

PROVOCATION & INSTALLATION: CHECKLIST

STIMULATING CURIOSITY AND CREATIVITY INTO CREATION

"Hi, I'm excited that you are planning to try out the 'Provocation & Installation' process for yourself! I hope you found value in and have enjoyed going through the pack and the resources so far.

I invite you to use this quick at a glance checklist as a reference to ensure that you do not miss out on any of the key ingredients! It's really very simple to execute, and here are some things that I keep in mind during the process. **Please feel free to innovate, translate and implement the way you want. And, I would love to know how you have done it. Do share your experience."**

- Sabina Zamindar

BEFORE

UNDERSTAND THE GUIDING PRINCIPLES

- ☐ Provocation is an idea that triggers a **child's curiosity** which leads to an inquiry and further to an output by the children. There are **two types** of Provocations that can be explored with students:
 - An **unplanned Provocation** (a spark) is when there is a **manifestation of curiosity** (indicated by a comment or a question or a conversation) arising from an experience or activity with the students, that the teacher sees value in **taking forward**.
 - A **planned Provocation** is where the teacher specifically brings an object or **arranges an experience** that will excite the students' curiosity.
- ☐ For facilitating both types of Provocations, it is important to be clear that there is **no right or wrong** answer that the students have to be steered towards, and there is **no certainty** about what the outcome of the Provocation will be, since the **ownership** of the process lies entirely with the children.
- ☐ The **role of the teacher** facilitating the Provocation is to support the curiosity of the children by:
 - Facilitating the process in such a manner that children take the **ownership** for their own learning and lead the entire process;

- **providing information and inputs** that allow them to revisit what provoked their curiosity as well as take it forward by understanding more about it;
- **providing various materials and opportunities** that allow them to express their creativity around various aspects of the idea that provoked their thinking; and
- **providing adequate time** for the students to engage with each other during the creative process.

PLAN FOR THE PROVOCATION AND INSTALLATION

- The duration of a Provocation **depends on** how long the **interest/curiosity** of the students is sustained in the creative activity, and can vary from one or two sessions to more than one month.
- A Provocation can be started at any time that the curiosity of the students has been aroused. The key is to **provide opportunities** for the students to take this curiosity ahead by **expressing** what they are thinking / imagining through various **creative outlets** (including but not limited to illustration, song, dance, drama, stories, models and representations, interviews, etc.).
- It is also key (to trigger more unplanned provocations) to **provide varied experiences** both in and outside of the classroom, and **stay tuned** to what **is arousing the students' interest** and curiosity.

DURING

- Once the curiosity of children has been **provoked** and they have been **'hooked'** to an idea, they take **ownership for their own learning**. This allows them to go deeper into the inquiry by becoming **thinkers, decision makers and problem solvers**.
- **Keep revisiting** what has happened every day or two and give children opportunities to **refine their ideas** and creations by collaborating with each other.
- Plan for a variety of experiences and interactions related to the Provocation, including bringing in **other teachers / experts** to share their perspectives and **provoke the students'** thinking further.
- Keep in mind that **young children** get **intrigued** by things that they can actually **touch and feel**, so provide opportunities where they can inquire **using different senses**.
- If the Provocation is continuing for more than one week, ensure that you are planning for a **balance of academic work** in the coming weeks. This includes allocating fixed time-slots for academic work and creative work as well as finding opportunities to **cover academic content** which is **related** to the ideas for the Provocation and make it a **trans-disciplinary** idea.
- When the children have spent a few sessions on creating and refining their outputs, **guide** them towards creating an **Installation that represents their journey**.

- ❑ Make sure to **document** each session (right from the Hook) to showcase the learning journey of children in action in which they are being creative and expressing themselves by clicking photos, taking videos, etc.

AFTER

- ❑ If the Provocation has resulted in an Installation, it is a huge opportunity to **boost the students' self-confidence** and motivation. Here, **scrutiny** becomes a great opportunity for children to make their learning visible and get feedback for the same to refine and improve their work. **Invite students** as well as teachers from across the school to **visit the Installation** and interact with the children for the scrutiny. Also invite parents and audience from outside the school to make their learning visible.
- ❑ If the Provocation has not resulted in an Installation, make sure to **close the loop** by encapsulating the learnings that students have had during their journey of exploring the ideas. In case of older students, they can even **write a journal / report** of their experiences during the provocation.

SOME IMPORTANT TIPS

- ❑ **Keep listening carefully** to what the children are saying, understand what their awareness of different things is, and **build on that awareness**. This will ensure that the learning and experiences you are providing the students through this process are truly **relevant** to them!
- ❑ **Collaborate** with different members of the school ecosystem while planning to take a Provocation forward – this will ensure that there is a **blend of perspectives** and approaches that the students can benefit from.