

# Presentation Structure

Using Self

The diagram consists of three horizontal bars, each with a colored rounded rectangle on the left and a white rectangle on the right. The bars are purple, blue, and green from top to bottom. A vertical orange line is to the left of the bars. Lines connect the rounded rectangles to the white rectangles: a purple line for the top bar, a blue line for the middle bar, and a green line for the bottom bar.

Teaching led  
Research led Teaching

Classroom as a Theatre



**Critical Pedagogy (Paulo Freire)** - commitment to and engage with justice-oriented, dialogic education.

Lived experiences with famine, droughts in my childhood

Dignity Reclaimed – face stigma, oppression, privilege, and community life influences world views

### **Linking theory to lived experience**

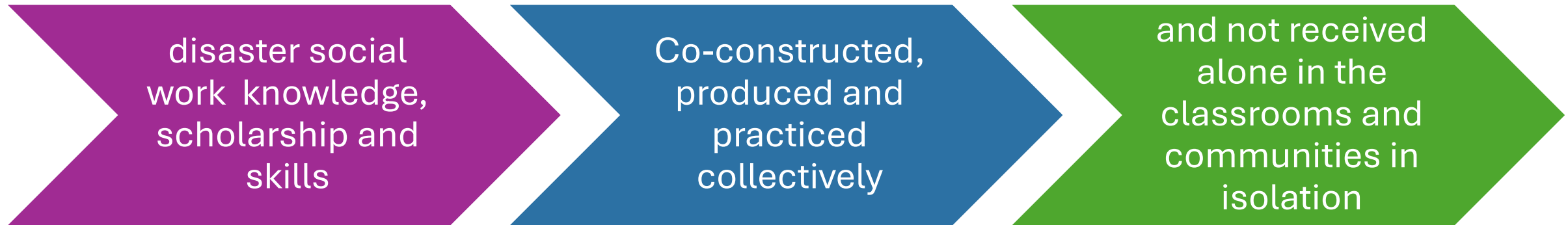
( experiential learning- Kolb )

Concrete experience → Reflective observation →

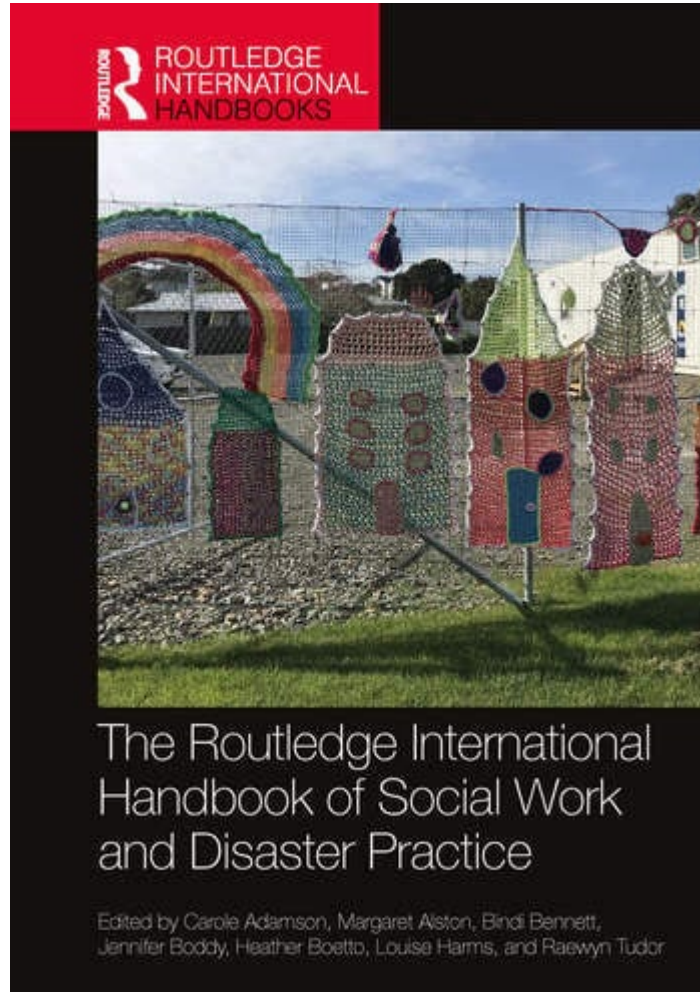
Abstract conceptualization → Active experimentation

**Narrative Identity Theory (Bruner)** meaning making of lives through stories, inform ones identity and professional approach

# Classroom as a Democratic learning Space



# positioning social work teaching and teacher **practitioner, therapeutic guide, and Socratic instructor**



Chapter

Social Work on the Front Line

Teaching Disaster Social Work in Nepal and Canada

By [Bala Raju Nikku](#) 

Book [The Routledge International Handbook of Social Work and Disaster Practice](#)

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Pages 15

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# Insights from Nepal 2015 Earthquake Disasters

***Content and teaching focus***

***Learning from Doing: An experience-based framework ( practicing PFA with communities )***

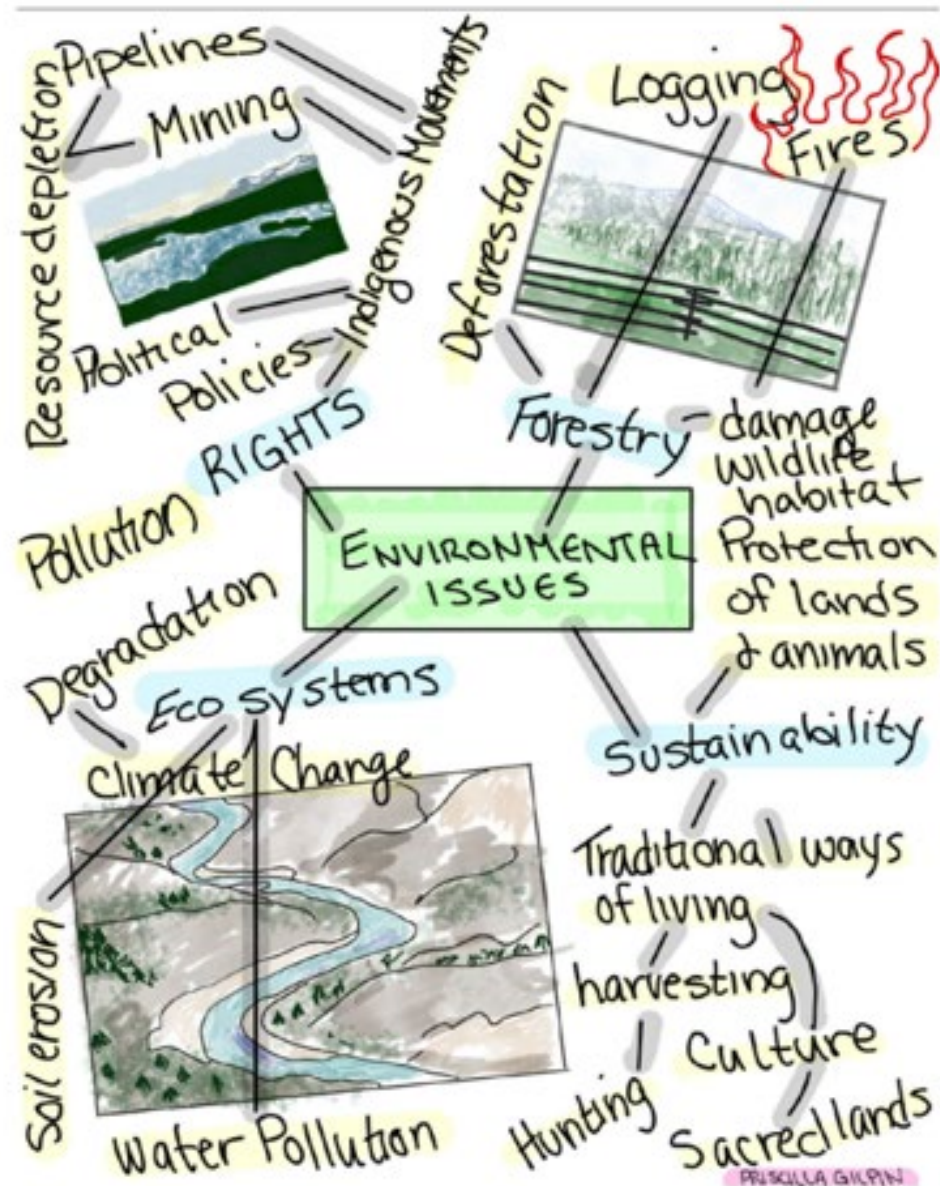
***Arts-Based Learning activities : Photo Voice, stories of Resilience, School social work***

***Use of Concertina booklets with*** Artists in Community International (ACI)

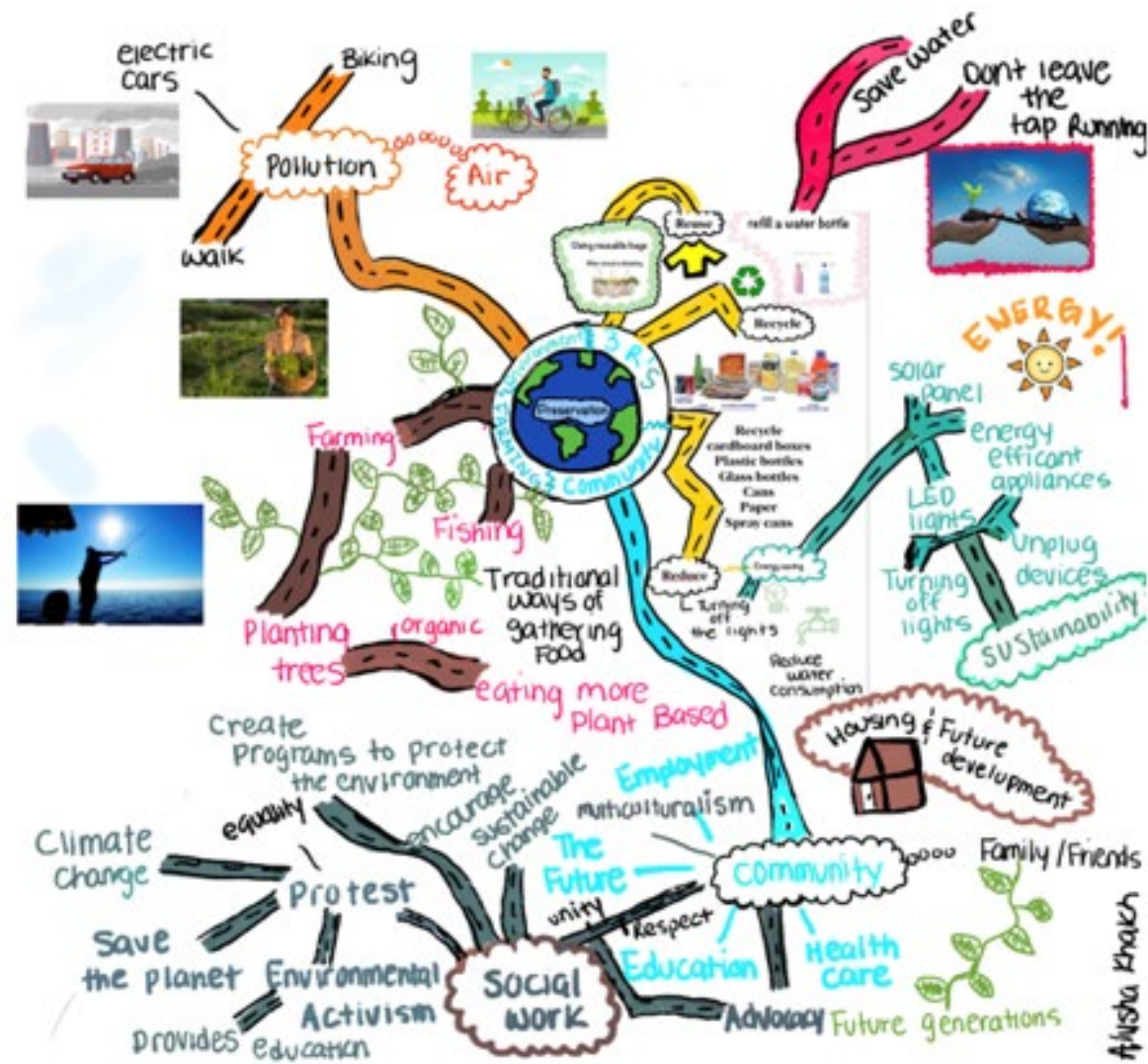
A Concertina booklet is an origami-looking pop-up book



Source: Kadambari College (2015)



Source: Priscilla Gilpin (2021)



Source: Alysha Khakh(2021)



# Co-produced stories of resilience









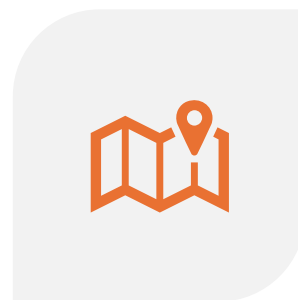




Evolving – Learning –  
Coproducted

Methodology-

rooted in Community  
Science



THEMATIC  
LEARNING JOURNEY



PARTICIPATORY  
LEARNING JOURNEY

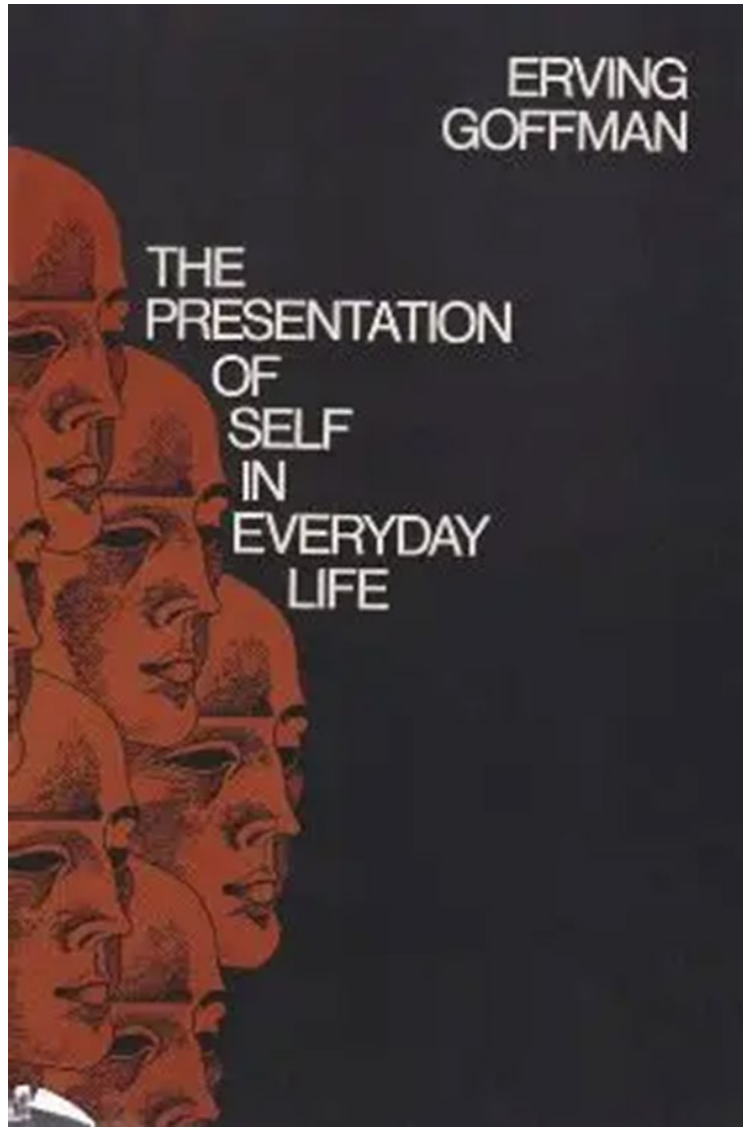


VISUAL LEARNING  
JOURNEY



LITERAL LEARNING  
JOURNEY





## Classroom as a Theatre for Performance

**1. Presentation of Self in every day lives** ( Dramaturgical Lens) to explore Disaster- actor – Roles. Concept: Front stage / backstage behavior/roles

**2. Reflect on Impression/ identify/ role Management in Crisis**

**3. Framing of Disaster Narratives**

(Compare narratives of natural vs. human-made resilience vs. victimhood)

**4. Stigma and Recovery** (Example: children as passive beneficiaries)

**5. Classroom as a microcosm of institutions/community**

*How do institutions "perform" disaster response?*

*Where does this fail vulnerable communities?*

**Outcomes :** awareness of emotional labor, boundary management, authenticity under stress, enhanced preparedness and resilience. Cultivate emotional resilience and ethical self-presentation during real-world disasters.

# Classroom as a Sanctuary

Democratic learning Space

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disaster social  
work knowledge,  
scholarship and  
skills

Co-constructed,  
produced and  
practiced  
collectively

and not received  
alone in the  
classrooms and  
communities in  
isolation