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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 Expectations,
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

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 101

Hyde 101 - Hyde 101 is for parents just starting out, or for those who need to review. The goals of Hyde 101 are for parents to become familiar with the five words and the five principles that make up the foundation of the Hyde process.

Rigor – Jump in and do the work. Take your journaling assignments seriously. This journal will have suggested assignments by unit. You will have a parenting “buddy” to help hold you accountable throughout the year. In your Hyde 101 journaling book, there will be places to write both your FLC and retreat final letters as well as other entry opportunities to chronicle your growth this year.

Synergy – Ask for help from the Hyde community as you learn to share yourself with your child and others. Hyde 101 will also provide a common language of words and principles so that parents, students and teachers can clearly communicate. Your peers, (parents), will support and challenge your best in a way that at times might leave you with a feeling that your privacy has been invaded.

Conscience – Hyde has learned that when parents and students take responsibility for each other’s progress, amazing things can happen. There is also a saying, “If the shoe fits, wear it. If not, throw it away.” Your job as a parent is not to be right; it is to do the best you can. Let your conscience be your guide as you work through this journal.

In Hyde 101 you will participate in:

- Family weekends
- FLC experience 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. 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.**

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.

How to Use this Journal

Each unit focuses on one of Hyde's **FIVE WORDS** and **FIVE PRINCIPLES**.

The **FIVE WORDS** that define our character are:

- **COURAGE** – I learn the most about myself through challenge and taking risks.
- **INTEGRITY** – I am gifted with a unique potential. Conscience is my guide to uncovering it.
- **CONCERN** – I need a challenging and supportive community to develop my character.
- **CURIOSITY** – I am responsible for my own learning.
- **LEADERSHIP** – I am a leader by asking the best of myself and others.

Although these words will mean different things to different people, they provide us with a common system of values.

The **FIVE PRINCIPLES** relate to the development of our unique potential. The process at Hyde is built upon the core belief that each of us gifted with a unique potential that defines our destiny.

- **DESTINY** – Each of us gifted with a unique potential.
- **CONSCIENCE** – We attain our best through character and conscience.
- **HUMILITY** – We believe in a power and purpose beyond ourselves.
- **TRUTH** – Truth is our primary guide.
- **BROTHER'S KEEPER** – We help each other achieve our best.

Journaling Log

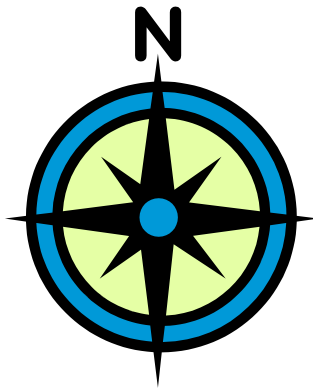
Unit	Date Completed
Unit 1	<hr/>
Unit 2	<hr/>
Unit 3	<hr/>
Unit 4	<hr/>
Unit 5	<hr/>
Unit 6	<hr/>
Unit 7	<hr/>
Unit 8	<hr/>
Unit 9	<hr/>
Unit 10	<hr/>
Unit 11	<hr/>
Final Meeting	<hr/>

Curiosity

Curiosity: I am responsible for my own learning.

“I could not, at any age, be content to take my place by the fireside and simply look on. Life was meant to be lived. Curiosity must be kept alive. One must never, for whatever reason, turn his back on life.”

Eleanor Roosevelt



Curiosity

If I truly have a unique potential that fulfills my destiny, then my inner drive to explore it is essential to my success. While I am primarily a product of my upbringing and environment, ultimately, I alone am responsible for my destiny. Parents are the primary teachers and models for children. At some point, tackling the unknown, and taking “the path less trod” in life, can challenge and encourage our children to explore their best.

- How well am I challenging myself?
- Can I recognize the areas of my complacency and deal with them?
- How sensitive am I to this spirit of curiosity in my children?
- What am I doing to encourage their own search in life?

Curiosity

2. Where in my life do I need to increase my passion for learning? What is holding me back from doing this?

Curiosity

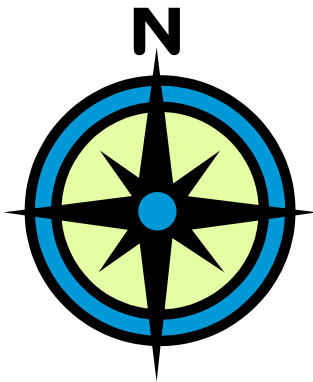
5. Do I see a connection between curiosity and becoming a person of good character? Explain.

Truth

Truth: Truth is my primary guide.

“The measure of a man’s character is what he would do if he knew he never would be found out.”

Thomas Babington Macaulay



Truth

Parents establish basic values and priorities for their family. It is easy to become defensive when faced with the truth or true feelings. In making truth the primary guide for self and family, the value of the saying, “The truth will set you free, but first it will make you miserable” becomes as important as learning to “eat crow.”

- How open am I to the truth?
- Do I tend to be defensive?
- Am I satisfied with the honesty level in our family? In my children?
- Can I connect my own manipulation of the truth to that of my children?

Truth

3. Describe a time when I was most confident/proud of my honesty.

Truth

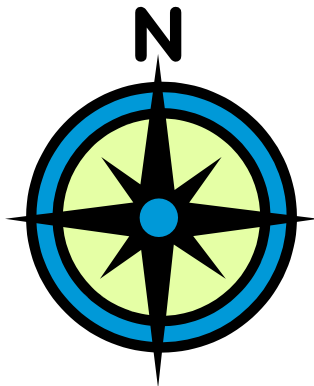
5. Connect the honesty and dishonesty I see in my children to my own. What steps can I take to become more honest with myself and my family?

Courage

Courage: I learn the most about myself through challenge and taking risks.

“Courage is not defined by those who fought and did not fall, but by those who fought, fell and rose again.”

Unknown



Courage

Courage involves facing emotions and feelings we do not usually want to express to others. It requires a painful honesty with ourselves. It also takes real courage to commit these feelings on paper. Ultimately, courage is the key to discovering our unique potential.

- What fears do you need to face?
- What risks have you taken?
- What risks have others in your family taken?
- What challenges should you accept?

Courage

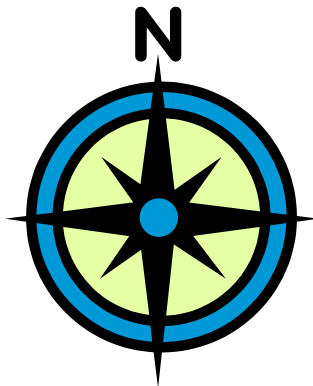
5. Who in my life do I trust to share myself with? Explain.

Humility

Humility: We trust in a power and a purpose beyond ourselves.

“Humility is remaining teachable.”

Unknown



Humility

Conscience is the compass of my destiny, but ego usually leads my life in the trenches. I may allow conscience to become so distant and unrelated to daily wants and needs that I can be controlled by my ego. The unique potential concept suggests that the purpose of my life is not my choice. The philosopher Kahlil Gibran also reminds us that “Your children are not your children.” Humility helps me to accept and address the productive tension between conscience and ego.

- Do I resist the idea of unique potential or does it give me confidence?
- Where, and in what, do I have faith in my life?
- Is my desire to control interfering with the destinies of my children?
- Is my deeper faith in life reflecting in letting go of my children?

Humility

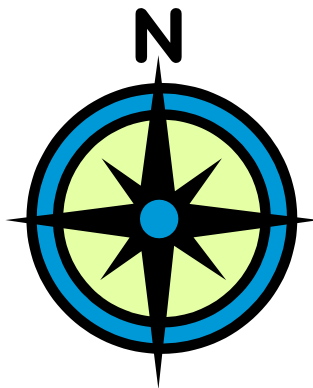
3. Where have I acted upon my faith? Where have I not acted upon it?

Concern

Concern for Others: I need a challenging and supportive community to develop my character.

“It is one of the most beautiful compensations of life that no man can sincerely try to help another without helping himself.”

Ralph Waldo Emerson



Concern

Parents set the level of concern in the family. Teaching my children about distinguishing when my concern for others is really for my benefit, or done simply because it is the right thing to do, is important. Concern is connecting empathy and a genuine regard for others into a working approach to life. The degree to which I embody concern for someone else is connected to the degree I care about myself and my growth.

- What actions can I take to cultivate concern in myself?
- What is the level of concern in my family?
- Can I connect their empathy as well as their lack of concern for others to my own attitudes?
- Who taught me a deeper sense of compassion in my life?

Concern

2. Who in my life am I concerned about? (Exclude your children.) What could I do to help that person?

Concern

4. When have I witnessed a moment of genuine concern from my child? Likewise, when have I witnessed my child's selfishness and disregard for others? How does each connect to me?

Concern

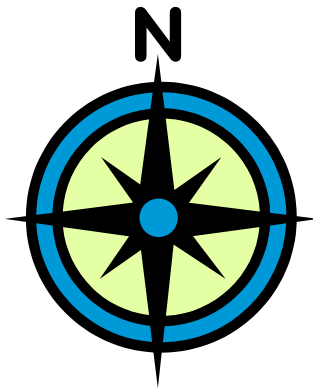
5. What or who in my life do I take for granted? Explain. What is one action step of concern that I could take to address this?

Brother's Keeper

Brother's Keeper: We help others achieve their best.

“My best friend is the one who brings out the best in me.”

Henry Ford



Brother's Keeper

Brother's Keeper helps me see the right standard for my most effective family relationships. The Hyde concept of concern appears to contradict the rights over responsibilities often practiced in today's society. The first commitment of all members of the Hyde community is to develop the unique potential of my child. Therefore, my contract is to accept no less than the best out of others.

- Can I recognize where I have sacrificed the Brother's Keeper concept in my family for the sake of harmony?
- How do I establish a more vital Brother's Keeper relationship in my family?
- How do I let go of my control so my children can become more responsible for themselves and others?

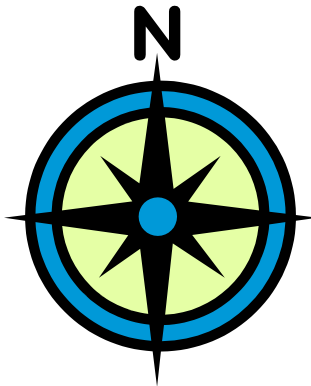
Brother's Keeper

1. Describe a time where someone held me accountable to do my best. What are its effects on me today?

Leadership

**Leadership: I am a leader
by asking the best of
myself and others.**

*“Be the change you want
to see in the world.”*
Mahatma Gandhi



Leadership

True leadership is not a matter of charisma or some special talent. It simply expresses how well I utilize my unique potential to enhance my growth and the growth of others. Such leadership is not always easily recognizable by others. It comes down to my ability to be myself and to share my true self. Sensitive parenting involves a balancing act between being open to powers greater than myself, while still being a forceful role model.

- Do I trust my leadership in raising my children?
- How do I demand the very best in my children, yet still remain sensitive to their growth process that often transcends my own understanding?
- Am I a good role model?

Leadership

4. When and how have I helped my children do their best?
When have I gotten in their way?

Leadership

5. Does my parenting reflect who I really am? Do my children know who I really am?

Conscience

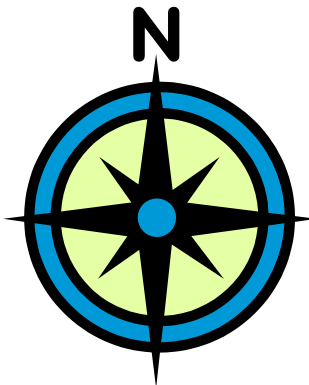
Conscience: We attain our best through character and conscience.

“Labor to keep alive in your breast that little spark of celestial fire called conscience.”

George Washington

“A lot of people mistake a short memory for a clear conscience.”

Doug Larson



Conscience

Just as I have been given a unique potential, I have also been given deeper instincts with which to raise my children. It reaffirms my character growth when my spirit and sense of purpose serve as the deeper inspiration for my children's development. Learning to hear, listen, and act upon the inner voice I call conscience is the ultimate test of my character. I need a solid ego to guide me in my daily actions.

Yet without sufficient character growth and balance, ego will simply dominate and drown out my deeper guidance system. An off-track ego can often allow me to place myself in a position of superiority or inferiority.

- Does my fear of not being in control drown out the voice of my conscience?
- Is my conscience strong enough to allow me to bet on my deeper parenting instincts?

Conscience

1. Describe the relationship I have with my conscience.

Conscience

3. What were the consequences when I acted upon my conscience? What were the consequences when I did not act upon my conscience?

Conscience

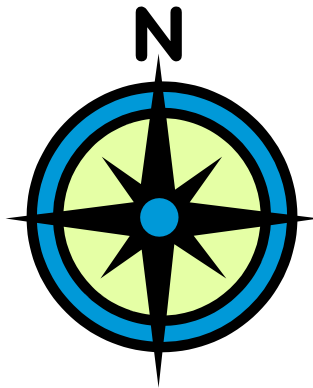
4. What are some of the excuses and justifications I use to avoid speaking and acting on my conscience?

Integrity

**Integrity: I am gifted with
a unique potential and
conscience is my guide
to uncovering it.**

*“The time is always right to
do what is right.”*

Martin Luther King



Integrity

I need to have a real sense of my own core as an individual. I need to build on that core, and not allow it to be warped or clouded by situations and immediate gratification. A destiny is measured by a lifetime. Because children are being shaped by outside forces, I need to consciously help my children listen and grow from their integrated core.

- Do my daily actions connect to my higher ideals?
- How much of myself is devoted to pleasing others?
- Am I exposing my children to, and demanding from them, their absolute best?
- Am I helping them learn to trust that it is their best?

Integrity

1. Describe the public image I show to the world.

Integrity

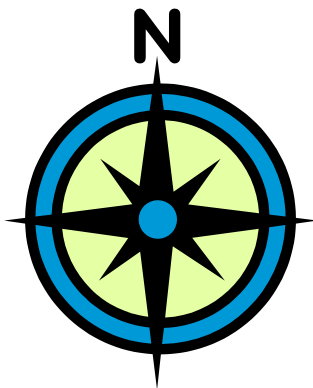
4. What differences do I note in the public image of our family versus our private one? What role do I play in this?

Destiny

Destiny: Each of us is gifted with a unique potential that defines a destiny.

“We must look for ways to be an active force in our own lives. We must take charge of our own destinies, design a life of substance and truly begin to live our dreams.”

Les Brown



Destiny

Biases and prejudices are my biggest enemies to fulfilling my true destiny. These biases are not just those I maintain toward others, but also towards myself. To understand my preconceptions, I must look at my own parents. I must accept the strengths and obstacles of their parenting, and look at how I can help other family members pursue the deeper purpose of their lives. I must also allow them to help me discover my purpose.

- What do I like about myself?
- What do I wish were different about me or my life?
- How can I tackle the things that I can change? How do I learn to accept and even appreciate the things that I cannot change?

“God grant me the serenity
to accept the things I cannot change,
the courage to change the things I can,
and the wisdom to know the difference.”

Destiny

2. Have I failed to explore any of this vision? What? Why? Have I fulfilled any of this vision? If so, what? If not, why?

Destiny

3. How would I describe my own unique potential?

Personal Statement

Prepare a presentation on your experience of completing Hyde 101. 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. You will also complete the self-evaluation sheet with this unit.

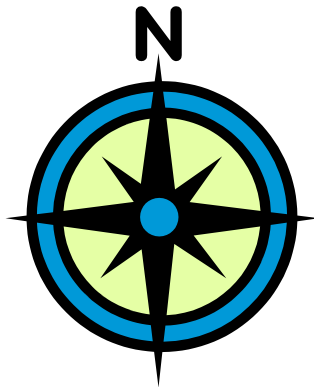
Personal Statement

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

ATTITUDE

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 R. Swindoll

Readings

Nature's Cocoon

Breaking out of our family cocoon is meant to be one of the most difficult human challenges we will face in life. Consider this observation of how nature's cocoon works:

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

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	1:15	1:30	1:45	2:00	2:15	2:30	2:45
	60 m	75 m	90 m	105 m	120 m	135 m	150 m	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