My Life Path Maps Portfolio Toolkit

Name: ___________________________
Dates: ___________________________
Chapter I:1  My Life Metaphor.

What, to, you, is a human lifetime like? Close your eyes to imagine a lifetime; what picture, idea or image comes to mind?

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Chapter I:2  My Life Metaphor description.

Please describe or explain: IN WHAT WAYS is a human lifetime like the image I have portrayed above?

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Chapter I:3 Picturing My Life Metaphor.

Find a magazine or a computer icon image or compose a collage of images, or draw your own artistic image to represent your Life Metaphor from Chapter 1: Tool #1. Paste your Life Metaphor image or collage or your artistic representation of your Life Metaphor into the frame below.

Date: __________
Date: ___________

Chapter I:4 My Life Course Schema model.

Please journal your response to the following question below:

What, to you, are the typical stages or phases—if any—of a normal human lifetime, whether or not they are typical of yours?

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Date: __________

Chapter I:5  Rank order (number #1-#3) the following Life Course Schema statements, according to their relevance to your life experience. Then journal below about how this understanding has been important in your life:

___ Life advances according to a definite, fixed order of stages.

___ Life repeats phases occurring in periodic cycles.

___ Life experiences appear mostly random or they are often chaotic.

Journal:

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Chapter 1:6  My Origin Story.

Everyone’s Life Story begins with an Origin Tale. What is yours? Please journal your response below to the following prompt:

“I Am Who I Am Today Because…”

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Chapter I:6  My Origin Story (continued)
Date: ____________

Chapter I:7  A) My Vision Quest

A meaningful Rites of Passage adventure begins with a Vision Quest. Please journal below your responses to the following prompts:

“When I Grow Up I Want to Be…”

Then (As I might have answered this question during childhood):

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Now (As I would answer this question today):

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Chapter I:7 B) My Vision Quest

“When I Grow Up I Want to Be…”

In what ways does your answer to this prompt today resemble or differ from how you might have answered the same question as a child? Why?
Chapter I:8  My Life Path Satisfaction Scale (self-quiz)

Please rate your degree of agreement to each question below according to a 1 – 5 scale.

1: Not at All;  2: Somewhat;  3: Neutral;  4: Usually;  5: Always

1. I am confident in my ability to realize my dreams. ___

2. I have access to all the guidance I need in order to succeed. ___

3. I have a strong sense of my own life’s purpose. ___

4. I am satisfied with major life decisions I have made. ___

5. I know where I want to be/ what I want to be doing in the foreseeable future. ___

6. I generally set clear goals in my life and then strive to achieve them. ___

7. I have realized most of my life goals. ___

8. My dreams have been a valuable source of inspiration for me. ___

9. I have a clear sense of direction in my life now. ___

10. I know what my next step is and how to take it. ___

_LPS Index Score (Add your scores for 1-10, then divide by 10):_ ___
Chapter I: My Daily Reflections and Dream Journal

The first stage of a Rites of Passage adventure is known as the Separation stage. With Tools for Chapters 2-3, you are taking “time out” to reflect upon your Life Path in a way that ‘separates’ you from your ordinary day to day routines. It is helpful to establish a journal or a diary in which you can record your experiences with your entire life mapping adventure.

Please write your first journal entry below. What are you thinking and feeling as you enter into your life mapping reflections? What do you hope to learn about your life? What nightly dreams or key insights are you having as you go through this process? You may write your beginning journal entry below and copy it if you like into your separate Daily Reflections and Dream Journal. I encourage you to write in this journal regularly as you work through this book’s Tools.

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Chapter I:9  My Daily Reflections and Dream Journal (continued)
Chapter II:1  My Shaping Events.

Compile a list of your Shaping Events (SEs). These are the influential events or situations in your life that have meaningfully influenced the person you have become. PLEASE NOTE: Don’t worry about recording every Shaping Event you have experienced. Representative examples of various kinds of significant experiences in your life will be sufficient to let you begin your Life Mapping process.

At this stage you do not need to concern yourself with recording your Shaping Events according to a timeline of which came earlier or later. If you prefer to list your Shaping Events in their order of occurrence in your life, that’s fine, but you do not need to yet. For now you can number the events (see the Sample below) according to your order of recalling them.

Simply provide below (continue on the following three pages, as needed) a list of meaningful events from your life that have “shaped you as the person you have become”. You may move forward and backward through your life as you remember various influential situations or events. Several pages are provided so you can list as many or as few shaping events or situations as you choose (of course you can also add additional pages if you need to):

Sample: (#1/4yo): I fell from a booster seat into the dining room table; lost 4 front teeth
(#2/ after birth): incubator baby for 2 weeks; weighed 2.5lb

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Chapter II:1  My Shaping Events (continued)
Chapter II:1  My Shaping Events (continued)
Chapter II: 1 My Shaping Events (continued)
Chapter II:2  Mapping My Shaping Events along My Age Line.  

Create a timeline of your Shaping Events (SEs) by using the Age Line below to represent the ages you were at when each event you listed for Chapter 2/Tool #1 occurred. Simply place the NUMBER for each event you have listed in 2/#1 above the Age Line and write your AGE at the time when the event occurred just below its corresponding number along the bottom side of the Age Line.
Chapter II:3  My Shaping Events Record.

Please make a Record of the Shaping Events that you have listed and charted with Chapter 2/#1 and 2/#2. Include your retrospective rating and a description of the relative impact of each event on shaping the person you have become.

Sample:  #1  4yo  +2/-3  I fell from a seat booster and knocked out my top four front teeth (-3), but this led to a lot of positive attention that showed me how much my parents really cared (+2).

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Chapter II:4 My Shaping Events Impact Chart. 

Mark with a pencil on the grid below, using clearly visible dots or x’s, your rating scores for the relative impact of each Shaping Event you have listed in your Shaping Events Record (Chapter 2/Tool #3). You can transfer the chronological information from your Age Line (Chapter 2/Tool #2). Indicate your impact ratings on the corresponding grid lines above and/or below the Age Line for each numbered event as either positive (0 to +5), negative (0 to -5), or neutral (placing an x onto the Age Line itself as a 0 rating). You may rate an event as duplex—having had both positive and negative impacts—by marking both ratings on the grid lines above AND below the Age Line, vertical to the age of the event on the Age Line. Use a ruler to vertically connect the positive and negative rating dots or x’s for duplex events.

Date: __________
Chapter II:5  My Life Themes.
Review your list of Shaping Events from Chapter 2/ Tool #3. Sort these events into KINDS of events using categories that are meaningful to you. Assign a descriptive Name for each of these KINDS of events; these are your Life Themes. Below, please write in your names for each of your Life Themes and list the set of Shaping Event numbers from Chapter 2/ Tool #3 that you would group within each Theme.

Sample: EDUCATION {#s 3, 5, 6, 9, 10, 11, 12, 24}

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<th>LIFE THEME</th>
<th>SE#’s from Chapter 2/ Tool #3</th>
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Chapter II:6  My Life Themes Map.  

Transfer information from Chapter 2/ Tool #5. Color-code events according to your Life Themes. You may connect same-Theme colored event markers with lines to reveal thematic trends. Assign colors to your Life Themes in the Key.

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<th>SE#</th>
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Life Themes Color Key

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Date: _____________
Chapter II:7  Creating an Excel Chart to represent My Life Themes Map.

I. Create an EXCEL data spreadsheet:

   **Step 1)** On an empty EXCEL spreadsheet, type ‘Age’ into column A (upper left corner) on the top row of cells. For columns B through as many columns as you need along the top row (#1 row), type the names you have created for each of your Life Theme categories. (See the Sample EXCEL spreadsheet excerpt shown below.)

   **Step 2)** For each vertical column, input information in the appropriate cells. Type in ages when each of your Shaping Events occurred under column A. Type your impact rating scores (-5 to +5) for each Shaping Event within the appropriate Life Theme column. (For example, see that at Age 1 in the Sample EXCEL spreadsheet below, an event rated with an impact score of +4 occurred associated with a Family Life Theme.)

   **Please Note:** To plot binary or dynamically tense impact score ratings for a single event (e.g. +5/-5 for an event), create two horizontal Age rows with the same Age value for the same event. Insert the positive impact score (0 to +5) into one row under the related Theme of the event and insert the negative value (0 to -5) for the same event and Theme on the second line. (For example, see Age 3 in the Sample below, where for an event that occurred at Age 3, the person rated this single event as both +2 and -3 under the Family Theme.)
Tip: If you wish to add or to extend color-coded Life Theme lines on your EXCEL chart, you can insert additional, incremental Ages under column A, and repeat the same rating value for all of these Age increments under the same Theme. (For example, you could insert Ages 12, 12.5, 13, 13.5, and 14 all with +4 values under the Family column to generate a Family color-coded line spanning this Age range.)

Sample EXCEL spreadsheet:

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II. Select Your Information and Create a Chart from your EXCEL spreadsheet:

Step 1) Click and drag with your mouse to highlight all of the information you have entered onto your spreadsheet including the Age column (A) and all of your Life Theme columns (B to n). Start either at the upper left corner of the spreadsheet including the AGE header cell and drag down and across to include all Theme columns and rows (but do not include the EXCEL row-numbering column that precedes A); or else, you can start from the bottom right corner from as far as your chart includes information and drag upwards and to the left to include the AGE column heading and the names for all of your Life Theme columns. Please be sure
that the ‘Age’ heading cell appears in white as not selected to properly format the Age Line. (Note that only certain chart formats including a Scatter Line chart and a Stacked Area chart will plot your information using the Age line as an x-axis.)

**Step 2)** With your information selected as above, Click: *Insert*, then Click: *Chart* from the top menu. Select: *Scatter Line Chart*. (You could alternately or also click on *Stacked Area Chart* to experiment with another format for representing your life map information). Your chart will appear in a small box within your spreadsheet. It will automatically be color-coded according to your Life Themes, showing the unfolding of your events along an Age Line.

**Step 3)** To create a separate page for your chart, Click: *Move Chart*; then Click: *New Sheet.*

**Step 4)** Click within your EXCEL Chart to select any item you wish to further format or embellish. You can insert or adjust text boxes to write in Life Chapter Titles or other text; you can also change colors of the Life Theme lines, change your lines to add thickness or textures, modify your Key and its event markers, insert clip art images, or format the background to provide a background color to your Life Map.
Tip: To format the scale dimensions of your Chart:

Y axis: set Maximum = 5, Minimum= -5, Major unit = 1;

X axis: Min = 0, Max = (your current age), major unit = 5,
minor unit = 1

III. You may wish to photocopy your EXCEL generated Life Themes Map and paste it over the Chapter 2/ Tool#6 grid instead of creating a hand written Map there. You could also insert a folded copy of the EXCEL Chart version of your Life Themes Map into your book or into your Daily Reflections and Dream Journal.
Chapter III:1  My experience of five minutes without using language.

To gain insight about the subtle role and influence of LANGUAGE in your everyday, moment-by-moment life experience, I invite you to practice spending five full minutes (or more, but five is a lot for this!) WITHOUT USING LANGUAGE, at all. That means no talking, no decoding someone else’s speech either to you or to another, no reading of signs, no ‘thinking in language’ or talking in your head. Can you do it? To the extent that you can, what do you experience? You may journal your insights from this practice below.

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Chapter III:2 My Turning Points.

Review your list of Shaping Events from Chapter 2/Tool #1 (pgs. 55-58) to identify which of these events were so “critical” that you feel you were not quite the same person before and after this event or situation occurred. These are your Turning Points. Please identify them according to the number and rating information you assigned in your SE-Record and describe their impact, below:

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</table>
Chapter III:2  My Turning Points (continued)

<table>
<thead>
<tr>
<th>SE #</th>
<th>Age</th>
<th>Rating</th>
<th>How this event was a Turning Point</th>
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</table>
Chapter III:3  Marking Turning Points on My Life Themes Map.  Please photocopy your Life Themes Map from Chapter 2, Tool # 6 (pg. 67). Paste the copy of your Life Themes Map onto the blank space below; or if you prefer, you may complete this step directly on page 67. With ruler and pencil or by Inserting dashed vertical lines if you are using Excel computer software, place a dashed vertical line from the top to the bottom of your Life Themes Map at every Age point at which a Turning Point has occurred. This adds Turning Point markers to your Life Themes Map.
Chapter III:4 Naming My Life Chapters.

Reflect on the time frames that have occurred in your life BETWEEN the Turning Point events you have marked for Chapter 3 / Tool #3 (pg. 93). Create a Chapter Title for each of these time frames as if you were the author of a story script about your life; for remember, you are!

List your Chapter Titles and the age frames in which they have occurred in the space below:
Chapter III:5  My Life Story Map with Life Chapters.  

Recreate or copy/paste your Life Themes Map from Chapter 2/ Tool #6 below. Add vertical lines at Turning Point junctures and insert your Life Chapter titles between your Turning Point (vertical) lines.

<table>
<thead>
<tr>
<th>Age</th>
<th>Life Themes Color Key</th>
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<tbody>
<tr>
<td>0</td>
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<td>-1</td>
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<td>+4</td>
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<td>+5</td>
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Date: __________

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Chapter III:6  My Life Story Genre.

Has your Life Story to Now been more an Epic-Comic Adventure, An Epic-Tragic Adventure, or Episodic?

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Chapter III:7  My Life Story as a Conventional Adventure Story.

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**Chapter III:8  My Parallel Myth Map.**

**Step 1:** Draw vertical lines for your Life Chapter dividers. Write in brief chapter-synopses (using 3rd person: “he” or “she”) that describe what each of your Life Chapters has been “about,” on the Parallel Myth Map below:

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Synopses</th>
<th>Parallel Myth</th>
<th>Narrative Statement</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Chapter III:9  Parallel Myth Technique, Step 2: My Parallel Myth.

Read through your sequence of Life Chapter synopsis descriptions several times from Step 1 on the previous page (Chapter 3/ Tool #8). Consider the sequence of your Chapter synopses as if it is a storyline script, and ask yourself: What popular storyline (e.g., a fictional novel, historical biography, classical myth, or a movie plot) does this story remind me of? Please write the title of this “parallel” story in the space below.

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Chapter III:10  Parallel Myth Technique, Step 3: My Personal Myth Narrative Statement.

Merge or “collapse” your Life Chapter synopsis descriptions from Chapter 3/ Tool #8 with the Parallel Myth storyline you have identified just above (Chapter 3/ Tool #9). Create a heroic name to refer to yourself as the central protagonist of your own Life Story. Next, journal below a brief Overview synopsis of your Life Story to Now that incorporates relevant elements from the parallel story you have named in Chapter 3/ Tool #9 above.

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Date: __________

Chapter III:11  Parallel Myth Technique, Step 4: My Life Story Title.

Compose a Title for your Life Story as it is represented on your Parallel Myth form (pg. 97). Please write this Life Story Title below and you may also place your Life Story Title at the top of your Life Themes Map (Chapter 2/#6, pg. 67).

__________________________________________________________________
__________________________________________________________________

Chapter III:12  My Mythic Life Quest.

After reflecting on your Parallel Myth Narrative Statement (Chapter 3/ #10, pg. 98), boldly claim in the space below your Mythic Life Quest as the heroic protagonist of your unique Life Story:

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Date: __________

Chapter IV:1  My Life Theme Roles and Qualities.

What are some positive and ‘negative’ or challenging traits that you associate with your Life Themes as recurring kinds of situations and events in your life?

<table>
<thead>
<tr>
<th>LIFE THEME</th>
<th>Positive Qualities</th>
<th>Challenging Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>knowledge, skills</td>
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</tbody>
</table>
### THE TWELVE UNIVERSAL ARCHETYPES

<table>
<thead>
<tr>
<th>Element</th>
<th>Mission</th>
<th>Shadow</th>
<th>Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth</td>
<td>Elder Leader: Provides structure, leadership, authority</td>
<td>Judgmental, strict, critical</td>
<td>Linear thinking, status quo based</td>
</tr>
<tr>
<td></td>
<td>Artist: To beautify the world, giving form to spirit</td>
<td>Stubborn, passive aggressive</td>
<td>Earthy, creatively inspired</td>
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<tr>
<td></td>
<td>Healer: Healing spiritually or physically</td>
<td>Can be codependent caregiver</td>
<td>Sensitive, delicate, ritualistic</td>
</tr>
<tr>
<td>Air</td>
<td>Lover: To create transcendent partnership</td>
<td>Conflicted over relationship</td>
<td>Commitment to relationship</td>
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<tr>
<td></td>
<td>Idealist: Help humanity, attain freedom</td>
<td>Rigid about ideals if denied</td>
<td>Visionary, far-reaching mind, intuitive</td>
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<tr>
<td></td>
<td>Communicator: To link, be messenger</td>
<td>Chatterbox or silent treatment</td>
<td>Synthesizing, curious</td>
</tr>
<tr>
<td>Fire</td>
<td>Warrior: To pioneer change</td>
<td>Aggressive or tactless</td>
<td>Fiery, assertive; loves challenge</td>
</tr>
<tr>
<td></td>
<td>Golden Child: Heartful, charismatic, inspirational ruler</td>
<td>Needy, spoiled, arrogant</td>
<td>Draws loyalty, generous, dependable</td>
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<tr>
<td></td>
<td>Teacher: Impart awareness, learn lessons</td>
<td>Perpetual student, argumentative</td>
<td>Expansive mind, traveler to learn</td>
</tr>
<tr>
<td>Water</td>
<td>Nourisher: Nurture of family, community, self</td>
<td>selfish or martyrdom</td>
<td>Like Ocean, full, nurturing</td>
</tr>
<tr>
<td></td>
<td>Descender: Embracing hardship, leading to growth</td>
<td>Controlling, fearful, depressed, stuck</td>
<td>Deep, intense, private, secretive</td>
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<tr>
<td></td>
<td>Mystic: Redemption, revelation, wisdom</td>
<td>Addiction and boundary issues</td>
<td>Metaphysical, Dreamy, empathetic</td>
</tr>
</tbody>
</table>
Date: __________

Chapter IV: Associating the Twelve Universal Archetype traits with My Life Themes. For each of your Life Themes, reflect on the table of the Twelve Universal Archetype character traits on page 135 above. Can you associate each of your Life Themes with one or more of the Twelve Universal Archetype images based on EITHER positive traits (e.g. Mission or positive Qualities) OR negative traits (Shadow qualities)? (You may also see Debra J. Breazzano’s Appendix at the back of this book for more detailed descriptions of each of these Archetype modes.)

<table>
<thead>
<tr>
<th>LIFE THEME</th>
<th>Archetype Association</th>
<th>Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample: Education</td>
<td>Teacher</td>
<td>Imparts awareness,</td>
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<td>Expansive mind</td>
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Date: ____________

Chapter IV:3 My Archeme-associated Life Theme trends.

*Journal:* Which of the Archetypes that you have associated in *Chapter IV:2* with your Life Themes are mainly positive, occurring with Life Themes whose impacts you have charted mainly above the neutral Age Line? Which of the Archetypes you have associated with your Life Themes are mainly negative, charted below the neutral Age line? Which tend to oscillate? Journal about and describe these trends, below:

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Chapter IV:4  Identifying binary, dynamically tense Life Themes associated with internally conflicting Archemes.

Consider those Archemes (Archeme = Archetype + Life Theme) you have made specifically in relation to Life Themes you have mapped with simultaneously (+5/-5) or similarly rated ‘dynamic tensor,’ binary events on your Life Themes Map (pg. 67). For example, perhaps you associate TEACHER with positive potentials of an Education Theme in your life, while at the same time you associate DESCENDER with some more ‘negative’ aspects of your Education experience.

<table>
<thead>
<tr>
<th>LIFE THEME</th>
<th>Event #s</th>
<th>Positive Quality Archeme</th>
<th>Negative Quality Archeme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>Education Theme: TEACHER (+5) DESCENDER (-5)</td>
<td></td>
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<td>(#8 event: I was called to the front of class and criticized for poor penmanship in 3rd grade. +5 for the Lesson; -5 socially)</td>
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| ______________ | _____ | ______________________ | ___________________ |
| ______________ | _____ | ______________________ | ___________________ |
| ______________ | _____ | ______________________ | ___________________ |
| ______________ | _____ | ______________________ | ___________________ |
| ______________ | _____ | ______________________ | ___________________ |


Chapter IV:5  What distinctive Life Theme trends occur within the Life Chapters of my Life Story Map?

Example: Education is always a +5 factor, showing a “lifting” pattern overall; while Romance is dynamically tense through Chapters 3-5, vacillating between extreme Highs and Lows.
Chapter IV: 6  My Archemes Map.

Copy and paste your Life Story Map from *Chapter 3/ Tool #5* (pg. 97) into the space below. Then write in or insert names of your Archemes (from the Twelve Universal Archetypes table; e.g. LOVER, ELDER LEADER, etc.) onto your Life Story Map where the Life Themes with which you are associating each Archeme appear dominant (e.g., positive impacts: insert Archeme names above the Age Line or negative impacts: insert Archeme names below the Age Line).
Chapter IV:7  My Threshold Guardians.

Have you had shadowy, scary animal or human figures that dodge your dreams, or fears and hesitations about proceeding further in reviewing and reflecting on your life experience? Where to from Here? you might ask. Wouldn’t it be easier to be content with where you are Now, content with your newly achieved Threshold vantage point? Journal about your own hesitations or dream barriers as Guardians of the Threshold.
Date: __________

Chapter IV:8  In what ways might I purify my consciousness to gain passage from my Threshold Guardians?

Journal

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Date: __________

Chapter V:1 My Cave Art.

*Create:* Insert computer icons, paste magazine pictures, or draw your own images inside the cave image below to symbolically represent your obstacles, fears, or ‘Dragons’ (e.g. dream image Animals or other ‘shadowy’ objects or figures.)

Date: ______________

Chapter V:3  Recurring Shadow or Animal Dream Images.

Journal: Contemplate and then journal about the personal meaning your Shadow or Animal image dreams. What messages do they represent?

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Date: __________

Chapter V:4 Changing Dream Images Over Time.

Journal: Have your recurring Shadow or Animal dream images changed over time? Describe an example below and journal about the reasons you can attribute to these changes.

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Chapter V:5  Re-Visioning a Past Event.

Journal: While we cannot directly alter the events of our past, we can change our responses. For any significant event of your life that led to an undesirable downturn in your feelings or motivations about your life’s direction, journal about how you might have differently responded to the event either when it occurred or shortly afterwards, based on your more mature present understanding. Write in the first person (“I”) viewpoint and use present tense from the vantage point of being back in that situation or just following it. Envision and/or write out as though it is occurring NOW what you (and significant others involved) could have said, done, or thought differently that would have affected you (and them) from that moment forward more favorably. Note: It is important for you to revise the dialogue or actions within the event, or to have a dialogue with your significant alter soon after the event occurred, AS IF you are in real time back then.

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Chapter V:5  Re-Visioning a Past Event (continued)
Chapter V:6  My Archetype Dialogue Practice, Step 1: Meet & Greet My Archetypal Ensemble Cast Members.

Open an active contemplation session. Invite your Archemes and other archetypal aspects that wish to step forward as distinct viewpoints to introduce themselves. Set a ground rule of “safe space”: any aspect can speak without judgment or interruption from other perspectives within your Self. Ask probing questions while you journal the dialogue as it occurs, or else inwardly envision the dialogue. (Then record what you recall from it later.) You can introduce questions such as: “Who Are You?” “What do you like?/ not like?/ fear?/ love?/ hate?, etcetera. Allow this dialogue to continue over several sessions as necessary until you sense intuitively that all of your Archemes or archetypal personas that wish to have had their opportunity to “Meet & Greet” you and each other.

Archetype Dialogue Journaling Sample:

$LW$: Would anyone like to introduce yourself?

$Arch 1$: What do you want us to talk about?

$LW$: Well, who are you, for instance?

$Arch 1$: You know me as “Little Linda”

$LW$: Oh! Hello.

$Arch 1$: I live ‘down here,’ you know.

$LW$: May I call you a Descender then?

$Arch 1$: O.K. ...
My Archetype Dialogue Practice, Step 1: Meet & Greet My Archetypal Cast.
Use the journaling space below and/or write your dialogue in your separate Archetype Dialogue Journal.

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My Archetype Dialogue Practice, Step 1: Meet & Greet My Archetypal Cast (continued)
**Chapter V:7  My Life Themes Exploration, Step One: Strength (positive) and Shadow (negative) character qualities that I associate with my Life Themes.**

What character qualities have you developed in relation to your Life Themes (from your list of Life Themes, *Ch. 2/ Tool #5*, pg. 66), including Strengths and challenging or ‘negative’ traits?

<table>
<thead>
<tr>
<th>LIFE THEME</th>
<th>Positive Character Traits</th>
<th>Negative Character Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample: FAMILY</td>
<td>nurturing tendency</td>
<td>‘runt’ of family / shyness</td>
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</table>
Chapter V:8  My Archetype Dialogue Practice, Step 2: Open Mike.

Open an active contemplation session. Invite your Archemes and other archetypal aspects that wish to step forward to express their distinct viewpoints around one or more topics that are current in your life, such as an upcoming decision or a recent event. Continue this practice over several sessions until you feel intuitively that you have heard from a wide range of characteristic responses or attitudes to various ‘open mike’ topics within your Total Self System.
My Archetype Dialogue Practice, Step 2: Open Mike (continued)
Chapter V:9  My Life Themes Exploration, Step Two: Relevance of My Life Themes to current situations.

Consider one or more ‘open topics’ in your life. These are situations that are relevant to two or more of your Life Themes (from your list of Life Themes, Ch. 2/ Tool #5, pg. 66). Write below about personal viewpoints you hold about these topics from the perspectives of your distinct social identities or roles that you associate with each relevant Life Theme.

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(1) Identify two Arches from your Archeme Map (Ch. 2/ Tool #6, pg. 67) that you have associated with the positive and negative pole values of an event you have rated with dual impact values (e.g. +5/-5 for the same event and Theme). For example, for a Romance Theme, you may have associated LOVER with a +5 value and DESCENDER with a -5 value for the same “dynamic tensor” event on your Life Themes Map.

(2) Open an active contemplation session. Introduce the topic of a long standing internal conflict that is relevant to the two opposed Arches; that is, present a challenging topic from your life about which these two Arche perspectives hold different positions or attitudes. Envision and journal a dialogue about the longstanding internal conflict (either during or after your active imagination session) between these two opposed Arche perspectives. Allow these dynamically opposed perspectives to clearly express their opposite stances about this topic so that they “hear” each other and you get to see both ‘sides’ of your internal dynamic around the topic. You can write out this dialogue in the space below and/or in your separate Archetype Dialogue Journal.
Chapter V:10  My Archetype Practice, Step Three: Dynamic Archeme Dialogue (continued)
Chapter V:11  My Life Themes Exploration, Step Three: Exploring My Contrasting Life Theme Patterns.

*Journal:* Review your Life Story Map from *Chapter 3/ Tool #5*, pg. 94. Do one or more of your Life Themes show a pattern of being always positive in their impact ratings? Always negative? Oscillating? Neutral (mainly plotted along the ‘zero rated’ Age line)? Also, how do your Life Themes pattern with respect to your Life Chapters? Describe the patterns you see evident in your Life Themes below. Where two of your Life Themes appear almost diametrically opposed or opposite in the impact value trends, can you think of a current or recent situation where your own attitudes based on experiences around these opposing Themes may have influenced you to have an internal conflict about some decision or action? Journal about the separate influences on your attitudes or thinking based on how you might approach the same event from different perspectives related to these opposing Life Themes. Can you arrive at a compromise that resolves your inner conflict? 
Chapter V:11  My Life Themes Exploration, Step Three: Exploring My Contrasting Life Theme Patterns (continued)
Date: _____________

Chapter V: 12  Re-Emergence from Descent: My Life Lessons.

Review your Descent practice creative and journaling entries from this Chapter’s Tool activities (Chapter 5 / Tools #1-#11). What have you discovered about yourself? What have you learned? Journal below about what you can learn from your Descent activity insights as Life Lessons.

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Chapter VI: 1  My Uplifting and Self-Limiting Life Theme Trends.

*Journal:* Which of your recurring Life Themes are the most positive and helpful to you? Which of your Life Themes tend to hold you back or have been sources of frustration, and why, especially in relation to life goals you wish to pursue?

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Establish the environment for archetype dialogue as a quiet, safe space. Engage your Archemes in an active imagination scenario and/or conduct a live journaling conversation with your Archemes about each of their individual goals.

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Date: __________

Chapter VI: 3  My Life Themes Exploration, Step 4.

Journal: Write about your goals with regard to each of your Life Themes from your Life Themes Map (Chapter 2, Tool #6).

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Chapter VI: 4  My Alternate Future Lifescapes.

*Journal:* Using first person (‘I’) and as if in the present tense to envision two or more possible future scenarios. It is important to write two or several of these scenarios to cover an expansive array of options. Be as specific and descriptive as you can. Include elements in your alternate future lifescape scenarios that represent the realization of goals you have identified with previous *Tools.* Include sample dates for your “future casting” scenarios.

(Example: [July 4, 2019]—*I am living in central NY with my family of pets. It is exciting during the summer months of lake resort activities, and it is more calm and peaceful during the winter. I am finishing the sequel to Your Life Path, called Better Endings.*)
Chapter VI: My Alternate Future Lifescapes (continued)

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Situate yourself in a comfortable, quiet space. Close your eyes and sink into an active contemplation session. Converse with your Archemes in active imagination and/or by live journaling to discover a common goal that your Archemes can all agree to as a positive, shared Life Goal within your Total Self System. Ask your Archemes to help you frame this common goal around aspects of your Life Mission. Invite your Archemes to form an Archeme Allies Council that you can call upon from this point forward in your life, to help you to realize together your shared Mission.
Chapter VI: 5  My Archetype Dialogue Practice, Step 5: Uniting My Archeme Allies Council around a shared Life Mission Goal (continued)
Chapter VI: 6  My Life Themes Exploration, Step 5: Integrating My Life Themes with a Central Goal.

*Journal:* Write about a core, central goal you have. This should be a goal that positive actions involving each of your Life Themes (from Tool #II:6) could help you to bring about. Consider how this one overarching, personal goal pertains to your Life Mission. How can your attitudes or behavior pertaining to each of your recurring Life Themes contribute to fulfilling your primary Mission?

Situate yourself in a comfortable, quiet space. Close your eyes and sink into an active contemplation session. Invite each of your Archemes to state what specific strengths or attributes s/he can pledge to contribute to help realize your collective Mission within your Total Self System. Ask each Archeme to agree to a contract to commit to their specific contributions to your Mission Goal. Write out these Mission Contract commitments for each of your Archemes, as members of your Archeme Allies Council. If you have been exploring your Life Themes instead of engaging with the Archetype Dialogue Practice, at this stage you can state your own affirmations for each of your Life Themes regarding how you will focus in each of your Life Theme situational roles to manifest your Mission.

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Chapter VI: 7  My Archetype Dialogue Practice, Step Six: Gathering Archeme Ally Mission Contracts (continued)
Chapter VI: 8  My Life Dream Statement.
Consider deeply and pronounce a clear statement of your Life Dream. This is the Life Dream that you will focus on throughout Stage III (Chapters 7-9) of this book’s Tools.

Date: __________
Chapter VII: 1  My Fantasy Future Mindmap.

In the space below or on a separate page that you can scan and reduce a copy of then paste into the space below, compose a Fantasy Future Mindmap. It might resemble a game board with a winding pathway or use any format you choose.
Date: ________

Chapter VII: 2  Core Values of My Life Dream.

Journal: Reflect upon and write about the Core Values or ethical ideals that you associate with Living Your Dream.

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Date: __________

Chapter VII: 3  Future transitions *en route* to Living My Dream.
Make a descriptive list of significant transition points or life changes you can bring about or that you expect to encounter as you proceed forward to realize your Life Dream.

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Chapter VII: 4  My Life Dream Focusing Activity.

Write your Revised Life Dream statement from pg. 236 or place an image to represent your Life Dream achieved in the center of the template below. Insert bullet point statements or images to brainstorm ideas that pertain to the four quadrant dimensions of Obstacles, Resources, Solutions, and Outcomes. Begin with Outcomes to establish a perspective of envisioning “from the end achieved.”
Date: __________

Chapter VII: 5  Conversation with My Future Self in the Mirror. Journal a dialogue with your Future Self below.
Chapter VII:5  Conversation with My Future Self in the Mirror (continued)
STEP A: Imagine reaching several transition-points in your future where you realize you are proceeding in a positive direction to realize your Life Dream. Make a brief log of each of these significant events or summarize them briefly in the scroll images below. Please number each log consecutively in the white rectangle on each chest as you compose them, but do not date them. Your envisioned future events do not need to be in chronological order and they may or may not pertain directly to reaching your Life Dream goals. (Save your final log of having achieved your Life Dream for STEP B below.)
Chapter VII:6  My Time Capsule Treasure Chest: Log scrolls from future events. (STEP A, continued)
Chapter VII: 6  My Future Time Capsule Treasure Chest: Log scrolls from future events. (STEP A, continued)
Chapter VII:


STEP B: My Life Dream Achieved! Write one more treasure chest event log from your point of view of an envisioned future moment when you realize you have fully realized your Life Dream. Write using first person (“I”) and in the Present tense. Describe your life at this stage with as much descriptive detail as you wish. Express how you are Now (in your envisioned future) living according to your Core Values and how you have realized your Life Mission and Purpose. Please include your future viewpoint about how you have arrived at this Self-Actualized condition.

STEP B: My Life Dream Achieved! (continued)

*Step C: Order your treasure chest logs in terms of chronology.*

Imagine next that you open this treasure chest from your future in your current time and you take the scrolls out to read them. (The treasure chest is not locked.) Review the set of scroll logs you have composed, and reorder them according to what seems to be a likely chronology for these events to occur so that they reconstruct the pathway you “will have taken” to realize your Life Dream. List this ordering of logs below:

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**Step D: My Life Dream Action Plan:**
Add relative time frames to your reordered, chronological list of your Treasure Chest Event Logs from Step C, as exemplified below. Compose this as your Life Dream Action Plan for realizing your Life Dream.

**Example:**

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Event</th>
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<tbody>
<tr>
<td><strong>April 2017</strong></td>
<td><strong>Completed life-mapping webinar series</strong>_</td>
</tr>
<tr>
<td><strong>August 2018</strong></td>
<td><strong>Relocated to NY State</strong>_________________</td>
</tr>
</tbody>
</table>
Date: ________

Chapter VII: 7  Accentuate the Positive!

STEP A:

*Journal:* State clearly a Major Goal related to your Life Dream. Write about this Goal, describing why it is a major priority for you to achieve.

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Chapter VII: Accentuate the Positive!

**STEP B:** List below your Life Themes from your Life Themes Map (Tool #II:6) and your Archemes that you have associated with your Life Themes on your Archemes Map (Tool #III:5). Next to each Life Theme and/or Arche, list some positive (Strength) and/or negative (Shadow) character qualities that you identify with these.

**Example:** Family Theme / ELDER LEADER Arche / Positive qualities: Support, Stability / Negative qualities: post-traumatic stress, self-confidence issues.

<table>
<thead>
<tr>
<th>Life Theme</th>
<th>ARCHEME</th>
<th>Positive</th>
<th>Negative</th>
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<tbody>
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</table>
Chapter VII: 7  Accentuate the positive! (STEP B, continued)

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<thead>
<tr>
<th>Life Theme</th>
<th>ARCHEME</th>
<th>Positive</th>
<th>Negative</th>
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</tbody>
</table>
Chapter VII: 7  Accentuate the positive!

**STEP C:** CIRCLE, from among **STEP B** responses above, those Character Qualities—whether positive (Strengths) or negative (Shadow) traits—which you have associated with your Life Themes and/or your Archemes that could be helpful to you in realizing your Life Dream Goal identified in Part A. Insert/write in below just those circled qualities:
Chapter VII: 7  Accentuate the positive!

**STEP D:** Referring to the Life Theme and/or Archeme qualities you have identified for Step C above, brainstorm below about *HOW YOU CAN APPLY THIS COMBINED SET OF QUALITIES* to realize your Life Dream Goal:

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Chapter VII: 7  Accentuate the positive!

**STEP E:** List or journal about specific, concrete ACTIONS you can take to bring about the ideas you have stated for Step D, still based on Qualities you have identified from Step C.

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Chapter VII: 7 Accentuate the positive!

STEP F: Identify and journal about ONE THING, based on the Actions you have identified from Step E, that you can commit to integrate into your life in your near foreseeable future. Let this ONE THING be an action or new behaviors that will irreversibly LAUNCH you in the direction of realizing your Life Dream.

Include: When will I do this ONE THING?

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Chapter VII: 8  My Self-Actualizing Future Life Map.  

*Mapping:* Design a Future Life Map image to represent your process for manifesting your Life Dream. (You may wish to use a large sketch pad or a poster board page. Then reduce/shrink a photocopy to paste into the space below.)
Chapter VIII:1  My Animal Totem Talisman.

What Animal image represents your greatest Strengths of character? Is there an Animal figure from recurring dreams that you recognize as an Anima (feminine) or Animus (masculine) energy? Journal about the Strengths this Animal archetype energy represents as an Archetype Ally assisting you to realize and maintain your Life Dream. Place or compose images of your Animal totem in the space below as well, to represent your Strengths.
Chapter VIII: 2  *My Living My Dream! Collage.*

On a poster board or sketch-pad, draw a large circle with two smaller concentric circles to resemble an archery target. Use the outer circle space to represent activities you can be practicing in your life Now that are aimed toward gradually bringing about conditions to manifest your Life Dream. Let the second, middle band represent future transitions or milestone sorts of events that will propel you closer to fully living your Dream. The center circle represents you fully living your Dream in a foreseeable future scenario. Write some of your Core Values, Life Theme qualities, Arceme Strengths and intermediate Goals onto these spaces first in pencil, then find magazine pictures or online images representing these (or compose your own artwork) to paste onto your collage.

Use the design template below to write in ideas you wish to represent in each concentric band, then compose your collage separately and paste a color copy of your collage on the following page.
My Living My Dream! Collage
Chapter VIII: 3 My Archeme Allies or Life Themes Strengths Mandala.

Place one or more images that represent the fulfilled realization of your Life Dream in the center of a separate poster board or sketch pad. Around that central image, compose a Mandala by drawing in or pasting images that represent your Archeme Strengths and/or Strength Qualities you have developed through enacting your Life Theme role identities that, together, can assist you to actualize your Life Dream. Paste a color copy of your Mandala below:
Date: __________

Chapter VIII: 4   My Life Metaphor from *Living My Dream, Now!*

From the vantage point of fully Living Your Dream, what, to you, is a human lifetime like? Compose or paste in an image to represent your New Life Metaphor of what your life is like, from the vista of your Life Dream fulfilled.
Chapter VIII: 5  The Life Path Satisfaction Scale (self-quiz, #2).

Rate your degree of agreement to each question below according to a 1-5 scale, using the following rating scale:

(1: Not at All; 2: Somewhat; 3: Neutral; 4: Usually; 5: Always)

1. I am confident in my ability to realize my dreams.  ___
2. I have access to all the guidance I need in order to succeed.  ___
3. I have a strong sense of my own life’s purpose.  ___
4. I am satisfied with major life decisions I have made.  ___
5. I know where I want to be/what I want to be doing in the foreseeable future.  ___
6. I generally set clear goals in my life and then strive to achieve them.  ___
7. I have realized most of my life goals.  ___
8. My dreams have been a valuable source of inspiration for me.  ___
9. I have a clear sense of direction in my life now.  ___
10. I know what my next step is and how to take it.  ___

*LPS Index Score (add your scores for 1-10, then divide by 10):*  ______

COMPARE this score with your previous LPS Score from Tool #1:8. What is your degree of change in this index score (plus or minus)?  ______
Chapter IX: 1  My list of stories or movies I wish would end differently.
Chapter IX: 2  A Better Endings story.

Choose one of the stories you have listed above for Chapter IX: 1 and compose your own “better endings” story.

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Chapter IX: 3  My Life Dream Guidepost Log Journal.

Begin your Log of actions and events that help you to *Live Your Dream, Now!* Enter dates and record significant “guidepost” sorts of events below.

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<th>Guidepost Activity or Event</th>
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Date: ________
Chapter IX: 4  Checking In with my Archeme Allies Council via my Archetype Dialogue Journal (or, Reviewing my Life Themes)

Whenever you like or whenever you might be feeling internally conflicted or not fully “of one mind” or you are feeling out of balance or uncertain regarding some significant decision or action, use your Archetype Dialogue Journal (or, start a new one) in order to Check In with the members of your Archeme Allies Council. Ask inwardly, using active imagination, what any of your Archemes may wish to share or express regarding the decision or action. Write down your dialogue with the Archeme(s) that “speak up.” If you have been reflecting on your Life Themes instead of or in addition to engaging with the Archetype Dialogue Practice, to Check In with your Life Themes, simply take time when you approach a significant decision or action to review how this decision or action might affect or contribute to your development regarding each of your recurring Life Themes.