son or daughter does not need you to be perfect; your child needs to see your effort and willingness to dig in and focus on your own progress. Your growth will inspire your child to believe that he or she can also change. The intensity and immediacy of your participation is absolutely essential. Parental growth is the key to positive change within the family.

If you work hard, so will your child. If you reach for deeper values, character and purpose for your family, then so will your child.

Let go of your child’s growth and take hold of your own!

Regardless of your child’s outward signs of success or failure, let your child take responsibility for his/her actions. Your help will only smother him/her, postponing the learning until a time when the stakes may be higher. You do not help a child by postponing the dentist, no matter how frightened he or she may be.

The best way to let go is to become so preoccupied with your own progress that you have less time to think about your child’s. In time, your son or daughter will begin to seek your true help, not your protection. You will become a role model who inspires your child to go after his or her best.

Regional Meeting Dates

Date

Location

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JULY

How to Use this Journal

Before each regional meeting, you are expected to complete the journaling unit for that month. This journaling will build your habit of self-reflection and prepare you for the seminar sharing at the regional meeting. You may be asked to share your journaling during the monthly meeting.

Every parent in the Hyde family program has a **parent mentor/buddy** that is assigned in the region. As a 201 parent, the mentor relationship you had your first year may have evolved into a buddy relationship. If your mentor has graduated, find another person in the region (a 201 or beyond) who can be your buddy. This is a reciprocal relationship in which each parent helps the other to their best in the parent curriculum. During the year you and your buddy will:

- Share your progress in the parent program
- Support and challenge one another
- Keep each other on task with assignments
- Be a Brother's Keeper to each other

Stay connected with your buddy through phone calls, e-mails and in person. **You should connect with your buddy between each regional meeting.**

Parent Buddy: _____

Phone #: _____

E-mail address: _____

How to Use this Journal

This journal is designed with the intention of providing you with a place where you can keep the entirety of your work in the Hyde Parent Program. In the back of the journal you will find space to keep notes on items of interest and journaling you do during your monthly meeting. There is enough space for your FLC and Family Weekend letters, as well as your retreat journaling.

Take your journal with you to each Hyde event that you attend. By June, it will tell the story of your year. We hope that you use this journal to record your thoughts and feelings as you meet challenges and celebrate triumphs throughout the year.

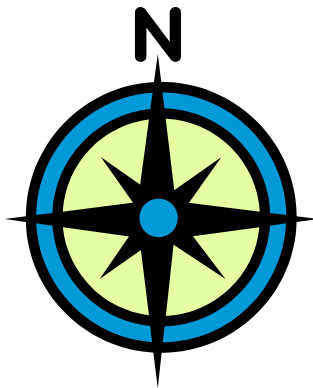
Truth Over Harmony

*“Say not, **I HAVE FOUND THE TRUTH**, but rather, **I HAVE FOUND A TRUTH.**”*

- Kahlil Gibran

“All truths are **EASY TO UNDERSTAND** once they are discovered; the point is to **DISCOVER** them.”

- Galileo Galilei



Truth Over Harmony

Reading

Why is it so difficult to deal with the truth?

Let's look at the truth in the metaphor of a tent. When we approach this Tent of Truth we are asked to discard our clothing and enter without any protective shield. We are then given the truth, and upon exiting we are given the clothes that we need. The word **need** is key here - it may not be the clothes that we entered with or the clothes that we want. Truth is very much like this in that we are given what we need and it is usually not what we want. Therefore, a conflict is set up between our wants and our needs. We see it in our children all of the time, but it is more elusive in adults. We also have trouble distinguishing between our wants and needs, or at least in having the courage to choose needs over wants.

After we hear the truth, the hardest part is that you cannot unknow it – you cannot pretend anymore. You cannot cloak your inaction in ignorance; there are no more excuses or back doors. You may think you have the right to choose what to do with it, but if you do not deal with the truth, it will certainly deal with you. Therefore, there are real consequences for entering that tent, but there are also tremendous rewards if we allow the truth to shape our character and help reveal our path of destiny.

Truth Over Harmony

2. How honest am I today with my family of origin?
Explain.

Truth Over Harmony

4. If I had a major life issue, would I tend to share it or keep it from my children? Explain.

Truth Over Harmony

5. If I were to put the weight of my foot in truth over harmony, what step or steps would I start with? (Be specific as to what area of your life, who, when, etc.)

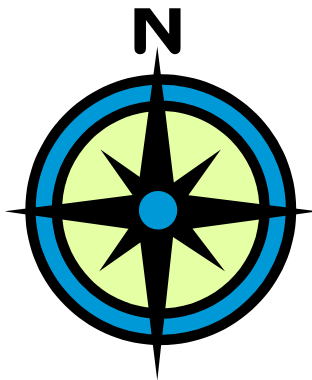
Truth Over Harmony

6. Is there a truth about my potential, purpose or destiny that I have been avoiding?

Principles Over Rules

“PRINCIPLE, particularly moral principle, can never be a weather vane, spinning this way and that with the shifting winds of expediency. *Moral principle is a compass forever fixed and forever true. And that is as important in business as it is in the classroom.”*

- Edward R. Lyman



Principles Over Rules

Reading

In future years, when people speak of your achievements, do you want them to hold up a stack of calendars, several inches thick, showing a record of all you did and where you went to do it? “Here’s the kind of parent I was - look at all I got done.”

Or would you rather they spoke of your kindness and creativity, the principles that guided you through parenting and helped you raise happy, healthy children?

Viewed in this way, we realize how important it is for us to have a guiding principle, a parenting philosophy that takes us through our days. Otherwise, we are nothing more than robots, completing the necessary daily tasks.

from *Meditations for Parents Who Do Too Much*,
by Jonathan and Wendy Lasear

Principles Over Rules

1. What were the principles or core beliefs in my upbringing?

Principles Over Rules

3. When principles are not at the center of our family, what takes their place (e.g.. control, anger, fear, confusion)?

Principles Over Rules

Action Step Assignment - Write three words that are core principles you want to embody and embrace throughout your life and your legacy.

1. _____

2. _____

3. _____

Write these principles on a card and put them somewhere you can see them everyday. Then share these with your journaling buddy.

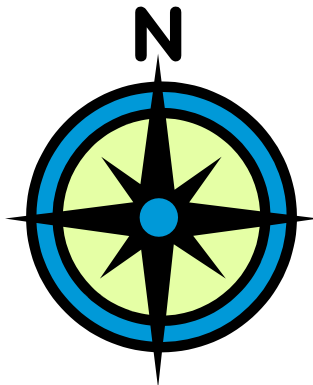
Attitude Over Aptitude

*“Men can **ALTER THEIR LIVES** by altering their attitudes.”*

- Anonymous

*“There isn’t a person anywhere who isn’t capable of doing **MORE** than he thinks he can.”*

- Henry Ford



Attitude Over Aptitude

Reading

The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness, or skill. It will make or break a company...a church... a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past...we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have and that is our attitude...I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you...we are in charge of our ATTITUDES.

- Charles Swindoll

Attitude Over Aptitude

1. How would I define my overall attitude toward life?

Attitude Over Aptitude

3. Do I believe that my attitude is more important than my aptitude? Where do I question this?

Attitude Over Aptitude

4. How do I feel about the general attitudes of my family members? Describe each family member's overall attitude.

Attitude Over Aptitude

Action Step Assignment

Think about where I could ask for help with my attitude. Talk to someone either inside or outside the Hyde community about this and ask for their feedback. Write what I learned here:

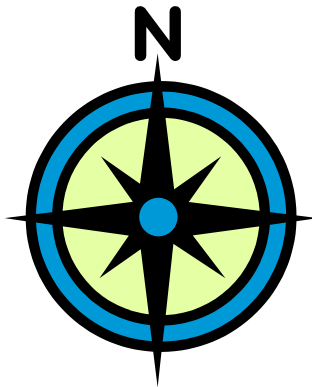
Set High Expectations and Let Go of the Outcome

*“If we did all we are capable of doing, we would literally **ASTONISH** ourselves.”*

- Thomas Edison

*“The great danger for most of us **IS NOT THAT OUR AIM IS TOO HIGH AND WE MISS IT**, but that it is too low and we reach it.”*

-Michelangelo



Set High Expectations and Let Go of the Outcome

Reading

Your Children are not Your Children
By Kahlil Gibran in *The Prophet*

Your children are not your children.
They are the sons and daughters of life's longing for itself.
They come through you, but not from you.
And though they are with you, they belong not to you.

You may give them your love, but not your thoughts,
For they have their own thoughts.
You may house their bodies, but not their souls,
For their souls dwell in the house of tomorrow,
Which you cannot visit, not even in your dreams.
You may strive to be like them
But seek not to make them like you,
For life goes not backward nor carries with yesterday.

You are the bows from which your children
As living arrows are sent forth.
The archer sees the mark upon the path of the universe
And he bends you with his might
That his arrows may go swift and far.
Let your bending in the archer's hand be for gladness,
For even as he loves the arrow that flies,
So he loves also the bow that is stable.

Set High Expectations and Let Go of the Outcome

2. Who were the people in my life who demanded my best? How did I feel then, and how do I feel about them today?

Set High Expectations and Let Go of the Outcome

6. What is my greatest fear about my own high expectations of myself?

Set High Expectations and Let Go of the Outcome

Action Step Assignment

Think about an “outcome” that you are having difficulty letting go of. Write down both the outcome you hope for along with the outcome you fear.

Send an e-mail to your parent buddy sharing this outcome and then create a statement to replace it:

Example:

- This is not my issue.
- Focus on the here and now.
- Reach for the vision and always accept reality.

Ask your parent buddy to e-mail/call you back after a specified time period to check in.

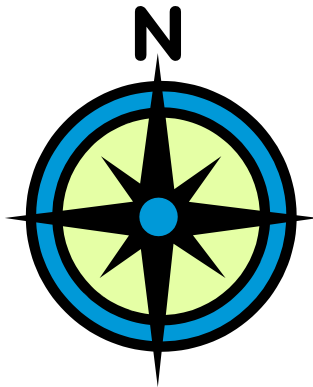
Value Success and Failure

*“Success is never final and failure never fatal. **IT’S COURAGE THAT COUNTS.**”*

- George Tilton

*“**FAILURE IS A BETTER TEACHER THAN SUCCESS,** but she seldom finds an apple on her desk.”*

- Unknown



Value Success and Failure

Reading

Lincoln's Road to the White House:

Failed in business in 1831.

Defeated for legislature in 1832.

Second failure in business in 1833.

Suffered a nervous breakdown in 1836.

Defeated for Speaker in 1838.

Defeated for Elector in 1840.

Defeated for congress in 1848.

Defeated for senate in 1855.

Defeated for Vice President in 1856.

Defeated for senate in 1858.

Elected President in 1860.

Value Success and Failure

2. What were some of the important “failures” in my childhood, teenage years, adulthood?

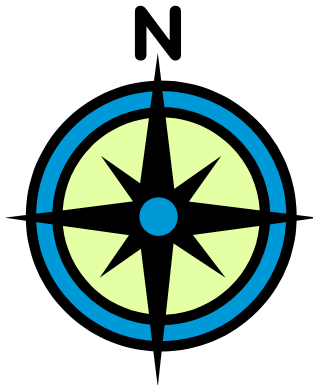
Value Success and Failure

6. What is the greater fear for me, fear of success or fear of failure?

Allow Obstacles to Become Opportunities

*“Problems are only
OPPORTUNITIES
in work clothes.”
-Henry J. Kaiser*

*“I thank God for my
HANDICAPS, for through them,
I have found myself, my work
and my God.”
- Helen Keller*



Allow Obstacles to Become Opportunities

Reading

The Butterfly

One day a man found a cocoon of a butterfly. When a small opening appeared, he sat and watched the butterfly for several hours through the tiny hole.

Then it seemed to stop making progress. It had gotten as far as it could and could go no farther.

So the man decided to help the butterfly. He took a pair of scissors and snipped off the remaining bit of the cocoon. The butterfly now emerged easily. But it had a swollen body and small, shriveled wings.

The man continued to watch the butterfly because he expected that, at any moment, the wings would enlarge and expand, to be able to support the body, which would contract in time.

Neither happened. In fact, the butterfly spent the rest of its life crawling around with a swollen body and shriveled wings. It never was able to fly.

What the man, in his kindness and haste, did not understand, was that the restricting cocoon, and the struggle required for the butterfly to get through the tiny opening, were nature's way of forcing fluid from the body of the butterfly into its wings so that it would be ready for flight once it achieved freedom from the cocoon.

Sometimes struggles are exactly what we need in our life. If we were allowed to go through life without any obstacles, it would cripple us. We would not be as strong as we could have been. And we would never be able to fly.

Allow Obstacles to Become Opportunities

2. How could I use my strength to face my challenge?

Allow Obstacles to Become Opportunities

3. What gets in the way of seeing the obstacles of family members as opportunities?

Allow Obstacles to Become Opportunities

6. Are my expectations of myself high enough to present obstacles?

Allow Obstacles to Become Opportunities

Action Step Assignment

Choose a Hyde student (not your own) that you either have gotten to know or would like to know better. (This student could be in your region, FLC, family weekend, etc.) Share an obstacle in your life that has created opportunities for growth. Share the student's name and your thoughts below:

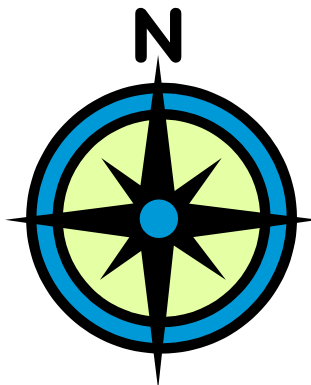
Take Hold and Let Go

*“We must be willing **TO LET GO**
OF the life we have planned
SO AS TO ACCEPT the life that is
waiting for us.”*

- Joseph Campbell

*“There’s an important difference
between
GIVING UP AND LETTING GO”*

-Jessica Hatchigan



Take Hold and Let Go

Reading

Autobiography in Five Short Chapters

1. I walk down the street.
There is a deep hole in the sidewalk I fall in.
I am lost...I am helpless.
It isn't my fault.
It takes forever to find a way out.
2. I walk down the same street.
There is a deep hole in the sidewalk.
I pretend I don't see it.
I fall in again.
I can't believe I'm in the same place.
But it isn't my fault.
It still takes me a long time to get out.
3. I walk down the same street.
There is a deep hole in the sidewalk.
I see it is there.
I still fall in....it's a habit.
My eyes are open.
I know where I am.
It is my fault.
I get out immediately.
4. I walk down the same street.
There is a deep hole in the sidewalk.
I walk around it.
5. I walk down another street.

Portia Nelson

Take Hold and Let Go

1. What prevents me from “taking hold” of what is important and what needs to be done in my life?

Take Hold and Let Go

2. Where in my life do I need to let go? Explain.

Take Hold and Let Go

5. When I think about this issue, what do I need to take hold of and what do I need to let go of regarding this issue?

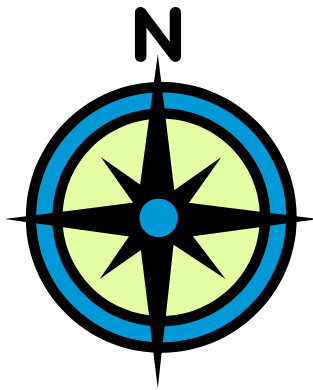
Create A Character Culture

*“You cannot **DREAM YOURSELF INTO A CHARACTER**; you must **HAMMER AND FORGE** yourself one.”*

-James A. Froude

*“One can acquire everything in **SOLITUDE - EXCEPT CHARACTER.**”*

- Marie Henri Beyle



Create A Character Culture

Reading

Sow a thought; reap an act.

Sow an act; reap a habit.

Sow a habit; reap a character.

Sow a character; reap a destiny.

- *Chinese proverb*

Create A Character Culture

2. Who expresses conscience in my family? When?

Create A Character Culture

3. How often do we sit down and talk about ourselves as a family? Is this enough? Why or why not?

Create A Character Culture

4. Who supports and who challenges me in my life? (family and/or non-family members.) How do they do this?

Create A Character Culture

6. What is an action step I could take to make the world a better place?

Create A Character Culture

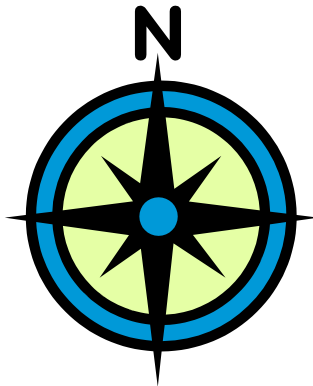
Action Step Assignment

Think about my region. Where have we created a character culture and how are we being held back? Write a short evaluation and share it with the veteran leaders of the region.

Humility To Ask For and Accept Help

*“Don’t be humble;
you’re not that great.”*
- Golda Meir

*“The human race has one really
effective weapon, and that is
LAUGHTER.*
- Mark Twain



Humility To Ask For and Accept Help

Reading

THE LOBSTER STORY

I met an oceanographer who asked if I knew how a lobster was able to grow bigger when its shell was so hard. I had to admit that learning how lobsters grow had never been high on my list of priorities. But now that he mentioned it, how in the world could a lobster grow?

The only way, he explained, is for the lobster to shed its shell at regular intervals. When its body begins to feel cramped inside the shell, the lobster instinctively looks for a reasonably safe spot to rest while the hard shell comes off and the pink membrane just inside forms the basis of the next shell. But no matter where the lobster goes for this shedding process, it is very vulnerable. It can get tossed against a coral reef or eaten by a fish.

In other words, a lobster has to risk its life in order to grow.

We all know when our shells have gotten too tight. We feel angry or depressed or frightened because life is no longer exciting or challenging. We are doing the same old things and beginning to feel bored. Or we are doing things we hate to do and are feeling stifled in our shells. Some of us continue to smother in old shells that are no longer useful or productive. That way we can at least feel safe — nothing can happen to us. Others are luckier; even though we know we will be vulnerable — that there are dangers ahead—we realize we must take risks or suffocate.

Edna J. LeShan

Humility To Ask For and Accept Help

2. Where in my life has it been difficult to ask for help?
Explain.

Humility To Ask For and Accept Help

6. What action step could I take to bring more humility into my life and my family?

Humility To Ask For and Accept Help

Action Step Assignment

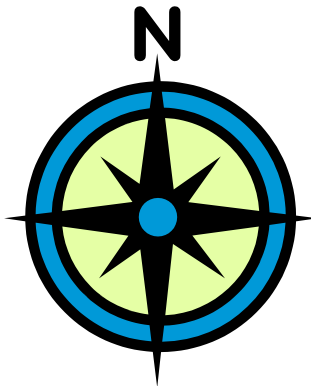
Sit down and write a letter to someone you are trying to forgive, or someone you need to forgive. Focus on writing the letter for yourself, and decide after you have finished it whether or not to send the letter.

Inspiration: Job #1

*“One **MEETS HIS DESTINY** often on the road he takes to avoid it.”*
- French Proverb

*“Our chief want in life is for someone to make us **DO WHAT WE CAN.**”*
- Ralph Waldo Emerson

*“When we do the right thing, **WE RAISE OURSELVES** in our own eyes.”*
- Eugene Delacroix



Inspiration: Job #1

Reading

Our Greatest Fear

Our greatest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure.

It is our light, not our darkness that frightens us. We ask ourselves, who am I to be brilliant, gorgeous, handsome, talented and fabulous?

Actually, who are you not to be? You are a child of God.

Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you.

We were born to make manifest the glory of God within us. It is not just in some; it is in everyone.

As we let our own light shine, we subconsciously give other people permission to do the same. As we are liberated from our fear, Our presence automatically liberates others.

Marianne Williamson

Inspiration: Job #1

2. When have I inspired myself with my courage and risk-taking?

Inspiration: Job #1

3. What are my dreams for my child? Where does this help me as a parent and where does it hold me back?

Inspiration: Job #1

4. What are my deepest dreams and vision for myself?

Inspiration: Job #1

5. Where do I confuse inspiration with an outcome or image?

Inspiration: Job #1

Action Step Assignment

Write either a paper or an outline that will be shared with your child and other parents. Speak to what you have learned this year about yourself along with your vision of your future. Address what it would take to inspire yourself.

Personal Statement

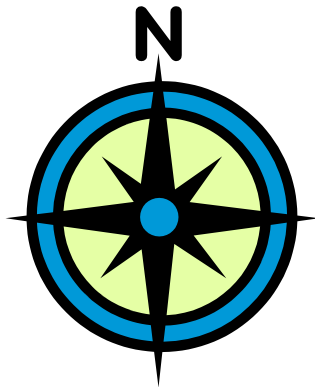
Prepare a presentation on your experience of completing Hyde 201. The presentation should be about 10 minutes. Include defining moments and lessons learned which address your self-discovery, parenting excellence and understanding of the Hyde philosophy.

Final Meeting

If you have a large region, you may use this meeting to complete senior speeches and presentations of the personal statement. This meeting is also an opportunity to celebrate the year the region spent working and playing together. This meeting will include good-byes to graduated senior families and hellos to new families joining the region.

Appendix

- Regional Meeting Format
- Seminar Guidelines
- Clear the Decks
- Concern Meeting Guidelines
- Readings
- Blank Journaling Pages
- Seminar Timing



Regional Meeting Format

COMPONENTS OF A REGIONAL MEETING

1. Attendance / Introductions

Introductions of New Members

With Hyde's rolling admissions; you may have new members at your meetings. Allow the first few minutes for these parents / families to introduce themselves and for everyone to introduce himself / herself to the new families.

Attendance

The Chair / facilitator will note to the group those who are not at the meeting and reasons why. If there needs to be any follow-up action to a parent, the Chair will assign that to someone. The Chair will turn in the attendance to Judy Hendrickson (jhendrickson@hyde.edu) and Pam Hardy (phardy@hyde.edu) within a few days of each meeting.

2. Business

This is optional and should be as brief as possible.

Examples of business items might be:

- Announcements about upcoming events
- Housekeeping details such as retreat deposits
- Update on FLC sign-ups and other information necessary to the group

3. Check-In – There are two kinds of check-ins:

- **Brief:** A brief sentence or two about what is going well and what I am struggling with or working on; A sentence or two about the goals I've been working on (This kind of check-in is no longer than one minute.)
- **Longer:** If a parent or family feels they are in crisis or struggling, the chair has leeway to respond and get a few comments from the group. If the issue looks like it needs more time, ask who can stay at the end of the meeting to help this parent / family.

Regional Meeting Format

4. Journaling / Reading

Sometimes the meeting could be based on a reading sent by the school or chosen by a parent; sometimes there will be pre-assigned journaling homework; sometimes the journaling will be done in the meeting.

5. Seminar / Clear the Decks

During the seminar we share what we are working on in our lives through betting on the truth. Small groups form and go through basic format:

- Each person gets an allotted amount of time and a time keeper is appointed.
- Read the Seminar Guidelines.
- Clear the Decks: We bring up what we need to say, either about ourselves or to someone in the region, to bring out unresolved concerns that might get in our way and prevent us from moving forward. In general, there is no response.
- The person begins by sharing where they are or reading homework if assigned.
- Group gives feedback.

6. Wrap-Up

Depending on the size of the group, participants stand in a circle, shoulder to shoulder, or for a large group, it could be done “popcorn” style. Guiding questions are:

- What did I learn about myself today?
- What is the step I need to take?
- What am I taking away from today’s meeting?

Seminar Guidelines

1. When in doubt, I will bet on the truth; still in doubt, I will bet on more truth.
2. I will listen and not act defensively. (I cannot hear with my mouth open.)
3. I will not give advice, complain, explain, intellectualize, or protect. I will move from my head through my heart to my Soul.
4. I will be specific, speak for myself, and stay on the subject.
5. I will share from my own experiences. I know how you feel...I have felt the same way...This is what I have found.
6. I will stay out of my ego as much as I can. I will take my job seriously, not myself.
7. With my conscience as my guide, I will support and challenge the best from others in the group. I will let others know how I feel about them.
8. I have a personal obligation to make this seminar go.
9. I will try not to take comments personally. If the shoe fits, wear it; if not, throw it away.
10. What goes on in this room stays in this room. (There may be times, however, when an issue needs to be shared with school staff for the benefit of a student.)

Clear the Decks

The Metaphor

Clear The Decks is an apt metaphor for the Hyde process. The Hyde family name was long associated with deep water shipbuilding on the Kennebec River. On various types of sailing ships, there were decks such as the fore deck, the main deck, the quarter deck and the poop deck. The decks were the centers of daily life. Cooking, washing, repairing sails and leisure activities all occurred on the decks. They were cluttered with people, tools and materials. To prepare for military action, foul weather or difficult maneuvers, the orders would go out to first “clear the decks”, and then rig for action. Serious business required the sailors to put away anything they might trip over.

The Process

Clear The Decks is an activity to bring forth hidden agendas, to replace private conversations, to voice nonproductive nagging worries and to recognize those in crisis. Like the clutter on sailing ships, these issues are all obstacles or symptoms of obstacles that we could otherwise trip over on the path of personal growth.

Clear The Decks is an important activity in the Hyde process. It is one structured way in which we apply the principles of Conscience, Truth, Humility and Brother’s Keeper. To use Clear The Decks effectively, we must first think of how our words will help ourselves and others to live by these principles.

Clear The Decks issues arise from conscience and if we speak from our conscience, the issues are not debatable on that level. Thus, clearing the decks before a seminar is never a time for dialogue. Clear the Decks issues may give rise to emotional responses, but no time is allowed for responses. However, the group may decide to set a specific date or forum, such as a Concern Meeting, for follow-up action.

Concern Meeting

The Concern Meeting is a tool to challenge and support individual growth. It can be called by the individual who is seeking help or by any other member of the group who is concerned about an individual. The concern meeting generally takes thirty minutes.

It is an opportunity for an individual to tell a group how he is doing and for the group to give feedback to help him grow. It is a way to express our concern. It is a gift. Receive it as a gift. Accept and consider the feedback carefully; others can often see you as you are unable to see yourself.

There are three parts to a concern meeting.

1. The individual takes five minutes to address the following questions:

- How do I see myself?
- Where have I grown?
- Where do I need to grow?
- What is holding me back?
- Where do I need to ask for help?
- Where am I on my past commitments?

2. Each person attending the concern meeting gives feedback to the individual:

- This is what I see in you
- This is how I can relate to you and what you are going through
- This is how I can challenge and support you

Concern Meeting

3. The individual sums up what he has learned.
 - What am I taking away from this meeting?
 - What steps am I committed to taking?
 - What do I need to say to myself and the group?

Additional thoughts to consider :

- Use EEMO scale (Excellence, Effort, Motions, Off-Track) to help individual –Is this individual excelling, in motions or off-track?
- Share from experiences, use the seminar guidelines
- Recognize hot buttons – push the individual to go deeper when you sense a hot button
- It may be important for the individual to select a member of the group to hold him accountable for commitments made in the meeting.

Readings

START WITH YOURSELF

The following words were written on the tomb of an Anglican Bishop (1100 AD) in the Crypts of Westminster Abbey:

When I was young and free and my imagination had no limits, I dreamed of changing the world. As I grew older and wiser, I discovered the world would not change, so I shortened my sights somewhat and decided to change only my country.

But it, too, seemed immovable.

As I grew into my twilight years, in one last desperate attempt, I settled for changing only my family, those closest to me, but alas, they would have none of it.

And now as I lie on my deathbed, I suddenly realize: If I had only changed myself first, then by example I would have changed my family.

From their inspiration and encouragement, I would then have been able to better my country and, who knows, I may have even changed the world.

Anonymous

Readings

Please Hear What I'm Not Saying

Don't be fooled by me.

Don't be fooled by the face I wear.

For I wear a mask, a thousand masks...and none of them is me.

I give you the impression that I'm secure,

That confidence is my name and coolness is my game,

That the water's calm and I'm in command, and that I need no one.

But don't believe me.

My surface may seem smooth but my surface is a mask, beneath lies confusion and fear and aloneness.

But I hide this. I don't want anybody to know it.

So I play my game, my desperate pretending game.

I idly chatter to you in surface talk.

I tell you everything that's really nothing,

And nothing of what's everything, of what's crying within me.

So when I'm going through my routine, don't be fooled by what I'm saying.

Please listen carefully and try to hear what I'm not saying....

Please hold out your hand and be there, even when that's the last thing I may seem to want.

*--adapted from Healing the Child Within,
by Charles Whitfield*

Readings

Listen

When I ask you to listen to me and you start giving advice, you have not done what I asked.

When I ask you to listen to me and you begin to tell me why I shouldn't feel that way, you are trampling on my feelings.

When I ask you to listen to me and you feel you have to do something to solve my problem, you have failed me, strange as that may seem.

When you do something for me that I can and need to do for myself, you contribute to my fear and weakness.

But, when you accept as a simple fact that I do feel what I feel, no matter how irrational, then I can quit trying to convince you and can get about the business of understanding what is behind this irrational feeling. And when that is clear, the answers are obvious and I don't need advice.

Irrational feelings make sense when you understand what's behind them.

So, please listen and just hear me. And, if you want to talk, wait a minute for your turn; and I'll listen to you.

—Anonymous

Readings

The Butterfly

One day a man found a cocoon of a butterfly. When a small opening appeared, he sat and watched the butterfly for several hours through the tiny hole.

Then it seemed to stop making progress. It had gotten as far as it could and could go no farther.

So the man decided to help the butterfly. He took a pair of scissors and snipped off the remaining bit of the cocoon. The butterfly now emerged easily. But it had a swollen body and small, shriveled wings.

The man continued to watch the butterfly because he expected that, at any moment, the wings would enlarge and expand, to be able to support the body, which would contract in time.

Neither happened. In fact, the butterfly spent the rest of its life crawling around with a swollen body and shriveled wings. It never was able to fly.

What the man, in his kindness and haste, did not understand, was that the restricting cocoon, and the struggle required for the butterfly to get through the tiny opening, were nature's way of forcing fluid from the body of the butterfly into its wings so that it would be ready for flight once it achieved freedom from the cocoon.

Sometimes struggles are exactly what we need in our life. If we were allowed to go through life without any obstacles, it would cripple us. We would not be as strong as we could have been. And we would never be able to fly.

Readings

THE LOBSTER STORY

I met an oceanographer who asked if I knew how a lobster was able to grow bigger when its shell was so hard. I had to admit that learning how lobsters grow had never been high on my list of priorities. But now that he mentioned it, how in the world could a lobster grow?

The only way, he explained, is for the lobster to shed its shell at regular intervals. When its body begins to feel cramped inside the shell, the lobster instinctively looks for a reasonably safe spot to rest while the hard shell comes off and the pink membrane just inside forms the basis of the next shell. But no matter where the lobster goes for this shedding process, it is very vulnerable. It can get tossed against a coral reef or eaten by a fish.

In other words, a lobster has to risk its life in order to grow.

We all know when our shells have gotten too tight. We feel angry or depressed or frightened because life is no longer exciting or challenging. We are doing the same old things and beginning to feel bored. Or we are doing things we hate to do and are feeling stifled in our shells. Some of us continue to smother in old shells that are no longer useful or productive. That way we can at least feel safe — nothing can happen to us. Others are luckier; even though we know we will be vulnerable — that there are dangers ahead—we realize we must take risks or suffocate.

—Edna J. LeShan

Readings

Letting Go

- To “let go” does not mean to stop caring, it means I can’t do it for someone else.
- To “let go” is not to cut myself off, it’s the realization I can’t control another.
- To “let go” is not to enable, but to allow learning from natural consequences.
- To “let go” is to admit powerlessness, which means the outcome is not in my hands.
- To “let go” is not to try to change or blame another, it’s to make the most of myself.
- To “let go” is not to care for, but to care about.
- To “let go” is not to fix, but to be supportive.
- To “let go” is not to judge, but to allow another to be a human being.
- To “let go” is not to be in the middle arranging all the outcomes, but to empower others to affect their own destinies.
- To “let go” is not to be protective, it’s to permit another to face reality.
- To “let go” is not to deny, but to accept.
- To “let go” is not to nag, scold or argue, but instead to search out my own shortcomings and correct them.
- To “let go” is not to adjust everything to my desires, but to take each day as it comes, and cherish everything in it.
- To “let go” is not to regret the past, but to grow and live for the future.

—Robert Paul Gilles

Readings

LIGHTHOUSE STORY

Two battleships assigned to the training squadron had been at sea on maneuvers in heavy weather for several days. I was serving on the lead battleship and was on watch on the bridge as night fell. The visibility was poor with patchy fog, so the captain remained on the bridge keeping an eye on all activities.

Shortly after dark, the lookout on the wing of the bridge reported, "Light, bearing on the starboard bow."

"Is it steady or moving astern?" the captain called out.

Lookout replied, "steady, captain," which meant we were on a dangerous collision course with that ship.

The captain then called to the signalman, "Signal that ship: we are on a collision course, advise you change course 20 degrees."

Back came a signal, "Advisable for you to change course 20 degrees."

The captain said, "Send, I'm a captain, change course 20 degrees."

"I'm a seaman second class," came the reply. "You had better change course 20 degrees."

By that time, the captain was furious. He spat out, "Send, I'm a battleship. Change course 20 degrees."

Back came the flashing light, "I'm a lighthouse."

We changed course.

*The 7 Habits of Highly Effective People
Stephen Covey*

Journaling

The following pages should be used for your final letters and any journaling that you do at retreats, Family Weekends, FLCs and regional meetings.

Journaling

Event: _____ Date: _____

Journaling

Event: _____ Date: _____

Journaling

Event: _____ Date: _____

Journaling

Event: _____ Date: _____

Seminar Timing

Seminar Time Allocation Calculator

To determine how many minutes for each participant in a seminar:

1. Find the number of people in the group in the column at the left.
2. Then find the amount of time for the seminar in the rows across the top.

Note that the top row is expressed as hours and minutes and the second row is the equivalent in whole minutes.

3. Where the row across from the number of participants intersects with the column down from the total seminar time, that is the approximate number of minutes that can be allocated to each person.

Note: For family groups, multiply the number of minutes by the number of family members to determine the total amount of time for each family.

Created by Rolf Olsen in honor of Melinda Baxter and all the rest of us who, from time to time, have difficulty doing math with time, especially when there are so many other important things on our minds

April, 2003

Seminar Length

| | 1:00 60 m | 1:15 75 m | 1:30 90 m | 1:45 105 m | 2:00 120 m | 2:15 135 m | 2:30 150 m | 2:45 165 m |
|----|--------------|--------------|--------------|---------------|---------------|---------------|---------------|---------------|
| # | | | | | | | | |
| 3 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 |
| 4 | 15 | 19 | 23 | 26 | 30 | 34 | 38 | 41 |
| 5 | 12 | 15 | 18 | 21 | 24 | 27 | 30 | 33 |
| 6 | 10 | 13 | 15 | 18 | 20 | 23 | 25 | 28 |
| 7 | 9 | 11 | 13 | 15 | 17 | 19 | 21 | 24 |
| 8 | 8 | 9 | 11 | 13 | 15 | 17 | 19 | 21 |
| 9 | 7 | 8 | 10 | 12 | 13 | 15 | 17 | 18 |
| 10 | 6 | 8 | 9 | 11 | 12 | 14 | 15 | 17 |
| 11 | 5 | 7 | 8 | 10 | 11 | 12 | 14 | 15 |
| 12 | 5 | 6 | 8 | 9 | 10 | 11 | 13 | 14 |
| 13 | 5 | 6 | 7 | 8 | 9 | 10 | 12 | 13 |
| 14 | 4 | 5 | 6 | 8 | 9 | 10 | 11 | 12 |
| 15 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 16 | 4 | 5 | 6 | 7 | 8 | 8 | 9 | 10 |
| 17 | 4 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 18 | 3 | 4 | 5 | 6 | 7 | 8 | 8 | 9 |
| 19 | 3 | 4 | 5 | 6 | 6 | 7 | 8 | 9 |
| 20 | 3 | 4 | 5 | 5 | 6 | 7 | 8 | 8 |
| 21 | 3 | 4 | 4 | 5 | 6 | 6 | 7 | 8 |
| 22 | 3 | 3 | 4 | 5 | 5 | 6 | 7 | 8 |
| 23 | 3 | 3 | 4 | 5 | 5 | 6 | 7 | 7 |
| 24 | 3 | 3 | 4 | 4 | 5 | 6 | 6 | 7 |
| 25 | 2 | 3 | 4 | 4 | 5 | 5 | 6 | 7 |
| 26 | 2 | 3 | 3 | 4 | 5 | 5 | 6 | 6 |
| 27 | 2 | 3 | 3 | 4 | 4 | 5 | 6 | 6 |
| 28 | 2 | 3 | 3 | 4 | 4 | 5 | 5 | 6 |
| 29 | 2 | 3 | 3 | 4 | 4 | 5 | 5 | 6 |
| 30 | 2 | 3 | 3 | 4 | 4 | 5 | 5 | 6 |
| 31 | 2 | 2 | 3 | 3 | 4 | 4 | 5 | 5 |
| 32 | 2 | 2 | 3 | 3 | 4 | 4 | 5 | 5 |
| 33 | 2 | 2 | 3 | 3 | 4 | 4 | 5 | 5 |
| 34 | 2 | 2 | 3 | 3 | 4 | 4 | 4 | 5 |
| 35 | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 5 |
| 36 | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 5 |