

“Hi, I’m glad that you’re trying out this process for yourself. I hope you found value in and have enjoyed going through the different examples of **Provocations and Installations** in the videos.

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 ingredients! It’s really very simple to execute, and here are some things that I keep in mind during the process. **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**

I. My checklist:

GUIDING PRINCIPLES:

- There are **two types** of Provocations that can be explored with students:
 - A planned Provocation is where the teacher specifically brings an object or **arranges an experience** that will excite the students’ curiosity.
 - An unplanned Provocation 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**.
- 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:
 - **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
 - **providing adequate time** for the students to engage with each other during the creative process
- 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.

BEFORE:

- 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, **keep revisiting** what has happened every day or two and give them 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.
- 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 in which the children 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 – **invite parents** as well as students and teachers from across the school to **visit the Installation** and interact with the children.
- 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 exploring the ideas. In case of older students, they can even **write a journal/report** of their experiences during the provocation.

II. 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.