



## Instructor Copy: Outline

**Goal:** The purpose of this short practice is threefold

1. First, to introduce the concept of communication savoring and explain how it can be used as a practice to enhance, facilitate, and generate positive emotions
2. Second, to invite participants to engage in a short practice of communication savoring
3. Third, to create a safe and welcoming space for participants to engage in this practice

### Mindful Objectives:

- Focused attention
- Metacognition
- Emotional Regulation
- Gratitude (long-term)

### Schedule (10-15 minutes):

1. **Instructions and explanation of the practice (1 minute)**
  - a. Introduce the activity to the class and provide detailed instructions
  - b. Share screen via Zoom
  - c. Video of Communication Savoring Practice  
<https://www.youtube.com/watch?v=uCM9HxNQpLw&feature=youtu.be>
2. **Watch video (9 minutes)**
  - a. Provide advance worksheets to the class
  - b. After watching the video, provide time for students to engage with the worksheet and reflect on their own communication savoring
3. **Complete worksheet (2 minutes)**
  - a. Students will be given time to reflect and write about a moment of communication they savored. The prompt will be provided in the handout.
4. **Share response in “large” group (5 minutes)**
  - a. If they feel comfortable, students can read and share the communication moment they savored.
5. **Take-aways of communication savoring (3 minutes)**
  - a. At the end of the practice, the instructor will provide a brief description of communication savoring and provide additional details about enhancing gratitude
  - b. Instructor should clarify the connection between communication savoring and mindfulness, and explain how communication savoring can be integrated in mindful practices to promote gratitude in the classroom



**6. Reflection and debrief (3 minutes)**

- a. Conclude this activity with a short reflection time. However, if there is no time, students can reflect on the practice during their own time.
  - i. *How do you think the practice of communication savoring can be used in the college classroom to promote mindfulness, positive affect, and gratitude?*

**References**

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- Pitts, M. J., Cooper, R. A., Fanari, A., Jiao, J., & Kim, S. Positive Aging Through Communication Savoring: A Comparative Thematic Analysis of Communication Savoring Between Emerging and Older Adults. Competitive paper submitted at the National Communication Association (NCA) Conference to be held in Baltimore, USA, (November 2019).
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