



Art1st x Conflictorium

Creative Practitioner Educator Grant - *Poetics, Politics and Play 2025-26*

Engagement with Paraeducators

City: Ahmedabad

Location: Amraiwadi and Saraspur

Quarterly Report: - April 2025 - June 2025

Report prepared by Grantee: *Twinkle Chouhan*



Program Overview

Grantee Twinkle Chouhan will collaborate, engage and mentor the 3 para educators from Saraspur and Amraiwadi neighborhoods in Ahmedabad between April 2025 to June 2025. From the next quarter, the project is subject to change.

Para Educators:

- **Amraiwadi:** Bhavana Ben, Mahendra Bhai
- **Saraspur:** Sunny Bhai

- **In person trainings: 5 Days, 8 Hours each.**
Every month one in-person training from May 2025-June 2025
- **Online Engagement: 2 Days, 8 Hours each.** The grantee Twinkle will engage with Art1st mentor Achal Dodia and Conflictorium mentor Jay Rathod to discuss, plan and receive feedback every month throughout the course of the grant. The grantee will also produce monthly diaries, quarterly reports and final report in this time frame.
- **Online informal meetings: Quarterly 1 check-in call of 60 minutes each** with the Art1st team and Conflictorium team.
- **In-person Orientation and Closing session:** An orientation session of **3 Days, 8 hours each** was conducted in the month of March 2025 and a closing session of **3 Days, 8 hours each** will be conducted in the month of March 2026.



Framework designed by the mentor

Core Intention

To observe deeply and understand the space before setting any rigid structure. Let the fellowship flow with flexibility and intuition as anchor points.

Initial Approach (Month 1)

- No fixed framework
- Focused on sensing the environment, relationships, and rhythms
- Observed learning centre dynamics, student needs, and teacher engagement



Framework designed by the mentor

Framework Developed After Initial Visits

As the space revealed itself, a gentle structure began to emerge:

- **Journaling:**
Teachers were invited to maintain journals as a space for personal and professional reflection.
- **Monthly Meetings:**
Regular monthly conversations were held with teachers to check in, share observations, and co-reflect.
- **Custom Lesson Planning:**
Teachers were encouraged to design lesson plans rooted in their specific context, student needs, and teaching styles.



Theoretical approaches and Resources

Theatrical Approaches

- **Theatre of the Oppressed** by Augusto Boal
Used as a foundation to explore power, identity, and agency through embodied play and reflection. Techniques like Image Theatre and Forum Theatre informed session design.
- **Theatre Games for the Classroom** by Viola Spolin
Play-based, improvisational games were used to build trust, presence, and spontaneity, especially in work with children.
- **Intuitive and Embodied Theatre**
Drawn from personal explorations and improvisational practices that center the body as a site of knowing. Sessions invited participants to listen to their internal cues and respond with movement, gesture, or sound.



Objectives

Specific Objectives

- **Observe & Understand** the existing energy, flow, and challenges in each learning center before offering structure.
- **Build Relationships** with each educator (Sunny, Mahendra Bhai, Bhavna Ben) to understand their styles, dreams, and blocks.
- **Support Creative Experimentation** by encouraging educators to try new activities (e.g. theatre, storytelling, image work) and reflect on their facilitation.
- **Encourage Reflection** through regular check-ins, feedback rounds, and tools like the River of Life, Truth Tree, etc.



Activities Designed by the mentor

(Session wise breakdown for each month)

April – Session-wise Activity Breakdown

Activity 1: Name and Favourite Food Action

- **Instructions:**

Each child says their name and acts out their favourite food using only gestures (no words). Others try to guess the food.

- **Purpose:**

- Ice-breaker to ease children into group interaction.
- Encourages play, imagination, and observation.

Activity 2: “Toofan Aata Hai” (The Storm Comes)

- **Instructions:**

One child stands in the centre and says,

“Toofan aata hai unke liye jo [something true about themselves]...”

(e.g., “The storm comes for those who like mangoes.”)

Anyone for whom that statement is true **embodies the storm**, they express it through **voice, movement, and energy** as they move to a new spot.

The whole space temporarily becomes a moving, playful storm.

Prompts begin light and playful (likes mangoes, enjoys rain), and gradually shift to deeper reflections (has ever been afraid, has helped a friend, has been left out).

- **Purpose:**

- Builds group cohesion through shared truths.
- Slowly creates emotional safety for deeper sharing.

Activity 3: Becoming Objects + Making Objects Speak (*with youth group*)

- **Instructions:**

Participants turn into everyday objects using their body (e.g., chair, bottle). Then, they give the object a voice , it speaks about its experience.

- **Purpose:**

- Encourages abstract thinking and empathy.
- Builds expressive confidence.
- Lays foundation for metaphor and storytelling in theatre.

Activity 4: Counting Game (*Group Strategy Game*)

- **Instructions:**

Group has to count 1 to 5 in order. Only one person can say a number at a time. If two or more speak together, restart from 1.

- **Purpose:**
 - Encourages non-verbal communication, leadership, and collective problem-solving.
 - Helps group experience what it means to work as a team without hierarchy.

Activity 5: Dupatta Game (*Multiple Rounds + Image Theatre*)

- **Instructions:**

Participants use a dupatta (scarf) to create characters, stories, and images in rounds:

 - Solo use
 - Solo (no repeats)
 - Pairs
 - Groups of 4
 - Full group: create a frozen image around a theme (e.g., exclusion)



The children made image theatre scenes to show how exclusion happens on the playground.



Children used dupattas creatively to turn everyday life around them into art



- **Purpose:**
 - Sparks creativity and character-building.
 - Introduces embodied storytelling and Image Theatre.

Activity 6: River of Life (with Educators at Conflictorium)

- **Instructions:**

Each educator draws their life as a river, showing key turns, moments, challenges, dreams, and values using colors/symbols instead of words. Then they share their rivers in a circle.
- **Purpose:**
 - Builds emotional safety and vulnerability.
 - Helps educators reflect on their own life journeys.
 - Strengthens group empathy and mentorship bonds.



We drew our 'River of Life' to reflect on our journeys so far and held space to listen to each other's stories with care.



June – Session-wise Activity Breakdown

Activity 1: Truth Tree

- **Instructions:**

Each participant picks a challenge from their learning center (or society), writes it on the trunk of a tree, and then maps out root causes below and effects above (branches/leaves).

If the personal challenge isn't clear, participants can choose a broader social issue (e.g., inequality in education, lack of access).

- **Purpose:**

- Builds **critical thinking and systems awareness**.
- Helps educators dig beneath surface-level problems to identify structural roots.

Activity 2 : Performance Creation Using Different Mediums

- **Instructions:**

Based on the challenge they explored in the Truth Tree, each participant creates a short expressive piece using a chosen form:

- **Object Theatre** (e.g., Sunny used books and files as symbols)
- **Body Movement** (e.g., Mahendra used stairs and space)
- **Voice and Sound** (e.g., Bhavna experimented with sound to express emotion)

- **Purpose:**

- Encourages **multi-modal expression**, allowing each person to connect with a form that feels natural to them.
- Helps in processing complex issues through metaphor and symbol.
- Builds confidence in performance-making and expressive risk-taking.

Activity 4: Lesson Plan Design Inspired by the Conflictorium Museum

- **Instructions:**

Educators visited different sections of the museum and chose an object, image, or space that inspired them. Then, they built a session plan around it for their students:

- Sunny chose art from De-notified Tribes and a pillar to talk about inequality.
- Yogesh selected mirrors to open conversations about identity and perception.

- **Purpose:**

- Introduces the practice of **drawing inspiration from space and symbolism.**
- Builds capacity for **lesson design that connects emotion, social context, and facilitation.**
- Fosters ownership and imagination in session creation.



Outcomes (submissions by teachers, processes if any)

1. Sunny Bhai made two lesson plans

- One on inequality using photos
- One inspired by De-notified Tribes' art

2. Sunny facilitated a full session

- Used the plan he made
- Children engaged, discussed various forms of inequality, and wrote reflections on chart paper



Impact Stories

(Mapping the growth/shift of the teachers)

Over the past three months, while there haven't been major visible transformations, there have been subtle yet meaningful shifts , especially with Sunny Bhai.

🟡 Sunny Bhai

In the earlier months, his facilitation style was largely verbal and discussion-based. Through our sessions and reflections, I noticed a small but important shift that he began incorporating **photos, objects, and visual materials** to initiate sessions, especially when working with children. This added a new layer of engagement to his facilitation and allowed students to respond with more imagination and connection.

Our relationship also grew stronger , there's more mutual trust now. He has become more open to receiving feedback and trying new approaches while still staying rooted in his own style. Though subtle, this evolution feels like an opening to deeper collaborative growth ahead.

 Mahendra Bhai & Bhavna Ben

I, unfortunately, didn't get enough time with them this quarter as they stepped away from the fellowship space. Because of this, I'm unable to share a clear picture of their journey or growth during this period.



Anecdotes and stories from sessions

- teachers responses, articulations, etc.

Over these three months, several small yet meaningful moments stood out, moments that reflected teachers' openness, their inner conflicts, and their growing curiosity:

1. Sunny Bhai on Team Facilitation (June – Dupatta Game Session)

While reflecting after the group storytelling session using dupattas, Sunny Bhai shared:

“Mujhe seekhna hai kaise poori team ko saath le jaaun. Jab hum group mein story bana rahe the, hum kai baar Bhavna Ben aur Yogesh ko discussion mein nahi la paaye.”

This showed his growing awareness of group dynamics and a desire to become more inclusive in his facilitation.

2. Session Planning with Sunny (June – Inspired by Conflictorium)

When Sunny Bhai created a session around inequality using photographs, he mentioned:

“Main pehle bas bolta tha, ab samajh aa raha hai ki visuals aur materials se kaise conversation deep ho sakti hai.”

This shift from only talking to using materials was small but meaningful, opening new facilitation possibilities for him.

3. Bhavna Ben's Honest Participation (June – Theatre Activity)

Even though she often said,

“Mujhe nahi aata, main nahi kar paa rahi...”

she stayed in the process, observing, trying, and showing up with sincerity. Her courage to participate in an unfamiliar theatre-based space, especially through sound and voice, reflected her willingness to step beyond comfort.



Challenges

- **Limited Continuity with Some Teachers**

One of the key challenges this quarter was the sudden exit of Mahendra Bhai and Bhavna Ben from the fellowship space. Since they stepped away mid-process, I couldn't build consistent engagement with them or witness their long-term growth. This also left some planned activities incomplete and reduced the richness of group reflections.

That said, I'm taking this as an opening , a new window to **rethink and reconstruct this fellowship** with new members, fresh energy, and a deeper grounding in what I've learned so far.

- **Staying in Uncertainty**

This fellowship's structure and process are quite new to me, and I'm still learning to trust myself within it. At times, my own patterns of self-doubt showed up , there were days I questioned everything, moments I felt alone in the space, unsure if I was doing it 'right.'

But slowly, I kept returning to the process, allowing things to unfold instead of rushing for clarity. What helped me deeply was the support I received from Conflictorium and Art1st , their presence gave me a sense of grounding and reminded me that I'm not alone in this exploration.



Teachers' Documentation

(Drive links, images, videos of any data that was received from the teachers in form of activities, research, lesson planning, etc. during and after the sessions.)

Note: If you have received any data from the students' practice, classroom engagements, please upload the links, images and videos in a separate slide

Physical Session April/May Documentation -

You can upload the drive link provided by Art1st here

https://drive.google.com/drive/folders/1-J82aiZRcl4ROldt0dOG9v4SmuzlanEV?usp=drive_link

Physical Session June Documentation -

You can upload the drive link provided by Art1st here

https://drive.google.com/drive/folders/1gJNXjnkxM8zmTbIkKO4O0aYveD7CkPYv?usp=drive_link



Lesson Plans by teachers and Classroom Outcomes

Lesson Plan by Sunny bhai :

https://docs.google.com/document/d/1CAVTs7UU9ud5vcO2jKqyZJ-v4DEKAIS_W5l2G4ubmJU/edit?usp=sharing.



Mentor's Testimonial

quarterly - your experiences with the teachers group for the first time, what grew than the last quarter

This was my first time working closely with this group of teachers. In the beginning, I wasn't sure how things would go, but slowly I started seeing small moments of connection and growth.

With **Sunny Bhai**, I saw a gentle shift ,from only talking during sessions to using photos and objects to start conversations with students. He also became more open to trying theatre activities. Our bond also became stronger over time. Now, there is more trust and ease between us.

I didn't get much time with **Mahendra Bhai and Bhavna Ben**, as they left the fellowship early. But the few moments we shared were warm and full of possibilities. Their leaving also gave me a chance to reflect and think about how to shape the fellowship differently in the future and how conflicts can be addressed.

Compared to the last quarter, I feel I have grown in my ability to listen , not just to people, but also to timing and the natural pace of things. I'm learning that mentoring is not always about giving answers, but about holding space and trusting the process.



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