HYDE SCHOOLS

301 Parent Journaling

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Hyde Family Education

A Lifelong Journey

SELF-DISCOVERY
Focusing on personal growth

AICR

Action/Reflection

The Seminar

Rigor

Synergy

Conscience

Concern Meeting

IPSES

Confrontation/ Intentional Intrusion

EEMO

SELF, FAMILY AND COMMUNITY EXCELLENCE
Strengthening commitment and honesty through the Ten Priorities

1. Truth over Harmony

2. Principles Over Rules

3. Attitude Over Aptitude

4. Set High Expecttions, Let go of Outcomes

5. Value Success and Failure

6. Allow Obstacles to Become Opportunities

7. Take Hold and Let Go

8. Create a Character Culture

9. Humility to Ask for and Accept Help

10.Inspiration: Job #1

HYDE PHILOSOPHY
Understanding the core beliefs and shared values of the Hyde Schools.

Unique Potential
Every individual is gifted with a unique potential that defines a destiny.

The 5 Words
Curiosity
Courage
Concern
Leadership
Integrity

The 5 Principles
Destiny
Humility
Conscience
Truth
Brother's Keeper

301 Parent Journaling

Hyde 301 is for parents who have completed Hyde 101 and Hyde 201. The goals of Hyde 301 are to wrestle with issues of destiny, purpose and unique potential. The focus of this curriculum is action-oriented exercises with opportunities for reflection through journaling.

Rigor – At this point in the Hyde process, you are at a place where your motivation to do the program is driven by your own needs and goals. 301 parents are expected to set an example of ongoing risk taking and intentional intrusion with others. Your job is to explore your best as you work to make your surrounding character culture all that it can be.

Synergy – Your assignments will focus on Hyde's three essential questions:
1. Who am I?
2. Where am I going?
3. What do I need to do to get there?

In order to maximize your learning, it will be important to connect with others with a new humility. No one taps into their full potential without the help of others. Along with a parent "buddy", you have many mentoring opportunities.

Conscience – As you work through the 301 curriculum, you may find yourself going through the journaling curriculums of 101 and 201 to see defining moments of your journey. Realize that your leadership and example are critical to the development of the larger community. You will need to adapt this curriculum to help you to your best. Your suggestions and involvement will be important to the continual betterment of the overall parent program.

In Hyde 301, you will be involved in many of the same components as in other years. In some, you may choose to take an explicit leadership role such as facilitating. These include:

- Family Weekends
- FLC experience with your child
- Regional retreat
- Regional parent meetings
- Other areas of involvement within the school

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.

Meeting Dates:

	Date	Location
JULY		
AUGUST		
SEPTEMBER		
OCTOBER		
NOVEMBER		
DECEMBER		
JANUARY		
FEBRUARY		
MARCH		
APRIL		
MAY		
JUNE		

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When you attend a regional meeting, you are expected to complete the journaling unit for that month prior to the meeting. The 301 journal has a wide variety of assignments. Some assignments will span the course of the year. The monthly journaling will build your habit of self-reflection and prepare you for the seminar sharing at the regional meeting.

Every parent in the Hyde family program has a **parent buddy** that is assigned in the region. 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, e-mails and in person. **You should connect with your buddy between each regional meeting.**

Parent Buddy: _____

Phone #: _____

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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 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.

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IPSES CHALLENGE

Preparation Assignment:

Think about the following areas of your life: Intellectual, Physical, Spiritual, Emotional, Social.

Journal on the following questions as you explore your growth and challenges in each area.

Intellectual

1. When I think about this word and how it relates to me, how do I feel?
2. Do I value and pursue my intellectual potential? Explain.
3. Where does the label "intellectual" challenge me?

Physical

1. When I think about this word and how it relates to me, how do I feel?
2. What is my relationship to my physical well-being?
3. Where am I at peace with my physical self and where am I challenged?

Spiritual

1. How do I feel about this aspect of my life?
2. When have I been able to parent from my inner core?
3. How am I exploring/developing this part of myself?

Emotional

1. How in touch am I with my emotions? Explain.
2. Where do my emotions guide me and where do they get in the way?
3. How could I strengthen my emotional intelligence?

Social

1. Evaluate my extraverted and introverted sides as it relates to my social potential.
2. What do I need to do to get out of my comfort zone socially?
3. How much fun and joy is there in my life?

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Intellectual

1. When I think about this word and how it relates to me, how do I feel?

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Intellectual

2. Do I value and pursue my intellectual potential? Explain.

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Intellectual

3. Where does the label "intellectual" challenge me?

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Physical

1. When I think about this word and how it relates to me, how do I feel?

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Physical

2. What is my relationship to my physical well-being?

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Physical

3. Where am I at peace with my physical self and where am I challenged?

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Spiritual

1. How do I feel about this aspect of my life?

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Spiritual

2. When have I been able to parent from my inner core?

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Spiritual

3. How am I exploring/developing this part of myself?

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Emotional

1. How in touch am I with my emotions? Explain.

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Emotional

2. Where do my emotions guide me and where do they get in the way?

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Emotional

3. How could I strengthen my emotional intelligence?

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Social

1. Evaluate my extraverted and introverted sides as it relates to my social potential.

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Social

2. What do I need to do to get out of my comfort zone socially?

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Social

3. How much fun and joy is there in my life?

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Assignment:

Take one of the IPSES areas. Pick one or more that would involve taking a risk and challenging my best self.

Some examples of challenges might include:
- Take a writing, poetry, educational class.
- Make a physical goal - walk, run a 10K.
- Undertake a service project that connects you to others.
- Learn or relearn a musical instrument.
- Create a public speaking challenge.
- Face a fear - heights, teaching, team involvement.
- Explore one of your deep attitudes.

Use the following pages to plan your project.

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The following are my thoughts and ideas about which element of IPSES I want to address:

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I have shared these ideas with my parent buddy and received the following feedback:

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My IPSES plan is:

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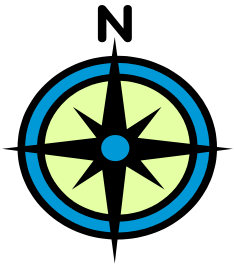
Feedback notes:

WHO AM I?

"Since you are like no other being ever created since the beginning of time,
YOU ARE INCOMPARABLE."
- Brenda Ueland -

"What lies before us and what lies behind us are tiny matters, compared to what lies
WITHIN US."
- Ralph Waldo Emerson -



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AUTOBIOGRAPHY

This assignment is divided into two segments. The first part is an interview. The second part is a writing assignment. Read both sections before beginning.

Preparation Assignment:

Choose one or two people to interview who have a sense of your life. They could be family members, mentors, friends or colleagues. Ask them to share their view of your strengths, obstacles, defining moments and unique qualities. Essentially, ask them for their insights on what has shaped your life to this point.

Possible interview questions:

1. What do you remember about me as a child?
2. How would you describe my childhood spirit?
3. Do you remember any defining moments I had growing up?
4. What was I like?
5. What did(do) I really get enthusiastic about?
6. Where did(do) my worst attitudes come out?
7. How did(do) others react and respond to me?
8. What adjectives would you use to describe me?
9. In what areas have you seen me grow?
10. How would you describe my strengths?

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Interview Notes

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Writing Assignment:

Write an autobiography of your life.

Consider including the following:

1. Defining moments in childhood

2. Important memories, sights, sounds, smells

3. What you were like in school, at home, with friends

4. Important people to your growth - parents, grandparents, aunts, teachers, coaches

5. Key successes and failures

There are a number of pages set aside for this. You determine the length, realizing that the number of words is not important, but the way the piece captures your essence. Let go of creating the perfect "masterpiece" and let the writing flow.

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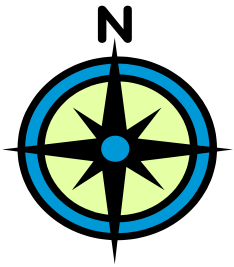
"We will discover the nature of our particular genius when we stop trying to conform to our own or to other people's models, **LEARN TO BE OURSELVES**, and allow our natural channels to open."
- Shatki Gawain -

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



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Self-Portrait

Assignment:

Create a self-portrait. You may use a variety of creative mediums (e.g. drawing, collage, paints, wood, metal). Your self-portrait may be realistic or abstract. It will be a reflection of what you see in yourself. You may choose to paste a picture of your final product in your journal.

Warm-up exercise:

The following is an exercise to help you get started. Sit in front of a mirror with a sketch pad, your Hyde journal, or larger paper. Have a pen or pencil in your hand. Look at your image in the mirror and choose a place to start drawing. Without looking down, let your hand move on the paper at the same rate that your eye is moving over your face. For example, when you are looking at the curve of your right ear, that is the place you are drawing on your paper. Don't worry about how it looks. If you need to glance down, do it quickly. Try to avoid thinking about the outcome, but instead focus on getting in touch with the image you see in the mirror and connect that with your drawing. Have fun!

When you are done, look down. Write some thoughts and feelings on what you see. Your drawing may or may not be the basis of your final self-portrait.

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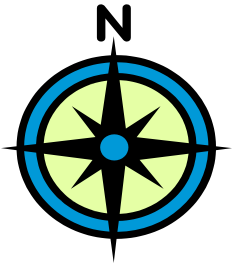
"You cannot dream yourself into a character; you must **HAMMER AND FORGE** yourself one."
- James A. Froude -

"Every man **OUGHT TO BE INQUISITIVE** throughout every hour of his great adventure down to the day when he shall no longer cast a shadow in the sun. For if he dies without a question in his heart, what excuse is there for his continuance."
- Frank Moore Colby -



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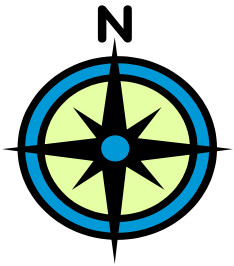
"The life of wisdom must be a life of contemplation combined with action."
- Scott Peck -
The Road Less Traveled

"Take time to get refreshed. Clear your head, rest and recharge your batteries, and then get after it."
- Mike Krzyzewski -
Basketball coach, Duke University

"By three methods we may learn wisdom: First, by reflection, which is noblest; second, by imitation, which is easiest; and third, by experience, which is the bitterest."
- Confucius -



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Reflection Solo

Assignment:

Take a solo reflection time outside your home. This solo can last for two to twenty-four hours. Find a way to internally quiet yourself so that you can hear your deepest voice. You can do quiet activities, such as reading or writing, or you may choose the challenge of simply being, without doing.

After completing the solo experience, write for 15 minutes without thinking. Write from your soul.

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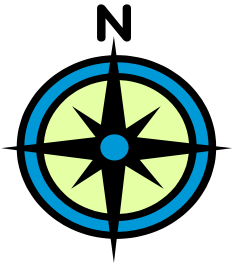
UNIQUE POTENTIAL, PURPOSE AND DESTINY

"There is a vitality, a life-force, an energy, a quickening that is translated through you into action, and because there is only one of you in all of time, this expression is unique and if you block it, it will never exist through any medium and will be lost...the world will not have it. It is not your business to determine how good it is, nor how valuable, nor how it compares with other expressions... it is your business to keep it yours clearly and directly, to keep the channel open."
- Martha Graham -

"It is not in the stars to hold our destiny, but in ourselves."
- William Shakespeare -



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Journaling Questions:
(from the introductory chapter of *Hyde Prep*)

1. Have I had times in my life when I was surprised at how well I did - and/or how interested I was - in what I was doing?

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2. Have I ever had melancholy moments or experienced Thoreau's "quiet desperation," feeling that something or purpose might be missing from my life? What do I think led me to experience those feelings?

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3. Step back and try to define what my hopes and dreams are for my life at this point. Examine more deeply the roots of my desires.

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4. Determine what changes and new developments in myself I will need to fulfill my hopes and dreams. Where could I most utilize the help of others in my efforts?

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5. Do I believe I have a unique potential and that I express what I believe?

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6. List some things that I think may have enhanced the realization of my unique potential. List those things that may have hindered its realization.

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7. Describe how open I am to pursuing my unique destiny. Explain.

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8. When I think of the phrase "vision beyond parenthood," what thoughts and feelings come to mind?

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HYDE Prep Journaling

In the following section you will keep notes from your reading of Chapter 6 in *Hyde Preparation for Life*, by Joe Gauld. Your journaling can be on items that you learned, a new depth of understanding that you reached, or simply how you see the topic discussed in the chapter play out in your life. Respond to the journaling questions at the end of the chapter. Teaching opportunities will arise that allow you to share what you are learning.

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Chapter 6 - Leadership: Deeper Action

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301 Parent Journaling

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301 Parent Journaling

N

W

E

S

The compass of your journey

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Compass Exercise

Look at each definition and think about creating your personal compass.

North - Describe your code of character - your "true North."

West - Describe the frontiers ahead of you.

East - Describe those alongside you on your journey and what they mean to you.

South - Describe the challenges that have helped you find your potential.

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North - Describe your code of character - your "true North."

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West - Describe the frontiers ahead of you.

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East - Describe those alongside you on your journey and what they mean to you.

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South - Describe the challenges that have helped you find your potential.

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Complete your personal compass on the following page using individual words, phrases or poetry.

This will read as your personal statement of character.

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N

W

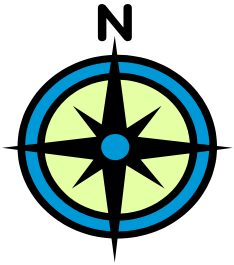
E

S

Before enlightenment
Chopping wood
Carrying water

After enlightenment
Chopping wood
Carrying water

- Zen proverb -



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PERSONAL STATEMENT

Assignment:

This assignment honors the work done in Hyde 301, the challenges we have given to each other, the lessons learned, and the vision for our lives.

Prepare a presentation on your completion of Hyde 301. Include the defining moments, the struggles and the lessons learned. You should address your self-discovery, parenting excellence and understanding of the Hyde philosophy. You may choose the format of the presentation yourself - letter, construction, notes, poetry, art. If you are a senior parent, this will be your graduation speech to be read to the region.

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The final meeting is 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.

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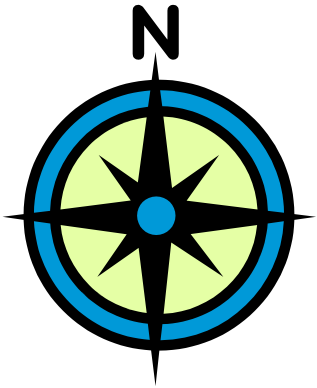
- Regional Meeting Format
- Seminar Guidelines
- Clear the Decks
- Concern Meeting Guidelines
- Readings
- Journaling Pages
- Seminar Timing



HYDE SCHOOLS **301 Parent Journaling**

HYDE BASIC MEETING FORMAT

1. Introduction of New Members - With Hyde's rolling admissions, you may have new members at your meetings. Allow the first 10 minutes or so for these parents/families to introduce themselves and for everyone to introduce themselves to the new families.

2. Attendance Report – The chair/facilitator will briefly report in on the following:

- Those who are not at the meeting and reasons why
- If there needs to be any follow-up action to a parent, assign that to someone.
- Turn in attendance to each campus

3. 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
- Information necessary to the group

4. Clear the Decks – At this time we bring up what we need to say, either about ourselves or to someone in the region, to bring out unresolved feelings, concerns and issues that might get in our way and prevent us as individuals from moving forward. In general, there is no response in the clearing of the decks. (However, there may be rare occasions where the issues aired in clearing the decks are deemed by the facilitator to affect the entire group and then a decision may be made to move into a group seminar.)

5. Journaling check-in - Does everyone have their homework done? Make sure all attendees have their homework completed. Anyone who has not done their journaling for the month should do it in the next week and check in with their buddy.

Be aware that some parents will prefer to talk about their personal struggles instead of sharing their journaling; this is okay as long as it's not instead of having done any journaling.

6. Seminar – 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 timekeeper is designated.
- The person begins by reading their homework or sharing where they are;
- Group gives feedback.

7. Break - This is a social or informal mingle time after the seminar.

8. 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" sytle. Guiding questions are:

What have I have learned about myself today?
What is the step I need to take?
What do I need to take hold of?
What do I need to let go of?

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Concern Meeting – The concern meeting is optional. If you have a family or parent who requests a concern meeting, work it into the time of the meeting. If you and your leadership team feel a family or parent needs a concern meeting, call it for them. (Refer to pages 112-113 for more on the concern meeting.)

Parents can expect to read their FLC final letter during the regional meeting. The scheduling of this is left to the region.

Being present at the regional meetings is an essential ingredient to building trust within the group and honoring our commitment to give our best effort and attitude to the process. There may be times where a conflict arises and parents may have to miss a meeting or other regional activity. The expectation is that we will contact the regional chair in advance and then several members of the region to review the meeting concepts and to share our journaling with our parent buddy.

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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.)

HYDE SCHOOLS **301 Parent Journaling**

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.

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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

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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 EMMO scale 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.

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READINGS

... You are the only person alive who has sole custody of your life. Your particular life. Not just your life at a desk, or your life on the bus, or in the car, or at the computer. Not just the life of your mind, but the life of your heart. Not just your bank account, but your soul.

People don't talk about the soul very much anymore. It's so much easier to write a resume than to craft a spirit. But a resume is cold comfort on a winter night, or when you're sad, or broke, or lonely, or when you've gotten back the chest x-ray and it doesn't look so good, or when the doctor writes "prognosis, poor."

... I suppose the best piece of advice I could give anyone is pretty simple: get a life. A real life, not a manic pursuit of the next promotion, the bigger paycheck, the larger house. Do you think you'd care so very much about those things if you developed an aneurysm one afternoon, or found a lump in your breast while in the shower?

Get a life in which you notice the smell of salt water pushing itself on a breeze over the dunes, a life in which you stop and watch how a red-tailed hawk circles over a pond and a stand of pines. Get a life in which you pay attention to the baby as she scowls with concentration when she tries to pick up a Cheerio with her thumb and first finger.

Turn off your cell phone. Turn off your regular phone for that matter. Keep still. Be present.

Anna Quindlan
A Short Guide to a Happy Life

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You have to go beyond words and conceptualized ideas and just get into what you are, deeper and deeper. The first glimpse is not quite enough; you have to examine the details without judging, without using words and concepts. Opening to oneself fully is opening to the world.
Chogyam Trungpa

What matters is that for a time one be inwardly attentive.
Anne Morrow Lindbergh

People are like stained glass windows. They sparkle and shine when the sun is out, but when darkness sets in, their true beauty is revealed only if there is a light from within.
Elisabeth Kubler-Ross

When I learn something new - and it happens every day - I feel a little more at home in this universe, a little more comfortable in the nest.
Bill Moyers

Rather than some kind of dogged pushing through, strong determination involves connecting with joy, relaxing, and trusting. It's determination to use every challenge you meet as an opportunity to open your heart and soften, determination not to withdraw.
Pema Chodron

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"What counts, Sue, is not the results," said Tino, my dear friend from Sardinia, a sculptor, a poet, a wise man. "Final products are never satisfactory because the potentialities of a person are never realized."

"Then what is satisfying?"

"It is the enjoyment of every step in the process of doing; everything, not only the isolated piece we label art. If accomplishing is the only goal, all that it takes to reach that goal is too slow, too fatiguing - an obstacle to what you want to achieve. If you want to rush to the accomplishment, it is an inevitable disappointment. Then you rush to something else. The disappointment is reaped over and over again. But if every step is pleasant, then the accomplishment becomes even more, because it is nourished by what is going on."

Sue Bender
Plain and Simple - A Woman's Journey to the Amish

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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.

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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

Love After Love

The time will come
when, with elation,
you will greet yourself arriving
at your own door, in your own mirror,
and each will smile at the other's welcome,
and say, sit here. Eat.
You will love again the stranger who was your self.
Give wine. Give bread. Give back your heart
to itself, to the stranger who has loved you
all your life, whom you ignored
for another, who knows you by heart.
Take down the love letters form the bookshelf,
the photographs, the desperate notes,
peel your own image from the mirror.
Sit. Feast on your life.

Derek Wolcott

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The Invitation

It doesn't interest me what you do for a living.
I want to know what you ache for,
and if you dare to dream of meeting your heart's longing.

It doesn't interest me how old you are.
I want to know if you will risk looking like a fool for love,
for your dreams, for the adventure of being alive.

It doesn't interest me what planets are squaring your moon.
I want to know if you have touched the center of your own sorrow. If you have been opened by life's betrayals or have become shriveled and closed from fear of further pain!

I want to know if you can sit with pain, mine or your own,
without moving to hide it or fade it or fix it.

I want to know if you can be with joy, mine or your own;
If you can dance with wildness and let the ecstasy fill you to the tips of your fingers and toes without cautioning us to be careful,
be realistic, or to remember the limitations of being human.

It doesn't interest me if the story you are telling me is true,
I want to know if you can disappoint another to be true to yourself.
If you can bear the accusation of betrayal and not betray your own soul.

continued

I want to know if you can be faithful and therefore trustworthy. I want to know if you can see beauty, even when it's not pretty every day,
And if you can source your life from God's presence.

I want to know if you can live with failure, yours or mine, and still stand on the edge of a lake and shout to the silver of the full moon, "YES!"

It doesn't interest me to know where you live or how much money you have.
I want to know if you can get up after a night of grief and despair,
weary and bruised to the bone, and do what needs to be done for the children.

It doesn't interest me who you are or how you came to be here.
I want to know if you will stand in the center of the fire with me and not shrink back.

It doesn't interest me where or what or with whom you have studied.
I want to know what sustains you from the inside when all else falls away.
I want to know if you can be alone with yourself,
and if you truly like the company you keep in the empty moments.

From "Dreams of Desire"
Published by Mountain Dreaming

HYDE SCHOOLS **301 Parent Journaling**

PARACHUTE

Charles Plumb was a US Navy jet pilot in Vietnam. After 75 combat missions, his plane was destroyed by a surface-to-air missile. Plumb ejected and parachuted into enemy hands. He was captured and spent 6 years in a communist Vietnamese prison. He survived the ordeal and now lectures on lessons learned from that experience.

One day, when Plumb and his wife were sitting in a restaurant, a man at another table came up and said, "You're Plumb! You flew jet fighters in Vietnam from the aircraft carrier Kitty Hawk. You were shot down!"

"How in the world did you know that?" asked Plumb.

"I packed your parachute," the man replied. Plumb gasped in surprise and gratitude. The man pumped his hand and said, "I guess it worked!" Plumb assured him, "It sure did. If your chute hadn't worked, I wouldn't be here today."

Plumb couldn't sleep that night, thinking about that man. Plumb says, "I kept wondering what he had looked like in a Navy uniform: a white hat, a bib in the back, and bell-bottom trousers. I wonder how many times I might have seen him and not even said 'Good morning, how are you?' or anything because, you see, I was a fighter pilot and he was just a sailor." Plumb thought of the many hours the sailor had spent at a long wooden table in the bowels of the ship, carefully weaving the shrouds and folding the silks of each chute, holding in his hands each time the fate of someone he didn't know.

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continued

Now, Plumb asks his audience, “Who’s packing your parachute?” Everyone has someone who provides what they need to make it through the day. He also points out that he needed many kinds of parachutes when his plane was shot down over enemy territory – he needed his physical parachute, his mental parachute, his emotional parachute, and his spiritual parachute. He called on all these supports before reaching safety.

Sometimes in the daily challenges that life gives us, we miss what is really important. We may fail to say hello, please, or thank you, congratulate someone on something wonderful that has happened to them, give a compliment, or just do something nice for no reason. As you go through this week, this month, this year, recognize people who pack your parachutes.

Captain J. Charles Plumb
Motivational Speaker

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A MOM'S LIFE

Take your plate into the kitchen, please.
Take it downstairs when you go.
Don't leave it there, take it upstairs.
Is that yours?
Don't hit your brother.
I'm talking to you.
Just a minute, please, can't you see I'm talking?
I said, Don't interrupt.
Did you brush your teeth?
What are you doing out of bed?
Go back to bed.
You can't watch TV in the afternoon.
What do you mean, there's nothing to do?
Go outside.
Read a book.
Turn it down.
Get off the phone.
Tell your friend you'll call her back. Right now!
Hello. No, she's not home.
She'll call you when she gets home.
Take a jacket. Take a sweater.
Take one anyway.
Someone left his shoes in front of the TV.
Get the toys out of the hall. Get the boys out of the bathtub. Get the toys off the stairs.
Do you realize that could kill someone?
Hurry up.
Hurry up. Everyone's waiting.
I'll count to ten and then we're going without you.
Did you go to the bathroom?
If you don't go, you're not going.

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continued

I mean it.
Why didn't you go before you left?
Can you hold it?
What's going on back there?
Stop it.
I said, Stop it!
I don't want to hear about it.
Stop it or I'm taking you home right now.
That's it. We're going home.
Give me a kiss.
I need a hug.
Make your bed.
Clean up your room.
Set the table.
I need you to set the table!
Don't tell me it's not your turn.
Please move your chair in to the table.
Sit up.
Just try a little. You don't have to eat the whole thing.
Stop playing and eat.
Would you watch what you're doing?
Move your glass. It's too close to the edge.
Watch it!
More, what?
More, please. That's better
Just eat one bite of salad.
You don't always get what you want. That's life.
Don't argue with me. I'm not discussing this anymore.
Go to your room.
No, ten minutes are not up.
One more minute.
How many times have I told you, don't do that.

continued

Where did the cookies go?
Eat the old fruit before you eat the new fruit.
I'm not giving you mushrooms. I've taken all the mushrooms out. See?
Is your homework done?
Stop yelling. If you want to ask me something come here.
STOP YELLING. IF YOU WANT TO ASK ME SOMETHING, COME HERE.
I'll think about it.
Not now.
Ask your father.
We'll see.
Don't sit so close to the television, it's bad for your eyes.
Calm down.
Calm down and start over.
Is that the truth?
Fasten your seat belt.
Did everyone fasten their seat belts?
I'm sorry, that's the rule. I'm sorry, that's the rule. I'm sorry, that's the rule.

Delia Ephron

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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.

Steven Covey
The 7 Habits of Highly Effective People

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

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HYDE SCHOOLS **301 Parent Journaling**

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