

Narratives that move people: PPTA Maintaining Momentum

The Workshop.
Jess Berentson-Shaw

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HELPFUL &
responsible

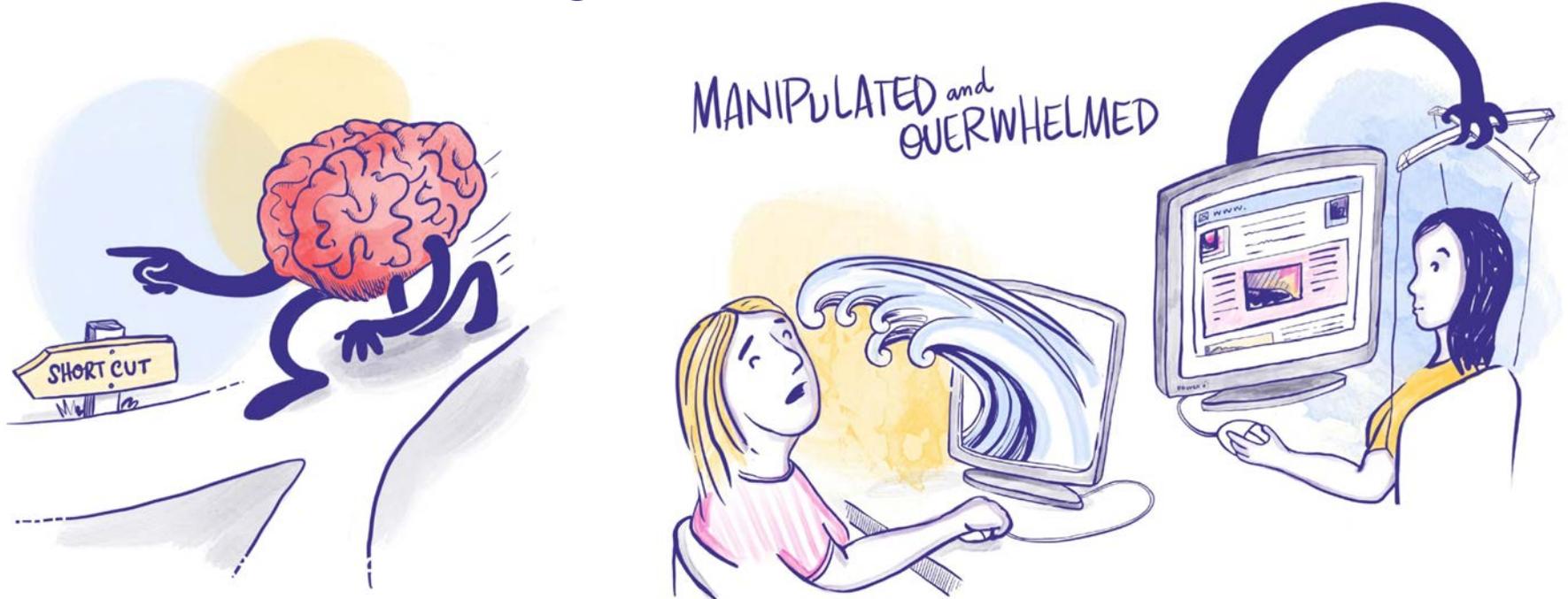


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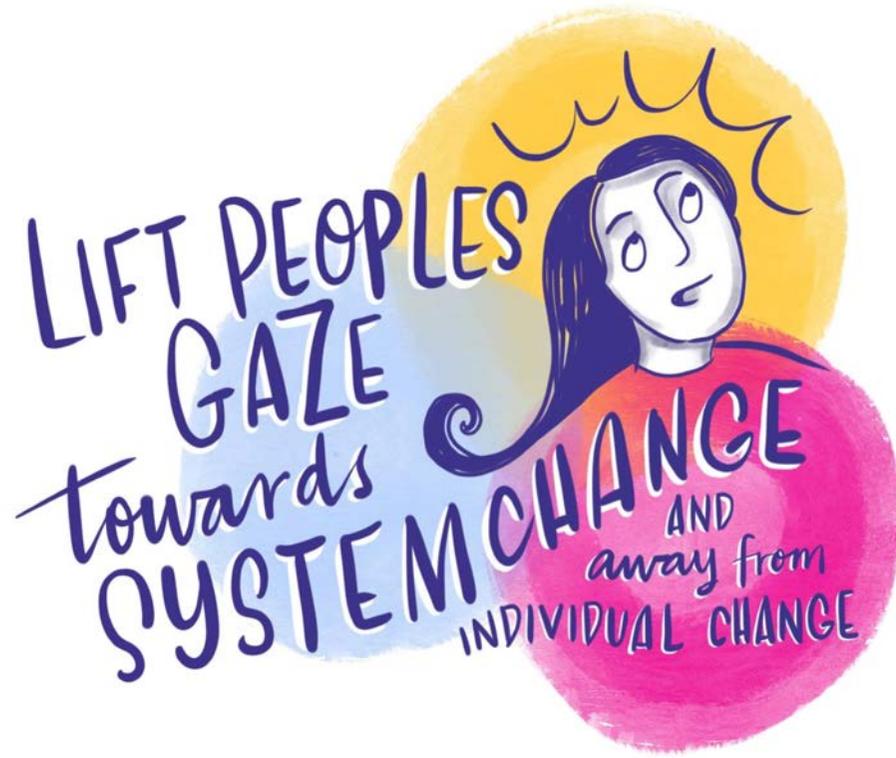
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Why is it hard?



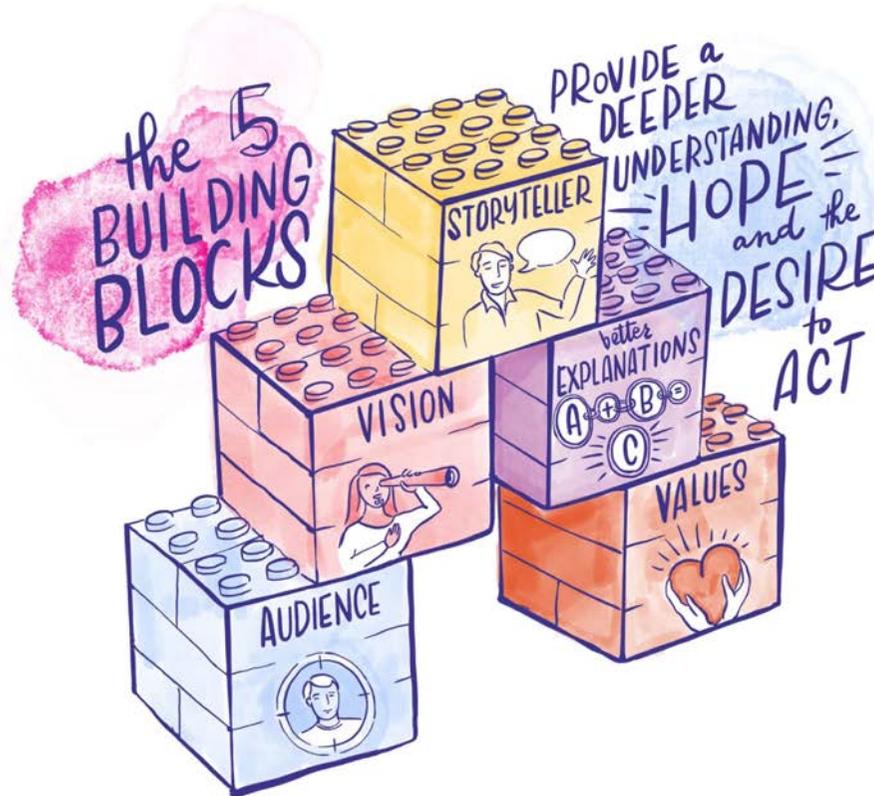
OUR DOMINANT understandings
are SHALLOW





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Strategic communication



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1. Know who to talk to



2. Open with the vision of the better world.

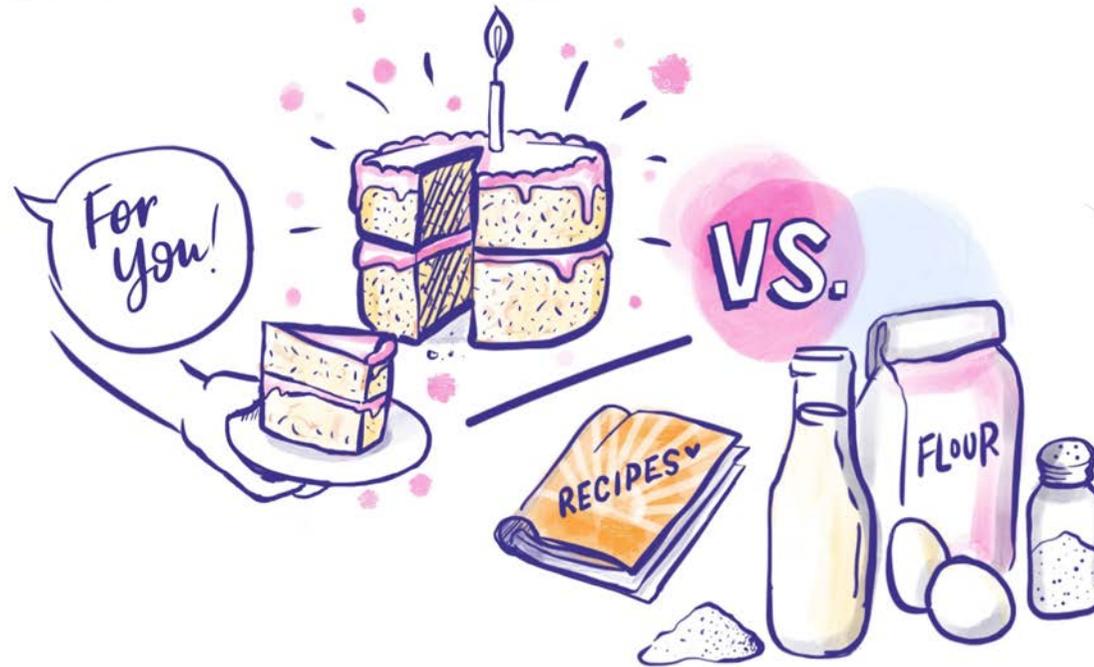


Name agents
in your vision



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SELL the CAKE (NOT the INGREDIENTS!)



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“Our education system equips us to live meaningful lives. Not only are we taught how to read and write but also how to think critically, build relationships, nurture creativity and listen to different perspectives. We learn about our own worth and we learn the art of belonging.”

Australiaremade.org

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OUR VISION



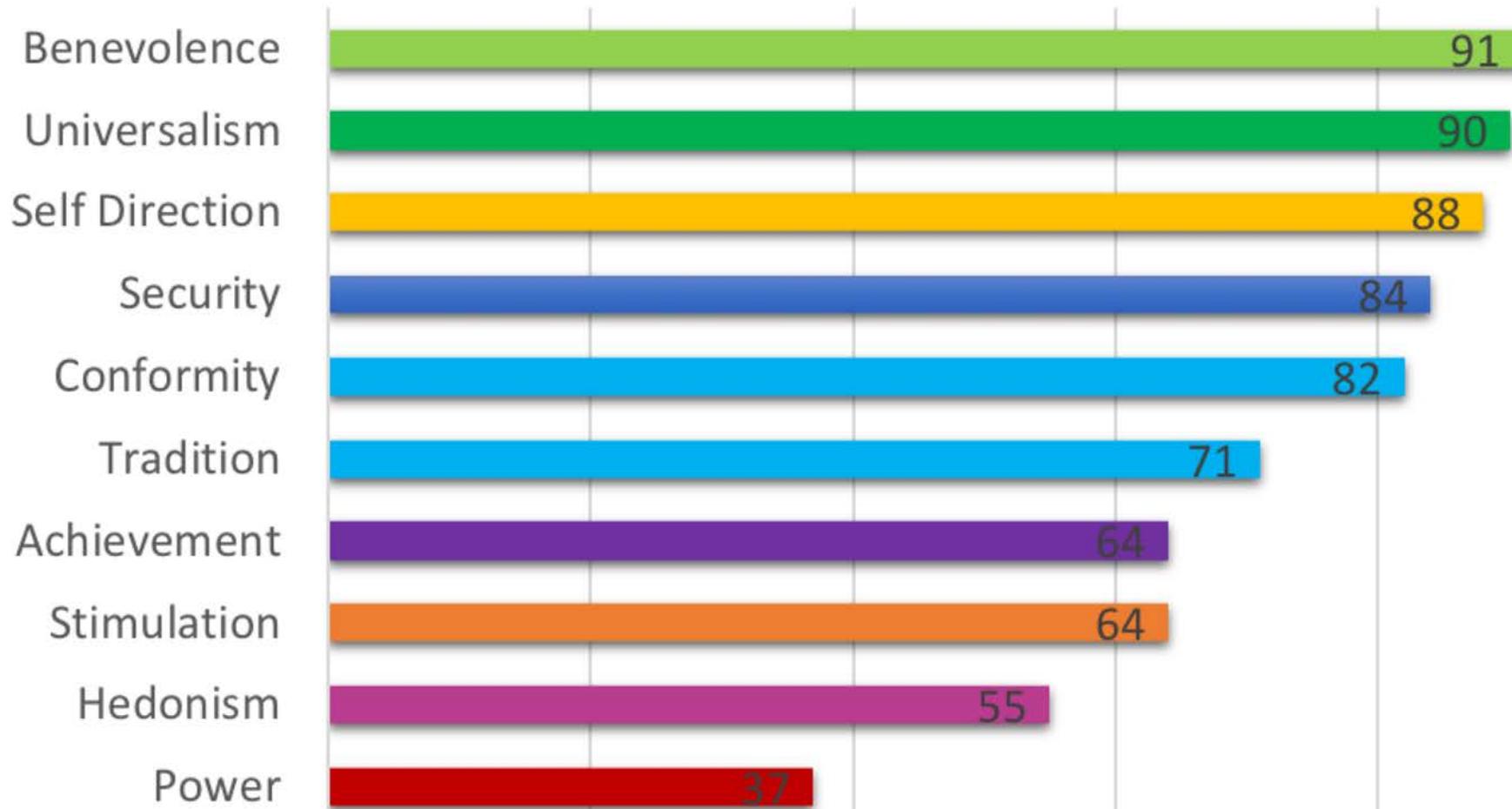
ALL RANGATAHI ARE INSPIRED BY THEIR FUTURES,
THRIVING IN EDUCATION, CONFIDENT IN THEIR
CULTURE AND DETERMINING THEIR OWN PATH.

3. Connect with values

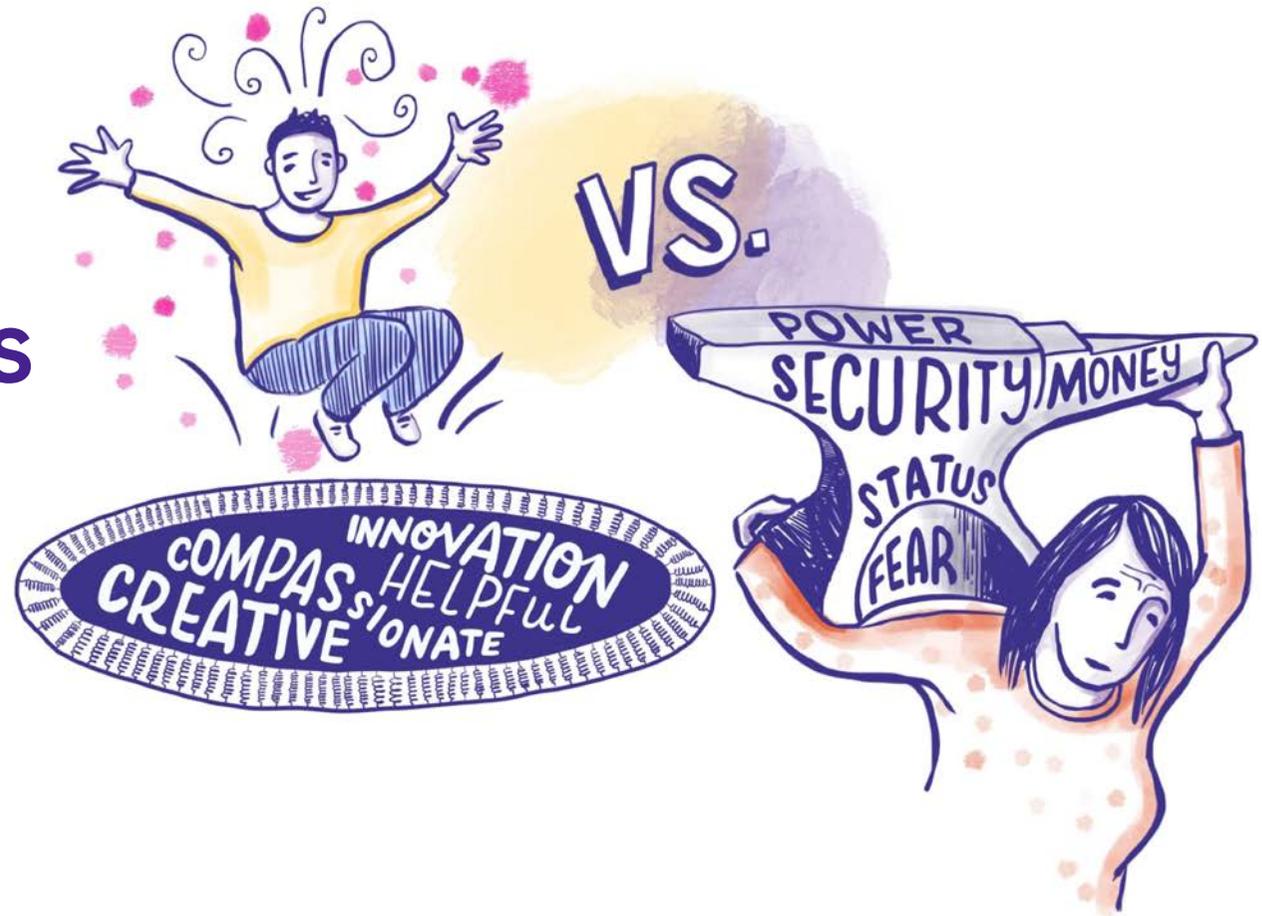




NZ Values, World Values Survey (2011)



Intrinsic & extrinsic values

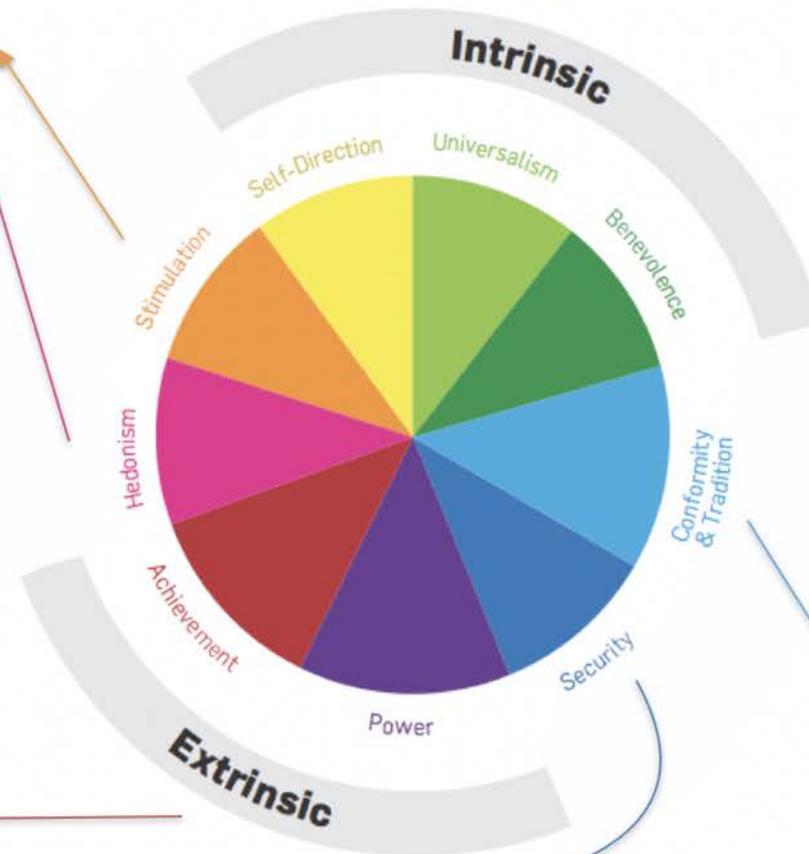


Common Cause Foundation Model of Values

?

ACHIEVEMENT + POWER + SECURITY

- Selfish
- Competitive
- Antagonistic
- Anxiety & depression
- High environmental footprint
- Nationalism
- Homophobia
- Racism
- Anti-immigrant
- Sexism (hostile)
- Military solutions
- Social dominance orientation
- Intolerance of ambiguity



SELF DIRECTION + UNIVERSALISM + BENEVOLENCE

- Altruism
- Cooperation
- Environmental behaviours
- Interest in big issues
- Corporate accountability
- Politically activism
- Peacefulness
- Tolerance and acceptance
- Human rights
- Poverty
- Fair trade
- Volunteering
- Donating

CONFORMITY + TRADITION

- Homophobia
- Racism
- Sexism (benevolent)
- Anti-immigrant

PERCEPTIONS matter



BIG
GAP

Two large, white, hand-drawn arrows point towards each other, with the words 'BIG GAP' written in the space between them.



THEY NEED TO KNOW
that
OTHERS FEEL the
SAME WAY

A hand-drawn rectangular box containing the text 'THEY NEED TO KNOW that OTHERS FEEL the SAME WAY'.

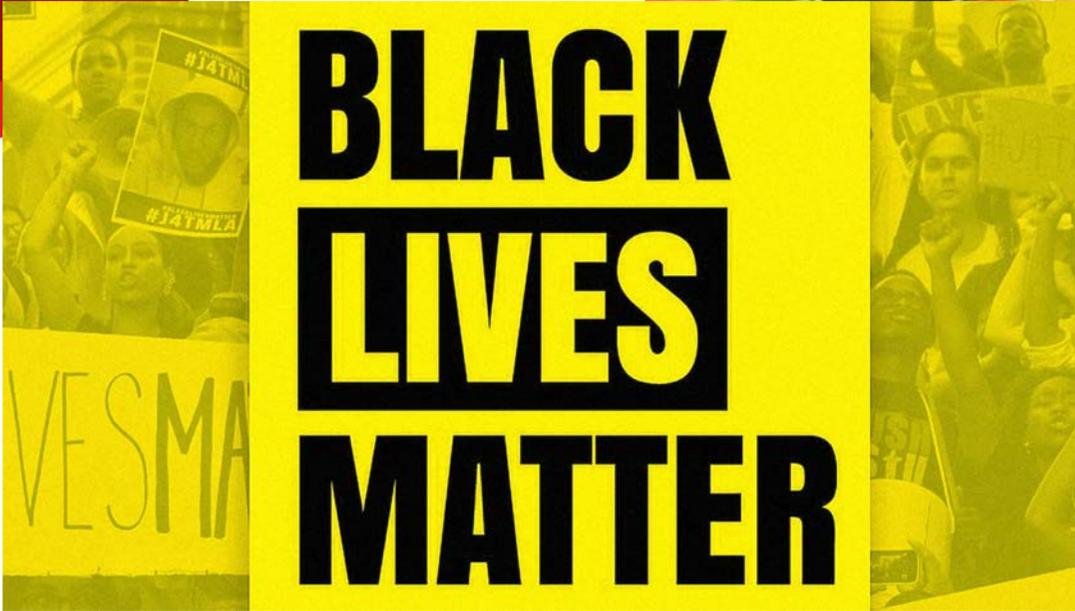
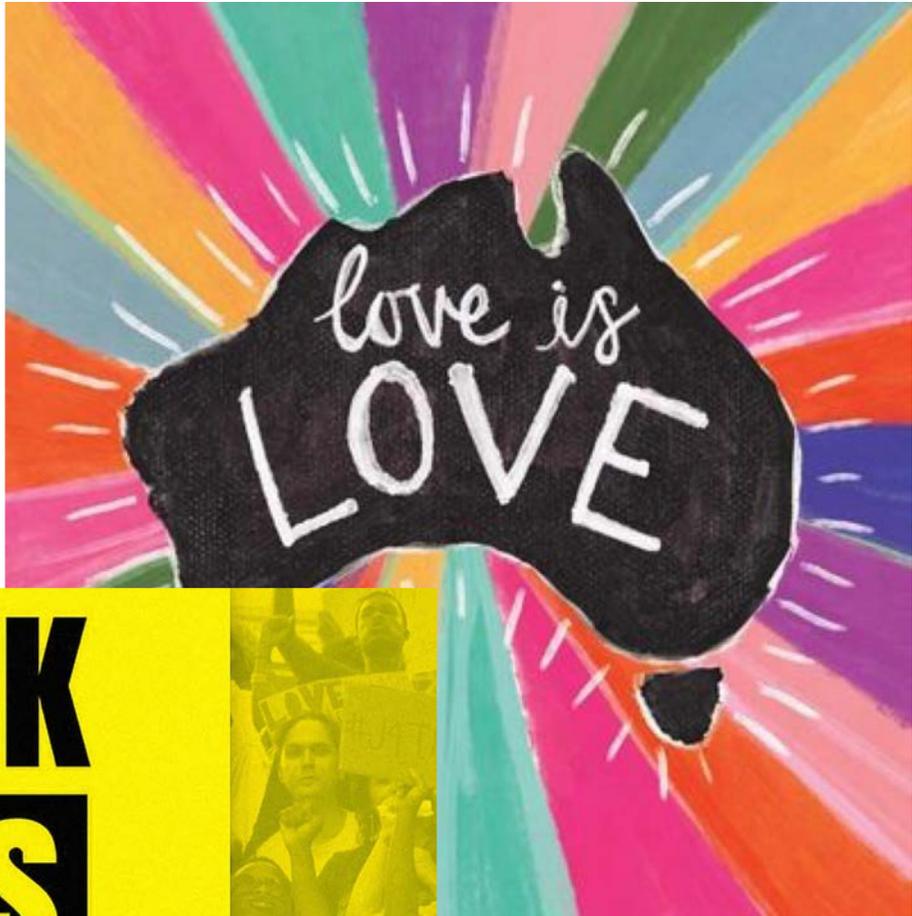
Shift the context to surface helpful values

People hold many values & beliefs





LET'S
BRING OUT THE BEST



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Pragmatism and fairness across places were two values found to deepen people's understanding of good educational policy & the role of unions

What does Pragmatism sound like?

A common sense approach to improving education

Society functions best when we have a strong education system. The most important goal when improving education is that we put in place common sense solutions. In order to have the best education system possible, we need to make sure that the programs we put in place are those that have been proven both feasible and effective. This means addressing difficult problems in a practical step-by-step way, eliminating failing programs and replacing them with those that are most likely to produce success. If we fail to act with this goal in mind, we will have an education system that relies on impractical and unworkable methods and solutions instead of one that makes use of demonstrated and up to date techniques.

Side bar: Education reform should focus on feasible solutions



What does Fairness Across Places sound like?

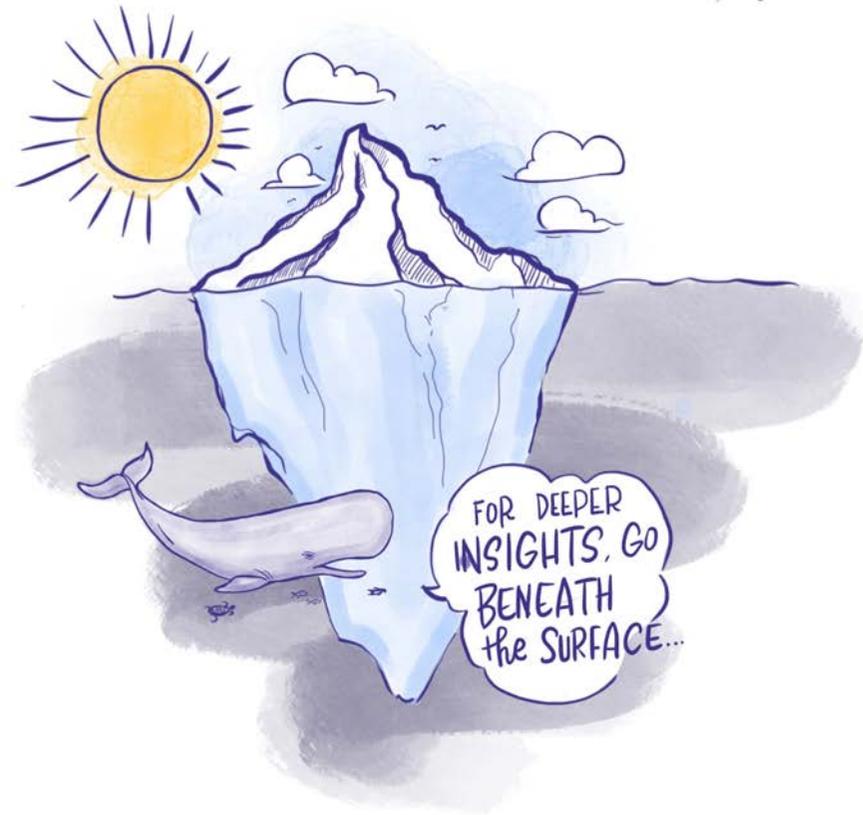
Society functions best when we have a strong education system. The most important goal when improving education is to make sure educational resources are allocated to children fairly across communities. In order to have the best education system possible, we need to make sure that all communities have access to the resources necessary for quality education. This means addressing the problem of unequal distributions of resources between places, so that all communities will have the educational resources they need. If we fail to act with this goal in mind, we will have some areas with good education systems and others where education systems do not do their jobs.

Side bar: Education reform should allocate resources evenly between places

The logo for 'The Workshop' is located in the bottom right corner. It consists of the words 'The' and 'Workshop' stacked vertically in a white, sans-serif font. The text is contained within a dark blue rectangular box. This box is set against a background of diagonal orange lines that create a hatched effect.

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4. Better explanations for thinking fast & slow

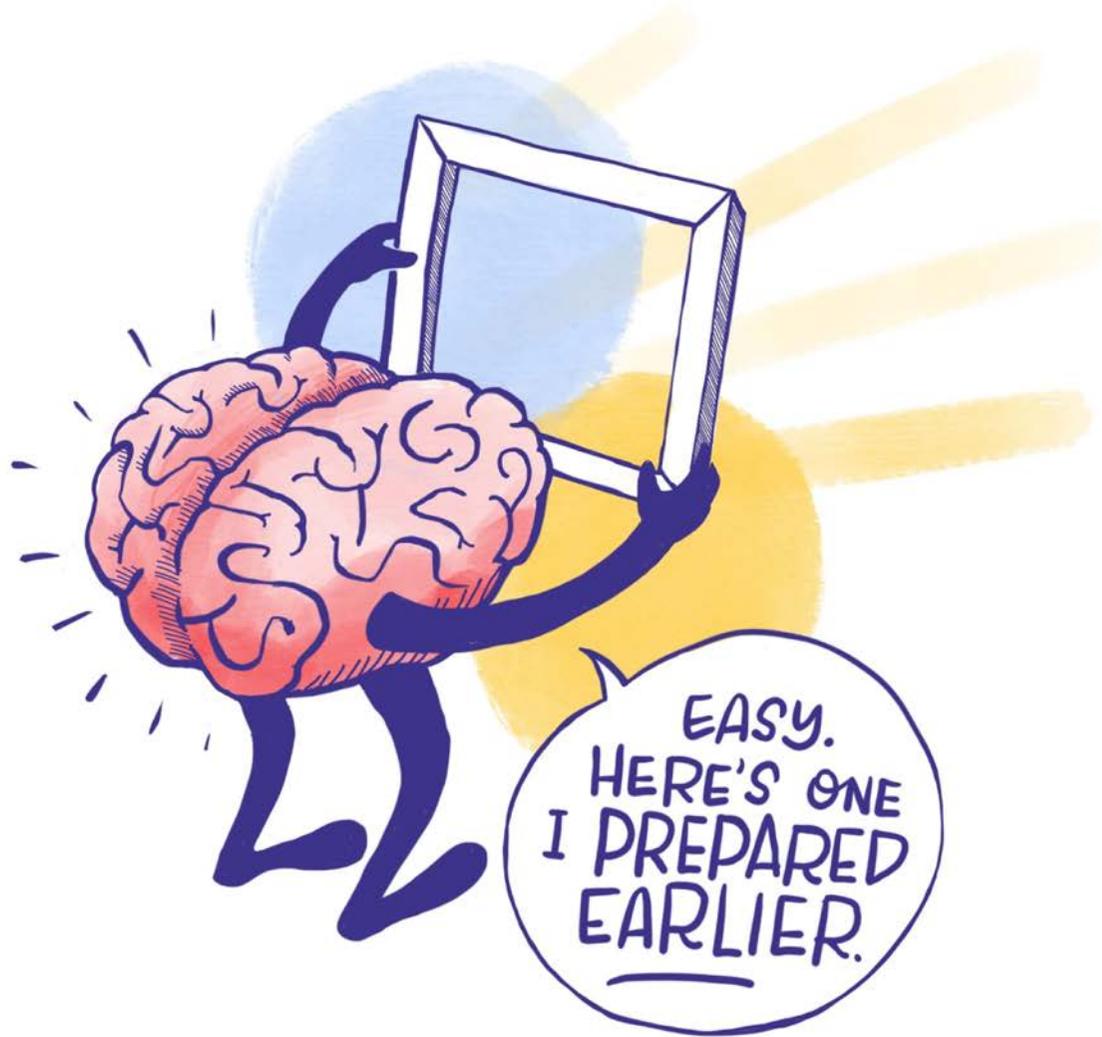


DON'T MYTH-BUST.



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Our job is to make
what is **INVISIBLE**
VISIBLE and the
ABSTRACT
DIGESTIBLE

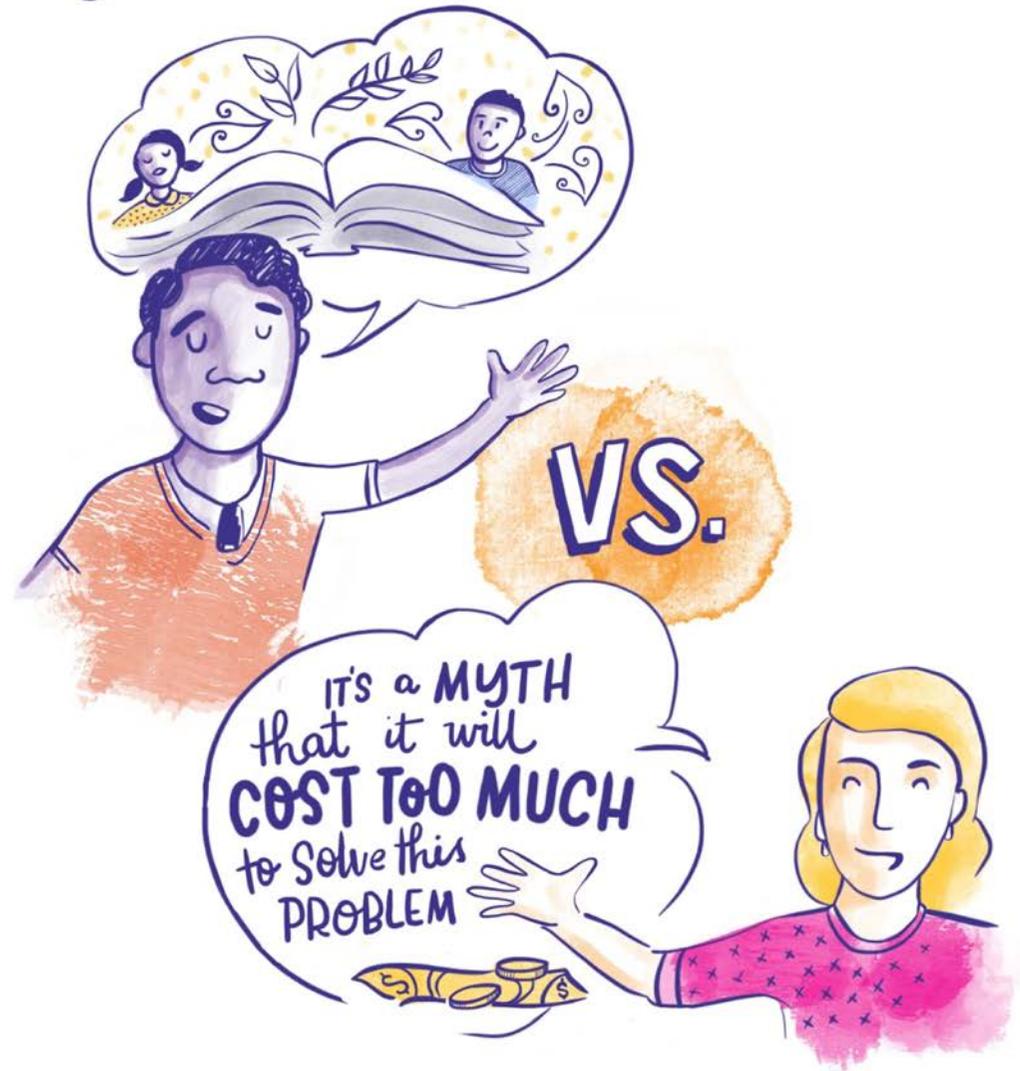


EASY.
HERE'S ONE
I PREPARED
EARLIER.

ONCE
EMBEDDED ^{we} CAN'T
NEGATE the



TELL YOUR STORY.



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- Teachers ARE the education system (what we see and hear)
- The problem is TOO big (fatalism)
- The caring teacher (for the love of it)
- It's all about the money

We all want
to myth
bust!

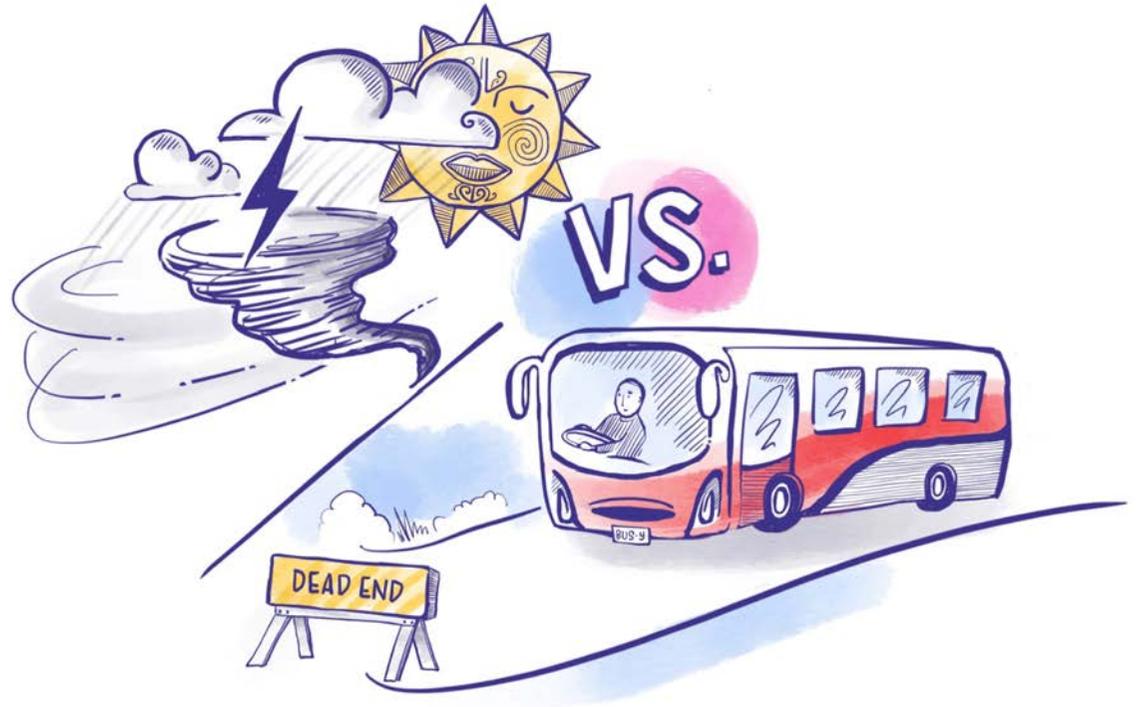


The myth of how families in poverty spend their money

Jess Berentson-Shaw / January 12, 2016 / [Tax and Welfare](#) / [Leave a Comment](#)

OPINION: It's not true that if giving cash to the poor means they will just spend it on "booze and ciggies", writes Jess Berentson-Shaw.

Metaphors help us explain/reframe complexity. But what explanation?



“Scaffolding” to help the public understand the role of teaching unions

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Scaffolding

In order to be effective, teachers need to be connected to their colleagues and to resources, which are like the **scaffolding** that builders use in order to provide critical support. Teachers are brain builders who use scaffolding to share plans, information, tools, and materials, and they depend on the **scaffolding** to safely support them. Their quality of the scaffolding helps them do their job -- they can use their expertise and construct a good building only if the scaffolding is reliable. For teachers, this scaffolding includes training and continuing education, having the right equipment in classrooms and schools, getting performance feedback from supervisors, and many other things. When builders face a particularly challenging project, they should get more resources, not *fewer*, and in such cases, they need more and better scaffolding so they can meet these challenges. To ensure that we have teachers who are effective brain builders, we should make sure they have the support of many types of strong scaffolding.





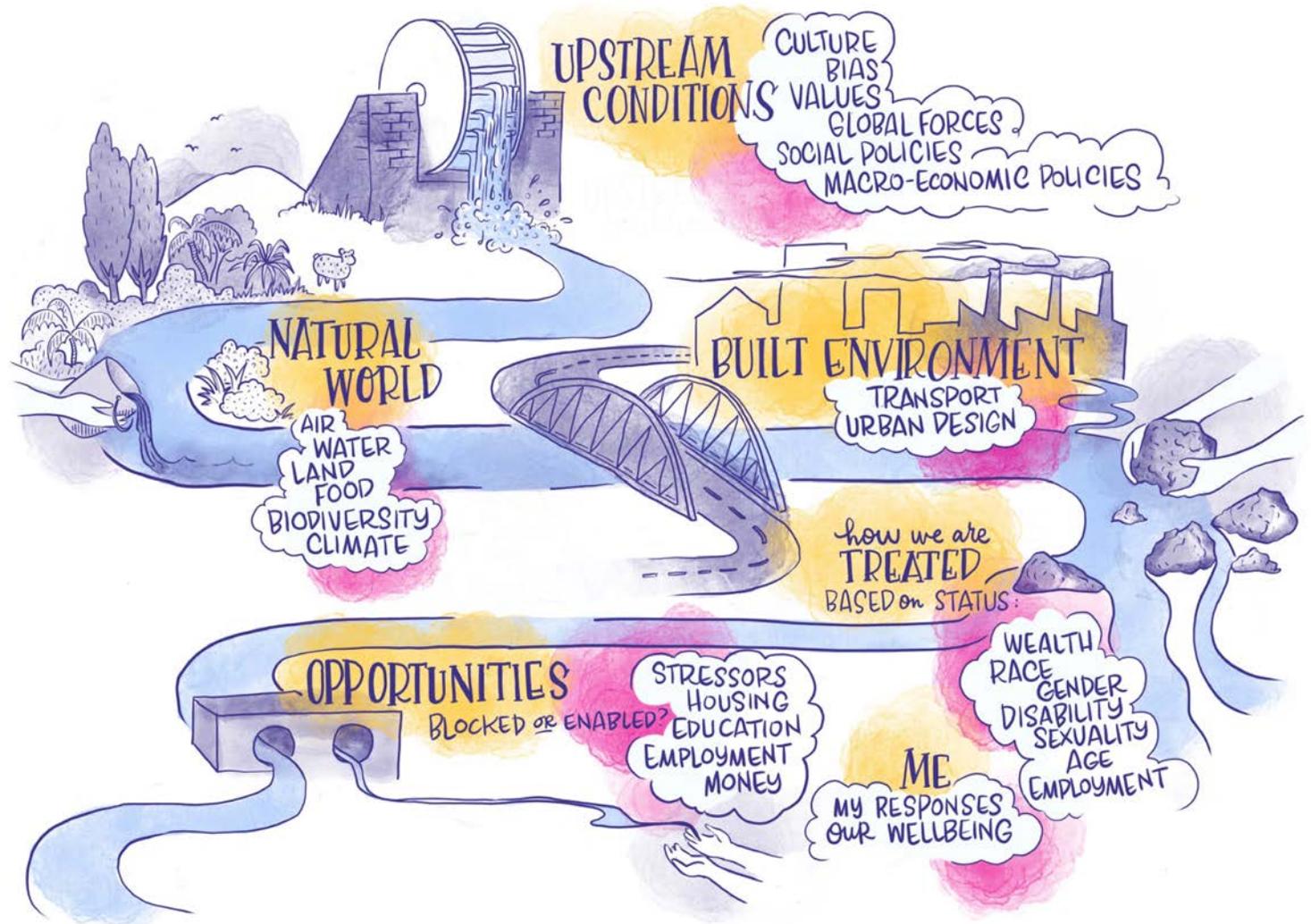
Facts are a character in the story. Not the story.

Because facts don't replace an existing explanation.

Use explanatory chains:
Initial factor, impacts, domino effects,
solutions

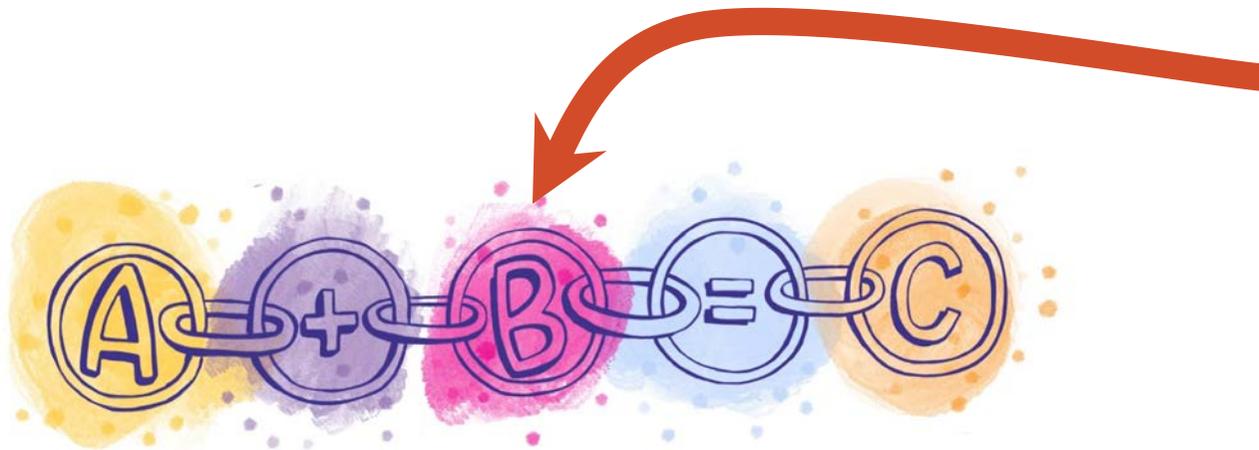


Explanatory chains connect upstream causes with downstream impacts



Include systems link & agents

Systems link



How US Housing Policies Advantage the Wealthy



Housing plays a very important role in our wellbeing. So our budget includes funds to help people buy or rent homes. These resources provide tax rebates, guarantee loans, and support other housing-related programmes

Right now, most of this money goes to people with higher incomes. In fact more than half of government housing resources go to households making more than \$100,000 a year

One effect is that people with higher incomes can spend less of their money on housing. This gives them an advantage in other areas of their life, as they are able to spend more on resources like education and health

People in government's current policy approach gives more help to those who need it least. In a time when house costs are rising more quickly than incomes, those making housing policy need to ensure everyone can have a home to live in.

5. Messengers matter. Pair messengers with effective messages



How to build your narrative

Step 1. Identify the best audience to talk to

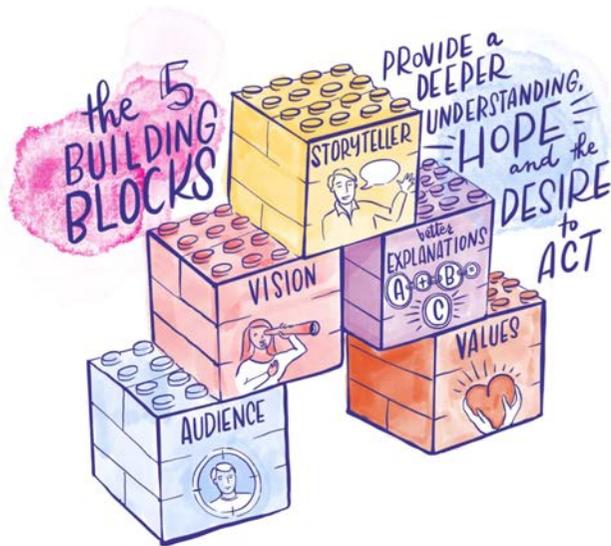
Step 2. Articulate an inclusive vision, a better future (the what and the who)

Step 3. Identify helpful intrinsic values (the why)

Step 4a. Provide better explanatory pathways (the who, the how and the what happened)

Step 4b. Present action/solution (the what now?)

Step 5. Choose your storytellers carefully

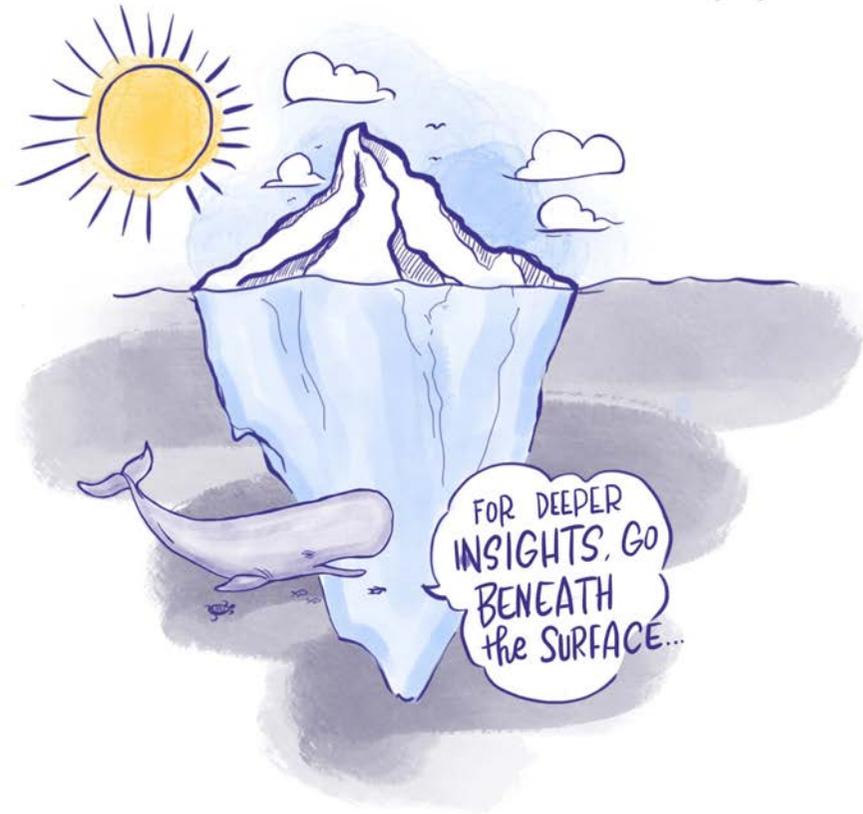


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General checklist for communications

Avoid	Replace with
Block 1. Audience	
<ul style="list-style-type: none"> » Focusing on the opposition and their story. » Only testing with your base. 	<ul style="list-style-type: none"> » Focus on developing messages for the persuadables.
Block 2. Vision	
<ul style="list-style-type: none"> » Leading with facts, policies or problems. » Myth busting and negating others' story. » Being vague and abstract in your vision. 	<ul style="list-style-type: none"> » Lead with a positive vision (your story). » Sell the cake, not the ingredients. » Make the steps and human agency visible and concrete.
Block 3. Connecting with values that motivate	
<ul style="list-style-type: none"> » Leading with cost, safety, achievement values. 	<ul style="list-style-type: none"> » Engage people on their most helpful intrinsic values: benevolence, universalism, self-direction.
Block 4. Build explanatory pathways	
<ul style="list-style-type: none"> » Using frames of too many cars, economic growth, consumer/individual choice, smart technology, meeting demand, 'sustainability'. 	<ul style="list-style-type: none"> » Use frames of fairness across places, a common good, protecting the environment, everyday mobility culture moving people around cities, public health.
<ul style="list-style-type: none"> » Negating unhelpful frames. » Myth busting incorrect facts and stories. » Using passive language. » Villianising people. » Leading with facts or using single facts that don't frame a systems problem and solution. 	<ul style="list-style-type: none"> » Use better explanatory pathways. » Tell your story, don't rubbish theirs – choose an effective frame. » Name agents. » Name the problematic behaviour and/or the new behaviour required. » Build causal chains.
Block 5. Storytellers	
<ul style="list-style-type: none"> » Choosing expected or untested messengers. 	<ul style="list-style-type: none"> » Use a range of value-aligned messengers.

Strategic
communication
is sophisticated



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**Training with theworkshop.org.nz
18th March Wellington
19th April ChCH
jess@theworkshop.org.nz**

Further resources:

A Matter of Fact. BWB Text. Jess Berentson-Shaw

Our Reports: <http://theworkshop.org.nz/publications>

Common Cause Handbook:

http://www.commoncause.com.au/uploads/1/2/9/4/12943361/common_cause_handbook.pdf

FrameWorks: <http://frameworksinstitute.org/k12-teachers-unions.html>