

**CHRIST (Deemed to be University), Bangalore**  
**School of Education**

**Activity Report**

**General Information**

<b>Type of Activity</b>	Community Outreach
<b>Title of the Activity</b>	Service Learning
<b>Date/s</b>	27/06/2025 – 29/08/2025
<b>Time</b>	Fridays, 10:45 AM – 2:45 PM
<b>Venue</b>	Christ School (ICSE), Dharmaram College Post, 1st Main Rd, S. G. Palya, Bengaluru, Karnataka 560029
<b>Collaboration</b>	Christ School (ICSE)

**Participants profile**

<b>Type of Participants</b>	2nd Year B Ed Students
<b>No. of Participants</b>	70 students

**Synopsis of the Activity (Description)**

<b>Highlights of the Activity</b>	<ol style="list-style-type: none"><li>1. The School of Education, Christ (Deemed to be University), organised the Service Learning program in collaboration with Christ School (ICSE).</li><li>2. This program was conducted across 6 weeks by the second-year B Ed students.</li><li>3. Practical, life-skills-oriented modules were conducted by the pre-service teachers.</li></ol>
<b>Key Takeaways</b>	<ol style="list-style-type: none"><li>1. The B.Ed. students were able to apply pedagogical theories in real classroom contexts, gaining hands-on teaching experience beyond their coursework.</li><li>2. The school students learned essential, age-appropriate life skills which go beyond the traditional curriculum.</li><li>3. The program emphasised the social responsibility of teachers by linking education with community service.</li><li>4. Working in teams helped the B Ed students coordinate lessons, share responsibilities, and learn the importance of collaboration in professional teaching.</li></ol>

**Summary of the Activity**

**Week 1 (27/06/2025)**

*Grade 1: Importance of Exercise*

The children were taught to understand the importance of exercise with the help of charts, flashcards, videos and worksheets. The group also conducted physical exercises in the class to improve posture and coordination in students.

*Grade 2: Importance of Breakfast*

The class began with a story comparing a child who ate breakfast and one who didn't, and followed it up with a thumbs up/down game on breakfast habits. Students helped Kabir design a healthy plate with food cutouts, created their own breakfast plates through drawings, and reflected with a flashcard quiz.

*Grade 3: Respect Towards Others*

The group introduced respect through a class discussion and a lion-mouse story highlighting kindness. Students played the "Respectful or Not?" game, built a "Respectful Words Flower" with sticky notes, and reflected on scenarios before pledging one respectful action for the day.

*Grade 4: Good Manners*

The group taught good manners through a manners match game and a craft activity where students created a "Manners Tree." They reflected on their learning through role-play and worksheets, emphasising the importance of politeness.

*Grade 5: Types of Waste and Waste Management*

The group taught waste types and management through engaging activities like the "Bin It to Win It" game, supported by videos, PPTs, and hands-on waste segregation exercises. These resources aimed to reinforce understanding of sorting waste and promoting eco-friendly habits.

*Grade 6: Pollution*

The group engaged students through picture cards and a "Pollution Detective Game". They also took part in demonstrations like "Air Pollution in a Jar" and a dirty water observation, ending with pledges and prevention posters.

*Grade 7: School and Safety Measures*

The group focused on classroom and corridor safety, using flashcards and role-play prompts to illustrate safety rules. The interactive session helped students understand the importance of reporting unsafe behaviors.

*Grade 8: Leadership Skills*

The group introduced leadership by discussing key traits and styles. Using flashcards and quotes from famous leaders, they engaged students in a role-play activity to demonstrate leadership skills. A short video on leadership helped illustrate concepts effectively.

**Week 2 (04/07/2025)**

*Grade 1: Safe and Unsafe Touch*

The children were taught the names of body parts and how to identify safe and unsafe touch using demonstrations, diagrams, videos and worksheets.

*Grade 2: Importance of Exercise*

The group energized the class with a "Move & Groove" dance warm-up followed by a story about Tara's lazy habits. Students observed a presentation to identify healthy vs. lazy activities, demonstrated their favorite exercises for peers to copy, and completed worksheets drawing themselves exercising.

*Grade 3: Importance of Exercise*

The group led a lesson about why exercise is important for the body and mind. The students did a "Let's Move and Feel" warm-up, and then drew their favorite exercises and wrote about why they liked them. The class also performed simple exercises together.

*Grade 4: Safe and Unsafe Touch*

The group used the "No, Go, Tell" rule and engaged students in discussions about body ownership. The class completed

worksheets to reinforce their understanding of safe touch and how to seek help.

*Grade 5: Pollution*

The group engaged the students through videos, a Pictionary game on types of pollution, and a worksheet-based group activity to identify solutions. They utilized visual aids, interactive games, and worksheets to effectively teach about pollution, its causes, effects, and ways to reduce it.

*Grade 6: Types of Waste and Waste Management*

The group conducted a “Bin Sorting Race” where students classified waste into colored bins. They also worked on case studies like canteen or household waste and presented group solutions, reinforcing the 3Rs (Reduce, Reuse, Recycle).

*Grade 7: Good Touch and Bad Touch*

Through discussions and poster making activities, the students learned about personal boundaries and consent. The group encouraged students to practice the NO-GO-TELL-TRUST strategy, empowering them to recognize and report unsafe behavior confidently.

*Grade 8: Time Management Skills*

The group emphasized the importance of time management through a short video and flashcards. Students participated in a "Beat the Clock!" activity, completing tasks under time limits, followed by discussions on time-wasters. The group also provided timetable templates for students to create personal schedules.

*Grade 9 and 10: Leadership Skills*

The group introduced leadership through the “Human Knot Challenge,”. Students then watched Drew Dudley’s TED Talk *Everyday Leadership* and reflected through a Think–Pair–Share activity, ending with a discussion on applying leadership skills in school and community life.

**Week 3 (11/07/2025)**

*Grade 1: Respect Towards Others*

The students were taught the importance of respect through discussions of personal experiences and circle activities. The lesson concluded with a creative wrap-up, where students wrote or drew examples of respectful actions on sticky notes, followed by an action song to celebrate the importance of respect in their daily lives.

*Grade 2: Personal Health and Hygiene*

The group started with mindfulness and a short video before introducing hygiene practices. The students played a "Hygiene Bingo" game, then shared reflections on which routines they practice. The session closed with recap questions and a drawing task for homework.

*Grade 3: Good Manners*

The group used an "Emoji Feelings Talk" to help students express how different actions make them feel. They also played a "Good Manners or Not?" sorting game and drew pictures of themselves using good manners.

*Grade 4: Importance of Breakfast*

In this class, students sorted healthy and unhealthy food items and created personalised breakfast plates. Students discussed the benefits of breakfast and shared their plans for healthier morning routines.

*Grade 5: Saving Energy and Water*

The group educated students about the importance of saving energy and water. The students participated in a "Hop Hop Game," and completed a worksheet to reflect on what they learned and commit to saving energy and water in their daily lives.

*Grade 6: Waste Management*

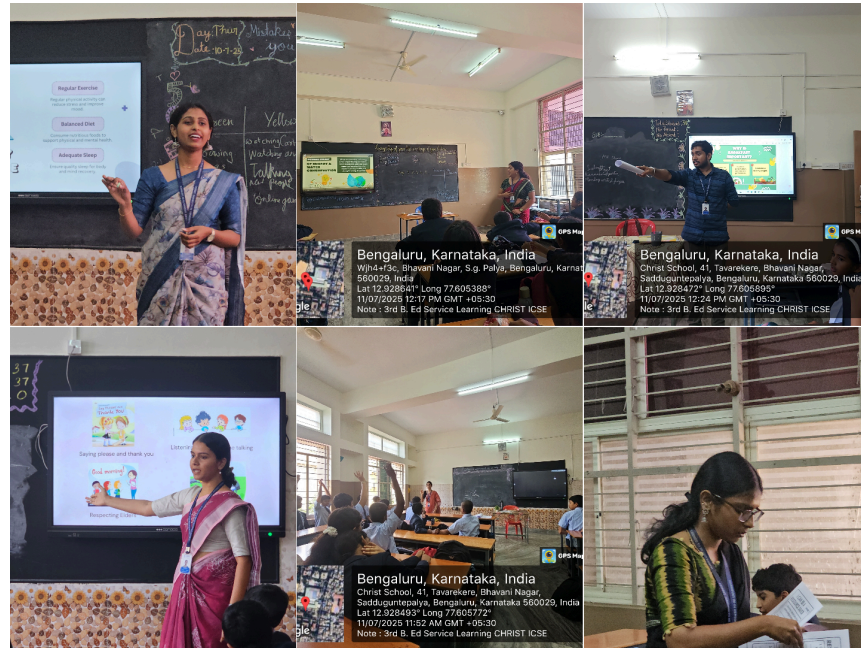
The group guided students through a skit called "Clean Town vs. Dirty Town" to compare proper and improper waste habits. The class created sketches for "Best Out of Waste" ideas and designed posters on waste management for awareness.

*Grade 7: Road and Pedestrian Safety*

The group engaged in discussions about road safety and common causes of accidents, using PPT slides and flashcards. The class also involved a memory game to help students remember road safety signs.

### *Grade 8: Stress Management*

The group explained the different types of stress, causes, and impact on health. They followed it up with a freeze dance game, stress thermometer activity, and breathing techniques to help battle stress.



### **Week 4 (18/07/2025)**

### *Grade 1: Personal Safety*

Students were introduced to the concept of personal safety and the importance of recognizing safe environments. The group used flashcards and videos to illustrate safe and unsafe scenarios. The lesson emphasized the role of trusted adults and included activities that encouraged students to communicate safety concerns effectively.

### *Grade 2: Respect Towards Others*

The class used a “Magic Words” box and a story about Maya and Raju to show respectful vs. disrespectful behavior. Students played a “Respect or No Respect” flashcard game, acted out role-plays of

polite actions, and received respect badges after a short recap and video discussion.

*Grade 3: Personal Health and Hygiene*

The group introduced the concept of fighting germs and staying healthy. The students participated in a "Sort the Habit" game using check and cross cards, and a "Hygiene Charades" activity where they acted out hygiene habits for others to guess.

*Grade 4: Importance of Exercise*

The group highlighted the importance of exercise through movement breaks and storytelling. Students participated in activities that encouraged them to reflect on their own habits and express their experiences through drawings.

*Grade 5: Good Manners*

The group focused on the importance of "magic words" like please, sorry, and thank you, as well as showing kindness, respect, and helping others. The students participated in role plays and a "Manners Tree" activity to reflect on what they have learnt.

*Grade 6: Save Water and Electricity*

The group used an interactive roleplay "Careless Family vs. Smart Family" to show wastage vs. conservation. Students played a quick game of "Save or Waste" and created a word cloud before pledging eco-friendly habits.

*Grade 7: Teamwork*

The group introduced the students to the topic using the game Taboo, followed by reflection and discussion. The students created a collaborative artwork on a single A3 sheet, emphasizing teamwork and communication.

*Grade 8: Study Habits*

The group focused on defining study habits and their significance. Students sorted flashcards into "Good Habits" and "Poor Habits," and sketched their ideal study spaces. The session concluded with class creating personalized study schedules and reflecting on their habits.



## **Week 5 (01/08/2025)**

### *Grade 1: Personal Health and Hygiene*

The children learned the importance of personal hygiene through interactive activities, videos, discussions and games. At the end of the class, the group asked students to draw or write about their personal hygiene practices, reinforcing their understanding of maintaining cleanliness.

### *Grade 2: Good Manners*

The group began with a friendly talk and a video on manners, then guided students through a “Manner Match Up” game linking polite phrases with situations. The class later worked on a coloring worksheet and shared one good manner they would practice daily.

### *Grade 3: Importance of Breakfast*

The class focused on breakfast being the most important meal of the day. The students played a "Breakfast or Not?" game and created their own healthy breakfast plates using food cutouts, which they then presented to the class.

### *Grade 4: Personal Health and Hygiene*

The group focused on the importance of maintaining cleanliness through activities. The class included a hygiene tree visual aid and

an interactive Wordwall game to reinforce key concepts, encouraging students to reflect on their hygiene habits at home and school.

*Grade 5: Anti-Bullying*

The group taught students to identify different forms of bullying, understand its effects, and build a bully-free environment. The students acted out scenarios and discussed how to respond with kindness. They also created a "Kindness Pledge Wall" where they wrote a promise to be kinder and more inclusive.

*Grade 6: Respect Towards Others*

The group opened with a "Respect Ball Toss" and moved into roleplays showing a society with and without respect. Students identified respectful behaviors, practiced polite phrases, and reflected on their learnings through creative expressions.

*Grade 7: Communication*

The class explored spoken and written communication through interactive activities using flashcards and situation prompts. The students practiced expressing thoughts clearly through a 'character letter swap' game, enhancing the importance of effective communication.

*Grade 8: Teamwork*

The group highlighted the importance of teamwork and qualities of effective team members. Students participated in group challenges that required collaboration, followed by discussions on their experiences. Resources included chart paper for brainstorming and reflection sheets.



## **Week 6 (29/08/2025)**

### *Grade 1: School Safety*

The children learned to identify safe and unsafe behaviors within the school environment. The teacher used storytelling, discussions, flashcard games, and a mini safety video to reinforce the importance of following safety protocols and responding appropriately in emergencies.

### *Grade 2: Personal Safety*

The group introduced safety through a story of Meera and Kabir, then played a “Thumbs Up/Down” game on safe vs. unsafe behaviors. Students completed worksheets by coloring safe actions and drawing their own “Safety Circle” of trusted adults, ending with role-play, flashcards, and reflection.

### *Grade 3: Personal Safety*

The group taught students to identify unsafe situations and distinguish between good and bad touch. They used a "Thumbs Up or Down" game and a "Draw Your Safety Circle" activity where students could identify trusted adults they could talk to. They also used role-play to practice how to respond to real-life situations.

### *Grade 4: Anti-Bullying*

The group engaged students with flashcard sorting and video discussions to help them understand bullying and its emotional impact. They also created an anti-bullying pledge to reinforce their commitment to kindness.

*Grade 5: Teamwork*

The group focused on the importance of working together, sharing, listening, and respecting different roles. They showed videos and had the students participate in a "Build it Together" activity, where they worked in small groups to build the tallest tower possible using paper cups.

*Grade 6: Good Manners and Anti-Bullying*


The group ran a "Manners in Action Game" where groups matched situations with polite responses and acted them out. Students also built a "Kindness Chain" from bullying scenarios and designed anti-bullying badges displayed in a gallery walk.

*Grade 7: Food Habits*


The group explained food habits and their health impacts using PPT slides and a sorting activity to classify processed versus unprocessed foods. Teams created healthy meal plans on A3 sheets, highlighting local ingredients and promoting balanced diets.

*Grade 8: Healthy Relationships*

The group defined healthy relationships and discussed traits like empathy and respect. Activities included sorting behaviors into healthy and unhealthy categories, and students shared personal experiences. The class also involved role-play scenarios to illustrate relationship dynamics.

	
<b>Follow-up plan</b>	Evaluation of work done by the B Ed students, through submissions and viva-voce examinations.

**Report prepared by:**

Name of the Organiser	Athira Ramprasad
Designation/Title	Student Coordinator (Service Learning), School of Education
Signature	

*Annexure:*

**1. Photos of the activity**



**2. Attendance list of participants**

Attendance was taken for each week through slip submissions

### **3. Impact analysis**

The Service Learning programme had a meaningful impact on both the participating B.Ed. students and the school students of Christ School (ICSE). For the pre-service teachers, the programme provided sustained opportunities to translate theoretical knowledge into practice, thereby strengthening their skills in lesson planning, classroom management, communication, and teamwork. Regular classroom engagement enhanced their confidence, adaptability, and sense of professional responsibility. For the school students, the sessions supported holistic development by promoting essential life skills such as personal safety, health and hygiene, leadership, communication, and emotional well-being through interactive and age-appropriate activities. The consistent guidance and supportive learning environment encouraged active participation, positive behaviour, and self-awareness. Overall, the programme ensured mutual growth by linking teacher preparation with meaningful community engagement and social responsibility.