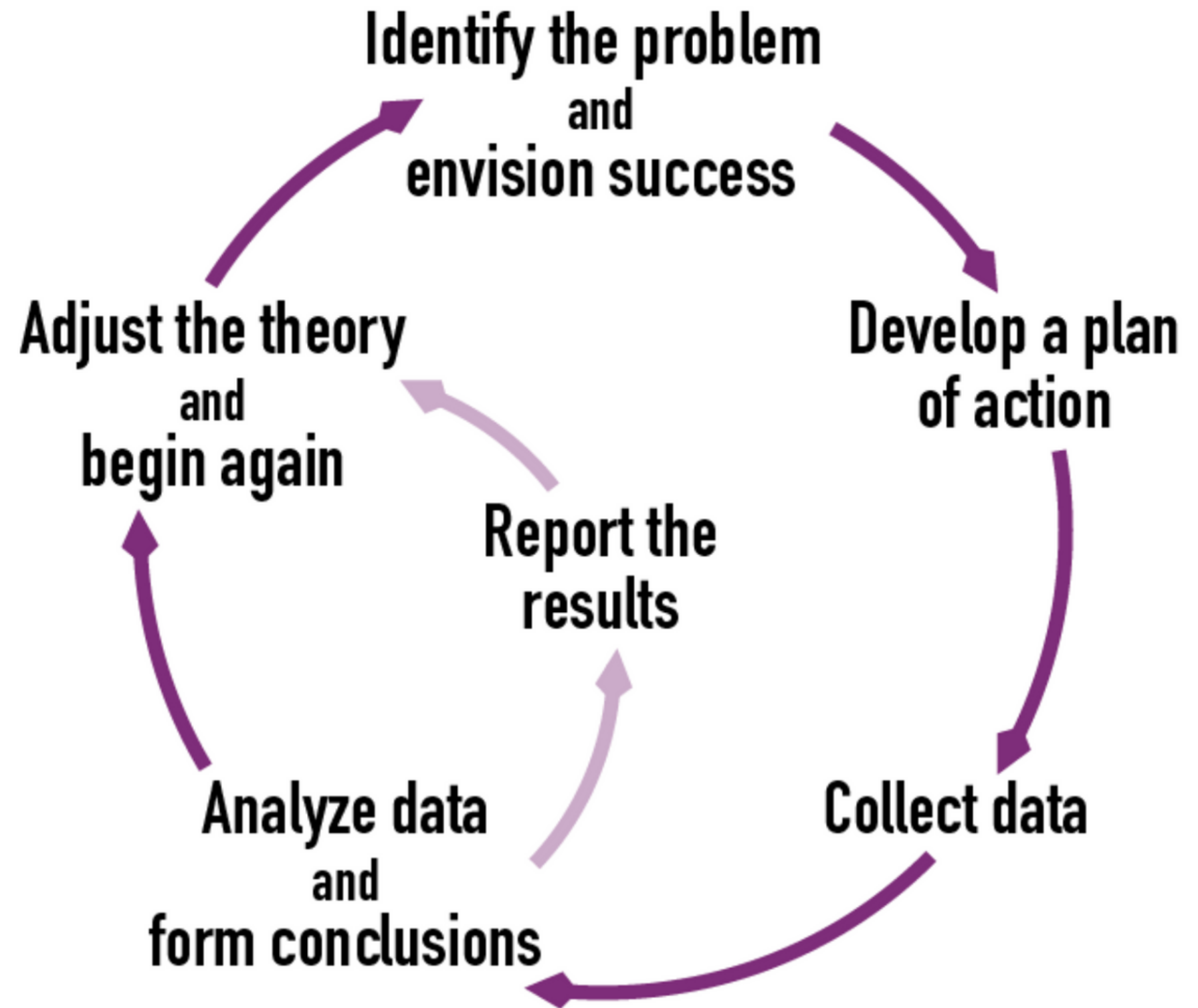


The Action Research Cycle



What happens to the quality of learning experiences when the lesson design makes use of playful storytelling?



theater

"play"

theater

"dula"

"play"

Bahay-bahayan or children's imaginative play



Reframe relationships in the classroom through PLAY

BAHAY-BAHAYAN AT WORK

Teacher as Facimuknow
(Facilitator who knows about the subject matter)



Students as Kalaro
(Players and Co-designers)



Classroom as Spaces of Limitless Possibilities



Playful Storytelling is...

Play-based



*imaginative; self-directed;
process-oriented*

Experiential



*learning by doing and
reflecting*

Gamified



use of game elements



BAHAY-BAHAYAN EXPERIENCE DESIGN CANVAS 5.0

SUBJECT: _____ TOPIC: _____ FACI: _____ DATE/TIME: _____ DURATION: _____

STUDENT ROLE		TEACHER ROLE		MAIN OBJECTIVE/GOAL: (VERB-BASE)			OBSTACLES				
BACKGROUND/SET:		COSTUME/ATTIRE:		PROPS:		MATERIALS:		DANCE/MUSIC/SFX:		FOOD:	
GAMIFIED CONTENT				GAMIFIED LEARNING EXPERIENCES				GAMIFIED ASSESSMENT			
TOPIC/LESSON											
CHAP/EP											
LVL/STAGE											
MEDIA											
KILLER			ACHIEVER			EXPLORER			SOCIALIZER		
<i>MINIMALIST</i>	<i>RESOURCEFUL</i>	<i>MULTISENSORIAL</i>	<i>N-I</i>	<i>IGLAP</i>	<i>REFLECTIVE</i>	<i>CRITICAL</i>	<i>CREATIVE</i>	<i>COLLABORATIVE</i>	<i>INCLUSIVE</i>		

OUR PURPOSEFUL PLAY PLAN

URBANA AT FELISA *meets* ANG MGA KABABAIHAN NG MALOLOS



Zoom Meeting



Ana Katrina de Jesus

Binibinis React (Grupo Kayo Ba?)



Assessment

Quest 2 will be graded using the rubric below, based on a three-level scale: beginning (B), satisfactory (S), and outstanding (O). (Middle values may be given, e.g. 6, 9.)

Beginning (B): Attempts to meet the indicators but can still be improved

Satisfactory (S): Meets the indicators adequately

Outstanding (O): Demonstrates excellent application of the indicators

Component	Scale			Score
	B	S	O	
Completeness				
The diary entry shows observations and narratives on using Hecht's frames of identity.	1	3	5	
The diary entry states insights on the interpenetration of the identity frames.	1	3	5	
Analysis				
The diary entry shows contextual and practical understanding of the interpenetration of identity frames.	5	7	10	
The diary entry shows understanding of identity gaps and their possible implications.	1	3	5	
TOTAL				/2

Rubric for Grading



Dormitorio Santa Isabel

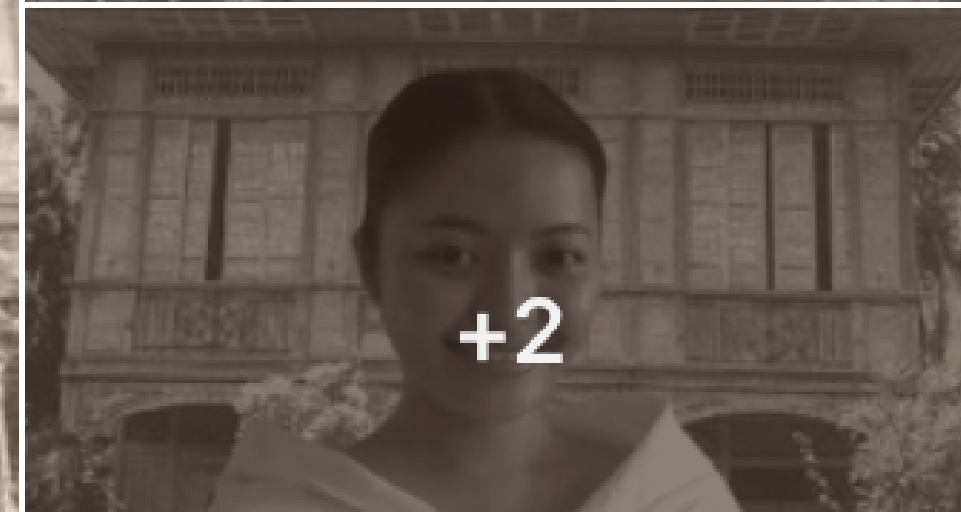


Kate Palma de Jesus

Admin · October 19, 2021 · 🌐

Upang patunayan na kayo ay mag-aaral ng Santa Isabel, magpakuha ng litrato sa harapan ng dormitoryo. Kinakailangan na angkop ang inyong kasuotan at hashtag. At dahil tayo ay masayang namumuhay sa 1898, kinakailangan na sepia ang ating paligid.

Bawat grupo ay magkakaroon ng isang post kung saan ang larawan ng bawat isang miyembro ay nakahayag.





Dormitorio Santa Isabel



Kate Palma de Jesus

Admin · October 28, 2021 · 🌐



GALIT ANG MADRE SUPERIORA!

LAHAT NG MAY ALAM KUNG SINO ANG MAPANGAHAS NA BABAENG TINUTUKOY NG MADRE, MAGSALITA NA!

PAKATANDAAN NA KUNG HINDI DAHIL SA MGA ARAL NI MADRE SUPERIORA AT NG MGA FRAYLE, TAYO AY MANANATILING MANGMANG. ANG KAAYUSAN AT KAPAYAPAAN SA ATING DORMITORIO SANTA ISABEL AY KINAKAILANGANG PROTEKTAHAN NATIN SA ABOT NG ATING MAKAKAYA.

-URBANA AT FELISA

Napag-alaman ko na may isang miyembro ng ating dormitorio na napabilang sa isang lihim na samahan. Ang estudianteng ito ay naligaw ng landas, at tila ba nalimutan na ang mga aral ng Santo Kristo!

Siya ay parang ahas na nakapasok sa ating pinakamamahal na Santa Isabel, at palihim na inaakit ang mga bagong estudiante sa kanyang mga subersibong pananaw. Hindi ko ito mapapayagan! May alam ba kayo sa pangyayaring ito? Ipagbigay-alam sa akin, at kayo ay mabibiyayaan para sa anumang impormasyon. Sino ang babaeng ito?



2

3 Comments Seen by everyone

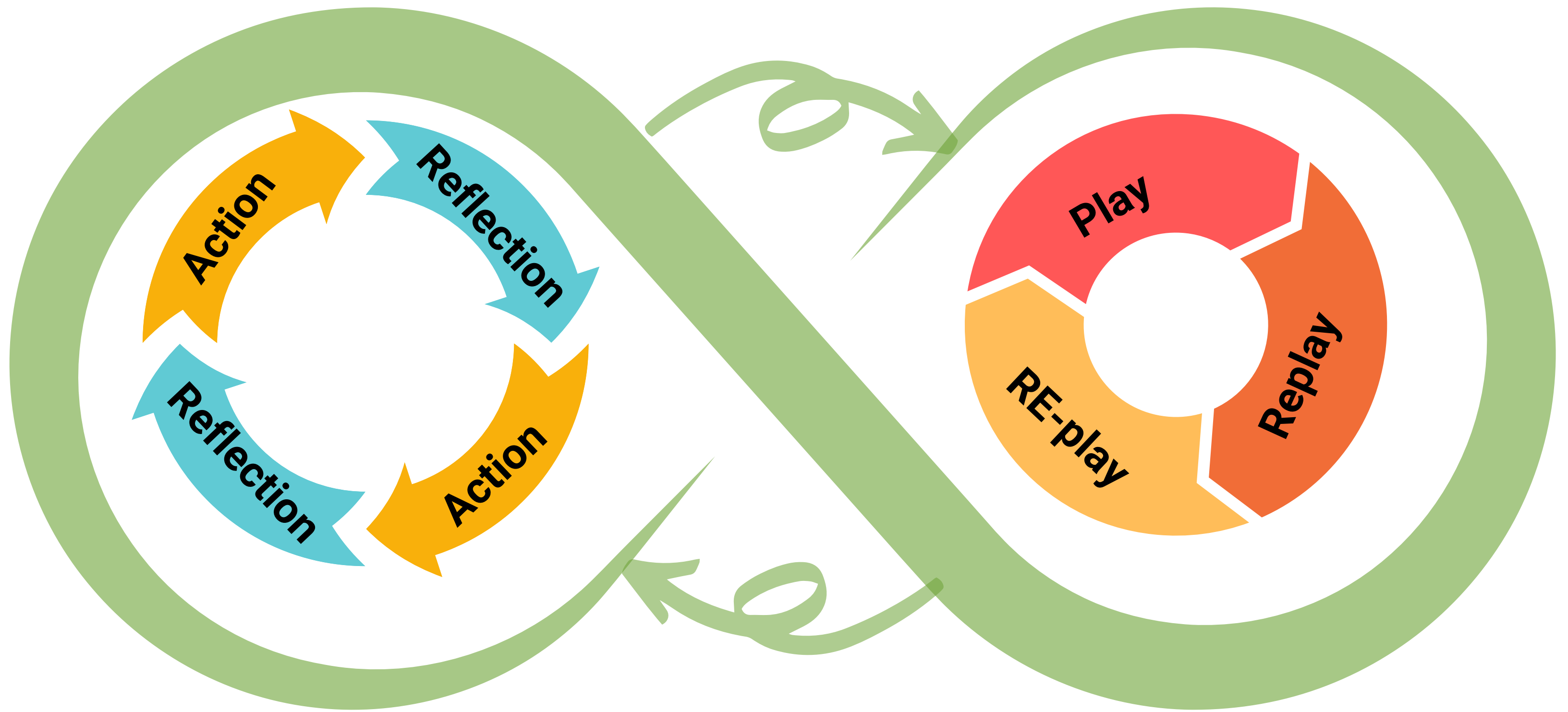
Kate Palma de Jesus magandang umaga po, Wala po kaming natanggap na paanyaya at wala din kaming alam na may ganyang samahan. Ang alam ko lang po na samahan ay ang PDP (PamilyaDePusa). Pero nag iwan po ako ng galit na reaksyon sapagkat sa sinabi nyo ay ito'y samahan ng mga rebelde. Makakaasa po kayo na hindi kami makikinig at padadala sa mga paanyaya nila kapag meron man

Like Reply 24w

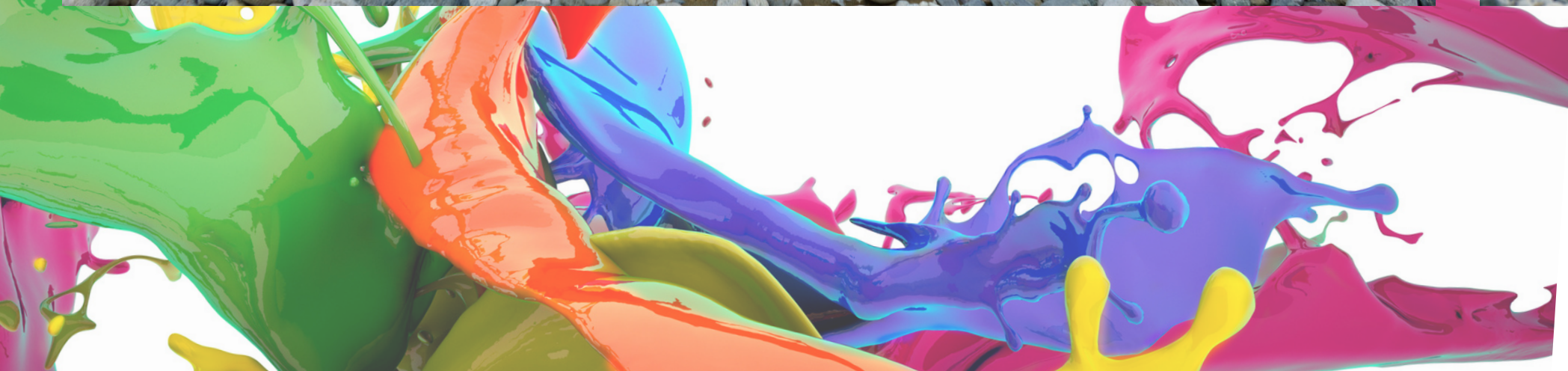


Kate Palma de Jesus Author Admin

tama, senyorita! sila ay mga bandido na pailalim kung kumilos. pag-aalabin nila ang inyong mga damdamin patungkol sa mga mapangahas na ideya. ngunit, huwag na huwag kayo magpapadala.
-Urbana



Playful Participatory Action Research Cycle



Bahay-Bahayan Participatory Action Research (BB-PAR) Playful Storytelling with the Agtas of San Pablo, Isabela

Phases	Activity In-Real	Instructions for Workshop VERSION	Resources	Equivalent in PAR
1. Courtesy call	<p>Visit LGU Contact and meet key persons Gather basic history; cultural mapping</p> <ul style="list-style-type: none"> - based on Performance Pedagogy questions <p>OUTPUT: <i>Baseline Community Data/Assets Map</i></p>	<p>-Divide into groups of 4 members maximum</p> <p>-Answer the questionnaire</p>	<p>-Community questionnaire https://docs.google.com/document/d/1AZFZDIjGy6DMkt2U1IdxHUz2DeFDJxZ2P_qpVQPZQA/edit</p>	<div style="border: 1px solid #ccc; padding: 10px; margin-bottom: 10px; background-color: #4CAF50; color: white;"> <p>1 ESTABLISH RAPPORT Get to know each other (team and community) Discuss community's themes, issues, problems <i>Focused Group Discussion</i></p> </div> <div style="border: 1px solid #ccc; padding: 10px; background-color: #FF9800; color: white;"> <p>CONSENSUS WITH LEADERS ON THEMES, ON PROCESS <i>Meeting</i></p> </div>
2. Pakapa-kapa Method	<p>Perform Pangangapitbahay</p> <ul style="list-style-type: none"> - Community walk - Vlogs - Kapihan / huntahan <p>OUTPUT: <i>Videos, Narratives, Photos</i></p>	<p>-exchange questionnaire with other groups</p> <p>-read and review and try to find issues and problem areas written in the questionnaire,</p> <p>-summarize your answers by discussing amongst our group using the second to the last page of the questionnaire</p>	<p>- Community Questionnaire https://docs.google.com/document/d/1AZFZDIjGy6DMkt2U1IdxHUz2DeFDJxZ2P_qpVQPZQA/edit</p>	<div style="border: 1px solid #ccc; padding: 10px; background-color: #FF9800; color: white;"> <p>2 PROBE, VALIDATE THEMES <i>Mapping and Transect Walk</i></p> </div>

		-send one to two members of your group to interview the other group using the last page of the questionnaire		<p>DISCUSSIONS WITH PEOPLE</p> <p>3 Acknowledge value of different knowledges, respect and sensitivity to cultures</p> <p>Trace history of main themes/issues</p> <p>Historical Timeline</p>
3. Narrative Design	<p>Using documentations and participant observation, organize themes, stories, history into narrative/s</p> <p>From the emergent themes, formulate additional questions that will drive problem-framing and solutions</p> <p>OUTPUT: Story/Narrative</p>	<p>-Create a story using the Narrative Builder</p> <p>- Write the final draft legibly on any sheet of paper</p>	<p>-Narrative Builder</p> <p>https://docs.google.com/document/d/1jieOwOeJPjOWqj7wZSdaF7hmxDTaXr-YknGK2y5pU9M/edit</p>	<p>5 Differentiate community actors and sectors, their relationships and issues, practical needs and strategic interest</p> <p>Venn or Stakeholder Diagram</p>
4. Bahay-Bahay Performance	<p>Perform narrative game based on emergent themes and additional questions to the community members as an event to gather more insights, and solutions.</p> <p>OUTPUT: Videos, Narratives, Photos</p> <p>Issue/Problem Area</p> <p>Map/Flowchart</p> <p>Vision Setting</p> <p>HMW</p>	<p>- Watch and learn how to perform BB Storytelling</p> <p>-rehearse your storytelling</p> <p>-perform your storytelling with the group</p>	<p>-BB Storytelling video</p> <p>https://drive.google.com/file/d/1IZR9AiT6k-5kCYAVfB8IAZu-1-ungHNq/view?usp=sharing</p>	<p>4 Glean community perspective on their lives, livelihoods, seasonal patterns, aspirations</p> <p>Gain insight on relationships and patterns</p> <p>Seasonal Calendar</p>

Thank you very much!



University of the Philippines
LOS BAÑOS

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