



Introduction to the Paying Attention to Self and Others Learning Module (2015)

The **Paying Attention to Self and Others** Learning Module is guided by four learning outcomes, reflecting the dual nature of this Norm:

- ⇒ Deepened shared understanding for Paying Attention to Self
- ⇒ Deepened shared understanding for Paying Attention to Others
- ⇒ Enhanced skills for Paying Attention to Self
- ⇒ Enhanced skills for Paying Attention to Others.

It presumes prior learning to the level of the Foundation Seminar or equivalent, supporting outcomes of *deepened* knowledge and *enhanced* skills. While the Module can stand alone, it may be most useful when it follows Modules for **Pausing and Paraphrasing, Posing Questions**, and **Putting Ideas on the Table**. This order reflects the development of skillful discourse – from listening for understanding to inquiring to explore and specify thinking and putting one’s own ideas on the table. This Learning Module includes significant reference to observational data as well, so experience with the **Providing Data** Learning Module also creates readiness to take full advantage of this **Paying Attention to Self and Others** Module.

The **Paying Attention to Self and Others** Module is built on a ten point teaching scaffold, illustrated here with approximate times. The Module requires 215 to 270 minutes and may extend to 310 when all three strategies to activate and engage for Paying Attention to Others are used.

This Module may be taught in a single session, or in two sessions – one for Paying Attention to Self, the second for Paying Attention to Others.

Teaching Scaffold	Approximate Time Allocations
1. Tee-up; Anticipatory Set	15-20 minutes
2. Paired Reading	5-10 minutes
3. Capability 1: Mindfulness	60-75 minutes
4. Organizing and Integrating	15-20 minutes
Continued	

Teaching Scaffold - continued	Approximate Time Allocations
5. Tee-Up; Anticipatory Set for Paying Attention to Others	10-15 minutes
6a. Three possible strategies to Activate & Engage	10-20 minutes
6b. Capability 2: Sensory Acuity – Verbal and Nonverbal Cues	45-40 minutes
7. Capability 3: Reflective Action	20-30 minutes
8. Capability 4: Congruence – Internal and External	20-25 minutes
9. Application of the Capabilities in a Dialogue	15-20 minutes
10. Organizing and Integrating	10-15 minutes

Writing is used throughout the core Learning Module to focus thinking before conversation, and to assure thoughtful reflection after various activities. Given the importance of self-reflection and self-inquiry throughout the **Presuming Positive Intentions** module, a journaling template – *Dendwrite*, is provided at the end of the core reading. Participant handout packets should include four to six pages of *Dendwrite*, so please use the page provided as a master for copying purposes.

Note: This module requires presenter decision-making and preparation prior to the session.

- A) The *Corners* activity that serves to activate and engage for the Module is based on a set of quotations. The *Presenter's Notes* speak to this, and the set of quotations options will be found at the end of the *Presenter's Notes*.
- B) One of the activating and engaging strategies that may be used to open the **Paying Attention to Others** segment calls for facial expression cards. Originals of the cards are also included at the end of the *Presenter's Notes*.