Narrative and Emotional Structures For Generation Of Short Texts For Advice*

Rodolphe Priam †

April 5, 2026

Abstract

This communication proposes a new method for the generation of texts using a large language model (LLM) with a double structural foundation. The supervised generation requires two proposed sets of narrative structures (SN) and emotional dynamics (DE). An explicit definition of 53 SN et 10 DE associated to a user table of topics, characters, times, atmospheres and a writing style charter, allows to generate automatically a corpus of short texts without training. The main purpose of such texts is to communicate advice and learning concepts rarely found in narrative design at large scale. By modelling behavioural and emotional sequences that help attention and identification, engagement and affective understanding follow in line with social learning theory. The framework leads to a diversification and a planification of flexible educational auto-generated texts suitable for learners. The experimental section illustrates the applicability of the method for automatic textual generation. The available open source Python package named Narremgen implements the method for writing whole books of advice (answer) to topic (query). Several synthetic corpora, one of 36 texts and 10 of about 250 texts each evaluated with textual statistics, illustrate the scalability and generality of the implementation for diverse topics like the urban walk context.

1 Introduction

Automatic text generations are recently progressing fast, with advanced systems such a large language models (LLMs). Traditional approaches [1] remain mainly focused on facts and data while not counting for the real dimensions making literature: narratology [2, 3] and emotions [4] both globally. Only a limited part from the classical theory is found implemented in practical tools. See also [5, 6, 7, 8, 9, 10] for review and discussions on narratology and implementations with computer programs from pioneer research in the domain before the era of the rise of artificial intelligence in text generation. Computational approaches looks for automatic construction of large dictionnaries of micro-events or sometimes sequential ideas defined by a user or an algorithm by diverse ways. In the recent works on the modelisation of the emotional arc in stories, one may also read [11, 12, 13]. Automatic generation of narrative texts by LLM/AI has known significative advances during these last years, thanks to the integration of mechanisms of structural and emotional control. Recent works have been interested in LLMs for narrative explicability also. When generating stories, this allows to make the decisions of the LLM more understandable and accessible [14]. More precisely, these approaches focus on improving the consistency, the diversity and the emotional contents for the generated texts by several ways. They focus on structural control [15, 16, 17, 18], or emotional control [19, 20, 21]. All these works on structures and emotions in the texts, illustrate a tendency towards hybrid systems which combinate the generative power of LLMs with more explicit control structures. The purpose is to produce more coherent, more diversified stories[22, 23] while being also more emotionally engaging.

*This document was a nearly exact version of a draft article with a journal editor from the end of last December 2025 until early May 2026, this may be the last version of the text. A previous shorter text of this work may be available since 30-06-2025 in another repository (hal inria), for introducing the first version of the method SN/DE/K before the Python package `https://pypi.org/project/narremgen` presented herein.

†rpriam@gmail.com.

Herein, the purpose is to formalize a method for the systematic generation of structured narratives, short texts for advising/learning a concept. Examples are advice for healthy habits, but also ecology, driving, security, which seem not well developped until today, non formal courses, etc or any domain compound of several/many elementary sub-topics to be learnt. Hence related structures were extracted at an exploratory stage using a large language model. These narrative and emotional structures were formalized in order to constitute a database of possible schematics with arrows, which help at writing texts automatically with controlled storylines. Research on controlled story generation has largely divided into two lines, structural planning and emotional modeling. Only few approaches combine them within an unified conceptual framework as proposed here. On the structural side, Plan-and-Write first plans a lexical storyline (a sequence of words) and then writes the story. It proposes to plan at the keyword/storyline level rather than at the conceptual-graph level [24] and more rarely a local emotional term. For instance:

"Carrie → bike → sneak →nervous →leg"

This RNN-based design detaches emotion from narrative action, describing rather than embodying it, due to the absence of a structural narrative layer that could let emotions emerge from conceptual transformations. On the affective side, for instance, Brahman & Chaturvedi introduce neural conditioning on a protagonist's emotion arc with tuning, showing to follow the targeted arcs without degrading story quality [25]. This is modeling such structure, only with emotional words, like for instance:

"joy → anger → sadness"

Its main limitation lies in the reliance on GPT-2 and the lack of a structural narrative layer capable of letting emotions emerge from underlying conceptual transformations.
Some other existing implementation share similar limitation due to lexical or emotional separated designs. CHAE demonstrates that planning or weighting the affective course can raise engagement without sacrificing coherence [20]. Beyond neural pipelines, computational narratology clarifies events, roles, and focalization as conceptual handles for narrative NLP, while large-scale analyses identify recurring structure-emotion arcs in natural stories [26, 27]. Symbolic and ontological work on narrativising events shows how formal event semantics can support coherence [28]. See also recent studies that increasingly model emotion and narration jointly and more explicitly, such as [29, 30, 31].

In line with the idea of modeling both domains through elementary concepts that shape the text, the plot, and its tension, the proposed method "SN/DE" is a lightweight concept-level framework. It unifies narrative planning and affective dynamics upstream of text. The involved structures can be seen as natural ways of encoding textual structures that conceptually emerge when modern large language models are asked to infer common patterns from corpora. Herein, two parallel structures (narrative and emotional) are superimposed so that the LLM can use their conceptual capacity to determine how emotional dynamics should merge with the unfolding story. Each Narrative Structure (SN) encodes an elementary learning schema, and each Dynamic of Emotion (DE) specifies a compatible affective trajectory. Let denote C_k for the k-st concept and E_ℓ for the ℓ-st emotion, this allows to define two simultaneous sequences of n_N/n_E concepts/emotions as follows:

Definition of SN : "$\mathrm{C}_1 \to \mathrm{C}_2 \to \cdots \ \mathrm{C}_k \cdots \to \mathrm{C}_{n_N}$".

and,

Definition of DE : "$\mathrm{E}_1 \to \mathrm{E}_2 \to \cdots \ \mathrm{E}_\ell \cdots \to \mathrm{E}_{n_E}$" .

Here one may have n_N and n_E equal both for instant to just 3 or 4 for short stories. This combinated design aims at educational micro-fables that model behaviors and support attention, motivation, and retention, consistent with Bandura [32, 33] and the didactic clarity of La Fontaine's fables [34] for learning via emotional identification. Research in communication psychology linking emotional shifts to attitudes in stories further supports the educational value of controlled affective trajectories [35]. The framework aligns with Bandura's concept of *observational learning*, say learning through symbolic modeling and vicarious experience. The lightweight conceptual framework (SN/DE) is designed in order

to write controlled and diversified stories for learning from fables. This is why this study lies at the intersection of computational narratology and educational technology. The computer implementation of the method allows to generate automatically stories directly for a learner or a teacher. The structures (SN and DE) are fully explicit in order to write short stories with expected and varying plots. To have add context to the story it is also considered, the knowledge of K with n_K nodes, which allows to involve the missing contents to all story in the real worl:

Definition of K : "$\mathrm{K}_1 \rightarrow \mathrm{K}_2 \rightarrow \cdots \mathrm{K}_m \cdots \rightarrow \mathrm{K}_{n_K}$" .

This ends to the model herein for a text. The sub-component BOW stands for a local lexical field which may be explicit for some user or generated automatically by the large langage model. Thus character, place, atmosphere and time are grouped into a *PLAT* context (from the French Personnage(s), Lieu, Atmosphére, Temps), which encodes the scene. K then extends *PLAT* with an enventual local Bag-of-Words to anchor the style and vocabulary to be used. Note that for short texts, with shorten to just K, we will have: $K_i = K_{cte}$.

The context keeps constant because the whole story happens within a small time window. The pairing of SN and DE enables controlled diversity (combinatorial SN×DE) and interpretability by construction with a traceable mapping from concepts and emotions to text. This helps at articulating the sequence of events of each short story.

The plan of the paper is as follows. After the current introduction, the second section presents the methodology, with a more detailed definition and origin of the structures, as well as the generative algorithm. The third section presentes the Python package implementing the method with the main functions and how the pipeline works in practice. The fourth section describes the application to the generation of a corpus of several dozens of texts, the generation of several variants on a same concept for comparative purposes when the emotional sequence changes, and a larger scale experiment. Ten corpora of a little less than three hundred texts each, and a total of about 2500 texts, allows to check with statistics the regularity and the robutness of the automatic computer generator. The fifth section concludes with a discussion of the contribution and future perspectives.

2 Methodology

Two types of structures are used in this work: narrative structures (SN) and emotional dynamics (DE). These structures were developed during an initial project aimed at generating animal fables to provide advice for healthy habits to readers. These first structures are reused, selected, and extended within the scope of the present study. All initially structures were formalized as short causal chains (3 to 5 steps), expressing specific dynamics. First patterns have been extracted via the large scale capabilities of a large language model. They were subsequently validated, standardized, formalized, and used within a modular and symbolic-like framework, allowing for explicit control over the generation process.

As noted by [36] in their review of neuro-symbolic systems, modern artificial intelligence can be used to automatically generate symbolic rules or patterns by manipulating symbolic concepts. This allows the combination of the exploratory power of neural models with the controllability of symbolic representations. An LLM is able to extract narrative and emotional structures which are then formalized within a modular symbolic framework to help a reproducibility and undestandable control over text generation.

Narrative Structures (SN) The selected narrative structures are derived from a semi-automated exploration of behavioral and learning-oriented structures. Each SN is modeled as a sequential chain operating at the scale of the whole text. The first structures were built by pattern detection from a corpus of short narrative texts (fables, tales, mythological excerpts). These texts were analyzed to identify and extract recurring action patterns and motifs: typical transitions, turning points, forms of implicit learning, transformation or adjustment. Only about ten are kept here because they were not just oriented to unrealistic stories. The additional structures, referred to as behavioral or cognitive and learning-oriented, were constructed based on pedagogical/psychological models from the relevant literature. These additional structures were generated, grouped, and filtered according to their narrative operability in short formats, and further expanded by

Code	Name	Narrative Schema
SN1	Micro-shift	Situation → Detail → Change
SN2	Acknowledged Error	Error → Confrontation → Change
SN3	Broken Routine	Habit → Disruption → Reinvention
SN4	Clarified Uncertainty	Uncertainty → Attempt → Clarification
SN5	Tested Certainty	Certainty → Confrontation → Adjustment
SN6	Mastered Excess	Excess → Discomfort → Adjustment
SN7	Guided Curiosity	Observation → Discovery → Appropriation
SN8	Indirect Transmission	Model → Observation → Imitation → Mastery
SN9	Fluid Transition	Dual Situation → Transition → Stabilization
SN10	Silent Reflection	Observation → Identification → Adjustment
SN1^c	Error then Correction	Error → Reflection → Correction
SN2^c	Learning through Observation	Observation → Appropriation → Application
SN3^c	Learning through Automation	Repetition → Fluency → Mastery
SN4^c	Adjusted Perception	Attention → Observation → Adjustment
SN5^c	Productive Trial and Error	Attempt → Error → Correction → Improvement
SN6^c	Focus-Reactivity	Distraction → Focus → Quick Reaction
SN7^c	Risk Assessment	Uncertainty → Analysis → Decision
SN8^c	Feedback Management	Criticism → Reflection → Improvement
SN9^c	Progressive Autonomy	Help → Experience → Independence
SN10^c	Repetition-Mastery	Adjustment Loop → Improvement → Mastery
SN11^c	Error Anticipation	Observation → Anticipation → Avoidance
SN12^c	Acceptance of Limits	Overestimation → Realization → Readjustment
SN13^c	Contextual Adaptation	Uncertainty → Observation → Adaptation
SN14^c	Personal Strategy	Situation → Planning → Improvement
SN15^c	Overcoming Automatism	Bad Habit → Awareness → Change
SN16^c	Theory into Practice	Theory → Application → Consolidation
SN1^g	Explicit Teaching	Lecture → Attention → Appropriation
SN2^g	Guided Correction	Error → Assistance → Adjustment
SN3^g	Demonstration	Presentation → Observation → Appropriation
SN4^g	Direct Exchange	Question → Answer → Reformulation
SN5^g	Shared Observation	Observation → Discussion → Appropriation
SN6^g	Peer Support	Request/Support → Information/Interaction → Resolution/Common Understanding
SN20	Initiatory Quest	Departure → Trials → Revelation → Transformed Return
SN21	Unexpected Collaboration	Initial Mistrust → Shared Circumstances → Cooperation → Resolution (or Not..)
SN22	Confrontation with the Unknown	Routine → Strange Event → Investigation → Explanation/Mystery Resolved (or Not..)
SN23	Lifestyle Change	Risky Behavior → Information → Motivation → Change/Resistance
SN24	Skill Acquisition	Incompetence → Initiation → Training → Mastery
SN25	Problem Solving	Obstacle → Analysis → Search for Solutions → Resolution (or Not..)
SN26	Group Collaboration	Shared Task → Role Allocation → Interaction → Collective Production
SN27	Motivation and Perseverance	Initial Interest → Difficulties → Discouragement → Sustained Effort → Resolution
SN28	Intergenerational Transmission	Ancestral Knowledge → Young Learner → Transmission → Continuity/Transformation
SN29	Facing One's Fears	Avoidance → Gradual Confrontation → Overcoming → Personal Growth
SN30	Loss of Control	Routine → Disruptive Event → Disorientation → Return to Normality/Chaos
SN31	Adapting to a New Environment	Departure → Arrival → Discovery → Integration/Rejection
SN32	Rupture and Reconstruction	Established Relationship → Crisis → Separation → Self-Reconstruction
SN33	Awareness	Ignorance → Observation → Concern → Action/Inaction
SN34	Inner Exploration	Existential Questioning → Introspection → Self-Discovery → Transformation
SN35	Risk Awareness	Ignorance → Mild Symptom → Alert → Preventive/Curative Action
SN36	Adoption of a New Habit	Reluctance → Attempt → Observation/Repetition → Integration into Routine
SN37	Crisis Management	Trigger → Crisis/Acute Symptoms → Help-Seeking → Stabilization
SN38	Search for Reliable Information	Trigger → Multiple Sources → Sorting and Analysis → Informed Decision
SN39	Problem Prevention	Risk Factors → Information → Behavioral Change → Risk Reduction
SN40	Supporting a Loved One	Concern → Support → Encouragement → Improvement/Stagnation

Table 1: Extended narrative structures, defined for the controlled construction of short texts.

Code	Name	Emotional Sequence
DE1	Joyful Serenity	Serenity → Observation → Joy
DE2	Gratified Curiosity	Curiosity → Observation → Joy
DE3	Clarified Surprise	Surprise → Reflection → Clarification
DE4	Eased Discomfort	Discomfort/Shame → Adjustment → Serenity
DE5	Released Fear	Fear → Relief → Serenity
DE6	Resolved Fear	Fear → Liberation → Relief
DE7	Overcome Fear	Fear → Confrontation → Serenity
DE8	Overcome Doubt	Doubt → Fear → Serenity
DE9	Eased Doubt	Doubt → Observation → Serenity
DE10	Persistent Doubt	Doubt → Observation → Doubt

Table 2: Emotional dynamic defined for the emotional structuration in short texts.

about twenty more to ensure greater diversity. These sets of 52 structures are presented in a unified manner in Table 1, with a coding system indicating their origin. To be applicable to micro-narratives for advice or learning, a SN is assumed to require: a) an initial cognitive or practical tension (such as an error, doubt, difficulty, or curiosity); b) a readable transformation (such as correction, discovery, adjustment, decision, or mastery); c) a final stabilized state that consolidates a piece of knowledge, a skill, or an awareness. The narrative structures proposed herein are conceived as operational modules, some of which reflect recurrent motifs (such as blockage, passage, adjustment). The symbolic implications are not discussed here. They structure minimal forms of experience, readable and adaptable across corpora on various themes (healthy habits, security, driver education, etc.). Note that the proposed set may be completed or updated. The user may create new SN in order to generate more diverse and relevant texts for concepts in a domain of interest. These structures are templates for micro-experiences. They are designed specifically for

the automated generation of short narratives aimed at communicating advice or teaching concepts. Their role is pre-discursive by organizing a minimal sequence of meaningful events. For generating a text, the LMM constructs the full contents along this skeleton. Note that such narrative templates can also be reused to generate learning situations or adaptive educational stories in simulation and training environments. Next, the additional emotional layer is presented.

Emotional dynamics (DE) The ten emotional dynamics used in this work, listed in Table 2, are constructed as discrete sequences in three (or eventually four) stages. They are inspired by existing models and were selected and refined from several dozen initial candidates. Note that during the project, the early versions of machine-generated texts considered the simple addition of a single emotion to join the narrative. But it soon became clear that a perceptible sequence of emotional states was required. This shift led to the formalization of emotional dynamics, made visible through gestures, postures, or micro-events involving the characters. The goal is not to model isolated or primary emotions, but to guide the writing process through a discernible emotional trajectory. Additional dynamics may be be introduced if needed through combination or extension. For example, the most basic form (neutral $\rightarrow$ emotion $\rightarrow$ relief/clarity) supports short narratives with an explanatory or stabilizing tone, without requiring extended tension. Similarly, a character could be given a personality, influencing their statistical behavior in response to events coming from other narrative constraints. It should be noted that the emotional sequence proposed for each dynamic serves as a reference framework. Depending on the context (healthy habits, ecology, education, etc.), the emotional states may be adapted by replacing a current one with Relief, Confidence, Serenity, or Joy for instance. Thus, the steps in the sequence may be modified to a better correspondence with the intended pedagogical or narrative effect. This allows to increase the variation between the generated texts. For poems, the generated structures by the large language model were more awkward, by including even not emotional terms. This suggests future researches on more elaborated sequences beyond the current definition. The two sets of structures are involved in the full pipeline for text generation next.

Generation pipeline and algorithm The generation pipeline is based on a set of predefined narrative structures (SN) and emotional dynamics (DE), selected in advance for their narrative relevance and their suitability for communicating advice or supporting learning. A full exhaustive typology or taxonomy of SN and DE does not exist yet but a large number of structures are able to diversify the texts for the targeted area or topic. Note that certain correspondences exist between emotional dynamics and narrative structures, and not all combinations are compatible. From these two structuring components (SN and DE), three additional dimensions are integrated to feed the content of the generated texts. A topic-based (advice or any learning concept), a character base (e.g., citizen, student or tourist), and a contextual environment base (e.g., place and time settings) are defined for a corpus. Hence, the selected catalog of SN and DE is provided by the system or the user and associated with an automatic or user table (topics, characters) that condition the generation process prior to linguistic realization and to generate a complete story. The alignment between narrative structures and emotional dynamics is performed during the generation of examples, without rigid synchronization or predefined segmentation, in order to preserve the narrative fluidity. At Figure 1, the pipeline generates a text in prose, automatically annotated according to the typified stages of the SN and the emotional transitions of the DE. This can therefore help educational content designers to produce structured and traceable micro-narratives for learning purposes.

Each generated text is then incorporated into the experimental corpus or adapted into variants for comparative analysis. The automatic annotation, based on a structured tagging grid, enables both analysis of the output and traceability of the structures used. Note that structural variants may be produced by modifying the initially selected SN or DE in order to choose the best final text. The full generation pipeline, from the selection of themes to the automatic annotation of micro-narratives, is described in a transparent manner. This ensures both the reproducibility of the approach and its transferability to any application domains. The proposed method is illustrated and validated with numerical experiments for diverses domains related to security and healthy habits after presenting its computer automatisation next section.

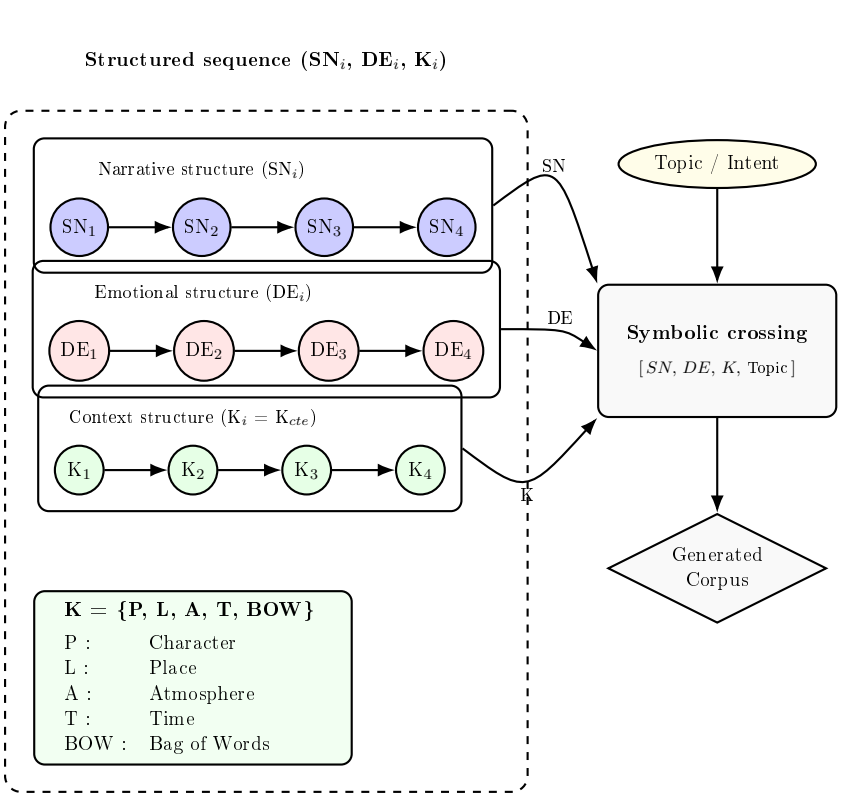

Figure 1: High-level architecture of the artificial writer: narrative (SN), emotional (DE) and contextual (K) structures, combined with a user Topic via a symbolic crossing to generate texts.

3 Python Package: Narremgen

Once defined the tables for SN and DE, the method of the paper was first implemented with simple prompts by asking the LLM to generate the csv tables and then from the tables to generate the texts by small batches. A limit of this approach was eventual mistaken outputs due to possible losts of context for long sessions, the time spent to correct the files with expected perfect csv format output or even the need to write the prompts several or many times plus the loss of homogeneity due to local corrections propagated to next texts. For a large number of stories generated, a way to reduce this issue is to implement the pipeline to call the Python API provided for the LLM/AI in order to allow a full automatic processing along different steps. The proposed package is called **Narremgen** for "Narrative Emotional Generator". It automatically generates shorts texts with the two structures presented in previous sections. Just a *topic* is required and a number of expected texts for the corpus size. The datasets in the experiments and the library are available at the url "`https://github.com/narremgen`" or by author emailing. The Python code implements all the steps of the methodological pipeline in Figure 1 as graphically shown in Figure 2. The diverse components and modules of the implementation are explained in this section.

Summarized principles of the pipeline The whole iterative procedure is managed by one general function that call several other functions, one after the other: they call the API, manage data table, store files on disk, and repeats the call several times if required in order to generate a final number of texts near the expected. The function to launch the full process of the pipeline is `run_pipeline`, otherwise one may call the procedures separately in her/his own main program. The differents stages of running the package are as below.

- **Initialisation** The first process is to load the API key, here from OpenAI, and configurate the system for later use when prompting. The obtained object `client` allows to call remotely the LLM with prompts embedded in the Python code. Several functions call follow this first stage for the generation in a few steps.
- **Robust generation of the 3 batched csv files** The user enters just a simple *topic* (word/expression or explaining sentence) and a number of texts for the corpus. The

next stage creates three csv data tables by batches which are related to the chosen *topic*,

1. *Advice* (list of sub-topics and corresponding sentence said by a character in the text),
2. *Mapping* (association of each Advice with an unique couple SN/DE),
3. *Context* (character, place, moment, atmosphere)

The generation of the csv files is performed in batches to reduce the error and reduce the number of token used in the case of large corpora in order to not regenerate a full batch in case of only local failure in a batch. This allows to reduce the error when a full batch is not well formed. If a row is badly writen (mainly with a separator problem or a missing field), it is removed from the batch and logged. If a full batch is missed, a callback try to recover the batch by a new call to the API, otherwise it is abandoned. Note that at the moment, it was not implemented a recovery of the exact expected number of texts, hence the final corpus size may be smaller in practice than wanted. At the end, it it obtained several csv files for each of the target result tables.

- **Robust alignement of the appended csv files** The previous tables in batches are appended for each case, *Advice*, *Mapping* and *Context* from the corresponding generated batches. The resulting three big tables are filtered, synchronized and renumbered before the generation of the texts. This is mandatory because of failures during the LLM call, the appended three tables for advice+sentence, mapping and context have not the same size and not the same missed rows. The post-traitement must unify and synchronize the kepts rows in order to insure a perfect matching between the final rows. They are filtered as follows: with `merge_and_filter` after appending, each row with a marker as badly formed is removed, then the three tables (Advice, Mapping, Context) are aligned with an identifier column, like the line number, which is renumbered `renumerote_filtered` to erase the missing previously removed numbers. A function call `quick_check_filtered` allows to check the final sizes and the numbering such that the pipeline is ready for next stage.
- **Batched text generation from 5 csv, merge** The stories are based on the definition of the structures SN and DE, the advice plus associated sentences, the choice of the SN/DE couples and the context (character, time, place, mood). The function `generate_narratives_batch` calls the API for the generation in batch from the five corresponding csv tables and try to launch a finite time in a loop a batch of texts in case of failure otherwise abandon the current batch to go to the next one. The quality of the generated stories by the large langage model depend on a set of *prompts* which focus on tabular or textual format, while an additional *style file* (charter) gives the wanted tone (neutral, poem, etc). By default, the package uses an *oriented action neutral* style, it focuses on the perception of the principal character, with concretes sentences to give a message to the reader, explicit micro-evenments and short transitions. This style aims clarity (advice) without unnecessary rhetorical effects, but any post-processing may be possible by the user, manual or even automatic stylistic or sensory additions. Finally, those batches are merged with the function `merge_batches`, the different files containing texts from reading and concatenating into one unique file, the format is chosen among txt, doc or pdf according to the user choice.

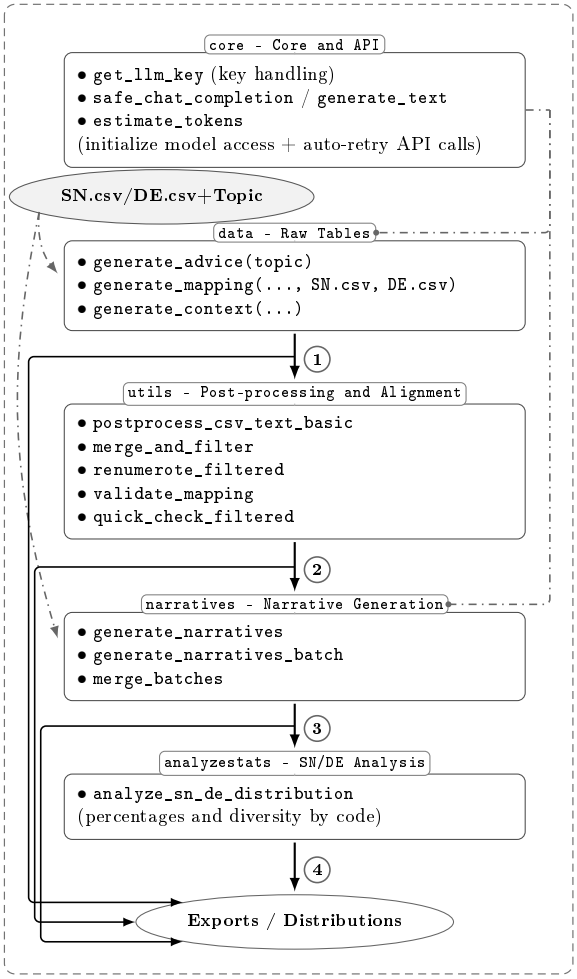

Figure 2: Package *Narremgen* for main pipeline with the method SN/DE/K.

Step	Available Stored files
(1)	**Raw data tables from batch k in batches_csv:** - `Advice_Topic_(batch_k).csv` - `Mapping_Topic_(batch_k).csv` - `Context_Topic_(batch_k).csv`
(2)	**Post-processing and alignment:** - `Advice_FilteredRenumeroted_Topic.csv` - `Mapping_FilteredRenumeroted_Topic.csv` - `Context_FilteredRenumeroted_Topic.csv`
(3)	**Narrative generation:** `merged_Topic.txt/doc/pdf`
(4)	**Corpus analysis (SN/DE)** - `SN_Distribution_Topic.csv` - `DE_Distribution_Topic.csv`
(5)	**Thematic structuring and chapter assignments:** - `chapters_llm.json` - (optional) directory `themes/` with intermediate theme files
(6)	**Corpus for variants (aligned with themes/chapters):** - `corpus_for_variants_Topic.csv`
(7)	**Variants generation (multiple stylistic modes):** - `variants_simple_Topic.csv` - `variants_formal_Topic.csv` - `variants_naive_Topic.csv` - `variants_algebraic_Topic.csv`
(8)	**Variants export and book formatting:** - `Book_Variants_Topic.tex` - `Book_Variants_Topic.pdf` - `Variants_Export_Topic.txt`

Table 3: Legend for the numbered arrows in Fig. 2.

At the end of the pipeline, the distribution for the pairs of SN/DE are optionally com-

puted to measure diversity and balance. Narremgen allows the fast and nearly reproducible generation of short texts with pedagogical micro-narratives like everyday actions, simple learning, walker safety, healthy habits, ecology, etc. The method allows direct extensions of the generative process such that: add new SN/DE or change the style charter, with no coding required. The current implementation does not proposed advanced literary effect but controlled and coherence contents. Writing becomes to choose narrative and emotional structures mainly instead of forming sentences.

A main difference of the usual generation with a large language model is the constraints added in the system which allows to study and compare the outputs from the texts generator accordingly to different constraints. From an educational technology perspective, each generated narrative can be considered a micro-learning scenario illustrating behavioural or emotional competencies (e.g., attention, adaptation, empathy).

Extensions to book generation, perspectives This fundamental pipeline based on the methode SN/DE/K previously presented in the sections before is also extended afterwards. Access to several large language models via remote or local api (e.g., Mistral AI, Gemini, Ollama, OpenRouter, Grok, DeepSeek, Phi3, Qwen3) is included in order to help comparing between their output and also to allow choosing the usual provider for the package user. An additional feature is to organize into chapters the texts by clustering or asking the large langage model to perform the classification as implemented currently for comparison purposes too. Finally, several variants of each story is available by choosing between:

- Simple variant by re-writing the texts according to general rules, as proposed by the user from its own promt or with the one available as an example.
- Formal variant by re-writing the texts with the transformation from stories in real life to formal advice or answers with a title.
- Naive variant by re-writing the texts with random local style changes invented by the large language model.
- Algebraic variant by re-writing with local changes according to operators defined from two available tables for narrative and stylistic updates, as a complement to the table for SN, DE, K and the mapping between the advice and the couple (SN,DE).

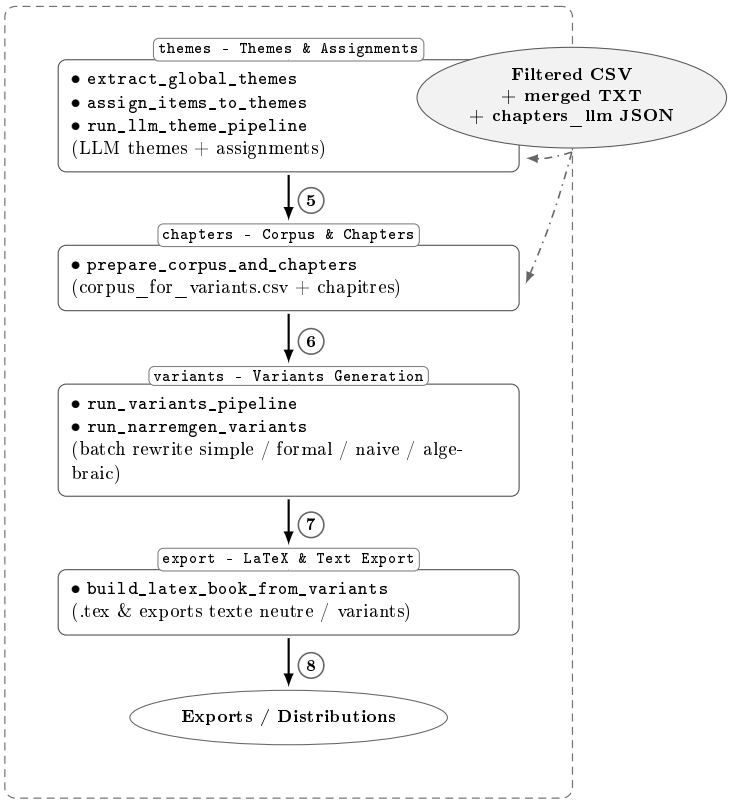

Figure 3: Package *Narremgen* for variants pipeline with the method SN/DE/K.

The generation of the new texts as variants is performed in batch over the corpus of

neutral form. These extensions are covered by the modules: a) *core* which is rewritten into a class encapsulating the previous functions dedicated to the provider client and the call for the prompt to improve the first implemented pipeline, b) *themes*, *chapters* and *export* for the organization into chapters and saving the file in TeX or txt format. c) *variants* for the main function of the variant pipeline with the four prompts. Note that as for the structures the search was by asking large langage models for operators and aggregating but the current version is not full standardized hence not discussed further (except the small paragraph below) while the raw tables are available with current code.

Algebraic operators The framework currently includes two operator families in two distinct tables, each enabling a controlled variation over the neutral narrative output. Structural operators act on the local organization of the narrative atoms (SN_i, DE_i, K_i) with herein $K_i{=}_{cte}$, introducing micro-level shifts in trajectory, pacing, or internal emphasis without changing the underlying conceptual content. Stylistic operators, by contrast, modulate the surface realization-lexical density, focalization, and local atmosphere-and produce alternative textual renderings from the same narrative substrate. In contrast to the stabilized SN and DE tables, both operator families remain in a raw, preliminary state, requiring future filtering, standardization, and completion. Their present role is to break monotony and diversify realizations, while broader structural transformations are deferred to a subsequent development stage of the model. Other improvements may be with automatic post-processing for a validation of the generated texts and bibliographical references if they exist. The current filtering could also be improved from batches or by re-asking for a full batch in case of erroneous csv output by independently checking the semantic and the form. The generation for the variants is less prone to errors and was launched for the whole corpus in the experiments, by re-asking the large langage model in case of errors. Real time creation of new structures SN and DE instead of searching in a table and generalized may be also required.

The core pipeline produces aligned corpora and stylistic variants (csv and plain text). Note that at present, SN and DE remain invariant across variants, whereas character, temporal, and environmental attributes are preserved only approximately rather than under hard structural constraints. Next versions will integrate tighter control to enforce full fidelity across variants. If required for helping the human reading, *Narremgen* provides an optional TeX export module (export) that can turn variants into book-like documents, and can be ignored if one only needs corpora and variants. Next, the generated documents with the neutral tone and variants are analysed with textual statistics.

4 Experiments

The objective of this experiment is to demonstrate the feasibility of the approach to automatically generate short texts. To this end, a synthetic corpus of 36 texts and ten larger corpora were automatically generated for topics like *urban walking*. This illustrates the results after empirical settings. Each text is generated by combining different SN and DE configurations, allowing to observe how these combinations affect the narrative coherence, the thematic diversity, and the emotional expression. In addition, emotional variants of a given scenario are produced to analyze the impact of DEs on the tone and perceived affective quality of the narrative. While this experiment is limited by the absence of formal user evaluation, it illustrates the richness and diversity of the generated stories. The emotional variations change the tone of the text without removing its narrative coherence for instance. Examples of texts and quantitative evaluations are presented in this section.

Example of 4 variants of 1 text Texts were generated by varying the emotional dynamic (DE) while keeping the narrative structure (SN) fixed. The shared narrative context is as follows: "Léa is having breakfast one Sunday morning when the snow begins to fall. She watches the street turn white, hesitates to go out, and then, as soon as the snow stops, decides to go get some bread from the bakery ten minutes away." All four texts were generated automatically, without human intervention, under specific constraints of form and content. The Table **??** provides a concrete illustration of how a single situation can be written in very different ways depending on the emotional dynamic used. The narrative structure is NS9: *Fluid Passage*, while the change of DE induces differences: the action unfolds in calm (DE1), a physical tension is overcome (DE5), the walk is experienced as a discovery (DE2), or a diffuse unease gradually fades (DE4). The act of walking remains the

same, but the emotional coloring, the narrative entry point, and the end shift depending on the chosen DE.

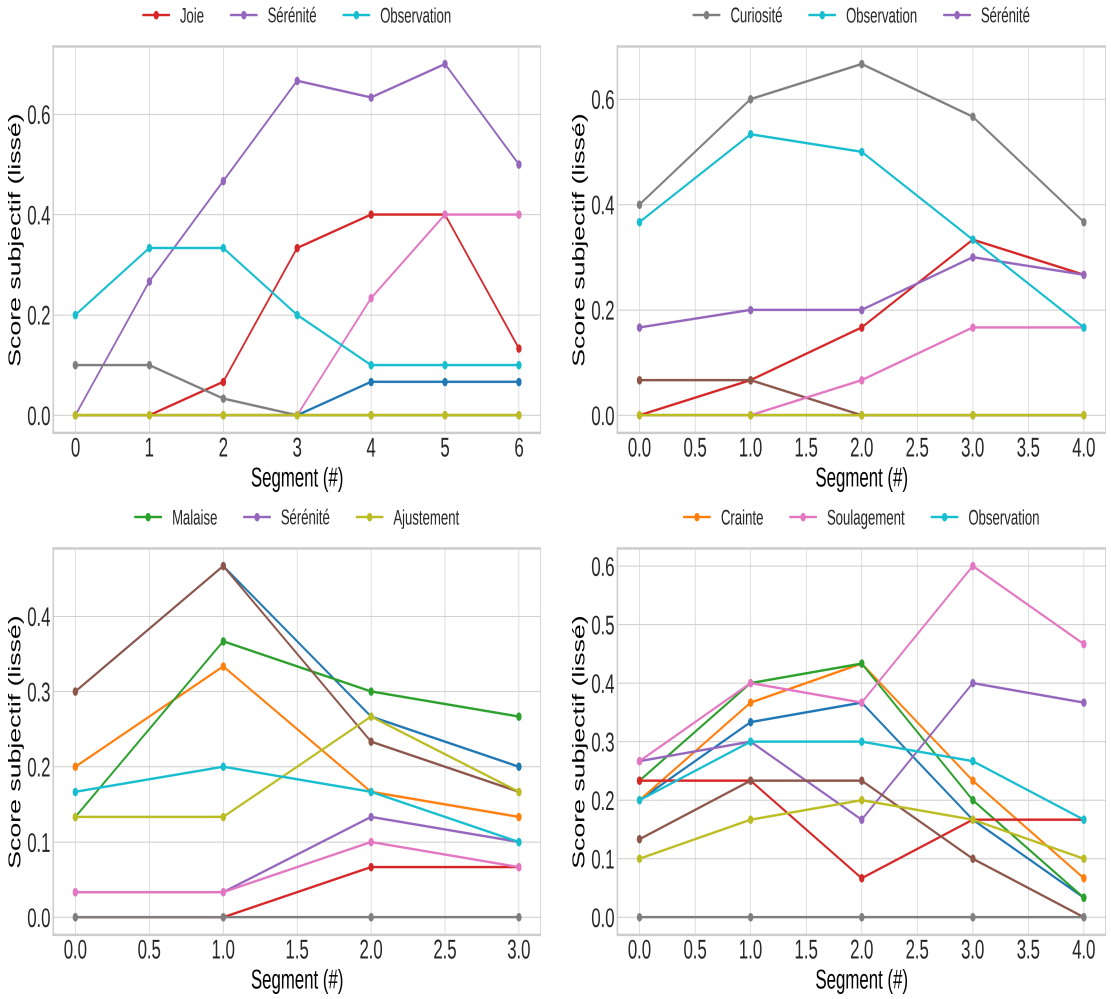

Figure 4: Evolution of smoothed emotional scores for the four stories (SN9).

To quantitatively assess the alignment with the intended emotional structures, the AI/LMM was asked [37] to rate sentence segments, following a method shown to support emotional classification [38, 39]. As expected from reviewing the generated texts, the following trends were observed: a) Serenity/joy increased, with no signs of discomfort; b) Curiosity and observation remained strong; c) Fear decreased, while relief and joy increased; d) a clear transition from unease to relief was noted. Overall, the method successfully captures the target emotional structures. To extend the analysis, the same scoring task was submitted to Gemini 2.5 Pro, and the comparison confirmed the previous results (see Table 4), aside from minor biases for both systems.

A statistical table of emotions allows for the comparison of scores assigned by the two AIs for each emotion. Both Pearson and Spearman correlations are generally high (often above 0.8), and a linear regression performed on the logit-transformed scores shows strong agreement between the models, with a slope close to 1, although the coefficient of determination is $R^2 = 0.62$ due to differences in some scores. The overall regression is computed on all non-zero pairs, yielding a model with a slope of 0.80 and an intercept of 0.09, thus remaining close to the identity line. Despite these encouraging results, scaling up remains limited at this stage, as automatic emotion detection is not yet a mature science. Therefore, human evaluation remains preferable for more general or sensitive cases.

Example with 1 topic and 36 texts For this methodological illustration, the goal was to generate a corpus of short narratives on advice from the topic of *urban walking*, without the package, hence from the early prompts. In total, 36 short texts were automatically generated for this study, each based on a distinct topic related to walking. The full corpus, presented in the appendix, was generated by combining a fixed narrative structure

Table 4: Emotional scores of ChatGPT and Gemini.

Emotion	ρ	ρ_S	β	α	R^2	$M\|-\|$
Doubt	0.51	0.68	0.33	0.05	0.26	0.10 (0.19)
Worry	0.94	0.91	1.02	0.06	0.88	0.10 (0.06)
Malaise	0.82	0.76	0.72	0.06	0.67	0.10 (0.11)
Joy	0.63	0.69	0.64	0.20	0.40	0.20 (0.14)
Serenity	0.89	0.87	0.87	0.06	0.79	0.10 (0.08)
Hesitation	0.78	0.57	0.98	-0.03	0.62	0.10 (0.10)
Relief	0.91	0.90	1.09	0.01	0.83	0.10 (0.09)
Curiosity	0.97	0.82	0.85	0.08	0.93	0.10 (0.06)
Adjustment	0.93	0.88	1.50	0.10	0.87	0.10 (0.11)
Observation	0.74	0.62	0.96	-0.01	0.54	0.10 (0.07)

(SN) and emotional dynamic (DE) with a theme, one or more characters, and a contextual environment or ambiance. The SN are nearly unique across the texts: 27 unique narrative structures were used, with 19 used once, 7 used twice, and 1 used three times. Narrative structures categorized as *behavioral* are frequently employed, given the general theme of the corpus. For the emotional dynamics (DEs), their distribution is shown in Table 5. Each DE is used between 2 and 5 times, with an almost even distribution to provide a diverse set of illustrative examples. The texts are about 140 words in average and their

DE1	DE2	DE3	DE4	DE5	DE6	DE7	DE8	DE9	DE10
5	3	4	5	2	3	3	5	4	2

Table 5: Frequency of the DE in 36 texts.

Table 6: Final textual and entropic statistics.

Corpus	n	$\overline{length}$	$\overline{TTR}$	$\overline{MTLD}$	$H(SN)$	$H(DE)$	E_{csv}
Walk City	276	187.949	0.690	141.019	4.990	3.278	0.080
Walk Wild	255	195.306	0.693	149.878	4.917	3.267	0.150
Walk Water	213	194.014	0.683	134.679	4.948	3.274	0.290
Walk Rain	296	196.584	0.690	142.233	5.004	3.287	0.013
Walk Dawn	271	193.365	0.683	139.683	5.012	3.270	0.097
Learning Skills	296	192.284	0.693	151.466	5.025	3.169	0.013
Learning Mistakes	279	195.441	0.701	157.806	5.087	3.237	0.070
Stay Healthy	300	198.077	0.691	151.962	5.047	3.287	0.000
Keeping Town Clean	257	190.082	0.694	153.859	5.162	3.239	0.143
Protecting Water Forests	253	193.830	0.692	152.314	5.042	3.296	0.157

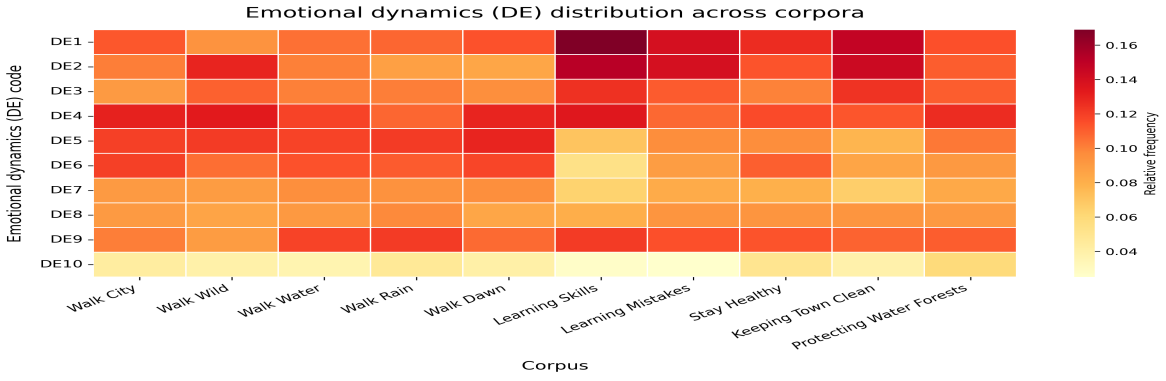

Figure 5: Heatmap from mapped DE to advice.

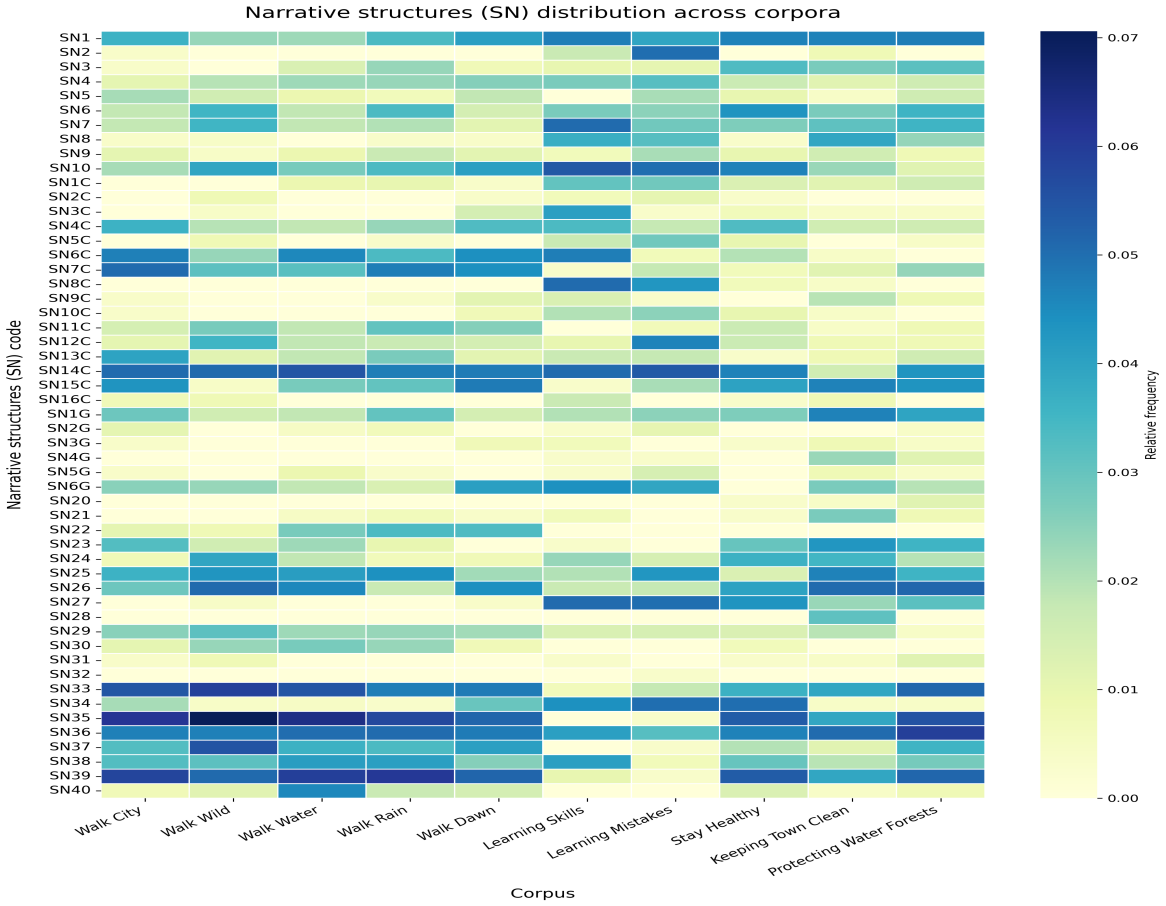

Figure 6: Heatmap from mapped SN to advice.

overall counting are all near, with small variance, as targeted before the generation. Two tables aggregate all the informations required for defining the corpus. Each text in the corpus is represented by one unique row in these two tables. By reading the rows one after the other, the large language model produces each text sequentially. The writing is within a constrained framework focused on short-form narration, and guided by a formal document of generation rules - or charter - designed by the human user. The texts presented herein at the appendix section are first drafts, generated automatically without any stylistic post-processing or manual rewriting. This choice was made to allow for an objective analysis of the controlled generation system based on the SN+DE framework and for better clarity in communicating the conveyed advice.

Example with 10 topics and 2696 texts For a larger scale experiment, the package *Narremgen* was developped in Python and tested for writing around 2500 stories without any human input or intervention except providing a list of 10 general topics. This allows automatic educational content generation available for user like educators for micro-learning or adaptive tutoring. Here, the ten topics to enter are chosen randomly to cover several domains. For the walking topic, five different variants are selected: town, nature, dawn, rain and water. Five other general topics are: keeping town clean, learning from mistakes, learning and skills, protecting water or forests, staying healthy. The system can be used by informed users and trainers to generate contextualized advice or scenario-based narratives, while remaining a linguistic and narrative modeling tool for experimentations with SN/DE. Large language models are known to remain prone to hallucinations and the current version of the package does not include any published automatic guideline or source-credibility verification. The pipeline is asked to generate 300 texts for each topic, but due to errors at the generation which were filtered, less were generally obtained. Note that the filtering is not semantic, hence some errors may still be observed in the final texts, but this is expected to be rare.

Statistics for the generated corpora are given in Table 6 with the final number of texts, the average length of the texts, the average TTR or type-token ratio (calculated by

dividing the number of unique words by the whole total number of words in a text, the average MTLD or measure of textual lexical diversity with TTR computed in windows, the entropy for SN and DE from their frequencies in the mappings, and the error rate for the percentage of failure after aligning the merged csv files. Other numerical results are in Figures 6 and 5 which confirm the corresponding entropies. These numerical results induce that the implementation is able to output texts with comparable statistics, except the error rate for the generated tables which may depend on the chosen topic. The method allows to compute different scores and compare according to diverse hypothesis, as expected for a parametric method, here with semantic and structural variables.

5 Discussion and perspectives

Since Aristotle, it has been accepted that stories have a structure and that they conduct the emotions of one or several characters. This intuition has been explored and confirmed in narratology by various authors (Propp, Bremond, Greimas, Todorov), who proposed methods of analysis. Even explicit structural models (for instance, for Russian folktales) were presented.

The approach proposed here does not encode directly any specific existing list of narratological structures. Instead, it is adopted a minimal narrative+emotional schema (SN/DE), complemented by a local situational context (K), that is tailored for variability and controllability of the output from large language models.

The structures can likely be understood as implicit underlying patterns in texts fed/-generated to/by large language models. They correspond to recurrent sequences of elementary events found in narrative discourse. By making these patterns explicit while extracting and cataloguing and expliciting them, it becomes possible to obtain a more precise and systematic control over the diversity and composition of the generated texts. The approach presented herein enables the generation of coherent, structured, and adaptable corpora tailored to advice goals, such as those related to urban walking or everyday life situations like healthy habits or security. The combinatorial variety of the introduced families of structures with the other variables (character, place, atmosphere, time) allows for the creation of a varying corpus, while maintaining a controlled underlying coherence. This method, that is referred in full as "(SN/DE/K(PLAT-BOW)", may be seen as a model of text for an articial writer in order to generate controled and varied texts under symbolic constraints.

For the perspectives, establishing a formal normalization and typology of SN and DE would also facilitate classification, combination and extension to build more diverse corpora. It is also worth mentioning the potential for implementing the generative algorithm using neural architectures specifically designed for language generation [40, 41], rather than relying on existing external platforms. Qualitative and statistical analysis of the generated texts offers promising directions for comparing different large language models, to better understand their respective strengths and limitations in textual generation. Moreover, Propp [2] established the morphological foundation of narrative through a canonical sequence of functions, while Bremond [42, 43] expanded this view by introducing a logic of many possible paths that define narrative variability. Authors proposed theories of the language with diverse algebra and grammar.

Building on these principles and recent advances in computational text generation, the SN/DE/K framework leads naturally to a form of narrative algebra structured across multiple levels (from local storylets to intermediate arcs and a global architecture). Narrative structures and emotional dynamics can be combined, transformed, or sequenced according to defined rules for longer texts. The construction of generalized and extended SNs (by aggregating *narrèmes*) presupposes that functions as meant by Propp (and their possible variants) can be combined in multiple configurations. However, in practice, not all combinations are admissible: narrative learning is constrained by moral and cultural coherence. The current implemented mode, based on fixed structures, remains traceable and reproducible. This is less general and flexible than a forthcoming algebraic formulation, which will offer broader adaptability under explicit formal constraints. An algebra of narrative and stylistic operators (composition, transformation, focalization, contrast, etc.) combines and reconfigures the components of the structure. The computer implementation with the Python package *NarrEmGen* implements an explicit two-layer narrative device: a representational layer and an operational layer of operators, as inspired by classical narratological work. This opens the door to have the same bricks (SN,DE,K) to model longer

texts with hierarchical or graph-like narrative architectures.

This work has a direct orientation towards educational technology by proposing a reproducible pipeline for AI-generated narrative corpora, suggesting extension to multimodal generation, real-world testing in learning or advisory contexts. The proposed system can thus generate narrative outputs usable either as initial or finalized versions. This depends on user expertise and application context, while offering flexibility for diverse educational and analytical purposes. Future works will evaluate its integration in real learning settings to measure its educational impact in diverse situations. To finish, the two sets SN end DE may be extracted from any existing text or video for any topic, and help to not only to generate more diversified texts but also to analyse and describe the structural contents. This may also allow to work for instance on animal languages, proofs for some mathematical theorems or origin and consecutive factors inducing medical diseases. Extracting different elementaries sub-structures when data are available is an increasing domain of concern nowadays. For all these reasons latent SN/DE/K structures may be explicitely modeled in a future model with neuro-symbolical schemata. But this asks for training neural networks and gpu ownership or expensive cloud usage that is not available to everyones nowadays. A continuous curve for each emotion may replace the alternative current sequence of emotions for DE but would ask for more input settings except as a correlated latent space. These extensions will not be studied in the current following project for time and other reasons hence the method will be kept as it is. The reader may study future directions or better alternatives with fully ai agents and feedbacks or simple direct prompts.

Acknowledgements The authors acknowledge the use of ChatGPT (4o and 5.1, OpenAI) throughout the development process, from the exploratory phase to the generation of the narrative corpus and the elaboration of structural models. Gemini (Google) is also acknowledged for its contribution in generating complementary narrative structures. These AI systems were instrumental in testing the feasibility of controlled symbolic generation and in illustrating the diversity of short-form narratives. Some text of the draft paper was corrected with an LLM to improve the English language.

Appendix : Examples of short texts

Text 1 - Wait for the green light (SN6^c, DE1) Lucas, a pedestrian, stands at the central intersection just as the morning city wakes up. It?s 9 a.m. The light is clear, and the colors of the traffic signal flicker against the buildings. The air is cool and full of movement?car engines idling, footsteps echoing across the crosswalk, and the changing light playing on the pavement.

He feels a moment?s impatience as the red signal seems to last forever. Other pedestrians fidget or check their phones, some inching forward, tempted to cross before it?s safe.

An older woman at his side glances at the light and says, ?It?s safer to wait for the green light?it?s designed to protect you, not just to look nice.?

Lucas relaxes his shoulders, steps back slightly from the curb, and watches the signal with renewed attention. The world seems to pause with him.

When the green light finally appears, he crosses calmly, blending into the gentle flow of people, feeling a quiet satisfaction from having chosen the right moment.

Text 2 - Crossing a busy intersection (SN4, DE4) Emma, a pedestrian, stands near a wide crosswalk at a bustling intersection. It's 9 a.m. The air vibrates with the sound of car horns and conversations, while the bright morning light glances off the windows. The noise and movement make the crossing seem even more intimidating.

Emma hesitates at the edge of the curb, scanning the traffic and watching others move with varying degrees of confidence. The rush of cars and scattered flow of people increase her uncertainty about when and how to cross.

A calm voice beside her, from another woman waiting with a shopping bag, says, ?Take your time and cross when the flow of people and traffic lines up.?

Emma breathes out, watches carefully, and waits for a pause in the chaos. The group around her seems to move as one, and she senses the right moment approaching.

She steps forward, crossing in sync with the others. As she reaches the other side, her discomfort gives way to a quiet confidence.

Text 3 - Choosing the shady side (SN13^c, DE1) Hugo, part of a small group of older pedestrians, arrives at a wide, sunlit sidewalk just before midday. The day is bright and warm. Reflections shimmer on nearby shop windows, and the pavement radiates heat.

He pauses, shielding his eyes, uncertain about which side will be most comfortable. The sun is strong, and the air feels heavy.

A companion quietly suggests, ?If you can, walk in the shade?it makes the journey easier and helps you keep your energy.?

No.	Theme	SN_Name	SN_Code	DE_Name	DE_Co
1	Waiting for the light to turn green	Focus–Reactivity	SN6^{c}	Joyful Serenity	DE1
2	Being afraid to cross a large intersection	Clarified Uncertainty	SN4	Eased Discomfort	DE4
3	Choosing a shaded sidewalk	Contextual Adaptation	SN13^{c}	Joyful Serenity	DE1
4	Not blocking the way	Acceptance of Limits	SN12^{c}	Resolved Fear	DE6
5	Not crossing diagonally	Micro-shift	SN1	Overcome Doubt	DE8
6	Looking both ways before crossing	Risk Assessment	SN7^{c}	Overcome Doubt	DE8
7	Staying on the sidewalk	Learning through Automation	SN3^{c}	Eased Doubt	DE9
8	Knowing how to wait at the pedestrian signal	Focus–Reactivity	SN6^{c}	Eased Doubt	DE9
9	Crossing at crosswalks	Micro-shift	SN1	Overcome Fear	DE7
10	Being too hot or cold to walk well	Mastered Excess	SN6	Eased Discomfort	DE4
11	Not running on the road	Adjusted Perception	SN4^{c}	Resolved Fear	DE6
12	Watching where you step	Adjusted Perception	SN4^{c}	Overcome Doubt	DE8
13	Seeing and being seen (visibility, light clothing)	Error Anticipation	SN11^{c}	Overcome Fear	DE7
14	Knowing when to turn back	Motivation and Perseverance	SN27	Clarified Surprise	DE3
15	Avoiding walking too slowly in a group	Contextual Adaptation	SN13^{c}	Released Fear	DE5
16	Avoiding loud headphones	Risk Assessment	SN7^{c}	Eased Discomfort	DE4
17	Being in a hurry but needing to slow down	Fluid Transition	SN9	Released Fear	DE5
18	Reading a map or metro plan	Learning through Observation	SN2^{c}	Eased Doubt	DE9
19	Taking a familiar route when lost	Progressive Autonomy	SN9^{c}	Eased Doubt	DE9
20	Finding your way using visual cues	Initiatory Quest	SN20	Clarified Surprise	DE3
21	Relying on visual cues	Productive Trial and Error	SN5^{c}	Joyful Serenity	DE1
22	Being careful at parking lot exits	Error Anticipation	SN11^{c}	Resolved Fear	DE6
23	Being careful of bikes and scooters	Risk Assessment	SN7^{c}	Overcome Doubt	DE8
24	Interpreting a poorly placed sign	Search for Reliable Information	SN38	Persistent Doubt	DE10
25	Letting elderly people pass	Indirect Transmission	SN8	Joyful Serenity	DE1
26	Not littering	Indirect Transmission	SN8	Persistent Doubt	DE10
27	Daring to turn back if you made a mistake	Acknowledged Error	SN2	Gratified Curiosity	DE2
28	Respecting personal space	Intergenerational Transmission	SN28	Overcome Fear	DE7
29	Being blocked by a dense crowd	Loss of Control	SN30	Eased Discomfort	DE4
30	Remembering a path to take it again	Learning through Automation	SN3^{c}	Gratified Curiosity	DE2
31	Following direction signs	Shared Observation	SN5^{g}	Gratified Curiosity	DE2
32	Finding a street by asking for directions	Rupture and Reconstruction	SN32	Overcome Doubt	DE8
33	Being distracted by a shop window or sound	Awareness	SN33	Joyful Serenity	DE1
34	Being dazzled by the sun or bothered by the wind	Inner Exploration	SN34	Eased Discomfort	DE4
35	Being amazed by an unexpected scene	Guided Curiosity	SN7	Clarified Surprise	DE3
36	Realizing the useful actions to take	Silent Reflection	SN10	Clarified Surprise	DE3

Table 7: Topic orientation and signalization and urban walk.

Hugo observes the row of trees casting long shadows on one side. He nods, and together the group shifts toward the shaded path.

As they walk under the cool protection of the trees, conversation resumes, and Hugo feels lighter, enjoying the comfort and ease the shade provides.

Text 4 - Don?t block the passage (SN12^{c}, DE6) Clara, a woman in her thirties, walks with her family along a quiet street just after lunch. The pavement is damp from an earlier shower, and the afternoon is mild. Their group naturally spreads out, filling most of the narrow path.

Clara pauses to take in a storefront, momentarily blocking the passage. Behind them, she hears footsteps slow and notices a stroller waiting for space.

A gentle voice from behind says, ?Just a small step to the side can let others pass more easily?everyone benefits from a clear path.?

Clara realizes her family is blocking others. She nudges her group closer to the edge, making space on the sidewalk.

As people pass smoothly, Clara feels a quiet sense of relief and the stroll continues, lighter and more relaxed for everyone.

Text 5 - Don?t cross diagonally (SN1, DE8) Noah, a young man, stands at the edge of a bustling shopping street around midday. The sky is cloudy, and the crowd moves quickly, weaving between shops and street performers. The flow of people seems to cut across every direction.

Noah considers crossing diagonally, tempted to take a shortcut through the crowd. But the many distractions and the shifting traffic make him hesitate.

Someone beside him says, ?Crossing in a straight line at the crosswalk helps everyone see you more clearly and keeps you safer.?

He studies the painted lines and waits for a break in the stream of pedestrians. Gathering his resolve, he decides to cross directly at the marked area.

As he reaches the other side, Noah feels calmer, having chosen the safer, clearer route?and noticing others follow his example.

Text 6 - Look both ways before crossing (SN7^{c}, DE8) Lina, a young woman, stands at a semi-pedestrian area in the heart of the city at noon. The sun is high, casting sharp shadows as people hurry by with shopping bags. A gentle breeze stirs the air, mixing city scents with distant laughter and the quiet buzz of traffic nearby.

She steps toward the crosswalk but pauses. A delivery scooter glides past, and a cyclist rings a bell behind her. Though the street seems calm, Lina hesitates, uncertain if she?s really safe to cross.

No.	Character	Presence	Location	Sensation	Time	Moment	First
1	man	bicycle	central intersection	flashing light	09:00	clear	Lucas
2	young woman	car	crosswalk	traffic noise	09:00		Emma
3	elderly person	group	wide sidewalk	reflections on window	12:00	sunny	Hugo
4	thirty-something	family	quiet street	damp ground	14:00		Clara
5	young man	none	shopping street	moving crowd	12:00	cloudy	Noah
6	young woman	other pedestrians	semi-pedestrian zone	light breeze	12:00		Lina
7	adult	child on scooter	open avenue	urban heating	12:00		Jules
8	female pedestrian	elderly person	paved square	flashing light	18:00		Camil
9	pedestrian	delivery person	side street	smell of bakery	18:00	bright	Léo
10	city dweller	couple	metro entrance	sun rays	18:00	calm	Manor
11	young adult	tourist	tree-lined path	wind in the trees	09:00	cool	Arthu
12	man	cyclist	cobbled street	distant music	12:00	warm	Tom
13	young woman	street maintenance worker	shared lane	overlapping voices	12:00	windy	Inès
14	city woman	person on the phone	pedestrian path	smell of coffee	19:00	light	Léa
15	man	distracted pedestrian	multiple crossing	sound of heels	18:00		Natha
16	pedestrian	leashed animal	sloped sidewalk	idling engine	09:00	sunny	Zoé
17	passerby	small talking group	low-traffic area	distant horn	18:00	soft	Enzo
18	user	electric scooter	street corner	metallic reflections	09:00	grey	Chloé
19	female pedestrian	hurried youth	wide intersection	residual droplets	21:00	bright	Emma
20	city dweller	still person	esplanade	gravel underfoot	07:00	clear	Lucie
21	passerby	pedestrian with stroller	parallel bike path	stretched shadows	12:00	vivid	Mathi
22	city woman	man in a suit	metro entrance	wobbly sign	09:00		Sarah
23	young adult	student	school zone	scanning gaze	09:00	lively	Axel
24	female pedestrian	athlete	building entrance	traffic light color	23:00	night	Anna
25	pedestrian	loaded person	neighborhood square	shimmering light	09:00	calm	Louis
26	person	street vendor	park edge	pedestrian ticking sound	12:00		Élise
27	female user	hesitant pedestrian	pedestrian street	synchronized footsteps	10:30	Saturday	Mila
28	pedestrian	person stopping	delivery area	children's voices	15:00	noisy	Adam
29	calm city woman	slowing pedestrian	near market	chain rattling	09:00		Nina
30	young adult	municipal agent	open hall	subtle echo	09:00	quiet	Théo
31	citizen	discreet couple	adjacent alley	light backlight	11:00	lively	Rapha
32	female pedestrian	passerby on phone	construction zone	smell of rain	12:00	peaceful	Maé
33	pedestrian	child looking around	pedestrian arcade	constant buzzing	12:00	saturated	Timéo
34	explorer	tourist taking photos	pedestrian bridge	muffled sounds	08:30		Ludov
35	walker	music-listening passerby	pedestrian street, shops	high-pitched cries	16:30	calm	Maxin
36	female user	focused pedestrian	park entrance	sound slowdowns	09:00		Jeann

Table 8: Environement/Ambiance of 36 stories of urban walk.

A man beside her says softly, ?Always look both ways before crossing?even on a one-way street. It?s safer.? Lina takes the advice seriously, her focus sharpening.

She scans both directions, catching sight of an electric car turning unexpectedly and a runner weaving between pedestrians. Lina calculates the risks, waiting for a clear moment.

When it feels truly safe, Lina steps forward, crossing at a steady pace. She feels at ease and proud of her caution, certain she?s made the right decision.

Text 7 - Stay on the sidewalk (SN3^{c}, DE9) Jules, an adult, walks with a child on a scooter along a broad, open avenue. It?s midday and the sidewalk is warm underfoot, the hum of city life blending with distant laughter and the soft hiss of urban heating vents.

Jules reminds the child to stay near the curb as they move forward. The urge to step off and cut across the street is tempting, especially with so few cars visible.

He says, ?Stay on the sidewalk whenever possible?it?s safer and helps you build good walking habits.? The child looks up, pausing at a driveway, thinking it over.

They continue along the pavement, Jules gently repeating the advice each time they pass an intersection. With every repetition, the movement becomes more natural and relaxed.

Eventually, both walk in rhythm, almost without thinking, moving securely along the wide path. What began as a cautious habit now feels effortless and calm.

Text 8 - Wait for the signal (SN6^{c}, DE9) Camille, a pedestrian, stands beside an elderly woman in a paved square as dusk approaches. The streetlights flicker on, and the square glows with the pulse of city life. The pedestrian signal blinks, reflecting off the smooth stones.

As the light flashes red, some people edge forward impatiently. Camille feels the urge to cross before the signal changes, unsure if it?s really necessary to wait.

The elderly woman quietly says, ?Cross only when the signal is green?that?s when drivers expect people to cross and it?s safest for you.?

Camille hesitates, then shifts her focus to the changing light and the movements of cars nearby. She waits for the green signal, watching the world slow down around her.

When the light turns, Camille crosses calmly, feeling reassured and in tune with the city?s rhythm. She notices others waiting with her, sharing a subtle sense of trust.

Text 9 - Use the crosswalk (SN1, DE7) Leo, a pedestrian, pauses at a side street where the scent of fresh bread drifts from a nearby bakery. It?s evening and the street is bright with warm light. A delivery worker wheels a cart along the curb, and city life pulses around the crosswalk.

Leo thinks about cutting across the street where there?s no marked crossing, but spots a cyclist and a car approaching quickly. The situation feels risky.

A passerby remarks, ?Use the crosswalk each time?drivers and cyclists are prepared for you there.? Leo considers the advice and waits at the lines.

He aligns himself with the painted stripes, watching as traffic slows for the crossing. Leo senses the moment is right and steps forward.

Crossing safely, Leo feels his nerves settle, grateful for the guidance and the sense of order the crosswalk brings. He continues on, more confident.

Text 10 - Walking in the heat (SN6, DE4) Manon, a city dweller, exits the metro with a companion as the sun sets. Warm rays spill onto the entrance, making the air feel thick and heavy. The city is calm, and Manon feels both tired and restless from the heat.

She hesitates, wondering whether to walk the sunny side or detour into the shade. The heat prickles her skin and she wipes sweat from her brow.

Her companion offers, ?You?ll feel better if you cross into the shade; it helps you avoid getting too hot, even if it takes a little longer.?

Manon decides to change course, moving into the shadow of tall buildings, feeling immediate relief. The walk slows, but the discomfort fades.

Together, they reach their destination more comfortably, appreciating the cooler path. Manon smiles, feeling grateful for the gentle adjustment.

Text 11 - Don?t run into the road (SN4^c, DE6) Arthur, a young adult, strolls down a tree-lined avenue early in the morning. The air is fresh and a gentle wind rustles the branches. A group of tourists gathers near a fountain as Arthur enjoys the peacefulness.

A ball rolls into the street and Arthur instinctively thinks about running after it. The road looks empty, but the breeze carries the sound of an approaching car.

A friend warns, ?Don?t run into the street?even if it seems empty. Roads are not playgrounds and cars can appear quickly.?

Arthur stops, watching the car pass by before stepping carefully to retrieve the ball from the curb. He realizes the danger was greater than it first appeared.

Returning safely to the sidewalk, Arthur feels a wave of relief. He resolves to be more cautious, grateful for the timely advice.

Text 12 - Watch your step (SN4^c, DE8) Tom, a pedestrian, walks down a cobblestone street at midday. The sun beats down and the pavement is warm underfoot. In the distance, a cyclist rings a bell and faint music drifts from an open window, giving the street a lively, summery atmosphere.

As Tom walks, he glances up to admire the old buildings and doesn?t notice an uneven patch in the stones. His foot slips slightly, sending a quick jolt of uncertainty through him.

A cyclist nearby calls out, ?Watch where you step as well as where you?re headed?the ground can be uneven.? The advice catches Tom?s attention and makes him more cautious.

He slows down, scanning both his path and the ground ahead. Tom adjusts his pace, carefully placing his feet with each step, regaining his sense of control.

Soon, Tom walks more confidently, no longer anxious about stumbling. The brief moment of doubt fades, replaced by a relaxed and steady stride.

Text 13 - Be seen and see others (SN11^c, DE7) Inès, a young woman, waits beside a street maintenance worker on a shared pedestrian and cycling path. The midday wind ruffles her light jacket, while voices blend with the distant hum of passing bikes. Sunlight reflects off metal railings and glass shop fronts.

Inès glances at her clothes and wonders if she stands out enough. With many moving parts?bikes, workers, and distracted walkers?it?s easy to miss someone in the crowd.

The maintenance worker nods toward her and says, ?It?s important to be visible when you share the road?wearing bright colors helps keep everyone safe.?

She checks her reflection in a shop window and decides to adjust her scarf, choosing a brighter side. Inès stands a bit taller, more aware of her surroundings.

As she continues on, cyclists give a friendly nod and everyone moves around each other with more attention, easing her initial worry.

Text 14 - Knowing when to turn around (SN27, DE3) Léa, a city walker, heads along a pedestrian path at dusk. She passes someone talking loudly on the phone. The air carries the smell of fresh coffee from a nearby café, and a gentle breeze hints at coming night.

Halfway down the path, Léa finds her way blocked by delivery vans. Frustration builds as the shortcut she hoped for disappears behind traffic and noise.

A passerby calls out, ?If you turn back now, you?ll avoid getting stuck between the delivery vans.? The advice rings true, catching Léa by surprise.

She pauses, weighing her options. After a moment of hesitation, she turns around, retracing her steps with more awareness.

Freed from the traffic jam, Léa smiles, feeling both relieved and proud to have listened and adapted before things got complicated.

Text 15 - Don?t slow down the group (SN13^c, DE5) Nathan, a man walking in the early evening, is part of a group navigating a busy intersection where the sound of high heels echoes off the pavement. The pace is quick, city lights beginning to glow as everyone rushes to their destination.

Nathan notices his own steps slowing, feeling distracted by the flow of others and the busy crossroads. The group clusters together, sometimes blocking the way for faster walkers.

A distracted pedestrian says, ?It helps everyone if we keep up with the pace of the city.? Nathan catches the hint, sensing a ripple of impatience behind him.

He accelerates slightly, encouraging his group to move forward. The shift in energy helps the group blend smoothly into the evening crowd.

As the street clears, Nathan feels the collective tension fade. Walking at the city?s rhythm brings a new sense of ease and calm.

Text 16 - Lower the volume (SN7^c, DE4) Zoé, a pedestrian, walks on a sloped sidewalk beneath a bright morning sun. A leashed dog tugs ahead, and the low rumble of a nearby engine mingles with passing conversations. The day feels alive and a little chaotic.

Zoé fumbles with her headphones, music playing loudly, almost drowning out the street?s subtle signals. She senses a slight discomfort, unsure if she?s missing something important.

Someone walking their dog remarks, ?It?s safer to keep one ear open when walking outside, so you can notice what?s happening around you.?

Zoé lowers her volume, pulling out one earbud to listen more closely. She catches the sound of a moped and the quiet bark of the dog nearby, suddenly more aware.

Feeling safer and less isolated, Zoé continues down the street, reassured by her new habit and the fuller sense of the world around her.

Text 17 - Hurry slowly (SN9, DE5) Enzo, a passerby, moves through a quiet zone at dusk. A small group stands talking, their voices blending with the soft honk of a distant car. The fading daylight casts a gentle glow over the nearly empty street.

Enzo feels pressed for time, tempted to weave quickly between people. The urge to rush is strong, but he hesitates, not wanting to disturb the group or risk an accident.

A member of the group notes, ?Moving too fast can make things less safe.? The comment slows Enzo?s momentum, making him rethink his approach.

He adapts his pace, stepping aside when needed and navigating calmly. The city?s rhythm seems to match his new, measured movement.

Enzo arrives at his destination safely, feeling a surprising sense of relief. By slowing down, he found balance and made his walk easier.

Text 18 - Learn the map (SN2^c, DE9) Chloé, a regular transit user, pauses at a street corner where the glint of an electric scooter catches her eye. The early morning sky is gray, and metallic reflections flash from nearby buildings. She unfolds a metro map, trying to orient herself.

Chloé hesitates, uncertain which way is south or how best to reach downtown. She watches others scan the map, a subtle anxiety building as time ticks by.

A passerby offers help: ?South is over there?if you want to reach downtown, stay on the right. That marker can be confusing.?

Chloé follows the advice, comparing the map with street signs. Step by step, she matches her path to the markers.

With growing confidence, Chloé heads toward her destination, relieved by her ability to interpret the clues and navigate the city on her own.

Text 19 - Take the familiar path when lost (SN9^c, DE9) Emma, a pedestrian, stands at a wide intersection late in the evening. The light is bright, reflecting off wet pavement after a rain. A young person hurries by, and Emma feels momentarily disoriented in the maze of city streets.

Unsure which way to go, Emma scans the signs and tries to recall familiar landmarks. The city feels larger and more confusing at night, making her hesitate.

A passerby suggests, ?If you?re lost, go back to a familiar spot?it?s the best way to find your direction again.?

Emma retraces her steps, seeking a well-known corner. As she recognizes a bakery she passed earlier, her confidence returns.

Back on a known route, Emma?s anxiety eases. She walks with steady steps, reassured by her own sense of direction.

Text 20 - Use visual cues (SN20, DE3) Lucie, a city walker, crosses a gravel esplanade at dawn. The early sun casts long shadows, and each step crunches underfoot. She stops, scanning her surroundings for the right direction, as the city wakes behind her.

A large statue stands near the main entrance, catching Lucie?s eye. She hesitates, uncertain which path leads north.

A nearby woman points and says, ?See that statue? It lines up with the main entrance, so north is to your right.?

Lucie follows the line, comparing the statue?s position with her map. The revelation clarifies her route and dispels her confusion.

She heads forward, more assured and a little transformed by her new sense of orientation in the city?s landscape.

Text 21 - Trust the visual markers (SN5^c, DE1) Mathis, a passerby, waits at a sunny intersection next to a parent with a stroller. It's noon, and the sun creates long shadows across the nearby bike lane. The scene is lively, filled with voices and city movement.

Mathis considers following the painted lines, but something feels off. He notices a nearby pole?used as a visual marker by some, while others follow the faded paint.

The parent says, ?Align yourself with the pole rather than the paint?that?s the correct reference.?

Mathis chooses the pole, observing how his path feels more natural and others begin to follow suit.

He crosses the street with a new sense of ease, enjoying the little success of solving a practical puzzle in the city.

Text 22 - Watch for parking exits (SN11^c, DE6) Sarah, a city dweller, stands near a busy metro entrance where the street is crowded with people heading to work. A businessman walks by, and a loose sign rattles in the breeze. The morning feels hurried, full of small, unpredictable movements.

Sarah steps past a fence, glancing at the gaps between buildings. She suddenly worries about hidden parking exits as cars sometimes emerge unexpectedly.

A man in a suit cautions, ?Always look at gaps in buildings or fences?parking exits can open unexpectedly.?

Sarah adjusts her route, watching carefully at each opening. She becomes more alert, anticipating hidden dangers.

As she passes safely, Sarah feels relief and gratitude for the timely warning, her tension giving way to calm.

Text 23 - Mind the bikes and scooters (SN7^c, DE8) Axel, a young adult, walks with a fellow student along a busy school zone early in the morning. The area buzzes with activity, and Axel surveys the marked pedestrian stripes as bikes and scooters zip by. A sense of anticipation fills the air.

Axel starts to step into the lane but hesitates, uncertain if it?s meant for pedestrians or wheels. The risk of a sudden collision feels real.

His friend says, ?Stay within the marked stripes?outside them, you may be in an area meant for wheels, not pedestrians.?

Axel corrects his course, making sure to walk only within the lines. The flow of bikes and scooters moves safely past him.

He continues on to class, reassured by the sense of order and safety, his earlier doubt replaced by confidence.

Text 24 - Reading a misplaced sign (SN38, DE10) Anna, a pedestrian, pauses at the entrance of an apartment building late at night. A nearby athlete stretches, and the colors of the traffic lights reflect on the sidewalk. The street is quiet except for the hum of passing cars under the neon glow.

Anna scans the area for directions but notices a sign placed awkwardly out of sight. It?s unclear whether to trust it, and she hesitates, unsure of the correct entrance.

The athlete advises, ?That sign is misleading?use the railings to find the side entrance. It wasn?t updated after the construction.?

Anna compares the sign with other clues, checking the railing and nearby lights, carefully analyzing her options.

She chooses the side entrance, still a bit doubtful but confident in her decision-making process.

Text 25 - Let elders go first (SN8, DE1) Louis, a pedestrian, walks through a calm neighborhood square just after 9 a.m. The morning light shimmers gently across the paving stones. An older person, carrying shopping bags, approaches the crosswalk ahead. The subtle undulation of light on the ground creates a peaceful atmosphere.

Louis slows his steps, watching as the older person hesitates at the edge of the crossing. Around them, others gather, the city?s usual hurry replaced by a quiet moment of anticipation.

He hears someone say, ?Let older people cross first?they may move more slowly, and it?s safer for everyone.? The advice echoes softly, drawing the group?s attention to the waiting elder.

Louis waits, giving space. He observes how the group follows suit, their movements respectful and deliberate. The older person crosses with care, and Louis feels a gentle pride in this shared patience.

Once the elder is safely across, Louis resumes his walk. The act leaves him with a warm sense of connection and joy, a reminder that small gestures matter.

Text 26 - Don?t litter (SN8, DE10) élise, a passerby, strolls along the edge of a park at noon. She passes a street vendor selling sandwiches and sees the green grass dotted with sunlight. The rhythmic ticking of a pedestrian signal blends with the distant sound of birds.

As élise unwraps a snack, she notices others tossing wrappers on the ground. For a moment, she wonders if it really matters to hold onto her own waste.

The vendor remarks, ?If you can?t find a bin, just keep your wrapper in your pocket?it helps keep public spaces pleasant.? The advice lingers in élise?s mind as she looks around.

She decides to tuck the wrapper into her bag, observing how others take note of her action. Still, she?s unsure if her small gesture will make any difference.

Moving on, élise remains slightly doubtful but feels a quiet satisfaction for choosing to care for her surroundings, however small the impact.

Text 27 - Turn around when you?re wrong (SN2, DE2) Mila, a transit user, walks along a pedestrian-only street late on a Saturday morning. Steps echo from passersby, and a gentle rhythm of synchronized footsteps fills the air. She wonders if she?s missed her destination, glancing at street signs for reassurance.

Noticing a pedestrian ahead who looks equally uncertain, Mila begins to doubt her chosen direction. The growing distance from familiar landmarks makes her uneasy.

The other person says, ?Let?s turn back before we get too far off track.? The suggestion brings immediate relief and clarity to Mila?s mind.

They pause, exchange a quick glance, and both reverse course. Mila feels a weight lift as she retraces her steps toward familiar ground.

Finding the correct street at last, Mila smiles. Her initial curiosity is satisfied, and the detour turns into a small, joyful discovery.

Text 28 - Respect personal space (SN28, DE7) Adam, a pedestrian, walks through a noisy delivery zone at 3 p.m. Children?s voices ring out, and the area buzzes with people and vehicles. Amid the chaos, Adam notices people stopping abruptly, sometimes leaving little room to pass.

As Adam tries to keep his pace, he ends up too close to someone who suddenly halts in front of him. The unpredictable rhythm of the crowd makes him uneasy, and he feels a growing discomfort in the congestion.

A voice behind him reminds, ?Give others space, even if you?re in a hurry?it helps everyone move around more easily.? The advice, simple and direct, makes Adam pause.

He slows, stepping sideways to leave more room for those around him. As Adam adjusts, the group subtly rearranges, creating a smoother flow and making the sidewalk less tense.

The pressure of the crowd eases, and Adam finds a more comfortable rhythm. With each careful step, he feels the relief and calm of moving with respect for others? space.

Text 29 - Stuck in a dense crowd (SN30, DE4) Nina, a city dweller, approaches the bustling edge of a market on a cool morning. Chains clink and vendors shout, while the crowd swells, tightening around her. The energy of the place is both exciting and overwhelming, as Nina tries to keep pace.

Suddenly, the flow slows. Nina is trapped in the thick of the crowd, unable to move forward or back. She feels her discomfort rising, breath quickening as she?s pressed on all sides.

A passerby suggests, ?If the crowd is too dense, moving to the side can help keep things flowing.? The idea gives Nina something concrete to do.

Nina edges toward the curb, gently weaving between people. Others follow her lead, opening space for everyone and letting the tension ease.

Freed from the tight crush, Nina finds her rhythm again. The return to open space brings calm, and the sense of control gradually returns.

Text 30 - Remember a path to use again (SN3^{c}, DE2) Théo, a young adult, passes through the silent entryway of a public building just after 9 a.m. A municipal worker sweeps nearby, and the faint echo of footsteps bounces off the walls. Théo recalls the route he took last time?left at the hall, right at the sign.

He hesitates at a fork, wondering whether to try a shortcut or trust his memory. The decision weighs on him as he glances at the quiet corridors.

The municipal worker says, ?You turned left last time, and it worked well then.? The simple advice reassures Théo, bringing back a sense of orientation.

Théo repeats his previous steps, growing more confident with each familiar turn. The route becomes easier, and his pace quickens without conscious effort.

Reaching his destination, Théo smiles with satisfaction. The learned routine transforms into a small joy, making him eager to walk this way again.

Text 31 - Follow direction signs (SN5^{g}, DE2) Raphaël, a citizen, walks down a lively alley at 11 a.m. with a discreet couple. Animated voices and the soft glow of shopfronts set a welcoming tone. The group approaches a fork where several signs compete for attention.

Raphaël hesitates, unsure which sign leads to their goal. He studies the directions, debating which way to go as other groups discuss their own routes.

A companion says, ?Sometimes, the best places are hidden. That sign is the right one?just follow where it points.?

Raphaël considers the advice, exchanging quick words with his friends. They decide to follow the suggested path, trusting in the shared observation.

The alley opens into a sunny square, and the sense of discovery brings a burst of joy to the group. Their curiosity is rewarded with a new favorite spot.

Text 32 - Ask the way when you?re lost (SN32, DE8) Maé, a pedestrian, pauses in a tranquil street under midday sun. Nearby, a passerby speaks urgently on the phone, while construction sounds echo off the walls. The smell of fresh rain lingers in the air, and Maé feels lost in the maze of temporary barriers.

She realizes she?s missed a turn, uncertainty mounting as the detour takes her further from familiar streets. The anxiety of getting more lost grows with each step.

A friendly passerby says, ?You missed a turn?go back, then take a left at the bakery.? The simple, clear advice soothes Maé?s worry.

Maé retraces her steps, eyes scanning for the bakery and checking street signs along the way. As she finds her bearings, her heart rate slows.

Turning at the right spot, Maé feels her fear dissipate, replaced by a gentle relief. The act of asking and adjusting brings serenity and confidence.

Text 33 - Distracted by a shop window (SN33, DE1) Timéo, a pedestrian, strolls through a covered arcade at noon. A child beside him looks around with wonder. The constant hum of city life blends with the bright, colorful displays in each window, creating a world of distractions.

Timéo?s gaze lingers on a striking shop window, while the child tugs his sleeve. The sounds and sights threaten to pull his attention from the path ahead.

The child says, ?Bright displays can distract us from where we?re going.? The words make Timéo smile and snap back to the present.

He shifts his focus, carefully watching where they walk while enjoying the sights from a safe distance. The child mirrors his behavior, and they move with more attention.

Their stroll becomes lighter, filled with shared discovery and laughter, free from worry. The city?s energy now feels playful rather than overwhelming.

Text 34 - Dazzled by the sun or wind (SN34, DE4) Ludovic, an explorer by nature, crosses a pedestrian bridge at 8:30 a.m. Tourists photograph the rising sun, and muffled footsteps echo on the planks. Strong wind and blinding light make the world feel both exciting and disorienting.

Ludovic shields his eyes, slowed by the glare and gusts. The discomfort grows as he tries to navigate the shifting brightness and the swirling air.

A tourist beside him says, ?Staying close to the edge until the light softens will help you walk more comfortably.? The advice sparks a moment of reflection.

Ludovic moves closer to the railing, where the shadows offer relief. Each step feels steadier, the noise and brightness less overwhelming.

He reaches the other side of the bridge with a sense of transformation?no longer battling the elements, but moving in harmony with them.

Text 35 - Wonder at an unexpected scene (SN7, DE3) Maxime, a city walker, turns onto a busy pedestrian street at 4:30 p.m. The air is filled with the sound of music coming from a café, and sharp voices call out greetings between open shops. Suddenly, a flock of pigeons takes flight, and sunlight glimmers on a small fountain he?s never noticed before.

Maxime stops in his tracks, surprised by the beauty and movement all around him. He hesitates, wondering whether to pause and enjoy the scene or keep going with his errands.

A passerby next to him smiles and says, ?Some things can?t be found on a map?they?re meant to be discovered.? The comment makes Maxime rethink his hurry.

He chooses to pause, taking a few moments to watch the swirling pigeons, the shimmering water, and the spontaneous energy of the street.

Walking on, Maxime feels a fresh sense of curiosity?now aware that every walk in the city can reveal something new if he?s open to it.

Text 36 - Realizing the right gestures (SN10, DE3) Jeanne, a transit user, pauses at the entrance of a green city square at 9 a.m. A focused pedestrian walks ahead, and the sound of slowed traffic and birdsong lingers in the air. Jeanne feels a subtle uncertainty?should she intervene or let things flow?

She sees someone struggling to carry bags and wonders what gesture could help without being intrusive. Jeanne hesitates, caught between wanting to act and fearing she?ll overstep.

A quiet inner voice reminds her, ?Offering a hand at the right moment can make a real difference.? The thought brings clarity and a sense of calm.

Jeanne steps forward, offering help with a gentle smile. Her gesture is accepted, and the tension in the moment melts away.

Walking on, Jeanne feels a renewed sense of connection, surprised by the impact of a simple action and ready to notice these moments more often.

References

[1] E. Reiter and R. Dale, *Building Natural Language Generation Systems*. Cambridge University Press, 2000.

[2] V. Propp, *Morphology of the Folktale*, 1928, (Translated into English, 1958).

[3] G. Genette, *Discours du récit, Figures III*. Seuil, 1972.

[4] R. Plutchik, *Emotion: A Psychoevolutionary Synthesis*. Harper & Row, 1980.

[5] S. Klein *et al.*, "Modeling Propp and Levi-Strauss in a Meta-Symbolic Simulation System," Computer Sciences Department, University of Wisconsin, Madison, WI, Tech. Rep. Technical Report 226, 1974.

[6] P. Gervás, B. Lönneker-Rodman, J. C. Meister, and F. Peinado, "Narrative models: Narratology meets artificial intelligence," in *International Conference on Language Resources and Evaluation. Satellite Workshop: Toward Computational Models of Literary Analysis*, Genova, Italy, 2006, pp. 44–51.

[7] N. Szilas, "A computational model of an intelligent narrator for interactive narratives," *Applied Artificial Intelligence*, vol. 21, no. 8, pp. 753–801, 2007.

[8] P. Gervás, "Computational approaches to storytelling and creativity," *AI Magazine*, vol. 30, no. 3, pp. 49–62, 2009.

[9] M. Mateas and P. Sengers, Eds., *Narrative Intelligence*. John Benjamins Publishing Company, 2003.

[10] N. Szilas, "Modèles narratifs, modèles numériques : vers un rapprochement," *Cahiers de Narratologie*, no. 42, 2022, les récits par et sur le numérique. [Online]. Available: https://journals.openedition.org/narratologie/14024

[11] A. J. Reagan, L. Mitchell, D. Kiley, C. M. Danforth, and P. S. Dodds, "The emotional arcs of stories are dominated by six basic shapes," *EPJ Data Science*, vol. 5, no. 31, pp. 1–12, 2016.

[12] S. Mohammad, "From once upon a time to happily ever after: Tracking emotions in novels and fairy tales," in *Proceedings of the 5th ACL-HLT Workshop on Language Technology for Cultural Heritage, Social Sciences, and Humanities*. ACL, Jun. 2011, pp. 105–114.

[13] L. Christ, S. Amiriparian, M. Milling, I. Aslan, and B. Schuller, "Modeling emotional trajectories in written stories utilizing transformers and weakly-supervised learning," in *ACL 2024*. ACL, 2024, pp. 7144–7159.

[14] D. Martens, J. Hinns, C. Dams, M. Vergouwen, and T. Evgeniou, "Tell me a story! Narrative-driven XAI with Large Language Models," *Decision Support Systems*, vol. 191, p. 114402, 2025.

[15] H. Chen, R. Shu, H. Takamura, and H. Nakayama, "GraphPlan: Story generation by planning with event graph," in *Proceedings of the 14th International Conference on Natural Language Generation*, A. Belz, A. Fan, E. Reiter, and Y. Sripada, Eds. ACL, 2021, pp. 377–386.

[16] K. Yang, D. Klein, N. Peng, and Y. Tian, "DOC: Improving long story coherence with detailed outline control," in *Proceedings of the 61st Annual Meeting of the ACL (Volume 1: Long Papers)*. ACL, Jul. 2023, pp. 3378–3465.

[17] P. J. Wang and M. Kreminski, "Guiding and Diversifying LLM-Based Story Generation via Answer Set Programming," *arXiv*, 2024. [Online]. Available: https://arxiv.org/abs/2406.00554

[18] Y. Wang, Q. Zhou, and D. Ledo, "StoryVerse: Towards Co-authoring Dynamic Plot with LLM-based Character Simulation via Narrative Planning," in *Proceedings of the 19th International Conference on the Foundations of Digital Games*, ser. FDG '24. ACM, 2024.

[19] Y. Xie, Y. Hu, Y. Li, G. Bi, L. Xing, and W. Peng, "Psychology-guided controllable story generation," in *Proceedings of the 29th International Conference on Computational Linguistics*. International Committee on Computational Linguistics, 2022, pp. 6480–6492.

[20] X. Wang, H. Jiang, Z. Wei, and S. Zhou, "CHAE: Fine-grained controllable story generation with characters, actions and emotions," in *Proceedings of the 29th International Conference on Computational Linguistics*, Oct. 2022, pp. 6426–6435.

[21] T. Huang, E. Qasemi, B. Li, H. Wang, F. Brahman, M. Chen, and S. Chaturvedi, "Affective and dynamic beam search for story generation," in *EMNLP 2023*, 2023, pp. 11 792–11 806.

[22] G. Tevet and J. Berant, "Evaluating the evaluation of diversity in natural language generation," in *Proceedings of the 16th Conference of the European Chapter of the ACL: Main Volume*. ACL, 2021, pp. 326–346.

[23] Y. Chen, H. Gröner, S. Zarrieß, and S. Eger, "Evaluating diversity in automatic poetry generation," in *Proceedings of the 2024 Conference on Empirical Methods in Natural Language Processing*. ACL, 2024, pp. 19 671–19 692.

[24] L. Yao, N. Peng, R. Weischedel, K. Knight, D. Zhao, and R. Yan, "Plan-and-write: Towards better automatic storytelling," in *Proceedings of the AAAI Conference on Artificial Intelligence*, vol. 33, no. 1, 2019, pp. 7378–7385.

[25] F. Brahman and S. Chaturvedi, "Modeling protagonist emotions for emotion-aware storytelling," in *Proceedings of EMNLP 2020*. ACL, 2020, pp. 5277–5294.

[26] A. Piper, R. J. So, and D. Bamman, "Narrative theory for computational narrative understanding," in *Proceedings of EMNLP 2021*. ACL, 2021, pp. 298–311.

[27] R. L. Boyd, K. G. Blackburn, J. W. Pennebaker, A. J. Harrison, E. M. Tay, and Z. Ding, "The narrative arc: Revealing core narrative structures through text analysis," *Science Advances*, vol. 6, no. 32, p. 2196, 2020.

[28] R. Porzel, M. Pomarlan, L. Spillner, J. Rockstroh, and J. A. Bateman, "Narrativising events," in *Event Analytics across Languages and Communities*, I. Marenzi, S. Gottschalk, E. Müller-Budack, M. Tadić, and J. Winters, Eds. Springer Nature Switzerland, 2024, pp. 233–254.

[29] J. Schäfer and R. Klinger, "Shaping event backstories to estimate potential emotion contexts," *arXiv*, 2025. [Online]. Available: https://arxiv.org/abs/2508.09954

[30] J. Schäfer, S. Weber, and R. Klinger, "Localization of english affective narrative generation to german," in *Proceedings of KONVENS 2025: Long and Short Papers*. Hannover, Germany: HsH Applied Academics, 2025, pp. 241–256.

[31] Y. Wen, C. Huang, H. Zhou, Z. Zeng, C. M. L. Po, J. Togelius, T. Merino, and S. Earle, "All stories are one story: Emotional arc–guided procedural game level generation," *arXiv*, 2025. [Online]. Available: https://arxiv.org/abs/2508.02132

[32] A. Bandura, *Social Learning Theory*. Englewood Cliffs, NJ: Prentice-Hall, 1977.

[33] E. Moyer-Gusé, "Toward a theory of entertainment persuasion: Explaining the persuasive effects of entertainment-education messages," *Communication Theory*, vol. 18, no. 3, pp. 407–425, 2008.

[34] J. d. La Fontaine, *Œuvres complètes, Tome I : Fables, Contes et Nouvelles*, ser. Bibliothèque de la Pléiade. Paris: Gallimard, 1991.

[35] J. R. Winkler, M. Appel, M.-L. C. Schmidt, and T. Richter, "The experience of emotional shifts in narrative persuasion," *Media Psychology*, vol. 26, no. 2, pp. 141–171, 2023.

[36] D. Yu, B. Yang, D. Liu, H. Wang, and S. Pan, "A survey on neural-symbolic learning systems," *Neural Networks*, vol. 166, pp. 105–126, 2023.

[37] Y. Wang, J. Jiang, M. Zhang, C. Li, Y. Liang, Q. Mei, and M. Bendersky, "Automated Evaluation of Personalized Text Generation using Large Language Models," *arXiv*, 2023. [Online]. Available: https://arxiv.org/abs/2310.11593

[38] S. Sabour, S. Liu, Z. Zhang, J. Liu, J. Zhou, A. Sunaryo, T. Lee, R. Mihalcea, and M. Huang, "EmoBench: Evaluating the emotional intelligence of large language models," in *Proceedings of the 62nd Annual Meeting of the ACL (Volume 1: Long Papers)*. ACL, Aug. 2024, pp. 5986–6004.

[39] T. Sosea and C. Caragea, "Hard emotion test evaluation sets for language models," in *NAACL 2025*. ACL, Apr. 2025, pp. 7930–7944.

[40] X. Huang, Y. Zhang, Y. Cheng, W. Tian, R. Zhao, R. Feng, Y. Zhang, Y. Li, Y. Guo, and X. Zhang, "Idea: Increasing text diversity via online multi-label recognition for vision-language pre-training," in *Proceedings of the 30th ACM International Conference on Multimedia*, ser. MM '22. ACM, 2022, p. 4573–4583.

[41] W. Li, X. Yi, J. Hu, M. Sun, and X. Xie, "Evade the trap of mediocrity: Promoting diversity and novelty in text generation via concentrating attention," in *Proceedings of the 2022 Conference on Empirical Methods in Natural Language Processing*. Abu Dhabi, United Arab Emirates: ACL, Dec. 2022, pp. 10 834–10 858.

[42] C. Brémond, "Le message narratif," *Communications*, vol. 4, no. 1, pp. 4–32, 1964, included in a thematic issue : Recherches sémiologiques. [Online]. Available: https://www.persee.fr/doc/comm_0588-8018_1964_num_4_1_1025

[43] ——, "La logique des possibles narratifs," *Communications*, vol. 8, no. 1, pp. 60–76, 1966, included in a thematic issue : Recherches sémiologiques : l'analyse structurale du récit. [Online]. Available: https://www.persee.fr/doc/comm_0588-8018_1966_num_8_1_1115