



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: January 2026 - March 2026

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 February 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 Day, 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

- **January** : To support participants in exploring ideas and beginning the process of designing their own sessions.
- **February** : To strengthen participants' session plans through practice, reflection, and collaborative feedback, and to conclude the overall six-month process. .
- **March** : To enable participants to independently facilitate their own sessions with confidence and ownership, marking the final culmination of the six-month project where each participant led their own session.

Pedagogical Approach

- **Participant-led and process-oriented approach:** Emphasis was placed on enabling participants to take ownership of their learning by designing and facilitating sessions, with the facilitator holding space rather than directing outcomes.



Objectives

January 2026

1. To create a safe and supportive space for participants to express ideas, uncertainties, and initial thoughts.
2. To guide participants in identifying and developing themes for their individual sessions.
3. To initiate the process of session design through practice, feedback, and reflection.



February 2026

1. To support participants in refining their session plans through practice and feedback.
2. To deepen learning through reflection, collaboration, and embodied experiences.
3. To bring closure to the six-month process by integrating key learnings and shared experiences.



March 2026

1. To celebrate the collective journey of co-creation and learning through a two-day festival of workshops.
2. To enable participants to lead and facilitate their individual sessions for an Ahmedabad audience.
3. To support participants in embodying confidence and ownership as facilitators in a real-world setting.



Activities Designed by the mentor

(Session wise breakdown for each month)

January 2026

No big activities, but small process with participants.

- Initiated the day with a check-in circle to surface participants' anxieties and readiness around designing and facilitating their own sessions.
- Facilitated and held space for Akhil's practice session, including guiding participants through an outdoor sensory observation activity and anchoring the group reflection that followed.

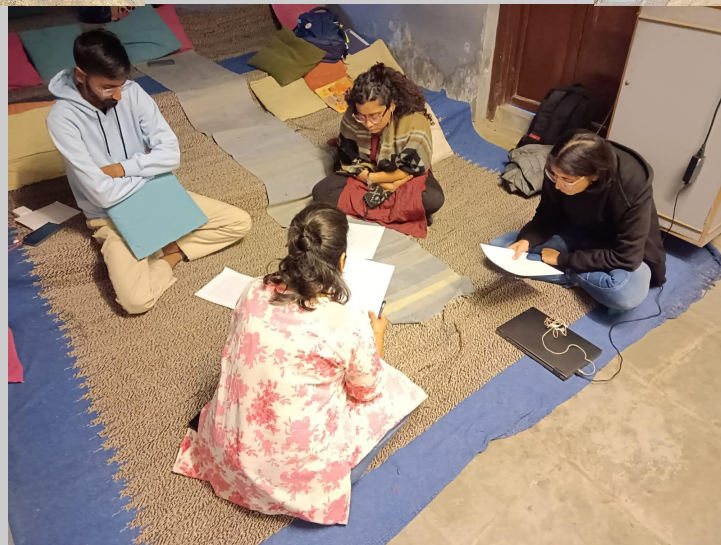
- Led a detailed group feedback discussion focusing on clarity of prompts, time management, and the importance of warm-up activities in facilitation design.
- Conducted one-on-one mentoring sessions with participants (Vrudhi, Aditi, Himagshu, and Neha) to help them structure their session ideas, simplify content, and move from abstract concepts to actionable plans.
- Designed and facilitated a silent group reading exercise from *The Artist's Way* (Artist and Shame), including reflective pauses and line-sharing to deepen emotional engagement.



Reading of "The Artist Way"



Akhil's practice session



Akhil's practice session

February 2026

Facilitated a check-in circle to understand participants' emotional states and progress in preparation for the final presentations.

Facilitated and observed a group-led trial workshop (by Kalki, Neha, and Kushal), supporting the shift of participants into facilitator roles.

Collage-Making Reflective Activity

- Provided participants with newspapers, blank sheets, scissors, and glue as materials for the activity.
- Introduced a reflective prompt: *“What has stayed with me from this entire six-month journey?”*

- Invited participants to go through newspapers and mindfully select words, images, and textures that resonated with their experiences.
- Guided participants to create individual collages as a form of personal reflection and meaning-making.
- Displayed all collages together to create a shared visual space.
- Facilitated a gallery walk where participants observed each other's work and engaged in collective reflection and sharing.



Collage-Making Reflective Activity

March 2026

- A total of 4 workshops were facilitated by 8 participants as part of the final culmination of the six-month process.
- Each workshop was designed and led by participants, reflecting their individual themes and learning journeys.
- The program ended with a panel discussion on the topic “*Of Childhoods and Adulthoods*”, focusing on art and pedagogy.

IN-SECURE (by Himangshu)

- Participants explored their insecurities through a zine-making process.
- Page by page, they reflected on personal questions and expressed their thoughts through drawing, writing, and visuals.
- The activity created a safe space for participants to acknowledge and express their inner experiences.

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IN-SECURE

From Insecurity to Gratitude

A movement, theatre, and art-based workshop exploring connection, self-awareness, and transforming shame into self-compassion

Facilitator: Himangshu

10–15 participants
Age group: 17–25 years
Venue: Conflictorium, Gool Lodge, Mirzapur Road, Ahmedabad
Time: March 7
Date: 11am to 1pm

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IN-SECURE workshop

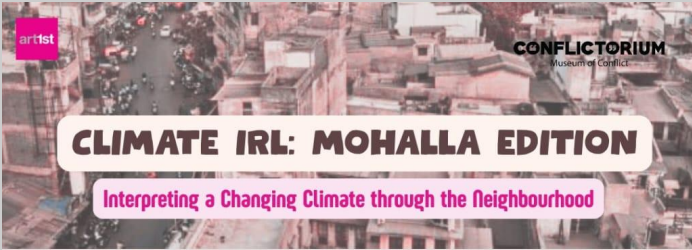


Final Creations(Zines)

CLIMATE IRL: Mohalla Edition

(by Kalki, Neha, and Kushal)

- The workshop began with discussions and images to understand the current situation of climate change.
- Participants then visited a nearby mohalla to directly observe its impact in their surroundings.
- The session encouraged connecting real-life experiences with larger environmental issues.



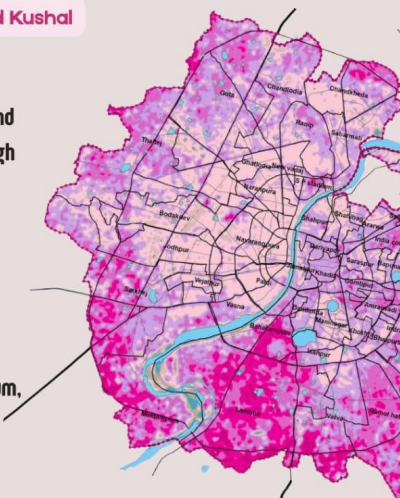
CLIMATE IRL: MOHALLA EDITION

Interpreting a Changing Climate through the Neighbourhood

Facilitators: Neha, Kalki and Kushal

A creative workshop inviting young people to sense, map, and interpret climate change through their own mohalla

8–12 participants
Age group: 16–24 years
Language: English & Hindi
Venue: Gool Lodge, Conflictorium, Ahmedabad (Auditorium)
Time: March 7
Date: 2pm to 5pm



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Participants in the Mohalla



Postcards for participants

FINDING OUR WINGS *(by Aditi and Vrudhi)*

- Children aged 5 to 12 explored gender stereotypes through drawing and storytelling.
- They engaged with the story “*Gutli*,” where a boy explores wearing a frock.
- Through reflection and creative activities, children made dresses using different materials, helping them understand that anyone can wear what they feel comfortable in.

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FINDING OUR WINGS

Unlearning Gender Through
Drawing & Making

Facilitators: Aditi and Vrudhi

A playful workshop using stories, drawing, and found materials to explore clothing, identity, and choice

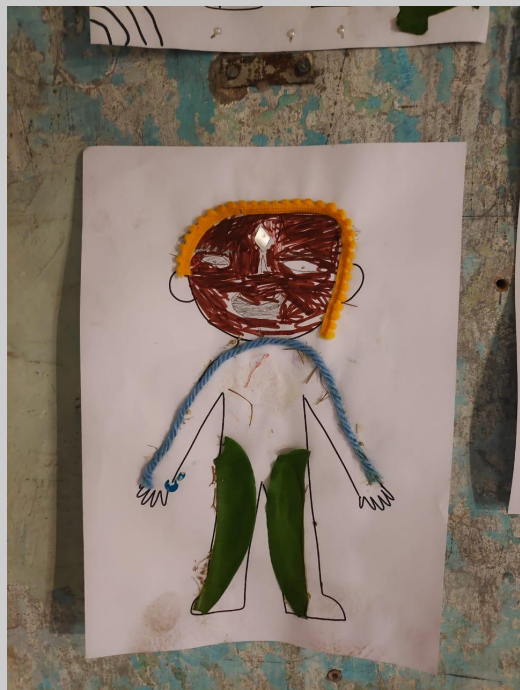
10–15 participants
Age group: 5–12 years

Venue: Conflictorium,
Gool Lodge, Mirzapur
Road, Ahmedabad

Date: March 8
Time: 11.30am to 1pm

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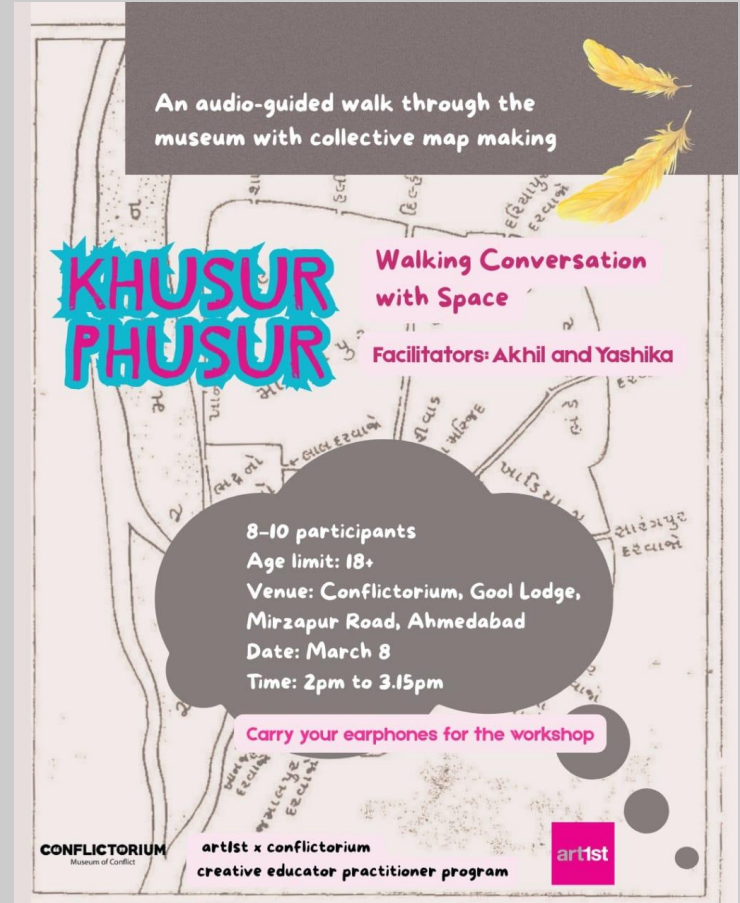
Children's outcome



Children's outcome

KHUSUR PHUSUR (by Yashika and Akhil)

- Participants walked through the Conflictorium museum while listening to pre-recorded audio by the facilitators.
- The audio included personal experiences and stories connected to the space.
- This helped participants observe the space more deeply and connect it with layered storytelling and personal reflection.







Outcomes (submissions by teachers, processes if any)

Deep apologies, I was not able to collect the six-month lesson plans and photo documentation from the participants.



Impact Stories

(Mapping the growth/shift of the teachers)

The greatest impact I saw in participants was their journey from being learners to becoming leaders. Each person found their own way of expressing ideas and creating dialogue through their workshops.

In the beginning, many participants felt disconnected from each other and were afraid to take on the role of a facilitator. Over time, they learned to stay with discomfort, trust themselves, and support one another.

By March, there was a strong sense of togetherness. It was inspiring to see everyone working late till 12 am to set up the exhibition and supporting each other during the workshops. Those final two days were truly special to witness.



Anecdotes and stories from sessions

- teachers responses, articulations, etc.

- In January, one participant (Vrudhi) felt very anxious and said she was not ready to facilitate. Instead of asking her to prepare, she was invited to simply show up as she was. She joined the session, and this became a moment of trust — showing that participants did not need to be “fully ready” to begin.
- Neha shared that as an educator, she is used to designing and leading sessions with a clear structure on her own. This time, working with three facilitators was new for her. She had to learn how to share space and find structure within the chaos.



Challenges

The last three months of the fellowship were challenging due to uncertainty and lack of clarity while designing workshops. Participants had many ideas, but we had very little time to design, practice, and present them.

In February, I also had my surprise wedding, which made me unavailable for around 20 days. This broke the flow of the process, and it was challenging to bring everyone back on track for the final presentations. This also led to delays in releasing the poster, and reaching an audience in such a short time became difficult. Overall, there was a constant feeling of lack of time and structure.

I also found myself thinking about what more I could do to bring a deeper sense of ownership among participants.

I felt overwhelmed at times, as Shruti was facing some health challenges and could not attend every session physically. Managing the process during this time required extra effort and adjustment.



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

Deep apologies, I was not able to collect the six-month lesson plans and photo documentation from the participants.



Mentor's Testimonial

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

This quarter felt the fastest among all. It passed very quickly, but it was also very action-oriented. I really enjoyed witnessing participants move from having no clear ideas to facilitating their own sessions on the final day.

I also grew as a mentor. I shifted from feeling like I need to know everything to trusting the knowledge and process of the participants. By the end, I could see stronger connections forming among them and also with me.

I felt more grounded and anchored in my facilitation practice.



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