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Emotional Workshop: How narrative perspectives shapes decision making



Objective:

- Understand how narrative perspectives is important in decision making
- Explore the connection between decision-making and emotions
- Develop strategies to use emotions, when making decisions

Key Components:

- Understanding the narrative per
- Using creativity to show emotion
- Group sharing
- Reflect on what we have learne

Duration:

45 minutes



Workshop:

How narrative perspectives shapes decision making



Workshop Overview

Welcome to this workshop on how narrative perspectives shape decision making. For the next 45 minutes, we will explore how the way a story is told affects our emotions and thus also affects our choices in relation to those feelings. This workshop is designed to sharpen your awareness of the importance of your emotions when making decisions.

- **Introduction (5 min.).** We will give you a brief overview of what we are going through in this workshop.
- **Warm Up (5 min.).** First you will be asked to think about, what you would do if you should convince your friend to buy you lunch.
- **Individuel assignement (15 min.).** You will now be given a paper, a pencil and a card with a statement. You must read the statement and afterwards draw the emotions, you get, when you read them.
- **Group session : (15 min.).** You will now be divided into groups with others, who have worked with different statements than you. You must now present your statements as well as your drawings. You must explain your drawings and feelings to the others. When everyone has presented their work to the others everyone has to give feedback in relation to whether they get the same or different feelings and whether they would help the same person.
- **Conclusion (5 min.).** Together we will reflect on what this exercise has given us in relation to making decisions based on the narrative perspective.

Workshop:

How narrative perspectives shapes decision making



Warm Up

Our reaction to a story depends on how it is told. Depending on how we are told the information, we will encounter different emotions and thus also have an impact on the choices we make.

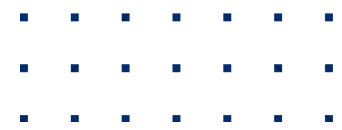
Imagine that you have to get your friend to make a choice to buy you lunch today:

- How would you ask your questions or tell your story so that you Convince your friend to give lunch?
- Which feelings would you try to bring out in your friend?



Workshop:

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Individual assignment

You will now be provided with pen, paper and a card with two statements.

Your assignment is:

- Read one of the two statements and draw the emotions you get, when reading it
- Read the other statement and draw the emotions you get when reading that statement.

Remember that this is not an art competition, so the drawing talent does not matter.

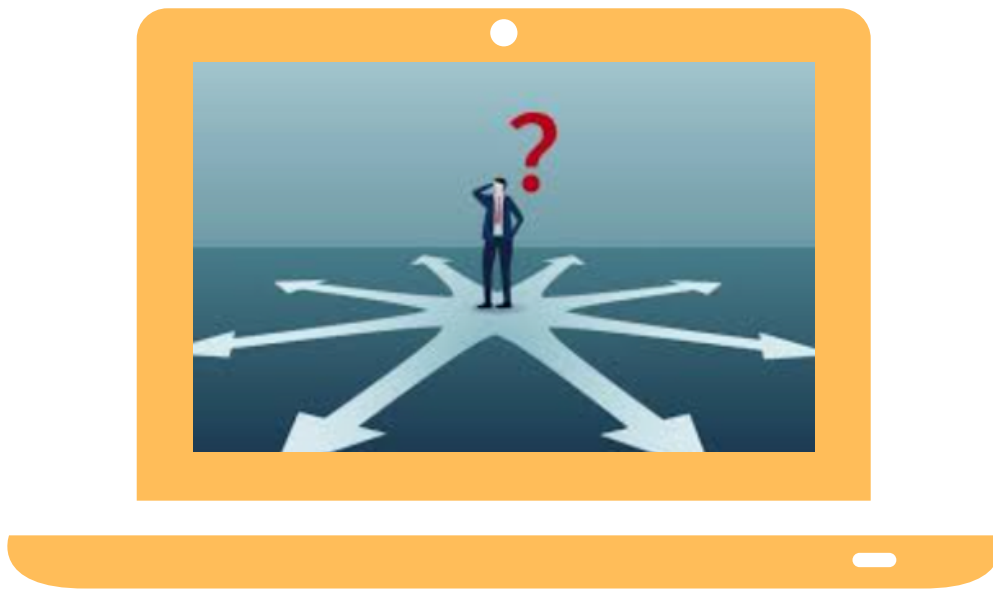


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Group session

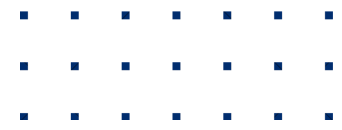


You must know get into groups with others who have worked with different statements than your selves and do as follows:

- Take turns presenting your statement and with the help of your drawing, explain to the others in the group what feelings you got and feel free to put into words why it is exactly those feelings.
- Tell the others in the group which of the two statements makes you want to make a choice to help the person.
- The others give feedback in relation to whether they get the same or different feelings and whether they would help the same person.

Workshop:

How narrative perspectives shapes decision making



Conclusion



At the end of this workshop, we would like to ask you to take a few minutes to reflect on:

What did this exercise give you in relation to making decisions based on the narrative perspective.

- How can your narrative perspective play a role when making decisions or making other people make decisions?

Afterwards, we would like to hear your opinions and hopefully we have all gained an insight into making decisions based on the narrative perspective.

Thank you very much for participating in this workshop! We greatly appreciate your participation and hope you got a lot out of it in relation to the emotions on which we make our choice. Our emotions helps us "deciding" what choices we make, as well as focusing on the narrative perspectives can change our emotions and therefor change our decisions .



Workshop:

How narrative perspectives shapes decision making

Instructions for Teachers

Objective: In this workshop, the aim is to make students more aware of how important the narrative is, when it comes to making decisions. This is done based on creativity, assignments and reflections on these.

Duration: 45 minutes

Materials Needed:

Pencils

Paper

Cards with different statements (examples below)

Workshop step by step

Step 1. Introduction (5 minutes)

Welcome the students and then ask them to think about whether they are thinking about how they are asking a question or telling a story, depending on the answer/reaction they would like to achieve. Then tell them that the way we tell a story is important in relation to the reaction we get. If you tell the story "Poul is homeless – Poul uses drugs" you will feel sympathy for Poul and think that it is understandable that he uses drugs now that he is homeless, but if you tell the story "Poul uses drugs – Poul is homeless", you tend to have less sympathy for Poul and think, that it is natural for him to be homeless when he takes drugs.



Workshop:

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Step 2. Warm Up (5 minutes)

Ask the students to imagine that they have to get their friend to make a choice to buy them lunch today. Then ask them to think about this:

- How would you ask your questions or tell your story so that you convince your friend to give lunch?
- Which feelings would you try to bring out in your friend?

After two minutes, the teacher asks to hear examples of questions and the class talks together about how those questions would work and influence on their emotions

Step 3. Creative, individual assignment (15 minutes)

The students are now given paper and pencil and one card with two statements. The statements cards are on the last page

The students must read the two statements that are written on their card and then they must draw the emotions they get, when they read the two statements. How and what they draw is not relevant, it should just be an expression of their emotions.

Step 4. Group session (15 minutes)

When they are done drawing, they are divided into groups with others who have had different statements than themselves and then proceed as follows:

- Take turns presenting your statement and with the help of your drawing, explain to the others in the group what feelings you got and feel free to put into words why it is exactly those feelings.
- Tell the others in the group which of the two statements makes you want to make a choice to help the person.
- The others give feedback in relation to whether they get the same or different feelings and whether they would help the same person.



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Step 5. Class discussion (5 minutes)

End the end of the lesson the teacher asks the students about what they have gained from this exercise and whether it changes anything compared to when they have to make a decision to help someone else, for example. Or when they have to ask someone else for help.

Tips for teachers:

- Point out, that they will not be judged by their drawings, this is no an art class
- Framing is extremely important, as it must not develop into an argument. The teacher must be very clear about this and emphasize that there must be room for all emotions and you can easily disagree about things and still be good friends afterwards.

TOOLS

Statement Cards



Caroline is overweight -
Caroline loves cake

Caroline loves cake -
Caroline is overweight

Dad and Mom are divorced -
Mom has found someone else

Mom has found someone else -
Dad and Mom are divorced.

Frank has killed many people -
Frank is a war veteran

Frank is a war veteran -
Frank has killed many people.

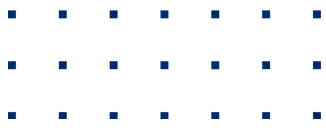


Grandma is sick -
Grandma drinks red wine every day
Grandma drinks red wine every day -
Grandma is sick.

Betty doesn't want to do homework -
Betty thinks school is hard
Betty thinks school is difficult -
Betty doesn't want to do homework.



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