



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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