# Panning

**Some guidelines for using the skill of PANNING:**

 **PAN:**

 **PAY**

 **ATTENTION**

 **NOW**

Increase your awareness of what is happening inside of you and around you by using this skill.

Just as a movie camera “pans” the environment to see the whole picture, we need to continuously **PAN** all around us and inside of ourselves as we increase our ability to notice the patterns of treatment and experiences of members of both privileged and marginalized groups.

* Intentionally observe and notice behaviors, comments, feelings, patterns of treatment…
* Wonder: Is this an isolated incident or a possible pattern of experience?

**\*\*\**AVOID* falling into the trap of making a *SNAP JUDGMENT*\*\*\*
~ creating a “story” about what you see~**

* **PAN** the specific details and facts of what you see, feel, hear…
* Describe what you **PAN** without any assumptions, interpretations, conclusions, or prejudgments
* Notice the group memberships of people involved as you **PAN**, and describe the group memberships ***if this information is useful to the discussion***…

**Adapted from materials developed by Elsie Y. Cross Associates, Inc.
1994 Delyte Frost, et al., Tracking™**

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**Panning With an Inclusion Lens**

Use the following prompts as you use an Inclusion Lens to observe and observe/pan group dynamics. Identify “just the facts” and the actual details of the situation without any assumptions, interpretations, judgments, or conclusions.

1. What differences are present in the group? Which group memberships? How many from various groups?
2. Who is talking?
3. Who is quiet? Doesn’t speak as often as others?
4. How are people reacting nonverbally?
5. Who initiates the topics?
6. What ideas are brought up? By whom?
7. Whose ideas get considered? Whose ideas don’t get much discussion?
8. Whose ideas are discounted? Or “plop” without comment?
9. How do decisions get made?
10. Who interrupts others? Who gets interrupted? Who is never interrupted?
11. How and when do the tone and energy of the conversation shift and change?
12. How much air-time do people take?
13. Who has changed their way of engaging recently?
14. Who do people look at when they are talking?
15. Who has eye contact with whom while others are talking?
16. Who engages in side conversations?
17. Who brings up issues of respect and inclusion?
18. How do people respond when different issues of inclusion are raised?
19. What issues of inclusion and respect are not being brought up or discussed?
20. As you notice interpersonal dynamics that are not inclusive, who intervenes to shift the dynamics? Who doesn’t?
21. As you observe exclusionary comments and actions, wonder: Is this an isolated incident or a possible common pattern of experience?

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