

**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>	27/06/2025–12/09/2025
<b>Time</b>	Fridays, 10:45 AM – 2:45 PM
<b>Venue</b>	Christha Vidyalaya, Bharathi Layout, Balaji Nagar, S. G. Palya, Bengaluru, Karnataka 560029
<b>Collaboration</b>	Christha Vidyalaya

**Participants profile**

Type of Participants	2nd Year B Ed students
No. of Participants	27 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 Christha Vidyalaya.</li><li>2. This program was conducted across 7 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 that 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: Personal Hygiene*

The group taught personal hygiene by using a "Let's Help Teddy BOBO Get Ready!" activity, where students had to choose an item that helps them get clean. They also played a "Yes or No" quiz to test knowledge of healthy habits.

*Grade 2: Respect Towards Others*

The lesson on respect included several role-playing scenarios to show how to be respectful to family, teachers, and classmates. The group also taught and practiced action chants to help students remember the main concepts.

*Grade 3: Importance of Breakfast*

The class began with a role-play between two students, one who was feeling tired and sleepy and another who suggested eating breakfast. The group showed a video and played a song to enhance learning. The lesson concluded with a "Word Wall Game" to differentiate between healthy and unhealthy foods.

*Grade 4: Safe and Unsafe Touch*

The group used the story "Ananya Finds Her Voice" to help students understand the difference between safe and unsafe touch. Students identified safe and unsafe touch from a series of pictures and created a "My Safety Circle" to help them identify trusted adults.

*Grade 5: Respect and Good Manners*

The group started the lesson with a warm-up conversation, asking questions about polite words and feelings. They then had a "Role-Playing and Action Sort" activity where students acted out respectful and disrespectful scenarios and sorted them into categories.

*Grade 6: Food Habits*

The group explained the importance of healthy food habits. Activities included an action song to the tune of "Twinkle Twinkle, Little Star" and a "Healthy or Not?" game where students picked

chits with different food habits and determined if they were healthy or not.

*Grade 7: Sustainability*

The class engaged in a 'Green or Not?' sorting game using flashcards and images to distinguish between sustainable and unsustainable actions. The group also used lively conversations and a group poster-making activity to highlight key concepts and encourage students to make meaningful changes in their lives.

*Grade 8: Teamwork and Communication*

The group introduced the lesson with a story about two villages trying to build a bridge. Activities included "Storytelling" and a "Communication Charades" game. Students also wrote formal and informal letters, which were assessed through observation and peer review.

*Grade 9: Stress Management*

The group engaged the students in a discussion about stress and its symptoms. They taught practical techniques such as the 4-7-8 breathing exercise and journaling to help them cope with stress, followed by a matching activity and a short answer quiz to check understanding.

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

*Grade 1: Importance of Breakfast*

The group focused on breakfast being the most important meal of the day. The students created a healthy breakfast plate and played a "Word Wall Game" to differentiate healthy and unhealthy food. The class also involved videos and a song to reinforce the concepts.

*Grade 2: Personal Hygiene*

The class started with a "Rhythm Rhyme Time" activity where students repeated a fun song with actions to learn about different hygiene practices. They then had a "Let's Help Teddy BOBO Get Ready" activity where students identified and used different hygiene tools. The session was wrapped up with a "Yes or No Quiz" to check their understanding.

### *Grade 3: Personal Hygiene*

The group showed a picture of a classroom and asked students to identify which students were practicing good hygiene. The class then played a "My Hygiene Kit" group activity, and ended the session with a rapid-fire quiz using yes/no cards.

### *Grade 4: Importance of Breakfast*

The class began with the story of "Rahul's Busy Mornings," comparing the body to a car that needs fuel. Student drew or wrote what they would eat for a healthy breakfast to visualize and choose nutritious foods.

### *Grade 5: Food Habits*

The group asked students about their breakfast to introduce the topic of healthy eating. They then had a group activity where students worked together to draw or create a "Healthy Plate" using different food groups.

### *Grade 6: Waste Management*

The group taught students to define and classify waste into biodegradable and non-biodegradable types. They used real objects or flashcards, a chart, and colored bins or paper cut-outs to demonstrate waste segregation. Activities included an action song, a game where students sorted cards with different waste items, and a "Sustainable Swap Challenge".

### *Grade 7: Teamwork and Communication*

The lesson began with a 'The Bridge Story' to set the tone. The group conducted a 'Sensory Challenge' activity to simulate communication barriers. They also used spontaneous role-playing to help students differentiate between formal and informal oral communication and had them write two short letters to understand the differences in written communication.

### *Grade 8: Sustainability*

The class was framed as a "Mission Earth Rescue" for which students were recruited as a squad. The group used a fast-paced "Green or Not?" sorting relay with real items or flashcards, and a poster-making activity where groups chose a mission and created posters with slogans.

### Grade 9: Time Management

The group helped students understand time management by having them identify and sort activities into "Time Savers vs. Time Wasters" using activity cards. The main activity involved a "Urgent-Important Matrix" to practice time management skills.



### Week 3 (25/07/2025)

### Grade 1: Road Safety

The group taught road safety using a mini-story about a boy who didn't look both ways before crossing. They also used flashcards to explain the meaning of road signs and created a "Traffic light"

craft. The lesson taught students to stop, look left, right, and left again before crossing the road.

*Grade 2: Importance of Breakfast*

The class was introduced with the analogy of a racing car needing fuel, prompting the students to think about how their bodies need breakfast for energy. The session included a video and a song to enhance their learning. To assess their understanding, the group played a "Word Wall Game" to differentiate between healthy and unhealthy breakfast foods.

*Grade 3: Respect Towards Others*

The group asked questions about students' daily lives to introduce the concept of respect. They played a "Stand or Sit" game where students stood for respectful actions and sat for disrespectful ones. Students completed a table titled "I Respect By..." and also drew one respectful act they could practice at home.

*Grade 4: Respect Towards Others*

The class began with the story of "Riya and the New Boy" to introduce the concept of respect. Students participated in role-playing scenarios to help them practice polite words and actions. Students made a "Respect Tree" with ways by which they could show respect.

*Grade 5: Anti-Bullying*

The group played an audio based on a real story to help students understand what bullying is and how it feels. The students created a "Safe School Pledge Poster" where they wrote down ways they would help make their school safer.

*Grade 6: Pollution*

The lesson covered the four main types of pollution and their effects on the environment and humans. The group used a short story about a turtle getting stuck in a plastic ring to illustrate the dangers of pollution. Students created "Say No to Pollution" posters and presented them to the class.

*Grade 7: Stress and Time Management*

The group used flashcards, handouts, and sensory items for a "Calm Corner". The activities included a 'Stress Signal Sorting' game and having students 'Build Your De-Stress Plan' to promote self-awareness and practical coping strategies.

*Grade 8: — (Class was cancelled)*

### *Grade 9: Study Habits*

The students played a "Study Habit Yes or No" game to distinguish between effective and ineffective habits. The group conducted a "Study Schedule" workshop where they helped students create their own ideal study timetables on chart paper to improve their planning and time management.



#### **Week 4 (01/08/2025)**

##### *Grade 1: Respect Towards Others*

The group taught students that respect is about listening, helping, sharing, and caring for others. Students filled out a worksheet where they wrote down how they show respect to their family, teachers, friends, and nature. They ended the class by having the students say the phrase, "Respect always!".

##### *Grade 2: Road Safety*

The children coloured a traffic light outline with the correct colors: red, yellow, and green. They then used masking tape and props to create a pretend road in the classroom for a "Road Role Play" activity, where students acted out how to be safe pedestrians. The class ended with a "Safe or Not Safe" bonus game.

##### *Grade 3: The module could not be transacted*

##### *Grade 4: Importance of Exercise*

The group used the story "Aarav and the Lazy Days" to explain how exercise is like giving energy to your body. Students drew or wrote their favorite physical activities on a sheet titled "My Favourite Exercise," which allowed them to reflect on their own exercise habits.

##### *Grade 5: Pollution*

The group showed images of polluted environments and asked students how they felt. They divided the class into "Pollution Detectives" groups, where each group had to create a poster about a different type of pollution and present it to the class.

##### *Grade 6: Save Energy and Water*

The group taught students about the importance of saving energy and water and the easy ways to do it. They used a "Draw and Write" activity where students drew pictures of wasting and saving energy and water. Students were also asked to answer a quiz to check their understanding.

##### *Grade 7: — (Class was cancelled)*

*Grade 8: Time and Stress Management*

The group taught the class on time management through a "Time Tokens" activity. Students were given 10 tokens, each representing an hour, and had to allocate them to various activities like studying and screen time. They also used a surprise scenario where the students had to give up a token to teach them about prioritizing.

*Grade 9: Team Work*

The group conducted a "Balloon Balancing" and "Team Puzzle Race" activity to reinforce the idea of teamwork. The students took part in reflection activities and prepared a group poster as part of assessment.



## **Week 5 (22/08/2025)**

### *Grade 1: Good and Bad Touch*

The group used a doll to tell a story and introduce the topic. They used flashcards, a chart, and a safety video understand and practice the four safety rules: Stop, Say No, Go Away, and Tell a Trusted Adult. The class also played a 'Safe or Unsafe' sorting game with scenarios and pictures, and drew their own "Safe Circle" of trusted adults.

### *Grade 2: Importance of Exercise*

The students were asked to stretch and touch their toes, and then reflect on how their body felt when moving versus when sitting still. They played a game called "Help Zara Stay Fit" where they had students sort different activities as healthy or unhealthy. They also led a "Move with Music" activity where students followed along and led movements to a fun song.

*Grade 3: Safe and Unsafe Touch*

The group asked students questions about how they feel when someone hugs them or pulls their hair. The class played a "Stand or Sit" game where students reacted to different scenarios. The lesson concluded with an "Exit Ticket" where each student drew or wrote one way to stay safe or one person they would talk to if something felt wrong.

*Grade 4: Personal Hygiene*

The class began with a "Rhythm Rhyme Time" activity where students learned about hygiene practices through song. They then played "Let's Help Teddy BOBO Get Ready!" where students identified and used different hygiene tools like a toothbrush, towel, and comb. The session was wrapped up with a "Yes or No Quiz" to check their understanding.

*Grade 5: — (Class was cancelled)*

*Grade 6: — (Class was cancelled)*

*Grade 7: — (Class was cancelled)*

*Grade 8: — (Class was cancelled)*

*Grade 9: — (Class was cancelled)*



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

### *Grade 1: Personal Safety*

The group taught students to identify safe and unsafe situations and the difference between a good and a bad touch. They used a "Safe or Unsafe Game" and a "Safe Circle Drawing" activity where students identified trusted adults. The class was concluded with a safety pledge, where students promised to say "no" to unsafe touches and tell a trusted adult.

### *Grade 2: School Safety*

The group used picture charts and flashcards to initiate a discussion to identify safe or unsafe behaviors. They then played a "Thumbs Up, Thumbs Down" game with examples of different school situations. The lesson concluded with a "Picture Time" activity to reinforce the safety rules.

#### *Grade 3: School Safety*

The group used a puppet named Raju, charts, flashcards, props, and a video to act out real-life unsafe situations in school areas like corridors, stairs, and playgrounds. Through role-play, quizzes, and interactive questioning, students learned rules by guiding Raju toward safer choices

#### *Grade 4: Cleanliness*

The group introduced the topic with the story of "Riya's Dirty Desk" to show how clean surroundings can affect a clean mind and happiness. They then held a "Handwashing Race" where students demonstrated the proper steps of handwashing. The lesson concluded with a class chant, "Clean hands, clean heart, clean start!" to reinforce the importance of cleanliness.

#### *Grade 5: Teamwork*

The students participated in a "Group Task Challenge" where they were divided into teams to build a paper cup tower, create a poster, or solve a puzzle. The group also had them say an "Action Rhyme" together as part of the lesson.

#### *Grade 6: Respect and Good Manners*

The group used activities like "Magic Words Match-Up" and a "Respect Pledge Poster" where students drew or wrote a way to show respect. Students also participated in a rapid role-play check and a worksheet to apply their understanding of the concepts.

#### *Grade 7: Personal Safety*

The group used interactive discussions, role-plays, and visual aids to cover topics like body safety, online safety, and peer pressure. The introductory activity was a 'Safe or Unsafe?' sorting game using flashcards and images, followed by a poster activity to create awareness on personal safety topics such as 'Stranger Danger' and 'Online Safety Rules'.

*Grade 8: Personal Safety*

The group taught the lesson using a story about "The Gut Feeling" to introduce the concept of intuition. The class used a brainstorming activity to create a "Personal Safety Plan" chart, and students were assessed through observation, peer review of their role-playing, and formative quizzes.

*Grade 9: Positive Attitude Towards Exams*

The session started with an activity where the students shared one word to describe how they felt about exams. The group also had them participate in a "Strength Shield" activity, where they drew a shield and wrote down positive affirmations or "exam tools" to help them manage their nervousness.



## **Week 7 (12/09/2025)**

### *Grade 1: Importance of Exercise*

The group taught a lesson on why exercise is important for a healthy life. The activities included a "Follow the Leader" game where students copied our movements and a game with "Exercise Dice" to get them moving. The students also drew their favorite exercises.

### *Grade 2: Safe and Unsafe Touch*

The class began with a story, "Ananya Finds Her Voice," to introduce the concepts of safe and unsafe touch. The students

participated in a "Thumbs Up, Thumbs Down" activity to help them identify good and bad touch situations. They were also guided in creating a "My Safety Circle".

*Grade 3: Good Manners*

The group asked students how they feel when people are polite or impolite. They then played a role-playing game where students acted out different situations to practice using polite words. This was followed by a "Stand or Sit" game where students reacted to scenarios, standing for good manners and sitting for bad ones.

*Grade 4: Good Manners*

The class began with the story "Anaya and the Magic Words" to explain the importance of polite phrases like "please" and "thank you". Students acted out different situations in a role-playing game to practice using good manners in real-life scenarios. The session ended with a short quiz to assess understanding.

*Grade 5: Save Energy and Water*

The group introduced the topic using videos. The students had the choice to do "Water and Energy Detective" or "Be a Resource Saver – Draw the Right Way!" activity. Students checked their understanding through a worksheet.

*Grade 6: Personal Safety*

The group focused on identifying safe and unsafe situations and touches. They used a body safety poster to explain safe and unsafe touching zones. Students learned the "Safety Hand Rule" by tracing their palm and writing the names of five trusted adults on each finger.

*Grade 7: Waste Management*

The group introduced waste types using bins and pictures, then explained methods like reduce, reuse, recycle, composting, and segregation. Students participated in a "Waste Sorting Challenge" with picture cards and containers, applying concepts by sorting and suggesting management tips

*Grade 8: Empathy*

The group taught empathy through interactive activities like the "Shoe Shuffle," superhero characters, and role-plays with situation cards. Posters, checklists, and group performances helped students practice stepping into others' shoes and showing care

*Grade 9: Leadership Skills*


The class discussed qualities of a good leader and presented famous examples like Dr. A.P.J. Abdul Kalam and Malala Yousafzai. The group used a "Leadership Quote Discussion" activity, with a chart of quotes, to encourage students to reflect and share their own interpretations of what makes a good leader.



**Follow-up plan**

Evaluation of work done by the students

Report prepared by:

Name	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 provided for each week through slip submissions

### **3. Impact analysis**

The Service Learning programme had a significant and sustained impact on both the participating B.Ed. students and the school students at Christha Vidyalaya. For the pre-service teachers, the programme provided valuable opportunities to apply pedagogical theories in real classroom settings, strengthening their lesson planning, classroom management, teamwork, and reflective teaching skills. Regular engagement with diverse learners enhanced their confidence, adaptability, and sense of social responsibility. For the school students, the sessions contributed to improved awareness of life skills, personal safety, health, emotional well-being, and positive values through interactive and age-appropriate activities. The consistent and supportive learning environment encouraged active participation, self-expression, and responsible behaviour. Overall, the programme ensured mutual growth by linking professional development with meaningful community engagement.