

THE STRUCTURAL DIFFERENTIAL

Teacher's Notes

Copy pages 09-08-01 and 09-09-01 for distribution to the students. Make a copy of the "ED" poster, page 09-03-01. Call the students' attention to it and ask if they remember Ed.? Review the definition of abstracting from page 09-01-01. Ask the students to read the information about the structural differential as homework in preparation for a discussion in another class session.

Next session.

Ask the students what they thought of this tool? Did it make sense to them? Why did the Silent Level or Object appear different than the event? (We cannot see it all, and further we abstract from what we do see.)

Rarely do we stop at the verbal level. Either we, or someone else, find it necessary to say something about what we just verbalized. Give the students the following example of proceeding to higher level abstractions.

- L1 My pen
- L2 Something you write with
- L3 Sometimes found in offices
- L4 Probably stolen from office

Point out that the closer your label is to the event, the more chance your label will provide you with a higher degree of confidence in its meaning. When you receive information from someone, and you believe that they are giving you information from a higher level of abstraction (L4, L5,....L10 etc.), what do you think would give you more confidence in that information? Go back, if you can, to the Event, or a lower level of abstraction.

Someone will certainly ask why the higher orders of abstractions are lower on the differential. Basically, when Korzybski made his model, and hung it up, gravity pulled everything downward. In a weightless environment we could turn this upside down and all the relationships would remain the same, and perhaps we could feel more comfortable with higher and lower. Try it on your next trip into space.