



# ***PROFOUND JOURNEY DIALOGUE GUIDE MANUAL***



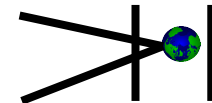
Session One  
LIVING IN THIS WORLD



Session Two  
TRANSFORMATIVE  
EVENTS



Session Three  
MANIFESTING OUR  
SELF-UNDERSTANDING



Session Four  
LIVING BETWEEN THE  
NO LONGER AND THE NOT YET

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## OVERALL PURPOSE, INTENT, and CONTEXT

The Profound Journey Dialogue EVENT is about accelerating depth human evolution on behalf of all that is. The event is out to raise the question in participants' mind of the part they will play in the evolutionary process. Will life be something that is happening TO them, or something that is happening THROUGH them?

The Cognitive Purpose of the PJD is to remind the participants of what they already know about who they are and what they are about as human beings living in a world that is evolving exponentially.

The Existential Aim of the PJD is to elicit within the participants a sense after living consciously as a fulfilled human being whose consciousness is also rapidly evolving.

The event uses the METAPHOR of "profound journey" and the symbol of the wedgeblade to mean both the world or earth journey and one's individual life.

2011 is a year of piloting this draft of the PJD event and training guides. Our image is that the guides will continue to be the leadership that revises the content and process of the event. Our intent is to attract those individuals with a desire to relieve the unnecessary pain and suffering of our fellow human beings while they are rebuilding the earth and uplifting their level of awareness to allow profound spirit to flow and develop within us to attend this event.

We will use the "Guided Dialogue" method (download paper from PJD web page) because it provides an environment for participants to share their experiences and reflections in way that might enliven them to be more of who they "really" are as they consciously respond to life by serving other in love and by acting out their freedom creatively and responsibly on behalf of all.

What do we mean by Cognitive Purpose? It is what we want the participants to re-know, know that they know, and think about during a particular segment of time during the PJD. It has to do with what the brain receives through the five physical senses. During the PJD we want the participants to focus on the kind of thoughts and images that produce a sense of "enlivenment" within-and-out.

What do we mean by Existential Aim? The "state of being" that we want the participants to be aware of during a particular segment of time during the PJD. It has to do with the "non-physical" senses of being aware both of one's thoughts and feelings. As guides we want to catalyze the inner awareness by encouraging that which motivates, calls, and beckons one to act on a particular image or thought. Without this no change or transformation occurs within us and through us.

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## Guided Dialogue Process Overview

**Topic:** The focus, subject, or content of the dialogue. It sets the boundaries of what the group will talk about.

**Cognitive Purpose:** Guides the collective thinking process and determines the direction of the dialogue

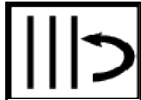
**Existential Aim:** Provides the environment for participants to experience the desired inner state of being

**Opening:** Set brief context and introduce topic.



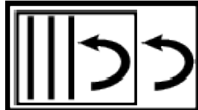
**Level One—Objective:** Questions that engage the physical senses

- Get participants attention with questions that are easy to answer
- Invite inclusive participation
- Get out the fact, data or information, or content for the dialogue



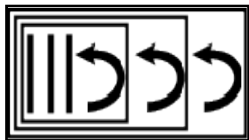
**Level Two—Responsive:** Questions that draw out auto responses

- Ask a question that require participants use their imagination to answer
- Elicit immediate emotional responses to the content
- Affirm initial intuitive associations to the content



**Level Three—Interpretive:** Questions that use the intellectual or rational capacities to interpret the content

- Relate the topic to personal experiences and experiential knowledge
- Reveal the values or meaning or significance
- Initiate collective consciousness



**Level Four—Depth:** Questions that draw out latent wisdom to develop a shared sense of purpose and meaning or elicit a sense of wonder and openness to the transcendent dimension of life.

- Encourage a new interior form to emerge
- Enable a shift in awareness
- Affirm the emergence of transcendent self-presence

**Closing:** Brief ending that affirms the participation and wisdom of the participants and provides a smooth transition to what comes next

*The bullets are your Intent at each Level.*

**The intents are always rephrased to relate to the topic content, Cognitive Purpose, and Existential Aim .**

**Keep your intent for each question in your mind as you ask a question.**

**Listen for which level an answer to your question is in to rephrase your questions.**

**Remember that you are the ‘vehicle and container’ for their answers so do not intrude by giving your own answers to the questions.**

**The time allowed for each level determines the number of answers to each question.**

## PJD OVERVIEW

### Session One: LIVING IN THIS WORLD



This session is about The Way Life Is and our inner response or relation to it. It is about what is going on inside us as we, individually and as a part of the Earth community, respond to our personal environments, life conditions, natural events, and the impact the actions of others have on us.

CP: To elicit or call forth a positive response to being in this world.

EA: For participants to experience being embraced by the awe-filled, incomprehensible world, uplifted in its continual re-creation and humbled by its inescapable entrapment.

### Session Three: MANIFESTING OUR SELF-UNDERSTANDING



This session is a dialogue on how we decide to act out or manifest our self-understanding in the midst of the “givens” of our particular internal and external environment.

CP: To clarify who the Neighbor is that I am responsible to serve on my profound journey and recognize their own capacity to choose the highest good.

EA: For participants to experience the desire to respond out of “boundless compassion” for the world they showed up in.

### Session Two: TRANSFORMATIVE EVENTS

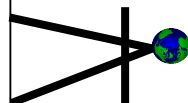


This session is about the wisdom of self-knowledge that has emerged from the life-changing or transforming events that have shaped our lives to date.

CP: To recall and share transformative events and re-create their meaning.

EA: To enliven the participants’ awareness of their self-story about The Way Life Is and to become deeply appreciative for wisdom that emerges from transformative events.

### Session Four: LIVING BETWEEN THE NO LONGER AND THE NOT YET



This session is a dialogue about consciously living in each present moment out of our deepest self-understanding of who we are and what we are about. It is about what we envision ourselves to be about in the next minute, tomorrow, or in the future.

CP: To invite participants to live consciously between the No Longer and Not Yet and to decide to sustain themselves while doing so.

EA: To experience a profound resolve to live consciously between the No Longer and the Not Yet as they continue their life journey.

## Session ONE Overview: LIVING IN THIS WORLD

Session ONE is a dialogue about The Way Life Is and our inner response or relation to it. It is about what is going on inside us as we, individually and as a part of the Earth community, respond to our personal environments, our life conditions, natural events, and the impact the actions of other humans have on us.

It is the OBJECTIVE LEVEL of the PJD— what we bring in with our five physical senses.

### Session ONE INTENTS

The Cognitive Purpose: To elicit or call forth a positive response to being in this world.

The Existential Aim: For participants to experience being embraced by the awe-filled, incomprehensible world, uplifted in its continual re-creation and humbled by its inescapable entrapment.

#### COMPONENTS/ROLES

##### PARTICIPANT INTRODUCTIONS

CP: To get to know who is in the room and why they came

EA: To become comfortable with the group

30 minutes  
(depending on # of participants)

##### PJD CONTEXT AND TIME DESIGN

CP: To explain the metaphor of “profound journey”

EA: To become excited about being a participant in this event

15 minutes

##### PARTICIPATORY PRESENTATION: Our World & Our Times

CP: To review what is taking place on planet Earth

EA: To experience being overwhelmed and enlivened or filled with awe

20 minutes

##### HUDDLE: Bultmann passage: What Name?

CP: To explore and share participants’ responses to Bultmann passage and discuss what they call that which is at the heart of existence.

EA: To bring to surface participants’ awareness their relationship to The Way Life Is

35 minutes

##### Big GROUP REFLECTION: Between the Arrows

CP: To pool wisdom of Huddles and to dialogue about our relationship to The Way Life Is

EA : To experience a state of being embraced by that which is at the heart of life

35 minutes

##### CLOSING: Songs—I Love Fifth City & The Vision

CP: To introduce the group to singing as a way of experiencing community

EA: To enjoy singing, listening to the songs, and feeling the melodies

5-10 minutes

PARTICIPANT INTRODUCTIONS		30-45 minutes (Timing depends upon the number of participants)
Cognitive Purpose: To get to know who is in the room and why they came		Existential Aim: To become comfortable with the group
<p>OPENING: All of us are on the profound journey and it's good we're here to dialogue about it.</p> <p>Level One ~ Objective In a few words, please share four pieces of information about yourself with the group:</p> <ol style="list-style-type: none"> <li>1) your name</li> <li>2) where you live</li> <li>3) your work</li> <li>4) one role you play in life</li> </ol> <p>Level Two ~ Responsive 2. In one sentence, what is a deep or big concern you have these days?</p> <p>Level Three ~ Interpretive 3. What attracted you to the Profound Journey Dialogue Event? E.g., Why did you choose to come?</p> <p>Level Four ~ Depth 4. What are your expectations and anticipations for our time together during this event?</p> <p>TRANSITION: Thank you. I'm really looking forward to spending time with you.</p>		<p>NOTES</p> <ul style="list-style-type: none"> <li>• Be sure everyone briefly introduces themselves. Go around the room.</li> <li>• Guide demonstrates with brief 4-part answer.</li> <li>• Get R answers from 1/3 of the participants.</li> <li>• Get I answers from 1/4 of the group for each question.</li> <li>• Another guide writes anticipation and expectations on a flip chart if doing as a whole group.</li> <li>•</li> </ul> <p>Note: With over 20 participants this will be done by tables with guides taking notes</p>

PJD CONTEXT AND TIME DESIGN		15 minutes
Cognitive Purpose: To explain the metaphor of profound Journey and the kinds of questions this event will deal with.		Existential Aim: To become excited about being a participant in this event
<p><b>INTRODUCTION</b></p> <p>Let's talk a bit about what we are pointing to with the metaphor of "profound journey." It can be used to talk about every human's individual life journey or the journey the human through out time. To give you a brief overview, let's walk through some of the kind of questions we will consider during this session. Turn to 3 page in your participant notebook.</p> <p>Session ONE— Living in this World We will deal with the place and time of our Journeys.</p> <ol style="list-style-type: none"> <li>1. What world do we show up in?</li> <li>2. How do we experience our world?</li> <li>3. What do we call or name that which we encounter at the heart of the journey we call life?</li> </ol> <p>Session TWO— Experiencing Transforming Events along the way</p> <ol style="list-style-type: none"> <li>1. What were transforming moments along the way?</li> <li>2. What did we learn from these events or moments?</li> <li>3. What is our journey all about?</li> </ol> <p>Session THREE— Envisioning the Journey Ahead</p> <ol style="list-style-type: none"> <li>1. How do we relate to living in profound freedom?</li> <li>2. How do we decide to act out our self-knowledge in the midst of the "givens" of our particular internal and external environment?</li> <li>3. How do we manifest our freedom and live out our purpose?</li> </ol> <p>Session FOUR— Standing Steadfast on the Journey</p> <ol style="list-style-type: none"> <li>1. What will our profound care look like?</li> <li>2. What is the profound journey about?</li> <li>3. What sustains us on our journeys?</li> </ol> <p><b>TIME DESIGN and SESSION FLOW</b></p> <p>Please turn to the Time Design on page 4 in your notebook. (Quickly go through and ask for questions.)</p> <p>During our time together we dialogue in pairs; in small groups; and as a whole group, do a bit of singing, experiment with some rituals, and genuinely have a good time while talking about what it is like to be on our life journey.</p>		



## PARTICIPATORY EXERCISE: Our World and Our Times

30 minutes

Cognitive Purpose: To review what is taking place on planet earth

Existential Aim: To experience being overwhelmed while filled with awe

1. Project picture of our galaxy. Focus on the Earthrise. Stop the video on planet Earth.

- Ask group to give examples of what is taking place on planet. Get out 3-4.
- Narrow onto USA: what else going on this part of the planet? Get out 5-6.
- If all of the people are from a particular state, narrow in on that one. Get 3-4 answers.

2. Then put up 2 dimensional sticky wall with earth grid and point to Latin America, and get out one or two more examples. Point to Africa and get out 1 or 2 answers. Point to Middle East. Point to China. Point to Europe. Then concentrate on USA.

Depending on the kinds of answers, ask questions like:

Within the nation of \_\_\_\_\_?

What are major natural disasters?

What's taking place among the political leaders of our day?

What's taking place among young people?

How is your experience related to where they live on the planet?

Be sure that both positive and negative things are mentioned by asking:

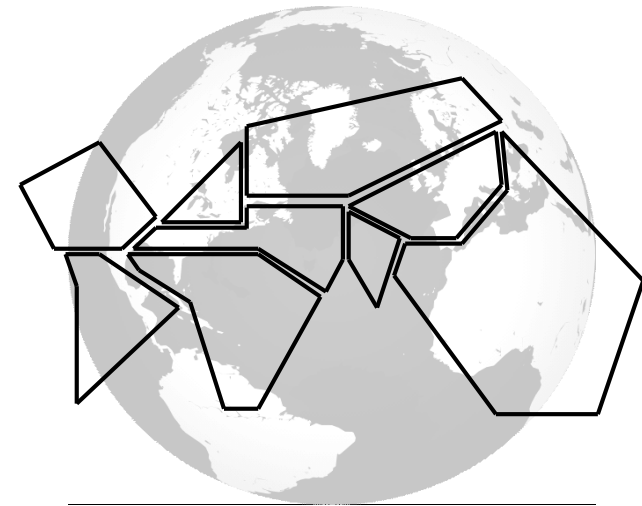
What great things are taking place? What negative things are taking place?

What is the most spectacular thing taking place? The most traumatic thing?

Be sure to cover a variety of sectors, by asking questions like:

What's taking place in education? Technology? Science? Health? Family? Etc.

What is going on with women these days? Men? Young people?



Make sure every participant has shared something that is going on by frequently beginning a question with:

"Someone else" or "Someone who has not yet spoken."

## PARTICIPATORY EXERCISE: OUR WORLD

30 minutes

Cognitive Purpose: To review what is taking place on planet Earth

Existential Aim: To experience being overwhelmed while filled with awe

3. Ask the group to name What is impacting you personally these days?

Again, make sure you get out both positive and negative things.

Choose two colors. With each answer, draw an arrow going toward the middle of the Earth Grid image for each negative phenomenon and another arrow for each positive phenomenon—leaving a small space in the center.

4. Ask, Where do you find yourself in this picture? While drawing a wedge symbol across the Grid.

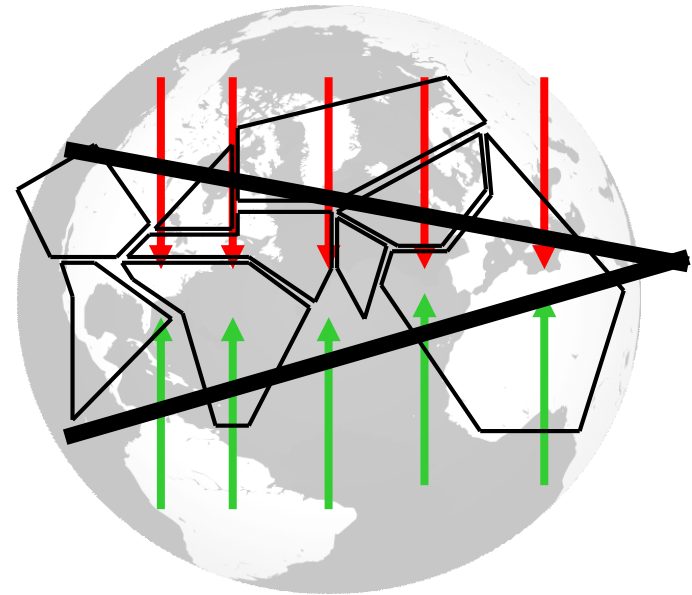
5. Transition to Huddles

Divide group by the number of Guides (3 – 4). Number off and move to Huddle table. Give group 15 minutes to do this.

Huddle Context (Before the groups begin to move)

After you Huddle dialogue, we will come back to the Whole Group. Allow me to keep us all moving along together. Each table Guide will ask questions and will help facilitate timing.

We've looked at examples of what is happening in our world today. It's not just a matter of keeping up with the times, but more, How do I relate to a world like this? What relationship do I take to the mysterious reality at its heart? Let's look at a brief passage in our Huddles to think about how we relate to whatever our situation is.



Note: we are introducing the wedgeblade image here with just the two lines. After the Huddle we will continue to build on the image. The intent here is for participants to eventually see that the wedgeblade is the symbol of their profound journey.

HUDDLE: Bultmann passage: What Name?		35 minutes
Cognitive Purpose: To explore and share participants' reflections on passage		Existential Aim: To bring to surface awareness of relationship to The Way Life Is
<p>What drives me into care;  puts longing and a desire for love in my heart;  places me in the struggle between my will and my duty;  fills me with yearning to know and do;  and forces me into life?  At the same time, what makes a comedy of my care;  allows my longings to miscarry and casts me into solitude;  calls me to duty and torments me with guilt;  limits my knowing and doing;  and makes me finite?</p> <p>What do I name that which is beyond time and yet master of it,  beyond existence yet always at its heart?</p> <p>"What do I name that...."?</p> <p>Rudolf Bultmann, Crisis of Faith</p>		

HUDDLE: Bultmann passage: What Name?		35 minutes
Cognitive Purpose: To explore and share participants’ reflections on passage and discuss that which is at the heart of existence.	Existential Aim: To bring to surface awareness of their personal relationship to The Way Life Is.	
Opening: [5 minutes] Let’s read and dialogue about a short passage. [Hand out Bultmann’s adapted paragraph “The Crisis of Faith,” in book Rudolf Bultmann, ed. Roger A. Johnson, p. 243.] We’ll go around the group, each person reading a line until the passage is completed.		
Level One ~ Objective [5 minutes] 1. What words and phrases stood out as we read the passage? 2. What words or phrases have we not mentioned? 3. What strikes you about the structure of the passage?		<div>Intent of each Level</div> <ul style="list-style-type: none"><li>• Review passage</li><li>• Get out each participant’s voice</li><li>• Elicit participants’ imaginations quickly</li><li>• Get out emotional responses to the passage</li><li>• Relate passage to personal Experiences</li><li>• Get the participants to describe their relationship to “that which is”</li><li>• Guide take notes of a few responses to share in the big group dialogue</li></ul>
Level Two ~ Responsive [5 minutes] 4. Is this passage more like riding on a seesaw or jumping out of an airplane? 5. Which phrase resonated with you? 6. Which phrase caught you off guard? 7. Which phrase made you uneasy?		
Level Three ~ Interpretive [7 minutes] 8 Which ones of these experiences in the paragraph do you have most often? 9. Someone describe your experience of “longing & desire for love?” 10. When have you experienced being “cast into solitude”? (Earlier in the essay Bultmann talks about “final solitude” — what do you guess he meant by that?)		
Level Four ~ Depth [13 minutes] 11. What are names people give to “that ... which is” of the last stanza? [Add to names people have given ... ] What was the name in “Star Wars” movie? [“the Force”] 12. Read last question (go around): What name do you give it? 13. What difference does it make how we relate to _____? (one of their non-religious names or “whatever you call it”) 14. (Go around) How do you talk about your relationship with that _____these days? (Name a few that have been mentioned in Huddle.)		
Closing: Thank you for sharing in this meaningful dialogue.		

GROUP REFLECTION: Between the Arrows		25 minutes
Cognitive Purpose: To pool wisdom of Huddles about the importance of our relationship to The Way Life Is	Existential Aim: To experience a state of affirming the duality of The Way Life Is	
Opening: As the big group, we want to hear what was going on in all the Huddles and to reflect on what it all means to us.		Intent of each Level <ul style="list-style-type: none"><li>• Review the names</li><li>• Get many responses onto a flip chart</li><li>• Elicit emotional responses to names</li><li>• Get out pictures or images of several names</li><li>• Get out ways people respond to the WayLifels</li><li>• For participants to share how they experience the ups and downs</li><li>• From their responses and interpretations of Bultmann, write and/or draw the "arrows" and "loop" and "?"</li><li>• Raise question of their relationship to their real situation or TWLI</li></ul>
Level One ~ Objective [6 minutes] 1. What names did your Huddles give for "that which is at the heart of existence? List on presentation wall chart		
Level Two ~ Responsive [5 minutes] 3. Which do you really like? (several) 4. What name does not resonate with you? (several) 5. What picture comes to mind with the name "mysterious power?" Bultmann name? What picture comes to mind with the name "God?" What picture comes to mind with "_____?"		
Level Three ~ Interpretive [6 minutes] 7. So how did you describe what "longing and desire for love" means? Just what is one really longing for? 8. Now let's add to the images of the paragraph. How do people respond to life when see their first baby? ... when deeply connect with another human being? ... when experience a great "aha"? Etc. 9. What are some of the ways you respond to life when it hits you in the face? When you are in deep pain? When you lose a friend or loved one? When nothing goes right?		
Level Four ~ Depth [6 minutes] 10. Let me draw an image of some of these "mixed" responses we've been talking about and those from the passage read. (Pick a duality from those mentioned and draw up/down arrows image on presentation wall—one pair of up/down arrows at a time as group lists other dualities. Get out 5 or more. 11. Where are you and I in this picture? (only draw a line between the arrows on flip chart if they say so.) 12. How do you relate to this picture of life? (Draw Loop.)		
Closing: During the next session we will talk about the self understanding that emerges as we relate to the way we experience The Way Life Is		

SONG: Fifth City and 1st verse of the Vision		5-10 minutes
Cognitive Purpose: To introduce the group to singing as a way of experiencing community		Existential Aim: To enjoy deep expression and to bring to the surface awareness of relationship to The Way Life Is
<p>Sing Songs</p> <p>We're going to close this session with a song. The first one is a Chicago Fifth City Preschool song. It was a way the students from that crumbling inner-city community with its broken sidewalks and debris covered vacant lots, rehearsed their relationship to their young journeys. For the last forty-some years the students have sung this song about their community, their Earth, and their Universe.</p> <p style="padding-left: 40px;">I Love Fifth City (adapted) Tune: "I Love the Flowers"</p> <p style="padding-left: 40px;">I love (city where event is being held)</p> <p style="padding-left: 40px;">I love the planet Earth;</p> <p style="padding-left: 40px;">I love this day in time;</p> <p style="padding-left: 40px;">I love the universe.</p> <p style="padding-left: 40px;">I'm always ready to see this world of ours.</p> <p style="padding-left: 40px;">I tell you, man, I like it here,</p> <p style="padding-left: 40px;">I tell you, ma'am, I love it here.</p> <p style="padding-left: 80px;">(boom di yada, boom di yada, boom di yada, boom di yada)</p> <p>Would you like to sing it with me? Let's give it a try.</p> <p>Guides sing first verse of "The Vision" (adapted from Nikos Kazantzakis) as transition to next session or at the beginning of next session:</p> <p style="padding-left: 40px;">We heard the cry from the past, we heard the cry set forth at last:</p> <p style="padding-left: 40px;">Our ancestors plead to live our time,</p> <p style="padding-left: 40px;">The crimson line their only awesome sign.</p> <p style="padding-left: 40px;">Now all the earth cries out within our hearts, agony,</p> <p style="padding-left: 40px;">Comes the dawn of Being.</p>		

# PJD OVERVIEW

## Session One: LIVING IN THIS WORLD



This session is about The Way Life Is and our inner response or relation to it. It is about what is going on inside us as we, individually and as a part of the Earth community, respond to our personal environments, life conditions, natural events, and the impact the actions of others have on us.

CP: To elicit or call forth a positive response to being in this world.

EA: For participants to experience being embraced by the awe-filled, incomprehensible world, uplifted in its continual re-creation and humbled by its inescapable entrapment.

## Session Three: MANIFESTING OUR SELF-UNDERSTANDING



This session is a dialogue on how we decide to act out or manifest our self-understanding in the midst of the “givens” of our particular internal and external environment.

CP: To clarify who the Neighbor is that I am responsible to serve on my profound journey and recognize their own capacity to choose the highest good.

EA: For participants to experience the desire to respond out of “boundless compassion” for the world they showed up in.

## Session Two: TRANSFORMATIVE EVENTS

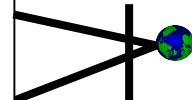


This session is about the wisdom of self-knowledge that has emerged from the life-changing or transforming events that have shaped our lives to date.

CP: To recall and share transformative events and re-create their meaning.

EA: To enliven the participants’ awareness of their self-story about The Way Life Is and to become deeply appreciative for wisdom that emerges from transformative events.

## Session Four: LIVING BETWEEN THE NO LONGER AND THE NOT YET



This session is a dialogue about consciously living in each present moment out of our deepest self-understanding of who we are and what we are about. It is about what we envision ourselves to be about in the next minute, tomorrow, or in the future.

CP: To invite participants to live consciously between the No Longer and Not Yet and to decide to sustain themselves while doing so.

EA: To experience a profound resolve to live consciously between the No Longer and the Not Yet as they continue their life journey.

## Session TWO: TRANSFORMING EVENTS—OVERVIEW

Session TWO is a dialogue about the wisdom or self-knowledge that has emerged from the life-changing or transforming events that have shaped our lives to date.

It is the RESPONSIVE level of the PJD – meaning it has to do with our instinctive, initial, or automatic response to the topic, our intuition, and our emotions or feelings.

### Session TWO INTENTS

Cognitive Purpose: To recall and share transformative events and re-create their meaning

Existential Aim: To enliven the participants' awareness of their self-story about The Way Life Is and to become deeply appreciative for wisdom that emerges from transformative events.

### Session TWO COMPONENTS

#### EVENT REVIEW

10 minutes

CP: Briefly review 4-Session PJD event

EA: Be excited about opportunity to focus on personal events

#### INTERACTIVE EXERCISE ON TRANSFORMATIVE EVENTS

55 minutes

CP: Awaken the participants' memories of their own personal Transformative Events and introduce the concept of "grace"

EA: To help them appreciate and affirm their lives to date

#### INTERACTIVE PRESENTATION OF JWM SYMBOL

20 minutes

CP: To present JMM self understanding as an example

EA: To struggle with one's own self-understanding

#### HUDDLE DIALOGUE "How Grace Happens"

45 minutes

CP: To understand how our self-stories/self-understandings are a result of our experiences

EA: To experience "grace" once again as we articulate our self-understanding

#### GROUP REFLECTION: SELF UNDERSTANDING'S RELATIONSHIP TO BEHAVIOR

45 minutes

CP: To expand participants' self-understanding and understand that their story is always manifested in their behavior

EA: To desire to manifest their self-understanding in all they are about

#### CLOSING RITUAL: ALL IS GOOD

5 minutes

CP: To experience putting a self-story into a ritual form

EA: To experience the power of this particular articulation of a self-story



## EVENT REVIEW

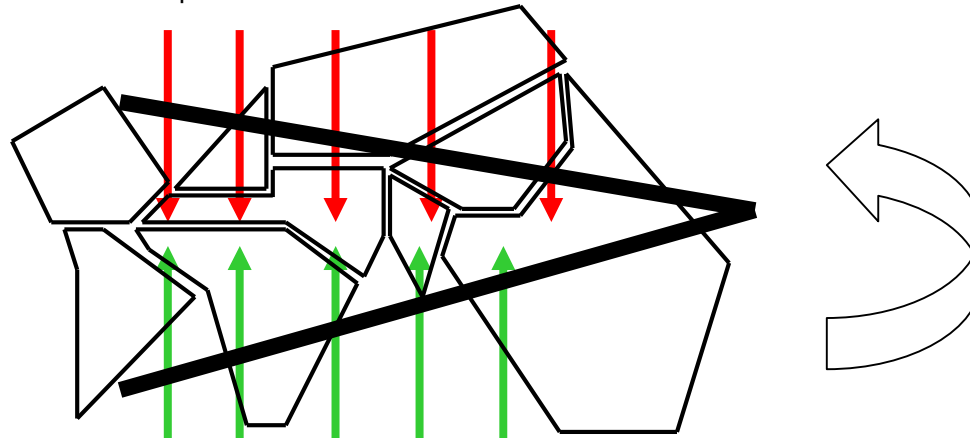
10 minutes

Cognitive Purpose: Briefly review the PJD event

Existential Aim: Be excited about opportunity to focus on personal events

Let's review where we are now in this profound journey event.

In Session ONE we talked about the world we showed up in, responded to Bultmann's experience of living in this world, and shared with one another our relationship to it.



In this Session, we are going to take a look at signal events and transforming moments that have occurred while on our profound journeys. We will be sharing with one another what we learned from these events and how they have informed our depth self-understanding or our most fundamental values and beliefs of what our personal journey is really all about.

Then in Session THREE we will look more closely at exactly what we are about and how we act out our self-understanding.

And in Session FOUR we will look at where our journey beckon us and what will sustain us as we continue along the way.

INTERACTIVE GROUP EXERCISE: TRANSFORMATIVE EVENTS		55 minutes
Cognitive Purpose: Awaken the participants' memories of their personal transformative events and introduce the concept of "grace"		Existential Aim: To help them appreciate and affirm their lives to date
<p>As we are making our way along the journey, many, many things happen to us. We graduate from high school or college, we get a job, we get married, we have our first child, one or more of our parents dies, a hurricane wipes out our home.</p> <p>Anyone, what was a life-changing event in your life? Get out a variety by asking specifically for: painful events, natural events, conflict events, joyful events, unexplainable events, etc. [5 minutes]</p> <p>Okay, now let's examine just why these particular moments came to mind. Just why do they stand out for us? What exactly changed because of them? From what to what? For instance (give a brief personal example, e.g. when Hurricane Katrina wiped out the first floor of my house, I realized how unimportant all the stuff we had collected really was.) (Get out 2 or 3 examples from group.) [5 minutes]</p> <p>Now turn to your neighbor and share one personal example of how one of your "beliefs and/or values" changed as a result of an event. As you listen to your partner, listen for exactly what value or belief changed and from "what to what." [5 minutes each person for 10 total minutes]</p> <p><b>INTRODUCE "GRACE"</b>            I saw a car bumper sticker the other day that said, "Grace Happens," and it got me to thinking about times in my life I'd been blind, then something happened, and I saw clearly. When have you experienced that, being blind and then seeing clearly? (Get out one or two answers) [3 minutes]</p> <p><b>INDIVIDUAL BRAINSTORM &amp; REFLECTION</b>            Now please take a 5 minutes and list a minimum of 5 life-transforming events in your life.            Now look over these events; which one most radically changed your understanding of who you were or what you were about? Write down what it was that changed? What did you learn about The Way Life Is? [12 minutes]</p>		

## INTERACTIVE EXERCISE continued

55 minutes

### DIVIDE GROUP INTO PAIRS

[10 minutes]

Ask the group to turn to another person next to them. Each person will take 5 minutes and share one of their transformative events including the profound wisdom or self-understanding that emerged from that event. I will ring a bell when 5 minutes are up so you can then allow your partner to share. While your partner is sharing, ask no questions for more details. Just listen closely for how that event changed their beliefs or self-understanding.

- Give every participant an opportunity to share with another, a transformative event

### GROUP REFLECTION

[10 minutes]

Is someone willing to share their story?  
Someone else?

What profound truth about life, not the experience, did you share with your partner?  
What did one of your experiences clarify for you?

- Get two or three stories
- You want participants to feel good about how sharing these events brings their depth wisdom to surface
- Get out minimum of 5-6 answers

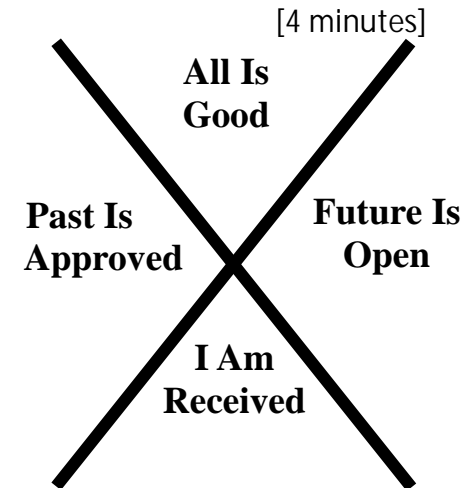
## INTERACTIVE PRESENTATION of JWM SYMBOL

20 minutes

DRAW JWM SYMBOL (draw while talking about each point)

Joseph W. Mathews, a founder of EI/ICA, told his story about the truth that undergirds The Way Life Is like this:

“From the depths of life comes a word ... comes a profound truth ...  
that All Is Good just as it is, and in spite of all the suffering in life;  
that I Am Received in spite of my bag full of neuroses, fears, and faults;  
that My Past Is Approved in spite of all my personal tragedy and my mistakes;  
and My Future Is Open in spite of all the world’s crises and all my problems. ”



## DISCUSSION OF SYMBOL

[15 minutes]

1. Looking at this summary of his self-understanding, which one of the four components of his story most resonates with your self understanding? Why?
2. Which one of the four components is most difficult for you to accept as true? Why?
3. Which one of these four components do you desire or wish was firmly rooted in your own self-understanding? Why?

## TRANSITION

We're now going to go into Huddles again to discuss just HOW grace happens to us on a personal level.

- You want to illustrate how these multiple transformative events result in your self story
- You want to leave the participants thinking to themselves What is my self-story?
- Get out 5-6 answers to each question

## HUDDLE PASSAGE

### How Grace Happens

Sometimes at that moment a wave of light beaks into our darkness, and it is as though a voice were saying: "You are accepted. You are accepted, accepted by that which is greater than you, and the name of which you do not know. Do not ask for the name now; perhaps you will find it later. Do not try to do anything now; perhaps later you will do much. Do not seek for anything; do not perform anything; do not intend anything. Simply accept the fact that you are accepted!"

If that happens to us, we experience grace.

After such an experience we may not be better than before, and we may not believe more than before. But everything is transformed. In that moment, grace ... bridges the gulf of estrangement [by reuniting us with the Ground of Being, others, and self]. And nothing is demanded of this experience, no religious or moral or intellectual presupposition, nothing but acceptance.

Paul Tillich, "You Are Accepted," *The Shaking of the Foundations*, p. 162, adapted

## Session TWO: TRANSFORMATIVE EVENTS (continued)

HUDDLE: How Grace Happens		60 Minutes (includes 15 min Break)
Cognitive Purpose: To understand how our self-stories and self understandings are a result of our experiences		Existential Aim: To experience "grace" once again as they articulate their self-understanding
Opening: Read the passage aloud. Let's go around and each one re-read a sentence.		[7 minutes]
Level One ~ Objective 1. What words or phrases caught your attention? 2. Just who or what accepts you? 3. What don't we do when this happens?		[8 minutes]
Level Two ~ Responsive 4. Is the "voice" male or female? Why? 5. Which line really pleases you?		[5 minutes]
Level Three ~ Interpretive 6. So, just what does "grace" do? 7. In your own words, just what does grace mean?  Open to page 10 in your notebook [Worksheet 2] and take a few minutes and recall grace events in your own life? Now each one star one event to share with Huddle. (After each has shared an event ask ...)  8. As you listened to the others, what was similar about our stories? What was dissimilar? 9. What was it that made these events "life-changing?" 10. What "truth" or understanding about life does all this reveal to us?		[20 minutes] [get out 2 or 3 answers or take 2 minutes] [get out 3-4 answers or take 3 minutes]
Level Four ~ Depth 11. How would you summarize the truth about life from listening to other participants' grace events and from your own? If you choose, draw a symbol that represents your self understanding, maybe as simple as JWM symbol, with or without words on your Worksheet. 12. Ask each person to share their self-understanding/story/symbol with the Huddle.		[20 minutes]
<b>Closing</b> ~ Thank you for sharing your profound understanding about life. Ask group to return to whole group.		

- Intent of each Level**
- Get out each participants voice while reviewing passage
  - Elicit imaginal and emotional responses to the passage
  - Discuss the meaning of grace
  - Have participants recall and share their own personal experiences of grace
  - Share the self-understandings that these transformative events evoked
  - Have each participant summarize and share their understandings and symbols

## GROUP REFLECTION ON SELF-UNDERSTANDING'S RELATIONSHIP TO BEHAVIOR

[45 minutes]

Cognitive Purpose: To expand participants' self-stories and understand their relationship to behavior of each person

Existential Aim: To desire to manifest their self-stories in all they are about

**NOTE:** While the group is re-gathering, ask for volunteers to put up or draw their symbols on a wall flip chart or sticky wall. Could be done on half sheets also.

### HUDDLE REPORTS

[15 minutes]

Ask someone from each Huddle to summarize the insights from their Huddle. When reports are completed ask:

1. What other insights would you add? Anybody?
2. How was it helpful for you to create your own symbol and write out and share your self-understanding?
3. Why is articulating your story important for your journey?
4. Why might one say that this may be the most important document you own?

### JWM SYMBOL

[10 minutes]

Focus attention of groups on sticky wall or flip charts listing participants' symbols/stories. Be sure that JWM symbol is also up with the others.

Let's take a look now at these symbols as a whole. How might we synthesize these self-understandings/stories into a universal truth about life, based on our own experiences? Get out a 3-4 answers.

### PRESENT QUOTE

[20 minutes]

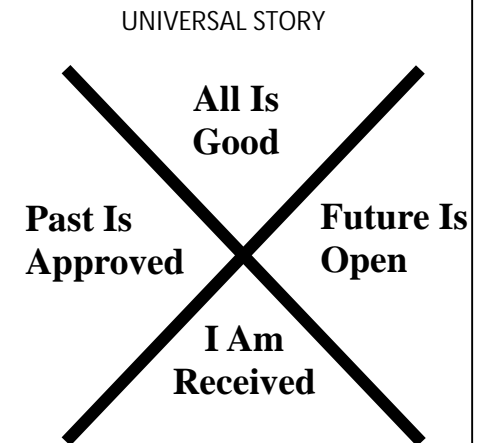
Put up and point to following quote in the participant notebook:

"At any moment in time we are always acting out our self-understanding." - JWM

Once one has experienced "grace" and is awakened to the fact that he/she is accepted,

1. What does it mean to act out of "I am accepted" or "all I have done and not done is forgiven?"
2. When this is one's self-understanding, what does one do? What types of behaviors are common?
3. What actions or behaviors might one stop doing? What thoughts or self talk might one stop having?
4. Point on the JWM Symbol to ALL IS GOOD. How is someone's behavior or way one act this out different than someone whose self-understanding is "Only some things are good"?

During the next session we will be asking: Just how does one act out or manifest their self understanding?



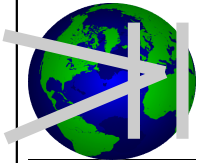
- Get out a few answers to each question.
- Give a personal example only if no answers come from group.

CLOSING RITUAL: All is Good		[5 minutes]
Cognitive Purpose: To experience putting a self-story into a ritual form		Existential Aim: To experience the power of this particular articulation of a self-story
<p>Leader: All Is Good Group: Yes</p> <p>Leader: The Past Is Approve Group: Yes</p> <p>Leader: The Future Is Open Group: Yes</p> <p>Leader: You Are Accepted Group: Yes</p>		



## PJD OVERVIEW

### Session One: LIVING IN THIS WORLD



This session is about The Way Life Is and our inner response or relation to it. It is about what is going on inside us as we, individually and as a part of the Earth community, respond to our personal environments, life conditions, natural events, and the impact the actions of others have on us.

CP: To elicit or call forth a positive response to being in this world.

EA: For participants to experience being embraced by the awe-filled, incomprehensible world, uplifted in its continual re-creation and humbled by its inescapable entrapment.

### Session Three: MANIFESTING OUR SELF-UNDERSTANDING



This session is a dialogue on how we decide to act out or manifest our self-understanding in the midst of the “givens” of our particular internal and external environment.

CP: To clarify who the Neighbor is that I am responsible to serve on my profound journey and recognize their own capacity to choose the highest good.

EA: For participants to experience the desire to respond out of “boundless compassion” for the world they showed up in.

### Session Two: TRANSFORMATIVE EVENTS

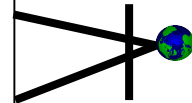


This session is about the wisdom of self-knowledge that has emerged from the life-changing or transforming events that have shaped our lives to date.

CP: To recall and share transformative events and re-create their meaning.

EA: To enliven the participants’ awareness of their self-story about The Way Life Is and to become deeply appreciative for wisdom that emerges from transformative events.

### Session Four: LIVING BETWEEN THE NO LONGER AND THE NOT YET



This session is a dialogue about consciously living in each present moment out of our deepest self-understanding of who we are and what we are about. It is about what we envision ourselves to be about in the next minute, tomorrow, or in the future.

CP: To invite participants to live consciously between the No Longer and Not Yet and to decide to sustain themselves while doing so.

EA: To experience a profound resolve to live consciously between the No Longer and the Not Yet as they continue their life journey.

## Session THREE Overview: MANIFESTING OUR SELF UNDERSTANDING

Session THREE is a dialogue on how we decide to act out or manifest our self-story in the midst of the “givens” of our particular internal and external environment.

It is the INTERPRETIVE LEVEL of the PJD—using our discerning and rational capacity to interpret the purpose of our profound journey.

### Session THREE INTENTS

Cognitive Purpose: To clarify who the Neighbor is that I am responsible to serve on my profound journey and recognize the their own capacity to choose the highest good.

Experiential Aim: For participants to experience the desire to respond out of “boundless compassion” for the world they showed up in.

### Session THREE COMPONENTS

<b>PJD EVENT REVIEW</b>	10 minutes
CP: Briefly review PJD event	
EA: Begin to intuit what the purpose of their life journey is all about	
<b>PARTICIPATORY PRESENTATION: DECISION-MAKING PROCESS OF CHOOSING ONE’S NEIGHBOR</b>	20 minutes
CP: To introduce Thomas Berry’s “Big Context” for the Great Work	
EA: Awaken the question of who one’s “neighbor” is?	
<b>HUDDLE DIALOGUE: ON THOMAS BERRY’S “BIG CONTEXT”</b>	60 minutes
CP: To understand Berry’s concept of what it means to love our neighbor and the “numinous power” on the profound journey	
EA: To affirm experience of grappling with Berry’s understanding of being chosen to boundlessly love all that is and to do the Great Work	
<b>GUIDED DIALOGUE: “Responsibility” to tune of “Yellow Submarine”</b>	20 minutes
CP: To sing and discuss Bonhoeffer’s understanding by singing “Responsibility”	
EA: Experience the sense of obligation	
<b>SONG WRITING EXERCISE: Song “Responsibility”</b>	45 minutes
CP: To pull together insights from Huddle dialogue on obligation to Neighbor	
EA: Experience joy of creating verse to express self- story	
<b>CLOSING RITUAL: SONG “Free Ones Live in Responsibility”</b>	5 minutes
CP: To rehearse theme of session	
EA: To sense the freedom of conscious responsible action	

## Session THREE: MANIFESTING OUR SELF-UNDERSTANDING (continued)

EVENT REVIEW		10 MINUTES
Cognitive Purpose: Briefly review PJD event		Existential Aim: Begin to intuit what their life journey is all about
<p>Let's review what we have done and where we are going.</p> <p>In Session ONE, we talked about the world we showed up in, responded to Bultmann's experience of relating to this world and shared with one another what we call or name "that which is at the heart of life" on this profound journey.</p>		
<div data-bbox="266 591 1719 1243"> <p>The diagram on the left depicts a complex, multi-layered geometric structure composed of various polygons. It is overlaid with a large, thick black 'X'. Five red arrows point downwards from the top edge of the structure, and five green arrows point upwards from the bottom edge. A large, curved arrow points from this diagram towards the right. On the right, there is another large 'X' formed by two thick black lines. In the four quadrants created by this 'X', the following text is written: 'All Is Good' in the top quadrant, 'Past Is Approved' in the left quadrant, 'Future Is Open' in the right quadrant, and 'I Am Received' in the bottom quadrant.</p> </div> <p>In Session TWO, we examined and shared transformative events that have occurred while on our profound journey. We discussed and synthesized the self-stories that inform our self understanding and what we are about.</p> <p>So now in Session THREE, we will begin to envision the journey ahead and look at how we act out our self-understanding and purpose. We'll ask ourselves what does it mean to "love this world we showed up in, with all that is in it."</p> <p>Then in Session FOUR we will look at where our journey beckons us and what will sustain us as we continue along the way.</p>		

## Session THREE: MANIFESTING OUR SELF-UNDERSTANDING

### PARTICIPATORY PRESENTATION: DECISION MAKING PROCESS OF CHOOSING WHO ONE'S NEIGHBOR IS

[20 minutes]

Cognitive Purpose: To introduce Thomas Berry's "Big Context" for the Great Work

Existential Aim: To be awakened to the question of who is my neighbor?

#### INTRODUCTION

Let's reflect for a moment on how well we are doing in manifesting or acting out our self-understanding.

After we experience "grace," what is it that causes us to go back to a "victim image" or allows a sense of hopelessness?

What is preventing us from revitalizing our communities, be they family, community, or workplace?

Why do we even think things such as "my past is impossible to get over" or (Guide give quick series of images of own life.)

What is driving us as we look towards the future? Is it fear or disaster or is it a spiritually inspired motivation to create a better world?

This is a burning question for those of us who feel a sense of responsibility?

#### DECISION-MAKING PROCESS

What process do you use to make a decision on what to do in any given situation? (Get out a few answers.)

Any of you tried this one: Observe, Judge, Weigh-up, Decide and Act? (Write on Flip Chart or show PowerPoint slide.)

1. Which of these is the easiest for you?
2. Which one is the hardest? Why?
3. Which one is most important? Why?

Let's look in more detail at this "weigh-up" step. To weigh up something, we must compare it to something. Right? What do you compare it to? The life-story or self-understanding that you articulated in Session TWO or the life-stories you hear each day from the news, TV, songs, Facebook, Twitter, LinkedIn etc.?

#### FREEDOM

Put up quote or refer to it in participant notebook page 12. What is in [blue ink](#) or in brackets [ ] is what you as the Guide adds while reading the passage or your own substitutions depending on participants.

### Session THREE: MANIFESTING OUR SELF-UNDERSTANDING (continued)

#### PARTICIPATORY PRESENTATION: DECISION MAKING PROCESS OF CHOOSING WHO ONE'S NEIGHBOR IS

"...when we realize that the process of life is Spirit" [or God or what ever name you gave it] "in action, then ideally we would aspire for our lives to become an unceasing manifestation of its multidimensional nature. We would expect our actions to embody its most significant qualities." [For me, that would mean to act in a way that embodies the qualities of Absolute Goodness, Profound Wisdom, Transparent Power ] "That means we would be expressing freedom and creativity in and through the way that we live the gift of life ." [For me, that would mean to live out of the Universal Truth that All is Good, including me and the Past. It took every minute of the past to bring us to this moment and place! And the future is open for me to create.] "And this" [freedom and creativity] "would occur both as the spontaneous expression of a liberated heart and mind and as the practice of evolutionarily enlightened living."

#### OBLIGATION

Another mentor in giving me language to understand my profound calling is Dietrich Bonhoeffer in his essay on "Freedom" in his book Ethics, which I studied while in college in the 60's. I wrestled with one particular sentence because I was trying to figure out just what my life was all about. In that essay on "Freedom," he stated clearly that for a person of faith or a person who "knows who he or she is" that Freedom is Obligation to G-O-D and Neighbor as they confront us in Jesus Christ or As I am operating out of unconditional love and boundless compassion. (Note: I would NOT add "as they confront us in Jesus Christ" unless participants were all Christians or members of a Christian church.)

At the time, I was struggling with just what I was obligated to, if anything. I was the oldest child and my parents always put me in charge of my siblings. I felt an immense responsibility for them and wanted out from under this responsibility of obligation.

So just what are you obligated to? Anyone, what is one of your obligations?

(Get out 4-6 answers.)

#### TRANSITION TO HUDDLE

A famous quote in Western culture is "Love your neighbor as yourself," or said another way, "Do unto others as you would have them do unto you." Although these originated out of various religions, they have now become secular statements we hear from politicians and colleagues or our workmates.

Let's move again into Huddles and take a look at just who is our neighbor. Are we obligated to anyone? Are we really free? What does it mean to be responsible in this world we showed up in?

We will be using material from books by Thomas Berry to help guide us through these questions.

## Session THREE: MANIFESTING OUR SELF-UNDERSTANDING (continued)

### The Big Context: adapted from the thought of Thomas Berry

¶11 <sup>1</sup>One crucial aspect of the profound human journey is identifying and indicating our relationship to the “neighbor.” <sup>2</sup>Thomas Berry calls our universe the “primary sacred community,” meaning “the communion of all things” to which “everything” belongs and is “elected”—in other words, the chosen universe, not the chosen people. <sup>3</sup>He says “human history” is a significant yet small part of “earth history,” which is a significant yet small part of “universe history.”

¶12 <sup>4</sup>What would this understanding do to our politics? <sup>5</sup>We would move “from democracy to biocracy,” shifting from “human rights” to “creational rights.” <sup>6</sup>All life forms must be represented in our parliaments, congresses, and constitutions if humans are “going to survive.” <sup>7</sup>What would this understanding do to our economics? <sup>8</sup>Human technologies would be replenishing earth technologies rather than destroying them, for if “nature goes into deficit” we all do. <sup>9</sup>We cannot begin to imagine the cost of purifying the atmosphere and waters. <sup>10</sup>“Pay later” is a sinister economy in the context of sustaining the earth community.

¶13 <sup>11</sup>And what would this understanding do to our cultural understanding? <sup>12</sup>“God is not going to save the planet if we decide to destroy it.” <sup>13</sup>Why is it neither major religions nor most nations have shown effective leadership for the fate of the earth? <sup>14</sup>If humans are to be the vanguard rather than the rearguard, we must bring about “a reinterpretation of all teachings” and strategies to be “within the context” of our universe. <sup>15</sup>We must not be only or even primarily concerned with the human.

¶14 <sup>16</sup>Berry reminds us humans we have not dealt well with suicide or homicide in our streets and homes, not to mention the genocide of 6,000,000 Jews, and over 100 million killed during the wars of the

20<sup>th</sup> century. <sup>17</sup>How will we deal with “biocide”—the killing of nature—and “geocide”—the killing of the planet—if nature, beyond the human, and the planet are not consciously on our list of neighbors?

¶15 <sup>18</sup>Our personal human self is precious for sure, but no more so than “our community self, our earth self, and our Universe self.” <sup>19</sup>We have to be re-educated to the big context if we want the earth to sustain our human children out at least seven times seventy generations. <sup>20</sup>For we humans are the beings “in whom the universe reflects on itself.” <sup>21</sup>Our primary human role is to revere the earth community by dreaming her future as we self-consciously care for her in the moment.

¶16 <sup>22</sup>What is the key to our universe journey for Berry? <sup>23</sup>“Self-sacrifice” on-behalf-of has made the nearly 14 billion years of our universe and the nearly 4 billion years of the earth possible. <sup>24</sup>We humans will be effective to the extent we enter the “sacrificial mode” of our universe.

¶17 <sup>25</sup>Thomas is talking about loving the neighbor with a capital “N.” <sup>26</sup>Who is my “Neighbor”? <sup>27</sup>Our earth and universe communities, wherein the “numinous” power is manifest.

¶18 <sup>28</sup>So what is our calling, according to Thomas? <sup>29</sup>“[R]elating the human venture to the larger destinies of the universe ... [and creating] such a movement ... is the Great Work....” <sup>30</sup>Personal work needs to be aligned with the Great Work.... <sup>31</sup>[B]eside the particular work we do and the particular lives we lead, we have a Great Work that everyone is involved in and no one is exempt from.... <sup>32</sup>It is a role given to us, beyond any consultation with ourselves. <sup>33</sup>We did not choose. <sup>34</sup>We were chosen by some power beyond ourselves for this historical task.”

Adapted from The Transparent Event, John P. Cock, pp. 188-90, reviewing three books by Thomas Berry: *Befriending the Earth*, *Thomas Berry and the New Cosmology*, and *The Great Work* (paragraph 8 at the end)

### Session THREE: MANIFESTING OUR SELF-UNDERSTANDING (continued)

HUDDLE DIALOGUE ON THOMAS BERRY'S "BIG CONTEXT"		50 minutes
Cognitive Purpose: To understand Berry's concept of what it means to love our neighbor and the "numinous power" on the profound journey		Experiential Aim: To affirm experience of grappling with Berry's understanding of being chosen to boundlessly love all that is and to do the Great Work
Opening: This passage is all about our biggest relationships on our profound journey and why it is called the "Big Context." Let's read the passage aloud. Each one please read a paragraph—only just loud enough for this Huddle to hear. As the paragraph is being read, <u>underline key words or phrases</u> . [7 minutes]		
<p>Level One ~ Objective [10 minutes TOTAL]</p> <p>...Let's take a look at what exactly Berry says.</p> <ol style="list-style-type: none"> <li>1. What are some words or phrases you underlined? [4 minutes]</li> <li>2. What questions are asked in the Berry paper? Is that all of them? [3 minutes]</li> <li>3. In sentence 19, what does Berry say about the need to be re-educated to the big context?</li> <li>4. In sentence 20 and 21 what does Berry say about our 'human role?' [1 minute]</li> <li>5. In Paragraph 6, what does Berry say is the key to the universe journey? {1 minute}</li> </ol> <p>(self-sacrifice) Does that resonate with you?</p>	<p><b>Intent and Notes of each Level</b></p> <ul style="list-style-type: none"> <li>• Quick review of the passage while getting full participation.</li> <li>• You are just trying to get out Berry's understanding and answer his questions here.</li> <li>• One or two short answers to each question will do but be sure that the quiet ones in the group get an opportunity to respond to one of the questions by asking, "now someone who has not responded for awhile, " or someone else....</li> <li>• WATCH YOUR TIME. Do not let this level go for more than 10 minutes!</li> </ul>	
<p>Level Two ~ Responsive [5 minutes]</p> <ol style="list-style-type: none"> <li>6. Was going through this page more like swimming the length of an Olympic pool with all your might or riding a bicycle down a mountain?</li> <li>7. Which question would you like to spend more time on?</li> <li>8. Where did you think, "Wow, right on!"</li> <li>9. Where did you come at what he says from a different perspective?</li> </ol>	<ul style="list-style-type: none"> <li>• <u>Move rapidly</u> through this level as you evoke participants' imagination and their automatic or initial emotional responses to Berry's thought.</li> </ul>	

## Session THREE: MANIFESTING OUR SELF-UNDERSTANDING (continued)

### HUDDLE DIALOGUE ON THOMAS BERRY'S "BIG CONTEXT" (continued)

Level Three ~ Interpretive [7 minutes]

10. In Paragraph 7, Berry is talking about "loving the neighbor" with a capital "N," How would most people answer the question: "Who is your neighbor?"

Please write down your answer to the question: "Who is my neighbor?"

Let us read our answers.

11. How do we humans personally show love for our neighbors? (go around)

12. Based on your self-understanding, what more might you do to "love" your neighbor?  
(get several answers)

- Slow the conversation down.
- Move it to the personal level, getting out concrete examples of "neighbor" and specifically how they will accept their "neighbors."

Level Four ~ Depth [20 minutes]

13. What motivates & sustains you to care for and love the neighbor? (go around)

14. Why won't our internal dialogue about the neighbor ever stop?

15. Thomas says we're all called to do the "Great Work." In your own words, how do you talk about your calling?

16. When recently did you sense you were called?

17. What part of the "Great Work" are you called to do? Please write your answer down in Workbook

18. Berry said that the "Numinous Power" or "some power beyond ourselves" chose him.

What name do you give that which chose or chooses you? And without your consultation!

19. Why do you think this passage is called "The Big Context"? Maybe you have a catchier title?

20. What is your "take away" or what do you want to remember from this dialogue?

- Get out latent wisdom.
- Allow for silence between answers.
- Allow participants to describe their experience of caring and what enables them to continue to care.
- Then let them really begin to stew on what it means to love that power and the neighbor. We are out to ground Bonhoeffer's "love of God and neighbor" as we live out of self understanding & answer vocational call to embody the "Great Work."
- Each person answers. Question 17

Closing:

Aren't you glad you are chosen?(>) Thank you for sharing.



## Session THREE: MANIFESTING OUR SELF-UNDERSTANDING(continued)

### GROUP DIALOGUE: "Responsibility" Song

[20 minutes]

Cognitive Purpose: To pull together insights from Huddle dialogue on obligation to "Neighbor"

Existential Aim: Experience joy of creating verse to express self-story

Let's sing a song! (Please turn to page 25 in your notebook)

#### Responsibility (Tune: Beatles' "Yellow Submarine")

Chorus: Free ones live in responsibility,  
Duty bound and free in relativity.  
Free ones live in responsibility,  
Whoever they may be, their deeds are history.

1. Observe and judge the given facts.  
Weigh up the values, decide and act.  
You're alone, completely free,  
Leave the judgment to history.

2. To no principle, no law,  
To no authority can you withdraw.  
You decide it all alone,  
Right from right and wrong from wrong.

3. Obligation is the call;  
To all that is . . . surrender all.  
The free venture is the deed  
Rendered up to meet the need.

#### GROUP REFLECTION

[15 minutes]

##### Level One ~ Objective

1. What words of the song caught your attention?
2. What lines of the song did you particularly like?

##### Level Two ~ Responsive

3. What phrases would you like to discuss?

##### Level Three ~ Interpretive

4. What does "responsibility" mean in this song?
5. What does "free" mean in the song?

##### Level Four ~ Depth

6. What does "obligation" mean in the song? How boundless is it?
7. What is the "free venture" the song is alluding to?

## Session THREE: MANIFESTING OUR SELF-UNDERSTANDING (continued)

HUDDLE SONG VERSE CREATION		[45 minutes]
Cognitive Purpose: To pull together insights from Huddle dialogue on boundless obligation/compassion to/for the Neighbor		Experiential Aim: Experience joy of creating verse to express self-story
<p><b>HUDDLE INSTRUCTION</b></p> <p>Now, return back to your Huddle group and take about 15 minutes to write an additional verse to this song that you will sing to the big group.</p> <p>Your verse from your Huddle dialogue may be about Berry's "Big Context" or it may be about your responsibility and obligation to the neighbor. Where ellipses marks are—verse 3, the song at one time read "to God and neighbor surrender all." So, write something in the realm of what it means to act out our love and vocation relative to the neighbor, and that power at its heart. Buddhists refer to this as "boundless compassion." Christians refer to it as unconditional love.</p> <p>Begin with each person writing a line then share lines. There is room to right it on page 15 of your Notebook under the song. Then the Huddle group will compose from there a verse.</p> <p>[Note: Writ it to the tune of the verse, not the chorus.]                      15 minutes till show time.</p> <p><b>HUDDLES SING VERSES</b></p> <p>Now, each Huddle, starting with Table 1, stand and sing your verse to the Whole Group, followed by the whole group singing the chorus. [Note: Sing chorus each time as time allows]</p> <p><b>TRANSITION</b></p> <p>Let's give ourselves a big hand of applause. Whistle loudly if you wish.</p>		

### Session THREE: MANIFESTING OUR SELF-UNDERSTANDING (continued)

#### CLOSING RITUAL: "FREE ONES LIVE IN RESPONSIBILITY"

Cognitive Purpose: To rehearse theme of session

Existential Aim: To sense the freedom of conscious action

This can be done as a ritual or as a song.

Leader: Free ones live in responsibility,

Group: Duty bound and free in relativity.

Leader: Free ones live in responsibility,

Group: Whoever they may be, their deeds are history.

## PJD OVERVIEW

### Session One: LIVING IN THIS WORLD



This session is about The Way Life Is and our inner response or relation to it. It is about what is going on inside us as we, individually and as a part of the Earth community, respond to our personal environments, life conditions, natural events, and the impact the actions of others have on us.

CP: To elicit or call forth a positive response to being in this world.

EA: For participants to experience being embraced by the awe-filled, incomprehensible world, uplifted in its continual re-creation and humbled by its inescapable entrapment.

### Session Three: MANIFESTING OUR SELF-UNDERSTANDING



This session is a dialogue on how we decide to act out or manifest our self-understanding in the midst of the “givens” of our particular internal and external environment.

CP: To clarify who the Neighbor is that I am responsible to serve on my profound journey and recognize their own capacity to choose the highest good.

EA: For participants to experience the desire to respond out of “boundless compassion” for the world they showed up in.

### Session Two: TRANSFORMATIVE EVENTS



This session is about the wisdom of self-knowledge that has emerged from the life-changing or transforming events that have shaped our lives to date.

CP: To recall and share transformative events and re-create their meaning.

EA: To enliven the participants’ awareness of their self-story about The Way Life Is and to become deeply appreciative for wisdom that emerges from transformative events.

### Session Four: LIVING BETWEEN THE NO LONGER AND THE NOT YET



This session is a dialogue about consciously living in each present moment out of our deepest self-understanding of who we are and what we are about. It is about what we envision ourselves to be about in the next minute, tomorrow, or in the future.

CP: To invite participants to live consciously between the No Longer and Not Yet and to decide to sustain themselves while doing so.

EA: To experience a profound resolve to live consciously between the No Longer and the Not Yet as they continue their life journey.

## Session FOUR OVERVIEW: **LIVING BETWEEN THE NO LONGER & NOT YET**

Session FOUR is a dialogue about consciously living in each present moment out of our deepest self-understanding of who we are and what we are about. It is about what we envision ourselves to be about in the next minute, tomorrow, or in the future.

This is the Depth Level of the PJD event, thus it emphasizes bringing forth the depth wisdom of the participants. It comes as Ah ha's and resonates as universal truth.

### Session FOUR INTENTS

Cognitive Purpose: To invite participants to live consciously between the No Longer and Not Yet and to decide to sustain themselves while doing so

Existential Aim: For the participants to experience a profound resolve to live consciously between the No Longer and the Not Yet as they continue their life journey

### Session FOUR COMPONENTS

#### EVENT REVIEW

10 minutes

CP: Briefly review and integrate the first three sessions of the PJD event

EA: Anticipate the "endlessness" of their journey while experiencing its significance

#### PARTICIPATORY EXERCISE: WEDGEBLADE SYMBOL

75 minutes

CP: To introduce "on behalf of" image

EA: For participants to consider "living on behalf of" as their mission

#### HUDDLE CAFE

80 minutes

CP: To decide what they will be doing between the No Longer and Not Yet

EA: To feel confident that they can sustain themselves while living between the No Longer and Not Yet and/or decide to connect with a community that will support them

#### SONG

5 minutes

CP: To experience the endlessness of our journeys

EA: Experience an uplifting of awareness of the human journey

#### TOTAL PJD EVENT REFLECTION

30 minutes

CP: To review and re-experience the event while becoming conscious that the journey ahead has perhaps now taken on a new and deeper/profound meaning

EA: To be genuinely grateful for taking the time to attend the Profound Journey Dialogue

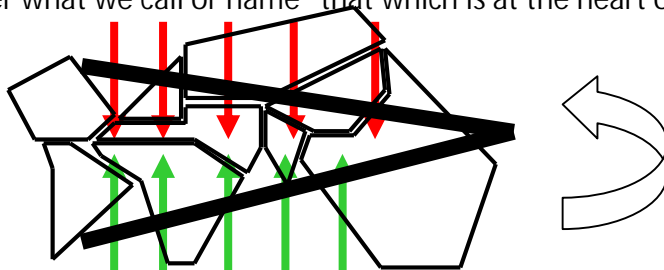
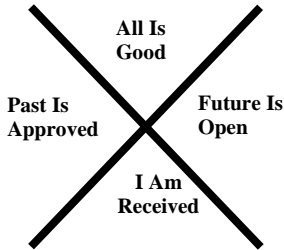
#### ENDORSEMENTS/EVALUTATION/RITUAL/SEND OUT

30 minutes

CP: To help us improve the PJD event

EA: That their input will make a positive difference to future PJD events

## Session FOUR: **LIVING BETWEEN THE NO LONGER & NOT YET** (continued)

EVENT REVIEW	[10 MINUTES]
Cognitive Purpose: Briefly review PJD event	Experiential Aim: Begin to intuit what my life journey is all about
<p>Let's review what we have done and where we are going.</p> <p>In Session ONE, we talked about the world we showed up in, responded to Bultmann's experience of living in this world and shared with one another what we call or name "that which is at the heart of" the profound, life-long journey.</p>  <p>In Session TWO, we discussed the experience of "grace" and shared transformative events that have occurred while on our profound journeys. We discussed and pulled together the self-stories that inform what we are about .</p>  <p>In Session THREE, we examined Thomas Berry's self-story and what he thinks our Great Work as human beings is all about. Then we discussed who our "neighbor" is and what is our responsible, boundless compassion toward our neighbor.</p> <p>Now in Session FOUR, based on our unique self-understanding we will ponder our particular purpose or task. We have looked at where our journey has beckoned us, and will now take a look at what's ahead and how we will be sustained on our life journeys.</p>	

## Session FOUR: **LIVING BETWEEN THE NO LONGER & NOT YET** (continued)

### PARTICIPATORY EXERCISE ABOUT THE WEDGEBLADE

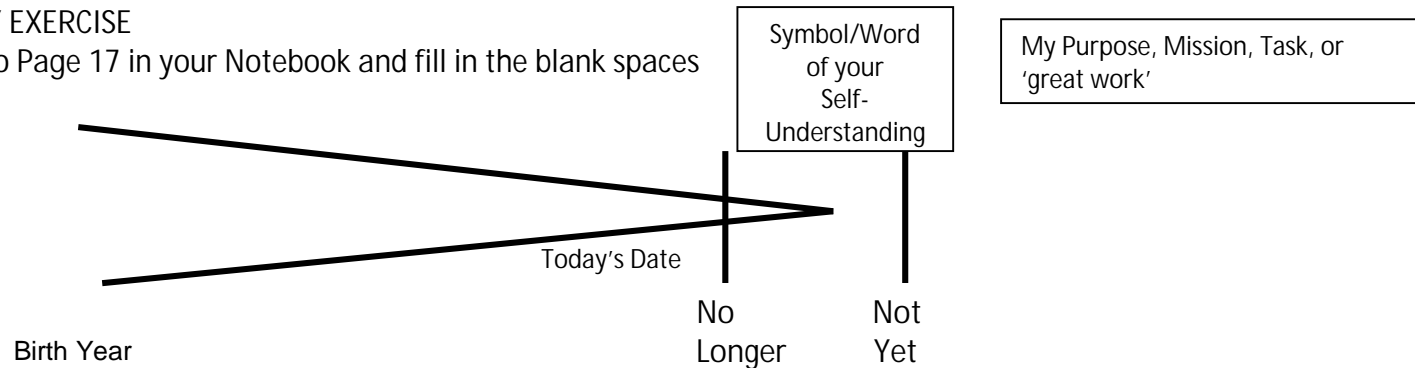
[25 OF 70 minutes]

Cognitive Purpose: To introduce "on behalf of" image

Existential Aim: For participants to consider "living on behalf of" as their mission

#### INTRODUCTORY EXERCISE

Please turn to Page 17 in your Notebook and fill in the blank spaces



#### INSTRUCTIONS:

1. Please fill in the year you were born and today's date where indicated.
2. From Session Two, please fill in a few of those transformative events along the journey.
3. Now, place the symbol or word description of your self-story where indicated.
4. Describe your purpose, mission, task or "great work" to the right of the NOT YET line.

[15 minutes]

- Give participants 15 minutes to work in their on 1-4

#### BEGIN PRESENTATION

[10 minutes]

In this Session we want to look at our vision of the "Not Yet" or the future and then we will be answering the following questions. They are listed in your notebook on Page 18.

1. What would it mean to consciously live each moment between the No Longer and the Not Yet?
2. What would it mean for you to live "on behalf of"?
3. Specifically, how will you be manifesting your freedom and creativity between the NL & NY?  
or What imprint would you like your profound journey to have on the earth community?
4. What will sustain you? or What are the things you must do to remain consciously on the point?

BUT before we answer these questions, let's talk for a moment about, "What is it like to be on the point between the No Longer and the Not Yet?"

- Refer to page in notebook where these questions are listed, then quickly read aloud each question.
- Get out several answers from the group.

PARTICIPATORY PRESENTATION ON WEDGEBLADE	[50 OF 75 MINUTES]
<p><b>DIVIDE GROUP INTO PAIRS</b>  Now please turn to your neighbor and share your answers to the question:  What is it like to be out here one the point between the No Longer and the Not Yet? [10 minutes]</p> <p><b>GROUP REFLECTION</b>  Bring group back together and ask, In a word or two, just what will it require of you to be out here? [5 minutes]</p> <p><b>INDIVIDUAL WORK</b>  Now, please open your notebooks to your worksheet [Page 17]and mark events with an small wedge-blades where in your lifetime you have experienced being on the point. Place on your work sheet across the top of the wedge behind the first line, having to do with your past. You may want to describe the events a couple of words in on your worksheet [7 minutes]</p> <p><b>GROUP REFLECTION</b></p> <ol style="list-style-type: none"> <li>1. Bring the group back together and ask them to share some of their experiences when they have been between NL &amp; NY. Ask What is it like out here? List what it is like on flip chart [5 minutes]</li> <li>2. Ask when they decided NOT to move out here, but consciously let someone else or others go first. Someone please share an example of where they consciously decided NOT to be first but to watch someone else do it instead? [4 minutes]</li> <li>3. What is it like to watch someone else out there or to follow those who are on the edge? What are the advantages of remaining behind the line? Get out personal, organizational, social or national (etc.) advantages. [5 minutes]</li> <li>4. Now Read list of what it's like being between NL and NY. What are the "advantages to being between the lines or out here? [10 minutes]</li> <li>5. Then ask. Where are you at this moment? How many see yourself in the NL? Why? Between lines? Why? Exactly what is it that calls or beckons you to live between the NL and NY? [5 minutes]</li> </ol>	<ul style="list-style-type: none"> <li>• Give group 10 minutes to discuss the answer to this question</li> <li>• Get group to share 7-10 of their answers to this question</li> <li>• Give group 5 minutes to do this</li> <li>• Q1-List answers on flip chart</li> <li>• Q2-Give group about 3 minutes to think about this. Then get out 5-6 answers from participants</li> </ul> <p>Get a good long list of a variety of advantages from Q3 on a flip chart &amp; post next to question 1 chart</p> <ul style="list-style-type: none"> <li>• Q4-Get answers from about 1/4 of group to this depth question</li> <li>• Q5-Get out 5-6 answers</li> </ul>



## Session FOUR: LIVING BETWEEN THE NO LONGER & NOT YET (continued)

### HUDDLE CAFÉ INSTRUCTIONS and OVERVIEW

[30 minutes]

#### HUDDLE CAFÉ INSTRUCTIONS

[5 minutes]

Let's move into Huddles to share our answers to the 4 questions on page 18 of your Notebook. Read questions ONLY.

1. What would it mean to consciously live each moment between the No Longer and the Not Yet?
2. What would it mean for you to live "on behalf of?"
3. Specifically, how will you be manifesting your self-understanding in freedom and creativity between the NL & NY?
4. What will sustain you? What must you do to remain consciously between the No Longer and the Not Yet?

#### HUDDLE OVERVIEW

[5 minutes]

We're going to do the Huddles a little differently this time. I'll monitor the questions from the front. Your Huddle Guide/Host will make sure each of you is clear on the question and will make sure each of you is participating at the level of your choice and will document your answers.

We'll hear a brief report from each Huddle before moving onto the next question from someone other than the Huddle Guide.

Then you will get up and move to a different group. [The Guides do not move but participants change with each question.]

The Guide will share the key insights from the previous group who answered the first question, and participants will add other insights from the Huddles they just came from.

Then the up-front Guide will move discussion onto the second question. This process is repeated for the second and third rounds.

#### BREAK

[20 minutes]

Group returns from break to Huddle tables

## Session FOUR: LIVING BETWEEN THE NO LONGER & NOT YET (continued)

HUDDLE CAFÉ (continued)		80 minutes
Cognitive Purpose: To decide what they will be doing between the No Longer and Not Yet.		Existential Aim: To feel confident that they can sustain themselves while living between the No Longer and Not Yet and/or decide to connect with a community that will support them while doing so.
The lead Guide will keep the time allowing the necessary time for groups to change tables but encouraging participants to move quickly. Note: Times listed in below column is the amount of time once the groups have begun sharing.		
Round One: What would it mean to consciously live each moment between the No Longer and the Not Yet? (Table Guide takes notes for use in next round)	[5 minutes]	5 min + 5 min to shift tables = 10 minutes
Round Two: What would it mean for you or anyone to live "on behalf of?"	[7 minutes]	7 min + 5 min to shift tables = 12 minutes
Round Three: Specifically, how will you be manifesting your self understanding in freedom and creativity between the NL & NY?	[10 minutes]	10 min + 5 min to shift tables = 15 minutes
Round Four: What are the things you must do to remain consciously between the no longer and the not yet? What will sustain you? In this round the Guide shares, in general, how the previous group will be acting out their self-understanding in freedom and creativity. [Then allow 5 minutes for each participant to write down answer to the last question in their notebooks. [Go around letting each participant share.]	[20 minutes]	20 minutes
GROUP REFLECTION	[20 minutes]	20 minutes
<p>After Round Four, the group will ask each table for a brief report (without including any specific participant's name). The group Guide will flip-chart these reports. If an item is mentioned more than once, it is simply given a check mark (some items will be common because in this process you are building a group consensus), but we want a final list of all the items.</p> <p>Once the tables have reported, the group Guide will read the list and ask for any additions that weren't mentioned or that someone thought of while listening to the reports.</p>		
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HUDDLE CAFÉ (continued)

CAFÉ REFLECTION

15 minutes

Then the group Guide will re-read the list and hold the following reflection:

Level One ~ Objective

- 1) Which one of these will be the easiest to stick to? Why?
- 2) Which one would be impossible or very difficult for you? Why?

Level Two ~ Responsive

- 3) Which one if done continuously will have the most “impact/bang for the buck?” Why?

Level Three ~ Interpretive

- 4) What will happen if you do not do these things? Why?
- 5) How would someone talk about what will happen to us if we do?

Level Four ~ Depth

- 6) And what will happen to our earth community and planet earth?

Thank you.

## Session FOUR: LIVING BETWEEN THE NO LONGER & NOT YET (continued)

CLOSING SESSION FOUR SONG		5 minutes
Cognitive Purpose: To experience the endlessness of our journeys		Existential Aim: To experience an uplifting of awareness of the human journey
<p>Let's end this session with a song. It goes like this:</p> <p>Journey on, journey on, all humankind, future is waiting for you.</p> <p>(Guide sings, then group sings with her/him, then they all will hum it a last time)</p>		

## Session FOUR: LIVING BETWEEN THE NO LONGER & NOT YET (continued)

TOTAL PJD EVENT REFLECTION		30 MINUTES
Cognitive Purpose: To review and re-experience the event while becoming conscious that the journey ahead has now taken on a new and more profound meaning		Existential Aim: To be genuinely grateful for taking the time to attend the event
<p>Lets Review these last two days. Turn to page 4 get a glimpse of the whole event.</p> <p>Level One ~ Objective <span style="float: right;">7 minutes</span></p> <ol style="list-style-type: none"> <li>1. What words or phrases do you remember from Session One? Session Two? Session Three? Session Four?</li> <li>2. What are phrases, things that you remember that have not been mentioned from anywhere in the event?</li> </ol> <p>Level Two ~ Responsive <span style="float: right;">4 minutes</span></p> <ol style="list-style-type: none"> <li>3. Was this event more like eating a peanut butter sandwich or an ice cream Sunday? Why?</li> </ol> <p>Level Three ~ Interpretive <span style="float: right;">9 minutes</span></p> <ol style="list-style-type: none"> <li>4. Which session or component in the event did you like best? Why?</li> <li>5. Which component would you leave out or change? Why?</li> <li>6. During this event what did you learn about yourself?</li> <li>7. What did you learn about others?</li> </ol> <p>Level Four ~ Depth <span style="float: right;">9 minutes</span></p> <ol style="list-style-type: none"> <li>8. If you only remember one thing from this event 5 years from now, what will it be?</li> <li>9. If someone asks what this event is all about, in a word or two, what would you tell them?</li> <li>10. Direct attention to the list of Anticipations and Expectations. See if they were met.</li> </ol> <p>THANK YOU!</p>		<p>Intent at each level</p> <ul style="list-style-type: none"> <li>• Get out as much of the event as time allows</li> <li>• Quickly elicit participant's imagination</li> <li>• Get out possible changes to PJD construct</li> <li>• Get participants to share what they personally learned</li> <li>• Get a response from everyone</li> <li>• Get many responses</li> <li>• Get marketing images from participants' latent wisdom</li> </ul>

Session FOUR: LIVING BETWEEN THE NO LONGER & NOT YET (continued)

ENDORSEMENTS/EVALUTATION/RITUAL SEND OUT		30 MINUTES
Cognitive Purpose: To help us improve the event	Existential Aim: For participants to feel that their input will make a positive difference to future events	
<p>We intend that this event also evolve and live between the NL and NY, and we ask you at this time to help us with this.</p> <p>EVALUATION FORM (p.19) Please take 5 minutes to fill out this sheet on how to improve the PJD event. NOTE: Evaluation form has e-mail address so you can communicate other comments and reflections or share particular efforts you're involved in.</p> <p>ENDORSEMENTS (p.20) Will you do something "on behalf of" the next PJD's, like this one, by taking 4 minutes to write an endorsement that would tell others why you would recommend such an event or even organize one. We will use your remarks to help promote PJDs.</p> <p>SEND OUT RITUAL Are there any practical announcements before we close for our last ritual?</p> <p>Thank you for participating in this Profound Journey Dialogue. I wish you "dark sacred nights and bright blessed days" on your profound journey. I wish you peace and joy and love and happiness as you live between the No Longer and the Not Yet.</p> <p>Let us close with a ritual that uses the word "Namaste" "Namasté," pronounced "nama-stay," is a greeting meaning literally "I bow to you." Hindu, Jain, and Buddhist sages in India and Nepal say it means, in general, "and through you I bow to all that is."</p> <p>Ask each person to face another participant: Leader: Journey on Group: Namaste. (while bowing) Leader: Journey on Group: Namaste.</p>		

## Time Design: Chicago PJDs

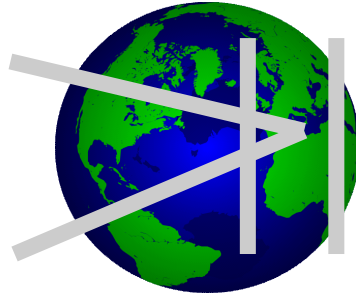
### FRIDAY

3:00 to 5:00 p.m. REGISTRATION

5:00 p.m. to 5:45 p.m. (DINNER)

6:00 p.m. to 9:30 p.m.

Session One: LIVING IN THIS WORLD



12:30 to 3:00 p.m.

Session Three: MANIFESTING OUR SELF-STORY

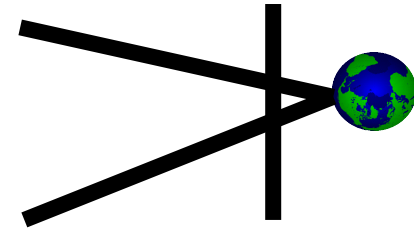


3:00 to 3:30 p.m. SNACK BREAK

3:30 to 6:45 p.m.

Session Four:

LIVING BETWEEN THE NO LONGER AND THE NOT YET



7:00 to 7:45 p.m. DINNER

8:00 to 9:00 p.m.

### SUNDAY

7:30 a.m. BREAKFAST — 8:15-11:30 EVALUATION/PJD FUTURE

### SATURDAY

7:30 to 8:15 a.m. BREAKFAST

8:30 to 11:45

Session Two: TRANSFORMATIVE EVENTS



11:30 to 12:15 p.m. LUNCH

### Team 1 (3rd Floor)

JEAN WATTS  
DOUG DRUCKENMILLER  
LYNDA COCK  
ALAN GAMMEL  
ROY ZABOROWSKI  
MARY LAURA JONES

## Chicago PJDs Feb 25-26, 2011

### Team 2 (6th Floor)

JOHN COCK  
CHERYL KARTES  
ELSA BATICA  
PAT DRUCKENMILLER  
LARRY LOEPPKE  
KEN OTTO  
LELA PHILBROOK

### Team One Chicago Guide Team Proposed Assignments

	SESSION ONE: Living In This World	SESSION TWO: Transforming Events	SESSION THREE: Manifesting Our Self-Understanding	SESSION FOUR Living Between the No Longer and Not Yet
Jean	PJD Context & Time Design Group Reflection: Between the Arrows	Interactive Exercise on Trans- formative Events Presentation on JWM Symbol	Event Review Berry Huddle	Huddle Cafe
Doug	Participatory Presentation: Our World & Our Times Bultmann Huddle	Group Reflection: Self- understanding's Relationship to Behavior	Participatory Presentation: Decision Making Process .... GD on Responsibility	Café Guide Closing Reflection
Lynda	Participant Introductions Bultmann Huddle Closing Ritual & Song	Event Review Grace Huddle	Berry Huddle	Participatory Presentation: WedgeBlade Symbol
Roy	Bultmann Huddle	Grace Huddle Closing Reflection	Berry Huddle	Café Guide PJD Event Reflection Endorsements....Send Out
Alan	Bultmann Huddle	Grace Huddle Closing Ritual	Berry Huddle Song Writing Exercise	Café Guide
Mary Laura	Bultmann Huddle	Grace Huddle	Berry Huddle	Café Guide



# Chicago PJDs

## Feb 25-26, 2011

### Team 2 Chicago Guide Team Proposed Assignments

	SESSION ONE: Living In This World	SESSION TWO: Transforming Events	SESSION THREE: Manifesting Our Self-Understanding	SESSION FOUR Living Between the No Longer and Not Yet
John	PJD Context & Time Design/ Group Reflection: Between the Arrows	Interactive Exercise on Transfor- mative Events/ Presentation on JWM Symbol	Event Review/ Berry Huddle (minus Verse creation)	Participatory Presentation: Wedgelade Symbol/ Send Out & Closing
Cheryl	Participatory Presentation: Our World & Our Times/	Group Reflection: Self-understanding's Relation- ship to Behavior	Participatory Presentation: Decision Making Process	Lead Café Guide/ Total PJD Event Reflection
Elsa	Participant Introductions	Event Review/ Grace Huddle	Berry Huddle+	Café Guide
Pat	Closing Ritual & Song/ Bultmann Huddle	Grace Huddle/	Berry Huddle+/ Song Writing Exercise	Café Guide
Larry	Bultmann Huddle	Grace Huddle	Berry Huddle+/ Closing Ritual	Event Review/Café Guide/
Lela	Bultmann Huddle	Grace Huddle	Guided Dialogue on "Responsibility Song"	Café Guide
Ken	Bultmann Huddle	Closing Ritual	Huddle: Verse Creation (for John's Huddle)	Evaluation & Endorsements

## FRIDAY—6:00 pm to 9:00 pm

### COMPONENTS/ROLES/TIME

PARTICIPANT INTRODUCTIONS : Lynda Elsa Page 7	6:00 pm (Introductions by Tables with Guides taking notes on expectations)	15 minutes
PJD CONTEXT AND TIME DESIGN Jean John Page 8	6: 20 pm	15 minutes
PARTICIPATORY EXERCISE: Our World & Our Times Doug Cheryl Page 9	6:35 pm	20 minutes
BREAK	6:55 pm	10 minutes
HUDDLE: Bultmann passage: What Name? Doug, Lynda, Roy, Alan, Mary Laura Page 11-12 Pat, Larry, Lela, Ken	7:05 pm	30 minutes
Natural Break	7:35 pm	5 minutes
GROUP REFLECTION: Between the Arrows Jean John Page 13	7:40 pm	25 minutes
INTERACTIVE EXERCISE ON TRANSFORMATIVE EVENTS Jean John Page 18-19 (stop before Group Reflection on page 19) [ Natural Breaks w/n]	8:05 PM	35 minutes
CLOSING: Songs—I Love Fifth City & The Vision Lynda Pat	8:40	5-10 minutes

# SATURDAY—8:30 am to 9:00 pm

## COMPONENTS/ROLES/TIME

EVENT REVIEW Lynda Elsa Page 17	8:30	15 minutes
INTERACTIVE exercise on Transformative Events Group Sharing Jean John Page 19 (Group Reflection)	8:45	10 minutes
INTERACTIVE PRESENTATION OF JWM SYMBOL Jean John Page 20	8:55	20 minutes
BREAK	9:15	15 minutes
HUDDLE DIALOGUE “How Grace Happens” Lynda Roy Alan Mary Laura Page 21-22 Elsa Pat Lela Larry	9:30	45 minutes
Natural Break	10:15	15 minutes
GROUP REFLECTION: SELF UNDERSTANDING’S RELATIONSHIP TO BEHAVIOR Doug Cheryl Page 23	10:30	45 minutes
CLOSING RITUAL: All is Good Page 24 Ken Alan	11:15	5 minutes
LUNCH	11:20	1 hour
PJD EVENT REVIEW Page 27 Jean John	12:30	10 minutes
PARTICIPATORY PRESENTATION ON DECISION-MAKING & CHOOSING ONE’S NEIGHBOR Page 28-29 Doug Cheryl	12:40	20 minutes
Natural Break	1:00	10 minutes
HUDDLE DIALOGUE on Berry Jean Lynda Roy Alan Mary Laura Page 30-31 John Elsa Pat Lela	1:10	45 minutes
Natural Break	1:55	10 minutes
GUIDED DIALOGUE: ‘Responsibility’ Doug Lela Page 33	2:05	15 minutes
SONG WRITING EXERCISE Alan Pat Page 34	2:20	39 minutes
CLOSING RITUAL: SONG “Free Ones Live in Responsibility” Page 35 Alan Pat	2:59	1 minute

SATURDAY continued SUNDAY - 8:15am -11:30am

BIG SNACK BREAK		3:00	30 minutes
EVENT REVIEW Page 38	Doug John	3:30	10 minutes
PARTICIPATORY EXERCISE: WEDGEBLADE SYMBOL Page 39-40	Lynda John INCLUDES <u>TWO—THREE</u> natural breaks within the exercise	3:40	80 minutes
BREAK		5:00	10 minutes
HUDDLE CAFE Page 41-43	Jean Cheryl INCLUDES <u>FOUR</u> natural breaks within the cafe	5:10	80 minutes
SONG Page 44	Doug Larry	6:40	5 minutes
DINNER		6:45 minutes	1 hour
PJD EVENT REFLECTION Page 45	Doug Cheryl	8:00	35-40 min
ENDORSEMENTS/EVALUATION/RITUAL/SEND OUT Page 46	Roy Larry	8:40	10-20 min

SUNDAY

PJD PHASE II PILOT REFLECTION & EVALUATION	Jean Doug Cheryl	8:15	105 minutes
BREAK		10:00	15 minutes
PJD PHASE II PROGRAM REACH	Terry John	10:15	50 minutes
CHICAGO PILOT CLOSING	Cheryl Lynda	11:15	15 minutes

## CHICAGO PJD PARTICIPANTS

### PJD #1 - 3RD FLOOR

James Addington  
Margaret Aiseayew  
Richard Alton  
Andrea Beacham  
Pam Bergdall  
Lynn Carver  
Cheryl Fitzgerald  
Tamyra Freeman  
Seva Gandhi  
Mark Harvey  
Tracy Longacre  
Kristine May  
Hannah Otto  
Elise Packard  
Gene Philbrook  
Karen Richter  
Jan Sanders  
Jen Schanen  
Lesley Showers  
Carleton Stock  
Tamsir Taylor  
Edwin Waters  
Keli Yen

### PJD # 2 - 6TH FLOOR

Terry Bergdall  
Evangeline Burger  
Ralph Conrad  
Cynthia Gattorna  
Mary Harvey  
Erin Ison  
Jean Kennedy  
Brittany Loveisky  
Shannon Mahan  
Sonita Oldfield-Carlson  
Joann Otte  
George Packard  
Roy Philbrook  
Ashleigh Rader  
Susan Saunders  
Richard Sims  
Alice Skenandore  
Ellie Stock  
Fara Taylor  
Joseph Taylor  
Nancy Trask  
Nina Winn