



# CONCEPTS & SUMMARIES

PART 1: UNDERSTANDING WHAT WAS SAID

Advanced Training Course  
Class #2  
@indiyoung

# concepts & summaries

session 1: building blocks

bias-free understanding of people  
recognize a concept  
introducing summaries

session 2: it's complicated

write a clear, concise summary  
concepts get repeated

session 3: but not impossible

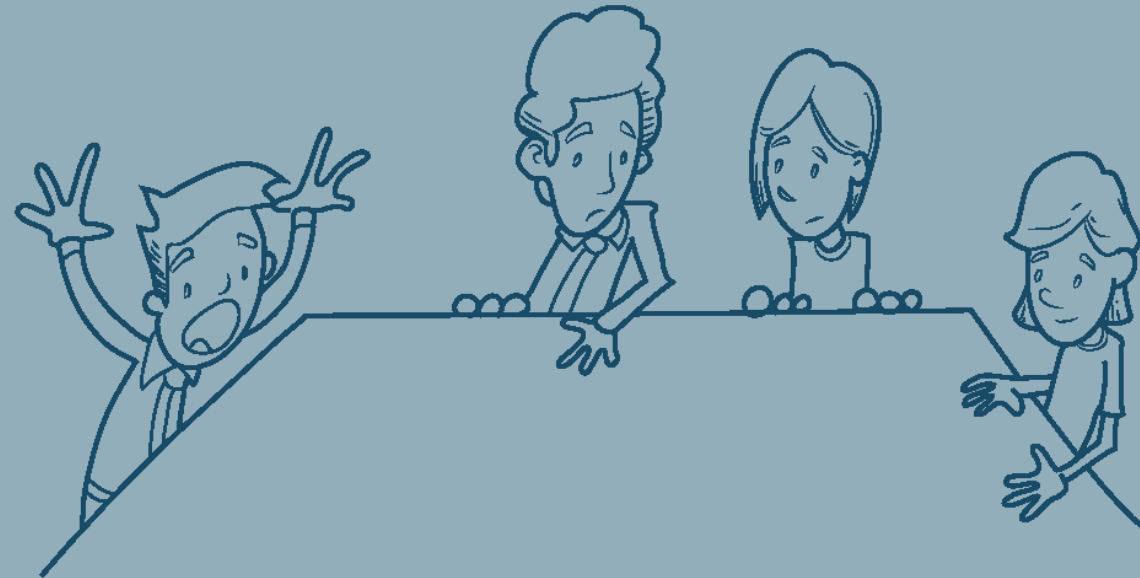
clarify the summary  
recasting & traps to avoid  
tangled concepts & implied concepts

session 4: some logistics

merging, splitting, pruning  
team work  
lightning-quick and from-memory

# warmup exercise

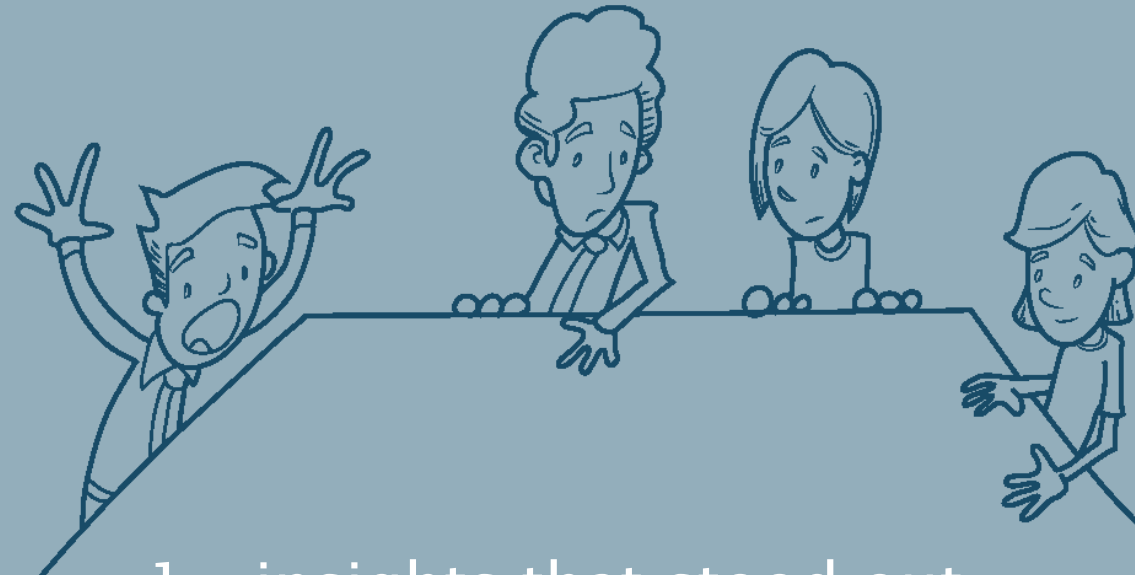
some of the things we're up against when  
analyzing research transcripts?



# some of the things we're up against when analyzing research transcripts?

cognitive bias  
top-down analysis

exhaustion post-interviews  
the pressure of speed



1. insights that stood out
2. lens of the solution
3. coding the transcript

what does “a person’s purpose” refer to?

what does “a person’s purpose” refer to?

purpose: a person’s aim, intent, objective, what a person wants to accomplish, achieve, plan, put off, or make progress on

what went through their mind about this purpose?

→ across problem space & solution space

what types of concepts are we looking for?



# typical conversation

## surface

explanation  
opinion  
preference  
statement of fact  
scene setting  
generalization  
conjecture

## depth

inner thinking  
emotional reactions  
guiding principles

cognitive  
empathy

listening deeply  
to understand someone

surface vs depth is the important part

which type of surface or depth is less important

if it's depth, and you label it as inner thinking  
but it's really a guiding principle, or an  
emotional reaction, it doesn't matter ... the  
concept will get put into a pattern with similar  
concepts no matter what its type

# homework review

# homework for each quote: decide type & list some verbs (1 hour)



1. Read the first 1–7 pages of the DDS06 transcript or listen to around 15–20 minutes of the recording.
2. On the first 7 pages of the transcript, highlight or underline the inner thinking, emotional reactions & guiding principles.
3. Decide the type of the quotes & brainstorm verbs. On the sheet (Excel or Google) there are already 15 quotes.
  - a) Write in “Type” column what the quote represents: inner thinking, reaction, or guiding principle.
  - b) Brainstorm 2–5 verbs representing the concept. (If it is an emotional reaction, the verb is usually “feel,” so brainstorm some emotions.)
  - c) NOTE: You are not yet writing summaries.

**Optional:** There is an exercise on the platform plus other extra material, including a sneak-peek of Indi combing and summarizing one of the transcripts in this study.

bring up your homework sheet, since we  
will use it later in this class for an exercise

1. did you notice how the Speaker was a generalizer?
2. all of the quotes were at depth
3. only choose one Type for each concept
4. you brainstorm **verbs** for inner thinking & GP's, but you brainstorm **emotions** for reactions and put the verb "**feel**" in front
5. present tense, not past tense
6. putting "ing" at the end of your verb turns it into a noun
7. only verbs in Verbs Brainstorming, not notes
8. "make sure there's outdoor seating" can be an emerging GP for use during pandemics
9. "this hyped restaurant Bad Saint ... two hour wait" can be emotional reaction (curious) or inner thinking (don't quit the line or I'll never see what the hype is about)
10. "at least it was enough to fill me up ... Purple Patch" can be emotion or thinking, but it's not "compare." That comparing was done purely for the Speaker to explain it to the Listener. If you put yourself in the Speaker's shoes at that meal at Purple Patch, it's more emotional.

in real life

if there is one **shining** verb (or emotion)  
already in the quote, then you don't  
have to do the brainstorming-of-verbs  
exercise

news



Tue 18-Feb-20 11:03 AM

The New York Times <nytdirect@nytimes.com>

The Privacy Project: All this dystopia, and for what?



By **Charlie Warzel**  
Opinion writer at large

In the year I've been writing this column, and voraciously reading articles about digital privacy, an unsettling theme has emerged ...

Then, upon further examination, the claims regarding the technology break down. That groundbreaking piece of technology, it turns out, is deeply flawed. Instead of a perfect panopticon, you have a surveillance-state equivalent of a lemon, or worse yet, total snake oil.

The examples are everywhere. Software intended to scan social media posts of job candidates for background checks sounds like a creepy way to judge candidates — but, as [examples show](#), the software seems unable to recognize and appropriately categorize common human traits like sarcasm or humor, rendering the software mostly useless.

it's complicated

what is a concept?

concept: a topic going through somebody's mind

- a different subject being considered
- emotional reaction, mild or strong
- a memory flickering through
- a judgment or an opinion (surface)
- an observation that sets off some thinking or an emotion

shared vocab: could use “idea” instead of “concept”

two separate concepts:

"I was trying to figure out how to explain what a concept was. I was surprised I didn't think of a way to say it in the shower because usually if I'm simmering something, it will pop up in the shower."

figure out how to explain (inner thinking)

feel surprised no idea popped up (emotional reaction)

the layers double-check: there are two layers of conversation twining through a transcript:

1. the **Speaker** setting the scene, explaining, opining, etc., to the **Listener** in the **current context** of this session/interview, or ...
2. the **Speaker** unfolding their inner landscape **about this purpose** ... (pinned to a past or present place & time)

both can have surface or depth (#2 is stronger)

how can you tell #1 or #2? ... put yourself in the Speakers' head:

1. are they focused on the Listener? (the context of the listening session/interview)
2. are they focused on the purpose?

**red flag:** “compare,” “complain,” and “criticize” as summary verbs imply this act of the Speaker explaining something to the Listener during the session

→ unless I’m there (in the **Speakers’** head) back at that time when I am comparing or criticizing something (to myself or someone who is also there in the moment)



fun: a context timeline (no concepts)

INTERVIEWEE  
115



NOT COMPELLING UNLESS AS A "NEW"  
"FIRST TIME" EXPERIENCE — MORE A  
REASON NOT TO GO TO A PERFORMANCE



RARE OPPORTUNITIES WHEN BOTH  
OF US WANT TO GO TO THE SAME  
CONCERT — WE PLAN AHEAD



ENGAGING; FULL INCLUSIVE  
BODY EXPERIENCE; IMMERSIVE;  
SILLY; PERSONABLE; NEW; DIFF; ~~PERSONABLE~~

more nuance to emotional reactions

entranced	energetic	jubilant	tranquil
fascinated	enthusiastic	pleased	trusting
interested	giddy	tickled	
intrigued	invigorated	<b>EXHILARATED</b>	<b>REFRESHED</b>
involved	lively	blissful	enlivened
spellbound	passionate	ecstatic	rejuvenated
stimulated	surprised	elated	renewed
<b>HOPEFUL</b>	vibrant	enthralled	rested
expectant		exuberant	restored
encouraged		radiant	revived
optimistic		rapturous	
		thrilled	

more on this next week

## Feelings when your needs are not satisfied

<b>AFRAID</b>	<b>CONFUSED</b>	<b>EMBARRASSED</b>	<b>TENSE</b>
apprehensive	ambivalent	ashamed	anxious
dread	baffled	chagrined	cranky
foreboding	bewildered	flustered	distressed
frightened	dazed	guilty	distraught
mistrustful	hesitant	mortified	edgy
panicked	lost	self-conscious	fidgety
petrified	mystified	<b>FATIGUE</b>	frazzled
scared	perplexed	beat	irritable
suspicious	puzzled	burnt out	jittery

at CNVC (Center for Non-Violent Communication) they distinguish between two types of emotion:

1. describing an actual emotion we are having
  - “I **feel** **relieved** that it was actually a problem with the city infrastructure, not my fault”
  - “I **feel** **depressed** by this weather.”
2. describing how we think of ourselves
  - “I **feel** **responsible** for what happened” (I am responsible)
  - “I **feel** **lazy** this morning” (I am lazy)

you are allowed to **include both of these types** as emotional reactions, because they are difficult to discern

there is a third situation:

3. describing how we perceive others' behavior

"I **feel unheard** when I'm speaking with my boss" (my boss is not acknowledging my ideas)

"I **feel ignored** by my teenage offspring" (my teenager is ignoring my friendly questions about their day)

#2 and #3 **are not truly emotions** ... the Listener might notice this during the session and ask for more depth ... although often we don't know how else to express the actual emotion beneath:

"I **feel upset** that my boss does not acknowledge my ideas"

"I **feel amused** that my needy child can now ignore me"

**don't obsess over these;** you are allowed to skip, guess the implied emotion (based on the rest of the transcript), or recast as inner thinking

summaries: add the key point to the verb

# how to write a summary

1. start with the verb
2. follow the verb with the key point
3. hook some memorable phrases to the end
4. use a few of their words, if appropriate
5. <later>
6. <later>
7. <later>

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follow the verb with the key point

later when you're looking for  
affinities between summaries, you  
get the gist of the concept without  
having to read the whole summary

you can understand the point quickly

first formula is for inner thinking and  
guiding principles:

verb + key point

second formula is for emotional reactions:

feel emotion + key point

the key point answers

“what am I <verb>-ing?”

figure out how to explain (“what am I figuring out?”)

feel surprised no idea popped up (“what am I feeling surprised about?”)

example

Summary	Quote	Type	Brainstorming
	<i>I was just about to use the crosswalk, and this pickup whizzed by and blasted up the hill, going about 30–35 miles per hour. Suddenly there was a lot of adrenaline in my system.</i>	emotional reaction	feel alarmed, scared, surprised, taken aback
	What if he didn't see me?! He could have run over me, or run over my dog! ... If I had turned into the crosswalk immediately instead of going to the actual corner, or been 5 steps ahead of myself, he would have hit me!	inner thinking	realize, reel, exclaim, panic
	Should I run up there and tell him what just happened? Or should I just keep walking and try to ignore it? ... And this is so not like my normal, non-confrontational self. ... I remember this one quite clearly because there was real internal tension deciding whether I should go up there and tell him, or just keep going and ignore it.	inner thinking	wonder, contemplate, consider, deliberate, try, struggle
	<i>It's a guy working on a house up there ... I walked two or three more steps, turned, and went up there to tell him what he did. ... He's going to be working up there another 5 months. I should go up there and say something. ... It was my public service.</i>	inner thinking	decide, figure, choose, spread

Summary	Quote	Type	Brainstorming
Feel alarmed by the pickup that whizzed by me	<i>I was just about to use the crosswalk, and this pickup whizzed by and blasted up the hill, going about 30–35 miles per hour. Suddenly there was a lot of adrenaline in my system.</i>	emotional reaction	feel alarmed, scared, surprised, taken aback
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Struggle to decide whether I should remain my non-confrontational self	Should I run up there and tell him what just happened? Or should I just keep walking and try to ignore it? ... And this is so not like my normal, non-confrontational self. ... I remember this one quite clearly because there was real internal tension deciding whether I should go up there and tell him, or just keep going and ignore it.	inner thinking	wonder, contemplate, consider, deliberate, try, struggle
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Decide to give him an in-person public service announcement	<i>It's a guy working on a house up there ... I walked two or three more steps, turned, and went up there to tell him what he did. ... He's going to be working up there another 5 months. I should go up there and say something. ... It was my public service.</i>	inner thinking	decide, figure, choose, spread

Summary	Quote	Type	Brainstorming
... your turn	“You should be more careful. You almost just ran me over!” ... My mind kept thinking of things I should tell him. Like, “How would you like to take a dead dog to your kids and tell them what happened?” You think of all sorts of things you could say	inner thinking	make, inform, clarify, draw, emphasize, figure out, de-liberate, teach, list, scold, ex-plain, inform, imagine, agonize

Summary	Quote	Type	Brainstorming
<p>Figure out how to make him be more careful</p> <p>–or–</p> <p>Scold the driver so he will be more careful</p>	<p>“You should be more careful. You almost just ran me over!” ... My mind kept thinking of things I should tell him. Like, “How would you like to take a dead dog to your kids and tell them what happened?” You think of all sorts of things you could say</p>	<p>inner thinking</p>	<p>make, inform, clarify, draw, emphasize, figure out, de-liberate, teach, list, scold, explain, inform, imagine, agonize</p>

make it like a real sentence!

for grammar fans:

subject + verb + clause

“I feel grateful that the tempered glass windshield saved me and my daughter”

# Exercise: 5 minutes, then discussion

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1. Go to the homework Google Sheet.
2. On your own tab, add a Summary column to the left of the quotes.
3. Choose a few rows that you like.
4. In the new Summary column, choose one of the verbs you

already came up with during homework #1, and try creating a key point.

verb + key point

feel emotion + key point



(Indi shows the cheat sheet Excel file)

add supporting details to summary



# how to write a summary

1. start with the verb
2. follow the verb with the key point
3. hook some memorable phrases to the end
4. use a few of their words, if appropriate
5. <later>
6. <later>
7. <later>

hook some memorable phrases to the end

add detail of their context

... so you remember the context

first formula is for reasoning and  
guiding principles:

verb + key point + supporting detail(s)

second formula is for emotional reactions:

feel emotion + key point + supporting detail(s)

represent the voice of the speaker in the summary

include **only what makes it memorable**

“**Feel** frustrated when the doctor's office cancels my appointment again, meaning I have to reschedule with both the office and my ride service.”

“**Rid** our house of chemicals, including scented shampoos and deodorants, after realizing those were some of the main causes of my episodes.”

hook the detail on with these words

about	from
at	since
because	that
by	when
despite	whereas
even though	while

(use any preposition or conjunction)

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5. <later>
6. <later>
7. <later>

use a few of their words, if appropriate

the speaker's voice makes it individual, flavorful

... avoid being too generic, general, academic

here the speakers' words are underlined:

“**Feel** frustrated when the doctor's office cancels my appointment again, meaning I have to reschedule with both the office and my ride service.”

“**Rid** our house of chemicals, including scented shampoos and deodorants, after realizing those were some of the main causes of my episodes.”



**remember:** this is the speaker's voice, not the research analyst's voice

Bleh: Implement instructional strategy

Better: Teach the class the way I planned so I can stay on track

“I was able to pitch a bunch of students that wanted to help out ... really talented students ... in the same mindset as me where they weren’t really super hungry for money... I made it clear you’re not going to be getting lattes, you’re actually going to be essential in building this business and be the manpower behind it... I was able to get roughly 12 people on with me part-time, working basically for free... we did issue stock options because people obviously can’t work for nothing... Some people got class credit as well. That was another way where I was able to kind of build out this whole team ... that was really helpful on the budget side.”

Bleh: Entice fellow students to join my company by promising them a compelling experience being on the ground floor of a startup

Better: Pitch a bunch of talented students to be the essential manpower building this business, since they will work for stock options and class credit, which is helpful for my budget

why use their voice?

so you can develop & apply cognitive empathy,  
to get more perspectives than your own

Summary	ID	Quote	Type
<u>Decide</u> <u>never</u> to <u>see</u> <u>another concert in this venue</u> <u>because the vibration is horrible</u> and the <u>bass makes me cough</u>	114	I kind of have decided never to go see another concert in that venue because the sound mix was just horrible and the bass was so loud it made me cough. The vibration was so much that I couldn't bear it. It wasn't really a good experience.	reasoning
<u>Feel</u> <u>amazed</u> to be <u>connected with everybody dancing shoulder to shoulder at the concert,</u> <u>sweating and primal</u> , even though it makes me think of that <u>hated dancing scene</u> in <u>The Matrix Revolution</u>	115	Everybody was shoulder to shoulder and sweating ... My favorite concert of all time ... It was utterly amazing ... engaging all of your senses ... I don't think that concert would have been quite as primal if there had been air conditioning... I know the movie was awful, but I think it was the third Matrix, when everybody is dancing and everybody hated that scene. I saw that and like that was the concert. It was like living life at the moment. It was like nothing else. That is my favorite show of all time ...	reaction

concepts get repeated

## collecting

a concept may get repeated on different pages of the transcript

find all of the quotes (or enough of them) to put in the concept



one quote can only support one concept

make sure **each quote** from the transcript **only appears once in the list**

(more on this in the class #3 about untangling concepts)

as you comb concepts:

try to stay aware of what you've already  
combed into the list, and add to existing  
quotes



as you comb concepts:

try to comb one transcript  
within one working period

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as you comb concepts:

try to comb one transcript  
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quotes

you won't remember all of them, so if a  
concept appears twice in the list, that's  
okay; it will get combined in synthesis  
(cultivating patterns)

Summary	Quote	Type	Brainstorming
Struggle to decide whether I should remain my non-confrontational self or go up there and tell him that he almost ran me over	Should I run up there and tell him what just happened? Or should I just keep walking and try to ignore it? ... And this is so not like my normal, non-confrontational self. ... I remember this one quite clearly because there was real internal tension deciding whether I should go up there and tell him, or just keep going and ignore it.	inner thinking	wonder, contemplate, consider, deliberate, try, struggle
Struggle to decide whether I should remain my non-confrontational self or go up there and tell him that he almost ran me over	Should I run up there and tell him what just happened? Or should I just keep walking and try to ignore it? ... And this is so not like my normal, non-confrontational self.	inner thinking	wonder, contemplate, consider, deliberate, try, struggle
Feel tension deciding whether I should go up there and confront him or keep going and ignore that he almost ran me over	I remember this one quite clearly because there was real internal tension deciding whether I should go up there and tell him, or just keep going and ignore it.	emotional reaction	feel tension

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Feel tension deciding whether I should go up there and confront him or keep going and ignore that he almost ran me over	I remember this one quite clearly because there was real internal tension deciding whether I should go up there and tell him, or just keep going and ignore it.		

in Part 2, cultivating patterns, these two will get grouped together; they're two faces of the same concept, so we will merge them (either now or later)

Summary	Quote	Type	Brainstorming
Realize how close he came to hitting me in the crosswalk if I had been 5 steps ahead of myself	What if he didn't see me?! He could have run over me, or run over my dog! ... If I had turned into the crosswalk immediately instead of going to the actual corner, or been 5 steps ahead of myself, he would have hit me!	inner thinking	realize, reel, exclaim, panic
Realize how close he came to hitting me or my dog in the crosswalk	What if he didn't see me?! He could have run over me, or run over my dog!	inner thinking	realize, reel, exclaim, panic
Realize if I had been 5 steps ahead of myself he would have hit me	If I had turned into the crosswalk immediately instead of going to the actual corner, or been 5 steps ahead of myself, he would have hit me!	inner thinking	realize, panic, muse, postulate

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Realize if I had been 5 steps ahead of myself he would have hit me	If I had been 5 steps ahead of myself, he would have hit me!		

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example

**study:** what went through your mind  
during a near-miss accident?



*Speaker:* So near our house, the main street takes a left turn, but there's a little street that continues straight, which goes up this hill where there are more houses. There's crosswalk there. I was walking the dog. I was just about to use the crosswalk, and this pickup whizzed by and blasted up the hill, going about 30-35 miles per hour. Suddenly there was a lot of adrenaline in my system. It's a guy working on a house up there. What if he didn't see me?! He could have run over me, or run over my dog! Should I run up there and tell him what just happened? Or should I just keep walking and try to ignore it? I walked two or three more steps, turned, and went up there to tell him what he did. And this is so not like my normal, non-confrontational self. "Is this your truck?" I asked. "Yeah," he said. "You should be more careful. You almost just ran me over!" He did say he was sorry. My mind kept thinking of things I should tell him. Like, "How would you like to take a dead dog to your kids and tell them what happened?" You think of all sorts of things you could say, because of the adrenaline. He just wasn't paying attention. I remember this one quite clearly because there was real internal tension deciding whether I should go up there and tell him, or just keep going and ignore it. If I had turned into the crosswalk immediately instead of going to the actual corner, or been 5 steps ahead of myself, he would have hit me! He's going to be working up there another 5 months. I should go up there and say something. He's a young guy, 25. They don't know better. He was probably listening to music or something. It was my public service.

*Listener:* Now I have goose bumps. I mean, that was close!

*Speaker:* Yeah. I did hesitate just a second, wondering what kind of a guy was I going to run into. You never know. There are people dying from altercations on the sidewalk. Someone hits their head on the concrete, and they're done for. It doesn't take much.

*Listener:* Totally! It's scary how some people react.

*Speaker:* He came that close! He should know what kind of horrible thing could have happened. We're teaching my daughter to drive now, and it's so important to pay attention, not get distracted, when you're driving. They're doing a good job with the PSA's—the Public Service Announcements—about not texting or reading texts when you're driving. They're showing clips of the family of the victim. It's called "It Can Wait." I saw these clips on the website for a phone app, but also on AT&T and other websites. They're shot like PSA's, little 30 second clips. You hear their stories and you're pretty much in tears by the end of the first one. They have managed to get some drivers who have killed someone on camera. They say, "The guilt lasts forever."

*Listener:* Seriously. I'll have to check out those clips, although it will be hard to watch them.

*Listener:* Now I have goose bumps. I mean, that was close!

*Speaker:* Yeah. I did hesitate just a second, wondering what kind of a guy was I going to run into. You never know. There are people dying from altercations on the sidewalk. Someone hits their head on the concrete, and they're done for. It doesn't take much.

here in yellow the speaker explains their *inner thinking* about whether the truck driver will start an altercation, and how dangerous that could be (a roundabout way of saying it)

clips on the website for a phone app, but also on AT&T and other websites. They're shot like PSA's, little 30 second clips. You hear their stories and you're pretty much in tears by the end of the first one. They have managed to get some drivers who have killed someone on camera. They say, "The guilt lasts forever."

*Listener:* Seriously. I'll have to check out those clips, although it will be hard to watch them.

Summary	Quote	Type	Brainstorming
Hesitate about confronting a guy I don't know because he could turn it into an altercation	I did hesitate just a second, wondering what kind of a guy was I going to run into. You never know. There are people dying from altercations on the sidewalk. <i>Someone hits their head on the concrete, and they're done for.</i>	inner thinking	hesitate, reconsider, consider, wonder



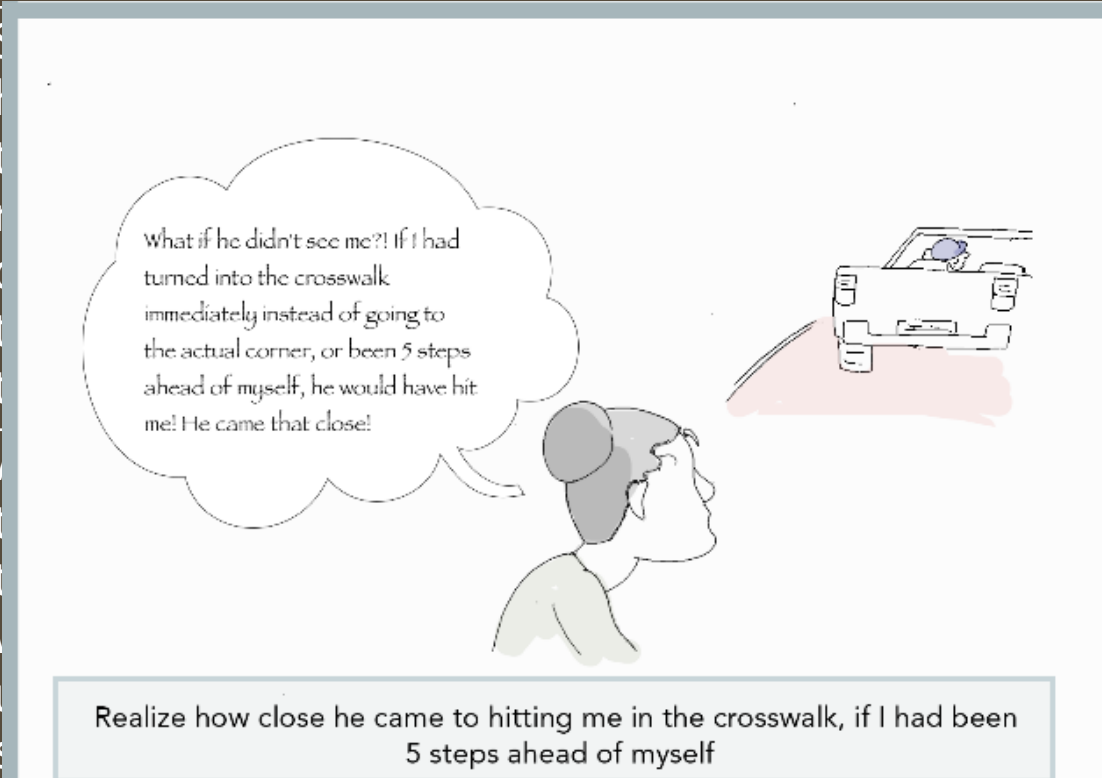
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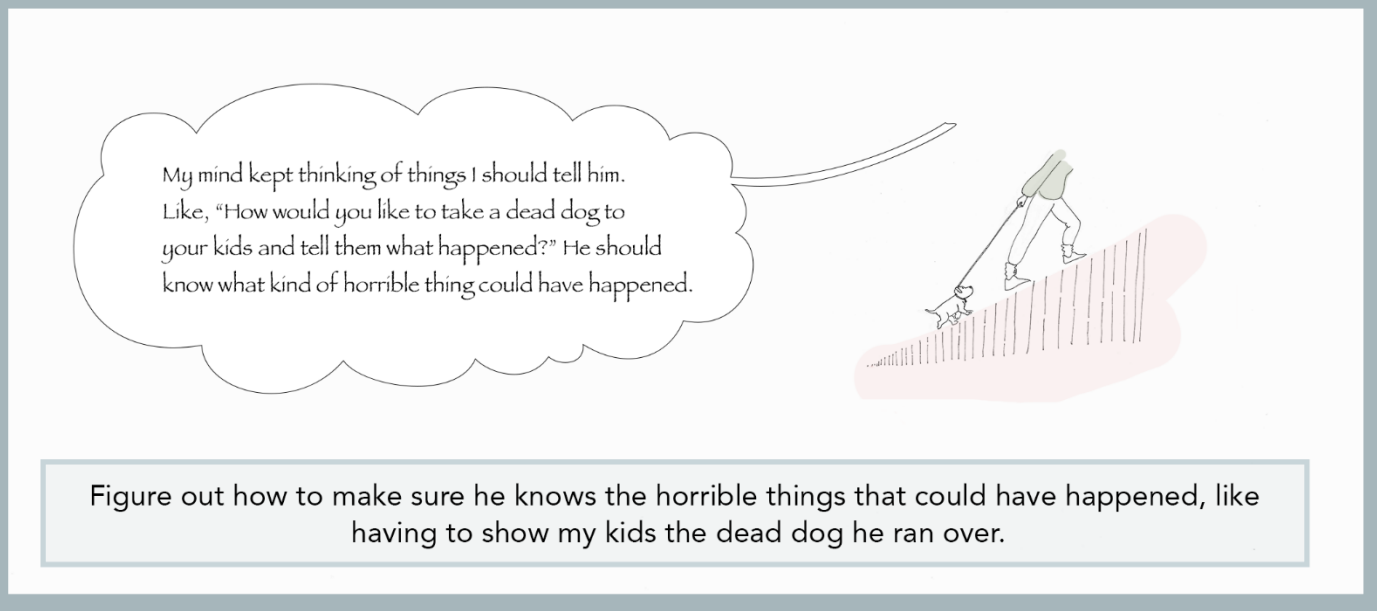
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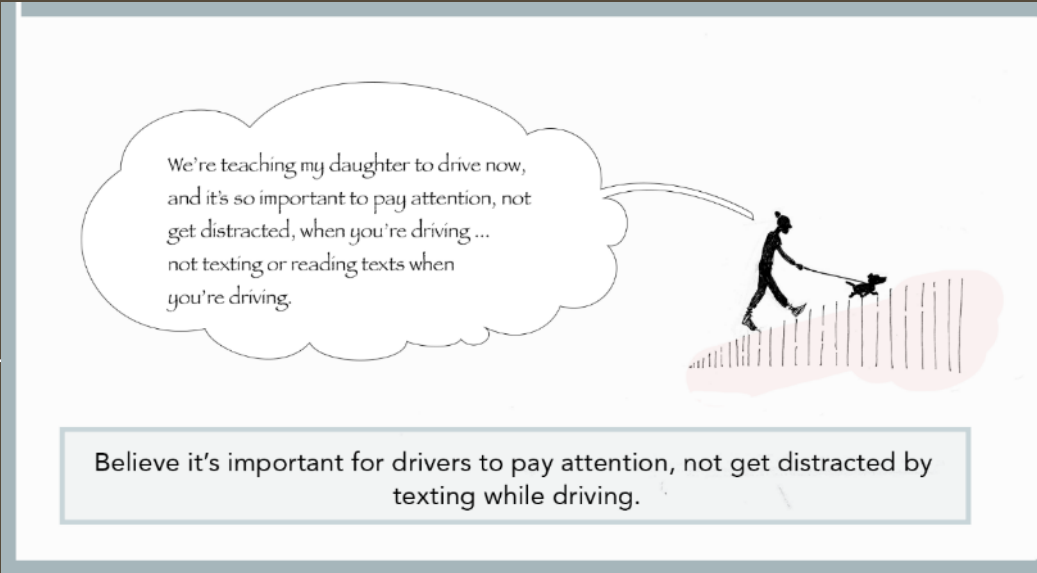
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*Speaker:* He came that close! He should know what kind of horrible thing could have happened. We're teaching my daughter to drive now, and it's so important to pay attention, not get distracted, when you're driving. They're doing a good job with the PSA's—the Public Service Announcements—about not texting or reading texts when you're driving. They're showing clips of the family of the victim. It's called "It Can Wait." I saw these

here, rapid-fire, are three different concepts that betray the hectic thinking that went on directly after this near-miss accident ... the pink & purple are repeated from earlier; the 3<sup>rd</sup> green concept is a new *guiding principle* (this is a tangled concept; more on tangled in class #3)

Summary	Quote	Type	Brainstorming
Feel alarmed by the pickup that whizzed by me at 35 mph when I was at the crosswalk	<i>I was just about to use the crosswalk, and this pickup whizzed by and blasted up the hill, going about 30–35 miles per hour. Suddenly there was a lot of adrenaline in my system.</i>	emotional reaction	feel alarmed, scared, surprised, taken aback
Realize how close he came to hitting me in the crosswalk if I had been 5 steps ahead of myself	What if he didn't see me?! He could have run over me, or run over my dog! ... If I had turned into the crosswalk immediately instead of going to the actual corner, or been 5 steps ahead of myself, he would have hit me! ... He came that close!	inner thinking	realize, reel, exclaim, panic
Struggle to decide whether I should remain my non-confrontational self or go up there and tell him that he almost ran me over		inner thinking	wonder, contemplate, consider, deliberate, try, struggle
Decide to give him an in-person public service announcement about paying more attention while driving		inner thinking	decide, figure, choose, spread

Summary	Quote	Type	Brainstorming
<p>Figure out how to make him be more careful like telling him about having to show my kids the dead dog he ran over</p> <p>–or–</p> <p>Scold the driver so he will be more careful by telling him the horrible things that could have happened</p>	<p>“You should be more careful. You almost just ran me over!” ... My mind kept thinking of things I should tell him. Like, “How would you like to take a dead dog to your kids and tell them what happened?” You think of all sorts of things you could say ... He should know what kind of horrible thing could have happened.</p>	inner thinking	make, inform, clarify, draw, emphasize, figure out, deliberate, teach, list, scold, explain, inform, agonize
<p>Hesitate about confronting a guy I don't know because he could turn it into an altercation</p>	<p>I did hesitate just a second, wondering what kind of</p>	inner thinking	hesitate, reconsider, consider, wonder
<p>Believe it's important for drivers to pay attention, not get distracted by texting while driving</p>		ling nciple	believe, rely, teach, follow

Summary	Quote	Type	Brainstorming
<p>Figure out how to make him be more careful like telling him about having to show my kids the dead dog he ran over</p> <p>–or–</p> <p>Scold the driver so he will be more careful by telling him the horrible things that could have happened</p>	<p>“You should be more careful. You almost just ran me over!” ... My mind kept thinking of things I should tell him. Like, “How would you like to take a dead dog to your kids and tell them what</p> 	inner thinking	make, inform, clarify, draw, emphasize, figure out, deliberate, teach, list, scold, explain, inform, agonize
<p>Hesitate about confronting a guy I don't know because he could turn it into an altercation</p>	<p>kind now. the</p>	inner thinking	hesitate, reconsider, consider, wonder
<p>Believe it's important for drivers to pay attention, not get distracted, like texting while driving</p>	<p><i>He just wasn't paying attention ... He's a young guy, 25. ... He was probably listening to music or something. ... We're teaching my daughter to drive now, and it's so important to pay attention, not get distracted, when you're driving. ... not texting or reading texts when you're driving.</i></p>	guiding principle	believe, rely, teach, follow



*Listener:* Now I have goose bumps. I mean, that was close!

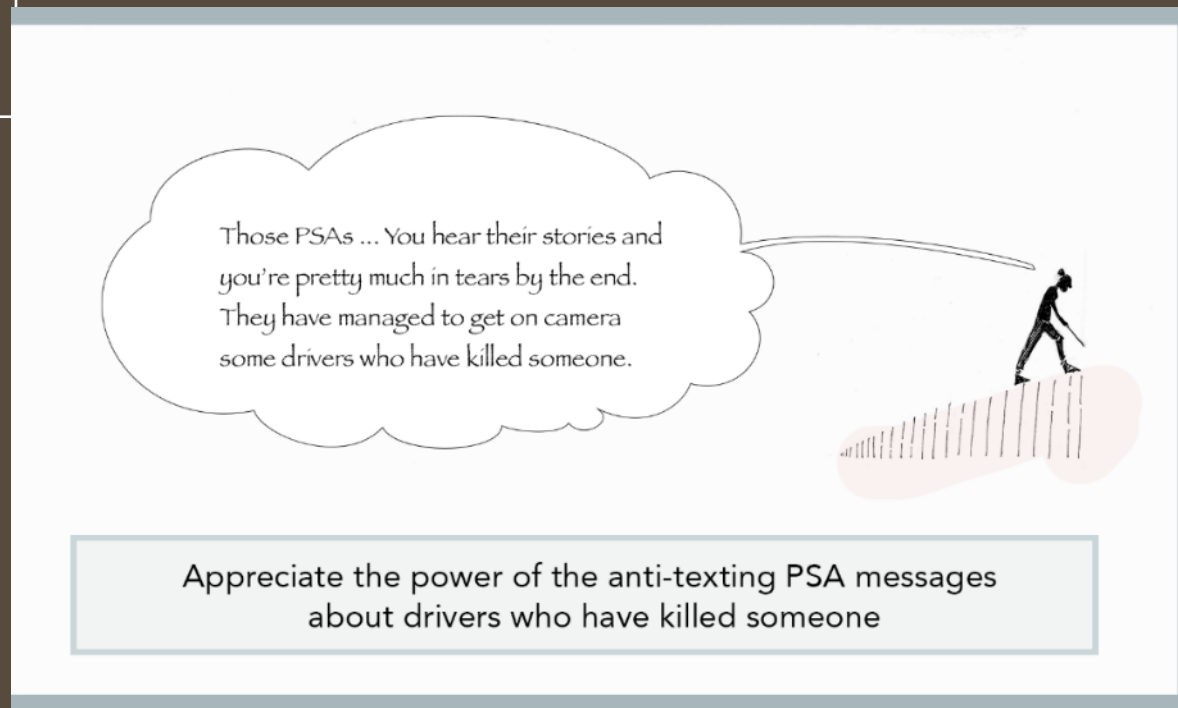
*Speaker:* Yeah. I did hesitate just a second, wondering what kind of a guy was I going to run into. You never know. There are people dying from altercations on the sidewalk. Someone hits their head on the concrete, and they're done for. It doesn't take much.

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here in blue is an explain-y way of portraying the speaker's *emotional reaction* to the PSA's they've seen; I prune out the parts that aren't key to the concept (more on pruning in class #4)

Summary	Quote	Type	Brainstorming
<p><b>Appreciate</b> the power of the anti-texting PSA messages about drivers who have killed someone</p> <p>–or–</p> <p><b>Recognize</b> how compelling the anti-texting PSA messages are, about drivers who have killed someone</p>	<p>They're doing a good job with the PSA's –the Public Service Announcements ... They're showing clips of the family of the victim. It's called "It Can Wait." ... You hear their stories and you're pretty much in tears by the end of the first one. They have managed to get some drivers who have killed someone on camera. They say, "The guilt lasts forever."</p>	<p>reaction (or inner thinking, but that's weaker)</p>	<p>feel impressed, appreciate, recognize</p>



# homework

# homework logistics – Live class participants

**Live:** We will share a Google combining sheet with you, either **Group A** or **Group B**.

- Duplicate the Source data to a new tab in that sheet.
- **Put your name on the tab plus one of the following indicators:**
- “wip Pat” if you are not finished yet (Work in Progress)
- “r Pat” if you are ready for review
- “\* Pat” appears when the reviewer has commented on it
- “? Pat” if you have questions about the reviewer comments

**On the platform:** Please either download the transcript or recording. There are also lots of other nifty materials up there, plus an exercise to test your surface-versus-depth skills.

# homework logistics – Live class participants

Group A homework due (for review) 21–Feb pm

Group B homework due (for review) 25–Feb noon  
or earlier (yes!)

if you don't finish the homework by the next class,  
**Indi will not review it** (if you are aiming for the  
six-course certification, homework is required)

(too difficult to review homework retroactively)

# homework logistics – Follow-along participants

**Follow-along:** You will do your homework using an Excel spreadsheet (assuming you can open it). There will be no homework review by Indi, but there is a cheat sheet you can use to check your work.

**On the platform:** Please download the transcript or recording, the spreadsheet, and the cheat sheet. There are also lots of other nifty materials up there, plus an exercise to test your surface-versus-depth skills.

# homework

## Purpose:

What went through your mind when you were deciding whether to go to a restaurant during this pandemic?

**Study:** Andrew Herndon (participant in these courses)

**Listener:** Jess Wainer (whose listener got flustered and forgot her restaurant experiences, so Jess helped her back to a familiar subject until she got her feet under her again)

# homework for each quote: decide type & list some verbs (1 hour)



1. Read the first 1–4 pages of the DDS15 transcript or listen to around 10 minutes of the recording.
2. On the first 5 pages of the transcript, highlight or underline the inner thinking, emotional reactions & guiding principles.
3. Decide the type of the quotes, brainstorm verbs, and write a summary. On the sheet there are already 15 quotes.
  - a) Write in “Type” column what the quote represents: inner thinking, reaction, or guiding principle.
  - b) Brainstorm 2–5 verbs representing the concept. (If it is an emotional reaction, the verb is usually “feel,” so brainstorm some emotions.)
  - c) Pick a verb and write your key topic. (follow the formula)
  - d) Add some supporting detail. (think about comic panels).

**Optional:** There is an exercise on the platform plus another example transcript, with highlighted concepts without the comments. Take a look at material from last week you skipped.



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