



DANIEL A. KELIN II

BY SAHIL

23-27 SEP. 19

TEACHER

ARTS INTEGRATION

STORY

**THEATER IN EDUCATION**

body

**WORKSHOP**

&

NOTE TAKING

**GRAPHIC FACILITATION**

**WORKSHOP**

REPORT

- SHAIKESH.

GRAPHIC FACILITATOR

# DAY 1

## ACTIVITIES DAY 1

1. Say your name.
  - Everyone all together
  - With Body movement
  - With different part of your body
  - Present yourself individually
2. Getting to know each other in the room.
  - Based on geography
  - Based on likes

**REFLECTION** – How this can be utilized inside the classrooms?

3. Circle Survey (To understand opinion on art-integrated education)
4. Introduction to each other (Your Name + Adjective)
5. Introduction to Art-integrated education (Theory)

**REFLECTION**

6. Cause – Effect Activity
7. Pair Snapshot Activity
8. When the wind blows Energizer (To bring attention & movement)
9. Collaboration Activity – Create a gesture for your partner

**REFLECTION**

10. Poster Making (Understanding Collaboration & Cooperation)

**REFLECTION** - How did the day connect to collaborative spirit & Sympathy?



## OBSERVATION

- Bringing **Disintegrated group** together in small steps through activity without creating confusion, created a safe inclusive space for learning collaboration & developed a collaborative spirit. This format of ice-breaking is more effective than limited introductions.
- **Reflection** is an important part of Art-Integration or any form of learning. It helps in understanding your learning, helps raise new questions, brings mindfulness towards it and can help develop curiosity towards next learning.
- Using variety of **Prompts** to create groups & subgroups based on favorite food, color of clothes etc. has created opportunity for participants to integrate closely. It has created moments of learning by observing different personalities. This can lead to larger acceptance and generation of ideas which are inclusive.
- Theater in education helps building **Synergy between Mind and Body**. Through body movement, quick decision making, creating

snapshots and most importantly **Revise/Repeat** helps to push this connection between mind and body further.

- Major contribution of his workshop towards my learning was **“Dealing with hindrances”**, dialogues with silence among participants. This can help reduce lot of conflicts which happens among children during activities and also, reduces noise inside the room, which can lead to greater attention & efficient learning.

## CONSTRAINTS

- One must improve as a storyteller and have ample energy to move around. Alteration of voice, props to invite attention and appropriate prompts helps in holding the group together.
- Daniel says, *“Facilitation that encourages mistakes.”*

## **DAY 1 – Graphic Facilitation Workshop**

- Finalizing participants.
- Introduction & Ice-breaking conversation to reduce their fear in learning Graphic Facilitation/Drawing.
- Quiet Observation

# Day-2

## ACTIVITIES DAY 2

1. Understanding Creativity, Perception & Value
2. **Reflection** – Highlight from yesterday.
3. Poster Dialogue – Art, Artistry & Aesthetic Perception

### **Reflection**

4. Understanding Artistry – Theory
5. Exploring series of Vocabulary – Through drama strategies. (Confidence, Self-efficacy & Resourcefulness) – **ON OFF FREEZE GAME**
6. Exploring series of Vocabulary – Through drama strategies. (Goodwill, Concern & Generosity)
7. Tableau – Empathy & Compassion (**Assigned Director in each team**)

### **Reflection – I notice, I wonder**

8. Understanding importance of Creative Surprises. (showcased graphics related to Drama – Voice, Imagination, Body, Story & Ensemble)
9. Storytelling – Grumpy Miserly Man

The image contains several handwritten notes and photos. At the top, there are three lightning bolt symbols and the text "I NOTICED... I WONDER...". Below this, a question is written: "PROMPT: WHAT CAN BRING TOGETHERNESS IN GROUP?". Arrows point from this question to two other questions: "IN THEATRE?" and "IN CLASS?". Below these, a box labeled "PROMPT" contains the text "HOW DO YOU DESCRIBE RHYTHM IN THE ACTIONS?". A red line separates this from the next section, which includes "SHIP? (GROUP 1 TO GROUP 2)" and "PROMPT" with arrows pointing to "I WONDER.." and "I NOTICE..". To the right, there is a photo of a poster that reads "Togetherness is Strength How do we achieve togetherness?". Below the poster is a photo of a group of people sitting around a table, and a large pink arrow points from the poster towards the bottom right.

(Breaking assumptions with I notice & I wonder exercise. Helping ways to provide specific validation.)

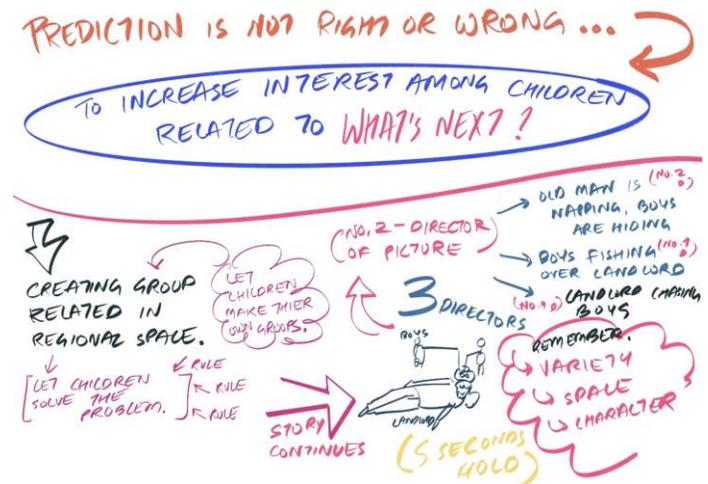


## OBSERVATION

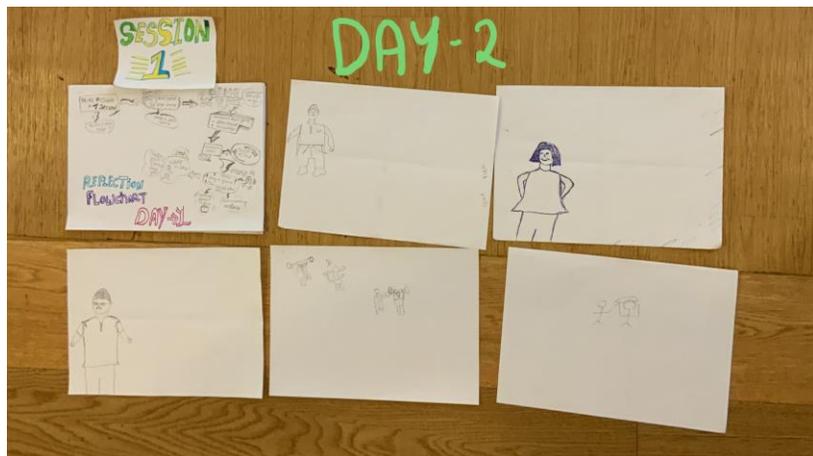
- Daniel always started with **Developing an Interest** before teaching anything or an activity. Examples – Poster dialogue, Snapshot activity, Circle Survey and more. Daniel said, “Prediction are never right or wrong.” (while storytelling to let children develop interest without judgement)
- Interestingly all his activities and energizers had a **Relationship** with Art-Integrated Education, Collaboration or the stories he’s narrating, altogether.
- His methods include formation of specific prompts, quick timings, versatile ways to form a group, dividing subgroups for detailed discussion or to

break the activities, inviting inclusive space and breaking assumptions of teachers.

- Ways of when & where to **Take Lead** as facilitator. To provide opportunity to the ones missing out of fear or other reasons.
- He **Deconstructed methods** to revise/repeat actions. With body shape, space and rhythm. In groups, subgroups and individually.
- Every type of participant had a takeaway in this workshop. (Facilitator, teacher, theatre artist, visual artist & generalist learners)



## DAY 2 – Graphic Facilitation Workshop (10.00 AM – 12.00 PM)



### Activities:

- Introduction (Name + Adjective)
- Energizer (Walk + Rubber Chicken)
- Introduction to Graphic Facilitation & Comics
- Reflection (How this tool can be utilized by them?)
- Introduction to elements used in note-taking (Arrows, bubbles & flowchart)

### During Daniel's session

- Nikhil, Sahil & Adithya drew the participants.
- Deepak took notes in writing.
- Nirali took down timings of various activities.
- Anjali & Purshottam joined on Day 3.

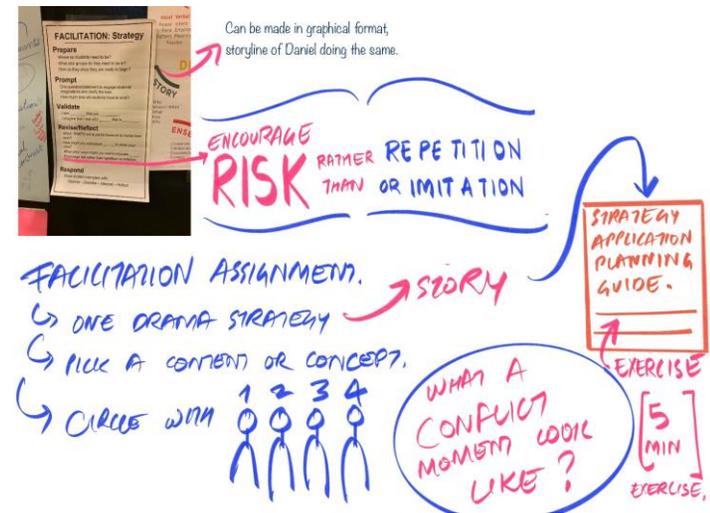
## OBSERVATION

- Deepak is a keen listener and interested to draw.
- Aditya & Sahil are good communicators but easily loses attention. They need more validation and process to be broken down into small fragments.
- Nirali understands slowly but peer-learning from Deepak helps her grow.



## ACTIVITIES DAY 3

1. Reflection  
(Questions related to atmosphere of children classroom appeared and Daniel's experience of working with children has helped participants with strong insights)
2. Understanding importance of still images and their relationship with silent conversations.
3. Storytelling Exercise – Chinese Coolies  
(Dividing group into students & observers. To learn from observation & participation both.) – Developing empathy & curiosity through actions.
4. Understanding Collaboration (Action from the story - Two brothers hammering inside ship.)
5. Reflection – Deconstructing strategies of facilitation in various formats to integrate theatre in arts.



## OBSERVATION

- Built understanding of how to **Overcome Challenges** like choosing a role in story among children, democratizing this process, developing actions and imagination, achieving togetherness and cooperation, sharing reflection in larger groups and smaller groups.)
- **Responses & Questions** by participants inside the workshop will be part of visual documentation. This will help facilitator to predict and prepare for related answers.

## **FEEDBACK**

- Understanding difference and challenges of different contexts & geography can help.
- Introducing local or Indian stories can also add flavors to the workshop.

# LIVE SKETCHING



## DAY 3 – Graphic Facilitation Workshop (10.00 AM – 12.00 PM)

### Activities:

- Hand Movement Exercise (Absurd Drawing)
- Reflection (How it felt drawing nothing?)
- Live Sketching session (Five 30 secs session, two 2 minutes' session)
- Day 2 work presentation
- Reflection (How we have improved?)
- Deciding Roles for Today – Photography, noting time, Note-taking, group observation & Drawing Dan.

### During Daniel's session

- Nikhil, Deepak, Nirali & Sahil drew Daniel and participants.
- Adithya took photographs of actions & snapshots during activities.
- Anjali observed Daniel as participant and took notes on his methods of facilitation.
- Purshottam participated in the workshop.



## OBSERVATION

- Deepak is able to quickly draw and capture the activities. He has dynamic movement and able to silently understand the groups.
- Nikhil & Sahil are able to draw continuously for 2 hours. Their strokes have improved from scratchy tone to regular lines. Sahil is also developing a skill of beatboxing.
- Nirali's observation is slow but was able to draw Daniel in 3 different positions.
- Purshottam enjoys exercises and tries to have fun with both the workshops. Today's energizer was a rap song by Purshottam and Anjali.
- Anjali has good understanding about the methods of facilitation. Her insights about Daniel was outstanding.

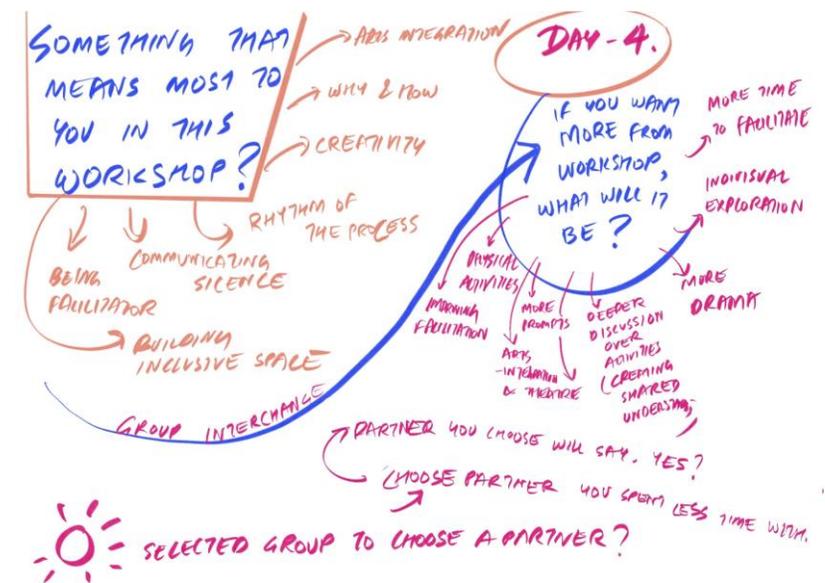


# DAY 4

## ACTIVITIES DAY 4

1. Reflection – What means most to you in this workshop? (Smaller group)
2. Question –
  - If you want more from workshop what will it be? (Group Interchange)
  - Ask any question related to workshop you will like to ask? (E.g. What is the importance of Validation)
3. Learning to validate with action. (Provided the role of facilitator to participants and divided them into groups of 4)
4. Learning by Observation – In group of 3, Imagine a river full of crocodiles
5. Storytelling Activity – Celicana’s Story (A kind girl)
6. Collaborative Methods of Storytelling (Story was divided into 5 parts and characters were established – Celicana & villagers. Two Narrators were assigned in each group while they decided Celicana & other characters. Each group narrated their portion of story.)

## Reflection



## OBSERVATION

- Facilitator tried to understand the **Needs** of participants with an activity and gave ample time to come up with questions in smaller groups as well as larger groups.
- **Improvise**d workshop according to the needs of participants. Providing more time to practice facilitation, learning to validate and asking related questions they've been holding.
- **Nourished** self-confidence and self-efficacy by providing playground for practically executing their own methods & learning. Also, by providing validation to their works.
- Theatre can help enhance **Collaboration** with surprising results it brings.
- Developed importance of **Storytelling** and how stories can help. (E.g. Great idea live in stories – Reflection & Why put great idea in stories?)
- Lesson Plan formats and graphics provided by him can help teachers in preparation and improving as facilitator.





#### DAY 4 – Graphic Facilitation Workshop (10.00 AM – 12.00 PM)

1. Hand Movement Exercise
2. Live Drawing (Three 30secs session)
3. Drawing energizer (Draw basic shapes and scribble over it)
4. Drawing Icons (Moving from objects to verbs)
5. Practicing Hand-drawn typeface (Name to adjectives)
6. Reflection
7. Deciding Roles for today.

#### During Daniel's Session

Adithya & Sahil (Note-taking & timing)  
Nirali and Deepak (Live drawing & group observation)  
Nikhil (Photography)  
Purshottam & Anjali (workshop)

#### OBSERVATION

- Deepak and Nirali are showing regular process.
- Sahil can regularly practice for small fragments of time.
- Aditya likes shifting roles.
- Nikhil has grown fond of sketching and even after his sickness, presents himself every evening to draw.
- Anjali has been practicing hand-drawn typefaces and is really interested to explore this. She illustrated her name in contrasting pictures, which is very thoughtful.
- Purshottam came up with interesting idea to draw empathy. (He drew empathy in mirror image, which explains that one must look oneself inside others shoes to feel them.)
- With Hand-drawn typeface exercise, children also tried to learn their meanings through expression.



# DAY 5

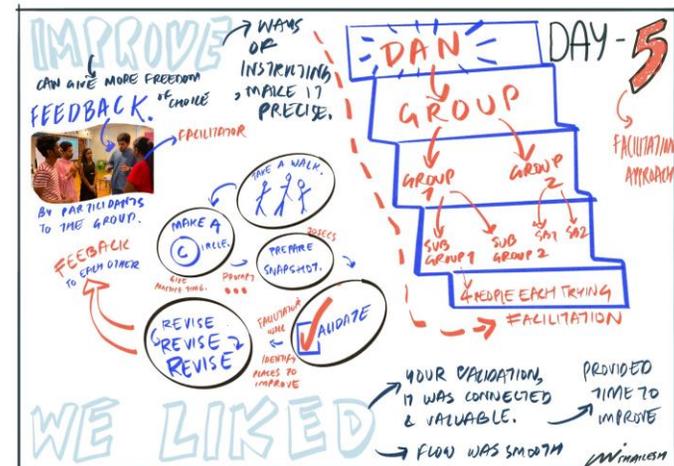
## ACTIVITIES DAY 5

1. Division of 2 groups (Group 1 – Group wanting to learn facilitation. Group 2 – Group of experienced teacher to make lesson plan of their stories and facilitate)
2. Facilitating & learning

**Reflection** – Discuss Mistakes made by facilitators in the group?

3. Follow up reviews & methods to improve by Daniel.
4. Storytelling – Ruby (New method introduced to induce interest related to story through visuals)
  - Sculpting images of characters
  - Empathy walk
  - Human Barometer
  - Township meeting

5. Reflection on Collaboration, reflection and self-efficacy.



## OBSERVATION

- Activities like human barometer, soundscape, empathy walk and township meeting probed participants to invite themselves inside the story, experienced various perspectives by shifting roles and thus developed **Empathy** to some extent.
- **Deconstructed** his steps. (Prepare – Time Activity – Prepare Prompt – Counting Time – Validate – Revise/Repeat)
- **Prompted** to provide ample space to children, opportunity to develop within themselves and have as much openness as they can.



This activity was organized on Day 6. For children to understand their progress and map the activities in 5 days.

# MIND MAPPING

## DAY 5 – Graphic Facilitation Workshop (10.00 AM – 12.00 PM)

1. Hand and mind collaboration energizer (using both hands in standing position)
2. Live drawing session (One poses in the center for 30 seconds while others try to draw quickly.)

### Reflection

3. Sunset drawing exercise (draw a sunset in 1 minute and now draw last sunset you've seen) – This exercise helps drawing with memory and breaking stereotypical images inside the mind.

### Reflection

4. Mind Mapping (Doodle images and text related to memory in last 4 days of workshop)
5. Everybody was assigned to test their hands on Visual Note-taking.

## OBSERVATION

- Deepak and Nirali were able to take visual notes. They still have to learn to process information. They are able to successfully depict the story of workshop.
- Sahil was able to document one-page. After which he lost interest due to stress and other health issues. He noted bullets in flow chart format.
- Aditya noted conversations between the groups.
- Nikhil participated in both workshop and session. He is unable to understand words and loses attention easily.

***“I extend my gratitude towards Rajiv Gandhi Foundation for inviting me to visually document – Theater in Education workshop by Daniel Kelin II and explore possibilities of graphic facilitation with my peer learners (Aditya, Anjali, Deepak, Nirali & Sahil).”***

