



REIFRAMING! Seeing something else

Seeds of Change through Stories, Art, and Nature

From Intellectual Habits to Embodied Perception – Exploring the Power of Narrative and Imagination



"What really exists is not things made, but things in the making," William James

In this logbook, we dive into the role of narratives, art, and nature in deepening our understanding of self and the world. Grounded in Paul Ricoeur's narrative theory, we see stories not merely as sequences of events but as frameworks that connect our past, present, and future. This shapes how we understand our identities and imagine possible futures. Ricoeur's insights reveal how narratives, blending facts with imagination, enable us to think beyond the immediate and to construct "futurescapes". This can inspire organizations to connect with their history while crafting the future.

This logbook also explores how art and nature expand our capacity to understand complex, interconnected systems. Drawing on thinkers like John Dewey, who emphasized **imagination as a sensory, bodily process**, we look at how engaging physically and reflectively with our surroundings can shift us from rigid, intellectualized thinking to an embodied, perceptive approach. Nature's dynamics, like the interconnected life cycle of a forest, serve as a metaphor for viewing the world holistically. This sensory engagement in nature fosters an intuitive awareness, encouraging us to notice, to see in new ways, which enriches our ability to relate to our environments. The journey through narrative and imagination **changes us subtly yet profoundly**. These explorations create "seeds" of new understanding, challenging us to grow and connect more deeply with the world and one another.

Malin Pedro, Curator and Program Director

This reflection is part of my discovery journey. If you are interested in reading more, contact me.



Inspired by Paul Ricoeur's narrative theory, we see stories not just as sequences of events, but as ways to connect our past, present, and future, continually shaping our understanding

of ourselves and the world. As in Vincent van Gogh's portraits of Dr. Paul Gachet, where his view of Gachet shifted from a sorrowful healer to a more complex, warm individual. We are reminded that reality is not fixed but is constantly in flux, enriched by ongoing interactions.



Van Gogh painted his doctor, Paul Gachet, twice in 1890, and these portraits show how his view of Gachet **changed as they got to know each other**. In Van Gogh's first painting, Gachet has a sad, thoughtful expression, with his head resting on his hand, which might reflect Van Gogh's initial impression of him as a gentle but sorrowful soul. Gachet is surrounded by medicinal plants, highlighting his role as a healer.

As Van Gogh spent more time with him, he began to see different sides of Gachet's personality. In some of his later sketches, Van Gogh used brighter colors and captured Gachet with a slightly different expression, suggesting he'd come to see him as a more complex and warm person. These portraits show how Van Gogh's perceptions evolved, moving from an initial impression of sadness **to a more layered, understanding view**.

In Paris, during a leadership program with top managers from a global private equity firm, something unexpected happened. As we delved deeper into the exercises, one participant suddenly leaned back, her face lighting up with an insight. **"Aha," she exclaimed, "now I get it—this is organisational therapy!"**

For a moment, I paused, reflecting on her words. Yes, of course, I thought to myself. How else can we forge a future that's truly



meaningful? How else can we nurture greater awareness and depth in how we lead? Yes we plant a seed and we create a space.

Through our work together, we aim to foster high-quality conversations, resilience, nurture curiosity, and support a more reflective, thoughtful engagement with the environment and relationships. The

perception reaches far beyond leadership skills, it **opening new pathways to understand experiences, business challenges, and crafting the organisational strategy.**



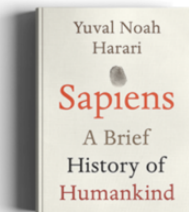
Paul Ricoeur's narrative theory is a fundament in my programs, it shows how stories are not just sequences of events; they are powerful tools for understanding ourselves, relating to others, and shaping our futures.

What is a narrative? A narrative is a story that connects events in a meaningful way. It helps us understand how things relate to each other and why they matter. Ricoeur sees narratives as more than just telling a story, they help us understand ourselves and our place in time. Narratives link our past, present, and future, showing how our history influences who we are and who we might become. Narratives mix facts and imagination to form a complete, meaningful story. They can combine real events with imagined ones, helping us picture possible futures. Narratives help us think about time in new ways, uniting past experiences with future hopes. Using these ideas, organizations can create "futurescapes"—stories of ideal future scenarios based on past and present knowledge. This helps them envision and plan for the future in a way that feels connected to their history and values. In short, Ricoeur's theory shows that stories help us understand our lives, connect our experiences over time, and imagine the future.



Storytelling is the act of crafting and sharing a story, whether orally, in writing, or through other mediums like film or theater. It involves conveying events, characters, settings, and themes in a way that engages the audience. At its core, storytelling is about the expression of human experiences, emotions, and ideas through narrative.

The Power of Stories



Organizations are:

- Landscape of stories: humans are inherently **constructed** through stories.
- Stories create **identity**: who we are
- Stories are **interpretations**: we are multi-historical, some stories are aligned, some in contrast
- Stories create **change**: we become the stories of the future we tell.

Narrative theory is a field of study within literary theory, linguistics, and cultural studies that analyzes how stories are told. It examines the structure, components, and function of narratives, including the roles of plot, characters, time, point of view, and setting. Narrative theory is concerned with how narratives are constructed, how they convey meaning, and how they are interpreted by audiences.

How can Art and Nature help us create richer understanding?

Experiences with our senses are integral to imagination, this helps us extend our understanding beyond observation. [John Dewey](#) argues that imagination involves the body and is best expressed through physical engagement rather than abstract thought. We need both immersive and reflective approaches for a richer understanding of complex, living systems.



Georgette Seabrooke 1936, Recreation in Harlem, NYC Health + Hospitals

What do you see in this art? Art and nature helps humans to connect with our surroundings in a non-intellectual way, to facilitate a shift from intellectual habits to a more open, perceptive approach. This encouraging a holistic experience that enhances ability to understand and relate to complex processes, expand the capacity for awareness,



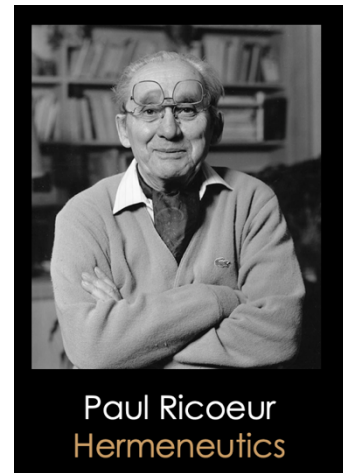
and connect more meaningfully with the area of interest. Nature can help us viewing the world as a dynamic, interconnected process rather than a collection of individual, episodes and objects. Imagine a forest, the trees lives, they may die, decompose, and serve as a foundation for new life. Imagine trees and other species can communicate and support one another. Humans can be seen as one part of a broader ecological community. This

sensory knowledge of paying attention, will lead us to a intuitive level of awareness. Opening up to whatever impressions emerge without intellectual analysis. This approach enabled to experience the situation in a more holistic way. Therefore, to notice differently requires practice, just like any other active physical practice. To notice differently enables to **create a stronger connection between body**

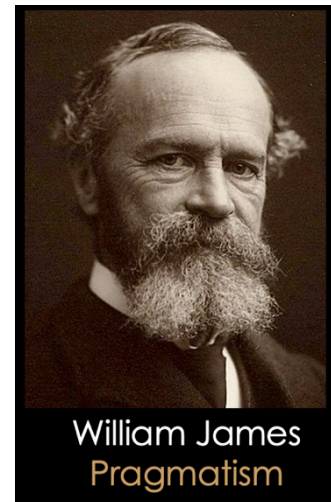


and mind and to develop a kind of embodied intelligence that can transform how we perceive and respond to the world around us.

[Paul Ricoeur](#) (1913–2005) was a French philosopher known for his work in phenomenology, hermeneutics, and existentialism. He explored deep topics such as human experience, interpretation, memory, identity, and ethics. Ricoeur's contributions have been influential in fields like philosophy, literature, theology, and social sciences. His works, investigate how **people make sense of themselves and the world through stories, symbols, and memory**, with a focus on understanding and interpreting human experience.



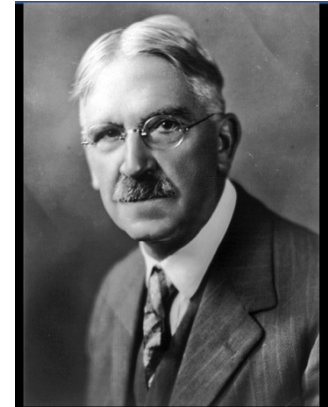
[William James](#) (1842–1910) was an American philosopher and psychologist, often regarded as one of the leading figures in the development of pragmatism and functional psychology. He is well-known for his ideas about the nature of consciousness, the human experience, and how individuals make sense of reality.



The quote, **“What really exists is not things made, but things in the making,”** reflects James's belief that reality is dynamic and ever-changing rather than static. This concept aligns with his philosophical approach called *radical empiricism*, which emphasizes that experience and reality are constantly in flux, shaped by ongoing processes rather than fixed entities. [James](#) argued that understanding reality involves recognizing this state of "becoming" rather than focusing only on things as they appear in a fixed or completed form.

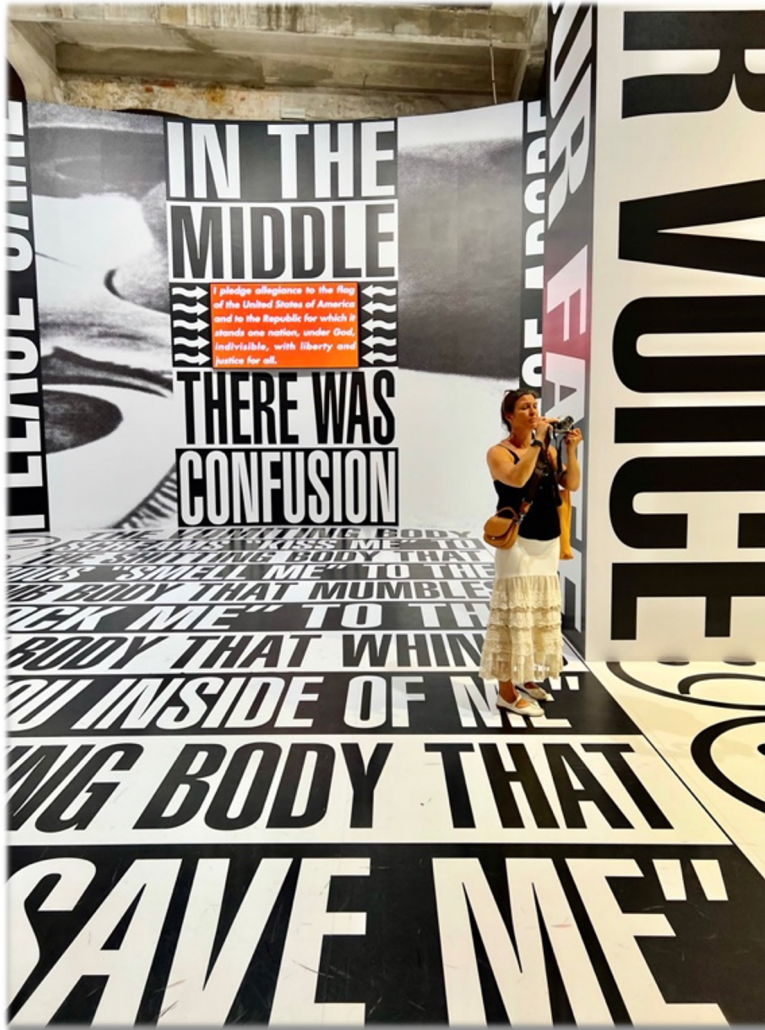


[John Dewey](#) (1859–1952) was an influential American philosopher, psychologist, and educational reformer known as one of the founding figures of pragmatism, along with William James and Charles Sanders Peirce. Dewey made significant contributions to philosophy, education, and social reform, emphasizing the importance of experience, democracy, and continuous learning in human development.



John Dewey
Abduction

Dewey believed that education should not be about rote memorization or passive learning but should instead involve active engagement with the world. He viewed learning as an



interactive, social process that connects theory and practice, encouraging students to think critically and solve real-world problems. This approach, called *experiential learning*, forms the basis of what we now call progressive education. Dewey argued that schools should be more like communities that cultivate curiosity and exploration, reflecting democratic ideals where students learn by doing.



Ursula K. Le Guin Ursula K. Le Guin (1929–2018) was an American author known for her influential works in science fiction, fantasy, and speculative fiction. Her writing explored themes of gender, society, politics, and the human condition, and she is celebrated for her ability to weave complex, imaginative worlds that challenge conventional ideas and explore profound philosophical questions.



Her books are notable for their deep moral insights and focus on self-knowledge and the journey toward wisdom, setting them apart from typical hero's journey narratives. Beyond her fiction, Le Guin wrote poetry, essays, and literary criticism, often discussing the role of imagination and the importance of storytelling.



Mission with this logbook - a seed and a space

"In reading a novel, any novel, we have to know perfectly well that the whole thing is nonsense, and then, while reading, believe every word of it.

Finally, when we're done with it, we may find... that we're a bit different from what we were before we read it, that we have changed a little, as if by having met a new face, crossed a street we never crossed before. **But it is very hard to say just what we learned, how we were changed...** The truth is a matter of the imagination."

Brains. You exist - here and now from Kosta Boda
"I sometimes think of the brain as a seed."

"When a thought strikes out there in the dark inside the protective skull bone. It's like the brain is flourishing. Just like seeds, thoughts can survive for thousands of years, and I like to believe that good always outlives evil. These mini sculptures with a message fit in your hand. Just give them a moment to mature" *Bertil Valien*





The Meaning School is a garden

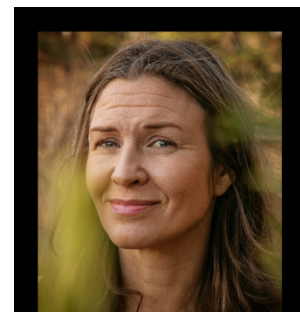


Take care of the blueberries



About the writer of this logbook, look at

www.pedro.se



Malin Pedro
The Meaning School