

Communication Savoring and Gratitude: Student Handout

Instructions: The following practice focuses on Communication Savoring as a contemplative practice in the classroom. We will watch a video on Communication Savoring together. Take notes if you need. At the end, you will be invited, but not required, to share your response.

Before watching the video:

1.	What does t	he word	"savoring"	make you	think about?	What does	it mean to	you?
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After watching the video:

- 2. The video provides three specific steps people can take to increase their communication savoring. How can you use these steps to integrate savoring in your daily life?
 - a. **STOP:** how can you pause and be more mindful of moments that you experience in your daily life?
 - b. **SAVOR:** what are some meaningful moments you experienced (or you will experience) that you want to savor and "hold on to"?
 - c. **SHARE**: how can you share these meaningful moments with other people and encourage them to engage in communication savoring as well?

In as many details as possible, tell me about a COMMUNICATION moment that you SAVORED. Try to capture everything from all the words that were said to all of the other non-verbal cues (touch, sounds other than conversation, facial expressions, how close were people standing, etc). Make sure to describe who was involved. Where and when did it occur? For how long? It might help if you think about writing it as a story or a movie script.
What positive emotions, feelings, and memories does this moment bring to your attention?
Looking at the seven categories of Communication Savoring (see table below), what type(s) of communication savoring does your moment reflect? Why?
 ndful Objectives: Which mindful objectives did you recognize in this activity? • • •
flection Space: w do you think the practice of Communication Savoring can promote mindfulness, positive otions, and gratitude in the college classroom?