



Art1st x Conflictorium

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

Engagement with 11 Educators from different Cities.

Location: Conflictorium, Ahmedabad

Quarterly Report: July 2025 - September 2025

Report prepared by Grantee: *Twinkle Chouhan*



Program Overview

Grantee Twinkle Chouhan will collaborate with and mentor 11 educators and artists from different parts of India between August 2025 and January 2026.

Educators: Aditi, Akhil, Harsh, Himanshu, Riya, Priyal, Yashika, Kalki, Kushal, Vruddhi, Neha.

- **In person trainings: 1 Day, 6 Hours.**
Every month one in-person training from August 2025-February 2026
- **Online trainings: 1 Day, 3 Hours.**
Every month one online training by fellow Art1st and Conflictorium artists from August 2025-February 2026
- **Online Engagement: 1 Days, 6 Hours each.** The grantee Twinkle will engage with Art1st mentor Achal Dodia and Conflictorium mentor Shruti 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

The framework is designed to help participants improve their arts-based teaching skills and techniques, so they can use them more effectively in their classrooms and learning spaces.

Major Framework

- **Physical sessions:** 1 session per month led by me.
- **Online sessions:** 1 session per month led by mentors or artist friends.



Framework designed by the mentor

3-Month Plans

- **July:** Selection of participants and introduction to the program.
- **August:** Meet each other and explore how our senses are limited in classrooms.
- **September:** Explore inclusion in the classroom, especially through the lens of gender.

Pedagogical Approach

- Using arts-based methods like theatre, visual arts, storytelling, movement, and music.
- Creating lesson plans each month that integrate these techniques into classroom teaching.
- Learning through collaboration and hands-on experiences.

Reflection & Documentation

- Keep records of Personal Notes and Visual documentation.
- Collect feedback from participants to improve practice.

Collective Resource Sharing

- Anyone from the group shares books, videos, or other resources to enhance collective learning.



Theoretical approaches and Resources

Personal inspiration: using theatre in learning

- Theatre of the Oppressed
- Playback Theatre
- Theatre in Education

This time, also drew insights from Bloom's Taxonomy.



Objectives

August 2025

1. Build trust and connection within the group through sharing and collaborative theatre activities.
2. Introduce the idea of de-mechanisation to help participants notice habitual patterns in body and thought.
3. Explore how senses are restricted in classrooms and reflect on their impact on learning.
4. Encourage creative expression by developing short performances based on group reflections.



September 2025

1. Reflect on classroom practices and challenges around inclusion.
2. Explore the theme of gender and inclusion through storytelling, discussion, and art-making.
3. Introduce Bloom's Taxonomy and begin creating arts-based lesson plans.



Activities Designed by the mentor

(Session wise breakdown for each month)

August 2025

Activity 1: Theatre Warm-ups - HA Clap

- **Instructions:** Participants stood in a circle. One person clapped towards the next with the sound “HA,” passing the energy around the group.
- **Purpose:** To release nervousness, energize the group, and bring playfulness into the session.

Activity 2: De-mechanisation Exercises

- **Instructions:** Participants walked around the space, making eye contact, changing speed, stopping, jumping, and shifting meanings of familiar actions.
- **Purpose:** To help participants notice habitual patterns in body and thought, and open possibilities for new ways of moving and thinking.

Activity 3: Image Theatre

- **Instructions:** In small groups, participants created frozen images of everyday spaces like classrooms, playgrounds, and railway stations.
- **Purpose:** To explore how art can move beyond performance and engage everyone as co-creators of meaning.

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Image Theatre: Teacher and Student as co creator of learning

To have more windows of child dreams in the classrooms.

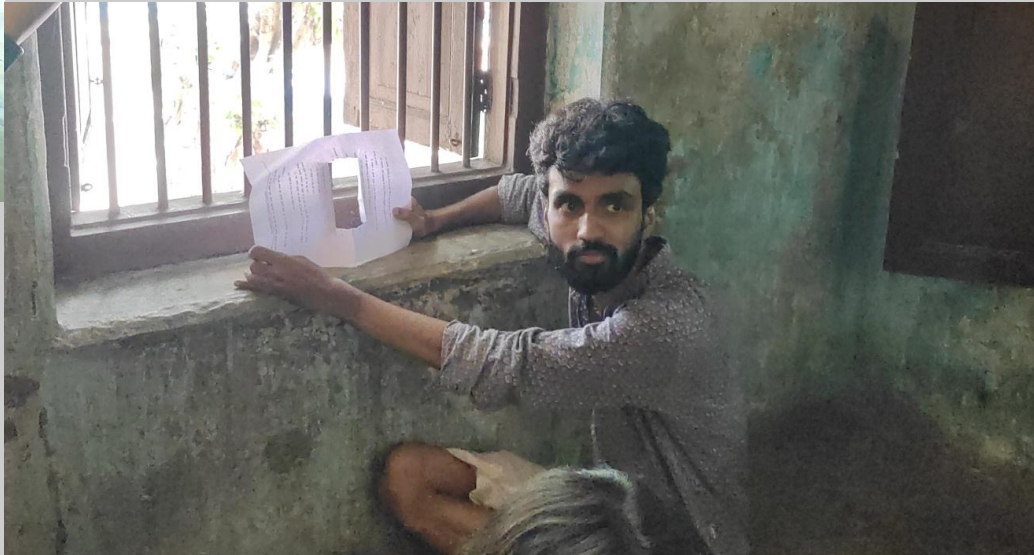




Image Theatre: What elements an ideal classroom must have?

Activity 4: Group Performance-making

- **Instructions:** Groups created short performances based on reflections about restricted senses, free speech, and safe/unsafe touch.
- **Purpose:** To encourage collaboration, creativity, and deeper reflection on classroom realities through performance.

Activity 5: Silent Reflection

- **Instructions:** Participants responded to four reflection questions on chart paper in silence, with soft music in the background.
- **Purpose:** To provide space for self-awareness, personal expression, and feedback without verbal discussion.

September 2025

Activity 1: Discussion on Inclusion

- **Instructions:** Participants shared personal experiences of exclusion and discrimination in classrooms and schools.
- **Purpose:** To develop awareness of inclusion and exclusion, and connect individual stories to broader educational issues.

Activity 2: Collaborative Research

- **Instructions:** In pairs, participants researched online about gender in classrooms, then discussed and noted down key points.
- **Purpose:** To encourage independent inquiry, critical thinking, and collaborative exploration of the theme.

Activity 3: Art-making

- **Instructions:** Groups created posters, abstract art, and visuals to represent their reflections on gender and inclusion.
- **Purpose:** To use visual expression as a medium for dialogue, highlighting diversity of perspectives.





To Choices, Colours and Queer affirmative teachers.



Outcomes (submissions by teachers, processes if any)

1. **Link to performance submissions by participants :**
https://drive.google.com/drive/folders/16tev_X2BW-hX0RkkRnxHqeCbttY-J0tA?usp=drive_link
2. **Link to posters created by participants :**
https://drive.google.com/drive/folders/1aok4xhGUkMHYmejtIkmjbibe-PI-r6JN?usp=drive_link
3. **Link to lesson plans created by participants :**
https://drive.google.com/drive/folders/1_4C2VJPobbD3PWuZ2hyLNF8aXJt3WiRV?usp=drive_link



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.

One shift I observed was in the participants' approach towards lesson planning. In the August session, their ideas were vague and lacked confidence. By September, however, some lesson plans showed more clarity and confidence for example, Neha and Vrudhi not only designed but also performed their lesson plans on the ground.



Anecdotes and stories from sessions

- teachers responses, articulations, etc.

Over these three months, several small yet meaningful moments stood out.

August 2025

- Yashika shared: “During this exercise, I became aware of how much I started following the herd without even realizing.”
- Another reflected: “When I move fast and then slow down, my body pays more attention to details.”
- From the silent reflection activity, a participant wrote: “We all are artists, and how we express is our choice.”
- In the group discussion on senses, a participant noted: “We never see trees. We never listen to music.” showing awareness of how learning spaces restrict sensory experiences.

September 2025

- Himanshu recalled how a teacher once told him that children from his neighborhood could not achieve much , an experience that deeply shaped his view on exclusion. Which in turn opened Raw conversation in the space
- Priyal shared: “Even small interventions can lead to meaningful discussions,” showing how little changes in practice can spark reflection.
- Yashika admitted: “I feel scared to open such conversations because I don’t always know what I will do if I don’t have the answers.”



Challenges

After rethinking the whole structure of the fellowship, I am finding it more functional for me. So, not many challenges right now.

- **One challenge for me is to include more art forms and processes. It's exciting to try something new, but also difficult at times. I also face self-doubt, as participants already have some basic understanding, I wonder how to design plans that can support everyone's learning**



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

Collective Documentation link -

https://drive.google.com/drive/folders/1_4C2VJPobbD3PWuZ2hyLNF8aXJt3WiRV?usp=drive_link

This link contains a folder of lesson plans created by participants along with their personal learning notes.



Mentor's Testimonial

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

Last quarter pushed me to build more self-trust and allow collective support to hold me. This time, mentors joined to take online sessions, which felt like a big support. In the beginning, I was scared to hold sessions for people from IIT and other well-known institutes, but after two sessions I felt more confident in my strengths and more accepting of my areas of growth.

Now I feel more in the collaboration space, which brings a fresh energy in me. As a facilitator, I used to see my responsibility with some shame, but now I see it as an opportunity to collaborate, almost like a dance with everyone around me. I am still not very sure about the exact structure of the coming sessions, but on a feeling level I know how to move forward.



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