

RALLI INTERNATIONAL SCHOOL

REPORT OF EXPERIENTIAL LEARNING ACTIVITIES

CLASSES VI-VIII

APRIL-MAY 2024

ENGLISH

CLASS VI

TOPIC- Comicflix **ACTIVITY - A Creative** **Storytelling Activity** **GROUP ACTIVITY**

The activity was performed on 16 May 2024 for grade VI students wherein the students designed a comicflix. They collaborated and planned their comic strips and role-plays. They used images, hand-made drawings, stickers, and cut-outs from any old newspaper or magazine to make it attractive. They shared a real or imagined narrative.

The students used catchy slogans/subtitles to enhance the impact.

Through this activity, students got an opportunity to nourish their creative skills and they all embarked on the journey of imagination and creation. Some of the students fantastically performed the activity whereas some of them needed guidance. This activity helped students to harness their storytelling and narrative skills. They got an opportunity to showcase their talent and it helped them to build confidence among the students.



CLASS VII

TOPIC: Advertising Ancient Times **ACTIVITY: Students designed persuasive** **advertisements for world heritage sites,** **showcasing catchy lines, logos, and interesting** **information** **INDIVIDUAL ACTIVITY**

The activity was conducted for students of grade VII wherein they designed an advertisement to attract tourists to one of the world heritage sites chosen by them. They made some effective advertisements by adding catchy lines and logos, adding all the interesting information about the place,

and using exaggerated phrases for dramatic effect. Students were able to demonstrate an understanding of persuasion techniques. They demonstrated a comprehensive understanding of varied advertising tools.

Students also examined advertising's relationship to society including regulations and ethics in advertising. They understood how advertising differs from the basic communication process. It engaged students in a specific learning experience. Most of the students performed the activity in a very efficient manner. This analysis helped them better understand how the concept learned can be applied to other varied circumstances.

CLASS VIII

TOPIC: Treatise

ACTIVITY: Exploring

Real-Life Scenarios

Through Creative Plays

PAIR ACTIVITY

Grade VIII students performed a dynamic and immersive activity called 'Treatise' which was designed to foster creativity, teamwork, and public speaking skills among students. In this activity, the students chose a scenario and then developed a short play to illustrate it, incorporating dramatic and comedic elements to convey their message effectively. The performances included a mixture of drama, dialogue, and expressive actions to convey the complexities and potential solutions related to their topics. This approach allowed the students to not only explore some real-life situations but also to hone their performance and storytelling abilities.

The activity was met with enthusiastic participation and proved to be a highly enriching experience. At the end of each round, other students of the class asked questions from those performing their roles. The students engaged in the performance authentically embodied their characters while responding to inquiries. The children showcased remarkable creativity and empathy, with their performances sparking insightful discussions among the audience.



At the end of each round, other students of the class asked questions from those performing their roles. The students engaged in the performance authentically embodied their characters while responding to inquiries. The children showcased remarkable creativity and empathy, with their performances sparking insightful discussions among the audience.

HINDI

CLASS VI

कविता वाचन

(विषय संवर्धन एकल गतिविधि)

मौखिक अभिव्यक्ति जीवन का अहम हिस्सा है। विद्यार्थी जीवन में वाचन-कला का अभ्यास ना केवल आत्मविश्वास में वृद्धि करता है, वरन वाचन-कौशल के स्तर को अच्छा बनाता है। इसी उद्देश्य को ध्यान में

रखते दिनांक 15 व 16 मई 2024 को कक्षा छठी में कविता-वाचन दो दिवसीय गतिविधि करवाई गई। कक्षा में छात्रों ने सूर्यकांत त्रिपाठी निराला, सुभद्रा कुमारी चौहान, राम नरेश त्रिपाठी, सुमित्रा नंदन पंत आदि कवियों की कविताओं का चुनाव कर उत्साहपूर्वक कविता वाचन किया। छात्रों को उनके उच्चारण, हावभाव, कविता का विषय, आवाज की उतार-चढ़ाव पर परखा गया। छात्रों का प्रयास प्रशंसनीय था। सभी छात्र कविता वाचन प्रतियोगिता के लिए उत्साहित दिखाई दिए एवं सभी ने इस गतिविधि में बढ़-चढ़कर हिस्सा लिया। छात्रों में आत्मविश्वास की भावना का भी विकास हुआ।

CLASS VII

कविता वाचन

(विषय संवर्धन एकल गतिविधि)

कक्षा में 'कविता-वाचन गतिविधि' का आयोजन किया गया। ये गतिविधि दो दिन में संपन्न हुई। कक्षा में छात्रों ने कुमार विश्वास, मनोज मुंतशिर, आशुतोष राणा आदि कवियों से संबंधित कविताओं की रचनाएँ प्रस्तुत की। कविता के विषय के अनुसार छात्रों ने उचित गति, सुर-ताल का ध्यान रखते हुए कविता सुनाई और उसका भावार्थ भी अपने शब्दों में व्यक्त किया। सभी छात्र एवं छात्रों ने बढ़चढ़ कर हिस्सा लिया। कुछ छात्रों का प्रस्तुतीकरण बहुत ही अच्छा था। छात्रों का प्रयास सराहनीय था। इस गतिविधि के द्वारा छात्रों में संप्रेषणीयता के भाव के साथ-साथ आत्मविश्वास की भावना, वाचन-कौशल का भी विकास हुआ। कुछ छात्रों में आत्मविश्वास की कमी देखी लेकिन उन्हें प्रोत्साहित किया गया।



CLASS VIII

कविता वाचन

(विषय संवर्धन एकल गतिविधि)

कक्षा आठवीं के सभी छात्र-छात्राओं द्वारा कविता वाचन की एकल गतिविधि कक्षा में करवाई गई। छात्रों को ऐतिहासिक, देश-प्रेम व प्रेरणादायी कविताओं को कक्षा के सामने सुनाने के लिए कहा गया। सर्वप्रथम अध्यापिका द्वारा कविता सुनाकर वातावरण निर्मित किया गया।



विद्यार्थियों ने रामधारी सिंह दिनकर, शिवमंगल सिंह सुमन, माखनलाल चतुर्वेदी, हरिवंशराय बच्चन, मैथलीशरण गुप्त, सुभद्रा कुमारी चौहान आदि कवियों की कविता बड़े जोश व उत्साह के साथ कक्षा में सुनाकर अपनी भागीदारी दी। कुछ विद्यार्थियों ने कविताओं के साथ - साथ उनका भावार्थ भी समझाया। छात्रों द्वारा सुनाई गई अच्छी कविताओं की सराहना की गई। इस गतिविधि के माध्यम से छात्रों में आत्मविश्वास, उचित आरोह-अवरोह के साथ प्रस्तुतीकरण तथा वाचन कौशल का विकास हुआ। कुछ छात्रों में कमी भी देखी गई लेकिन उन्हें प्रोत्साहित किया गया।



MATHS

CLASS VI

TOPIC: Number Puzzle
ACTIVITY: To form large numbers with the help of the hints given using the knowledge of number concepts.

INDIVIDUAL ACTIVITY

A number system is defined as a system of writing to express numbers. It is a mathematical notation for representing numbers of a given set by consistently using digits or other symbols. A puzzle on the number system was conducted as an activity using the grid. The students found answers to different large numbers through the clues given in the puzzle. The activity helped them to enhance their knowledge of the number system in a play way method. The students found the values of the questions based on concepts such as successor, predecessor, largest number, smallest number, etc. It was an excellent way of developing their skills and finding the appropriate answer. Students enjoyed the activity and it was a very fruitful learning experience.



CLASS VII

TOPIC: Fractions And Decimals

ACTIVITY: To understand the concept of multiplication of decimal numbers

INDIVIDUAL ACTIVITY

In this activity, students used a square grid paper (10 by 10). Then they were explained about different decimal numbers like 7 horizontal parts out of 10 represent 0.7



and 3 vertical parts out of 10 represent 0.3 (with the help of a grid). Now they were told to use two different colors for shading the horizontal part as well as the vertical part in the same grid paper.

Finally, students concluded that few parts of the grid paper are double shaded and that portion represents the multiplication of two decimal numbers 0.7×0.3 .



CLASS VII

TOPIC: Squares

ACTIVITY: Enigma of natural numbers: To verify that the sum of first n odd natural numbers is n^2

INDIVIDUAL ACTIVITY

The activity was conducted using a 10×10 grid sheets, where the first 10 odd natural numbers



were represented by shading the grid sheet with different colours. Students understood the concept using their and were able to master the concept through activity-based learning. They were thrilled to find that the sum of the first 10 odd natural numbers ($1 + 3 + 5 + 7 + 9 + 11 + 13 + 15 + 17 + 19$) is 100 without manual calculation. Students enjoyed the activity.



SCIENCE

CLASS VI

TOPIC: Tests of various carbohydrates, fats and proteins

ACTIVITY: To test various nutrients in the given food items.

LAB ACTIVITY

The students were very excited about the activity. They were taken to the chemistry lab for a demonstration of tests for starch, protein, and fat. The teacher began by testing for starch, adding iodine solution to the given food item. The students observed a blue-black color, confirming the presence of starch.

Next, the teacher demonstrated the test for proteins. She placed the food item in a test tube, added water, shook it well, and then added caustic soda solution and copper sulfate solution. The solution turned violet, indicating the presence of proteins. For the fat test, the teacher placed some groundnuts on a piece of paper, folded it, and crushed the groundnuts. After removing the groundnuts, the students observed an oily patch on the paper, confirming the presence of fat.



TOPIC: Ingenious Stint – Eat Healthy Stay Healthy

ACTIVITY: To talk about the components of food, a balanced diet, and deficiency diseases.

GROUP ACTIVITY

The objective of this activity was to understand the concept of "Components of Food." Students were divided into groups of 6-7 and tasked with reporting on the contents of various food items. They were to create a collage or chart of common meals from

different regions of India and describe the importance of a balanced diet. Additionally, they explained various deficiency diseases related to vitamins and minerals.

All the groups were well-prepared and presented the activity with full confidence. Their presentations were remarkable.

TOPIC: Properties of Materials

ACTIVITY: To observe various properties of materials: Appearance, Hardness, Solubility, Density, Transparency, Translucency, and Opaqueness.

GROUP ACTIVITY

The students were enthusiastic about presenting their activity. Each group was assigned a property to demonstrate and brought the necessary materials. They detailed and demonstrated their assigned property, also creating charts for explanation. For appearance, they showed that some materials are lustrous while others are dull. For hardness, they demonstrated that some materials can be compressed while others cannot. For solubility, they explained that some materials dissolve in water while others do not. For density, they showed that heavier particles sink and lighter particles float. All groups presented with



confidence, effectively conveying their understanding of the properties.

TOPIC: Leaves Store Food in the Form of Starch

ACTIVITY: To show that green leaves produce starch during photosynthesis.

LAB ACTIVITY:

In the lab, students learned that green leaves produce starch during photosynthesis. The teacher demonstrated the process by boiling a green leaf in water and alcohol to bleach it, and then performing an iodine test. The leaf turned blue-black, confirming the presence of starch. This hands-on activity helped students understand that leaves store food in the form of starch, reinforcing their knowledge of plant biology through practical observation.

CLASS: VII

TOPIC: Observing stomata in leaves through a microscope

ACTIVITY: To observe stomata in leaves through a microscope

LAB ACTIVITY:

Stomata are the small pores present in the leaves mainly on the lower side of it meant for gaseous exchange. Students were taken to a biology lab to identify and observe the structure of stomata under a microscope. Students were able to learn about the structure of stomata present in leaves and were able to locate those in the slides under a microscope.



TOPIC: Test of starch in leaves

ACTIVITY: To test the presence of starch in leaves using iodine solution

LAB ACTIVITY:

Starch is produced in the leaves during photosynthesis. The teacher demonstrated the activity. Students observed that the green leaves containing chlorophyll were boiled in water and then in alcohol by the teacher to remove chlorophyll. It is done as this test is confirmed only if the chlorophyll of the leaf is removed. Some drops of iodine solution were then put on the white/ colourless leaf to test the presence of starch. The leaf became blue black confirming the presence of starch.



TOPIC: Heating and Magnetic Effect of Current

ACTIVITY: To demonstrate the Heating and Magnetic effect of current

LAB ACTIVITY:

The teacher demonstrated the activity. Nichrome wire was connected to the circuit it became hot as the wire carrying current was heated. Steel wool melted due to heat produced in the circuit. A magnetic compass was kept near the wire carrying current which affected it by deflecting the needle. The working of the Electric bell was

shown as it works on magnetic effect. All safety measures were taken and the students were excited to learn the heating and magnetic effect of current.

TOPIC: Making an Electromagnet

ACTIVITY: To make an electromagnet using an iron nail, wires, an electric cell, and a switch

INDIVIDUAL ACTIVITY



Students took an iron nail and wrapped the wire around it. The two ends of the wire were connected to a battery for electricity supply. As the circuit was closed the iron nail wrapped with current carrying wire, started behaving like a magnet and attracted small iron pins. When the circuit was open, the iron nail lost the magnetism. This showed that an iron nail can behave like a magnet when the electric current is passed. Sall safety measures were taken and the students were happy to make an electromagnet and to show it working.

TOPIC: Testing the acidic and basic nature of different solutions

ACTIVITY: To test the acidic or basic nature of different solutions using Litmus paper, China rose solution, Turmeric, and Phenolphthalein.



LAB ACTIVITY

Students observed that the different solutions present in the laboratory were acids or bases. These were tested using indicators like red and blue litmus paper, turmeric strips and china rose solution. They were able to observe different colours using different indicators with these acids and bases. Students learned to test a solution whether it is an acid or base using different indicators.

CLASS: VIII

TOPIC: Force Sequel

ACTIVITY: To record the effects of forces on the state of motion, shape, size, direction, and speed of the object.

INDIVIDUAL ACTIVITY

An experiential learning activity was conducted in all grades of VIII. Students were very enthusiastic about the activity performance. Each student demonstrated the effects of forces from real-life situations. Some were picked up to display changes in the state of motion i.e., speed and direction of an object through badminton racquet and shuttlecock, football, cricket bat and ball, basketball, etc.



Others had revealed interest in the changes in shapes and sizes of objects through dough making and clay modeling. A few of them also illustrate electrostatic force using balloons, and plastic balls. Every single exposition was a unique involvement as the individual child was showing imaginative skills in his/her way. The notions associated with force and pressure (contact and non-contact forces) were further illuminated. Students absorb the deviations taking place after the application of force which boosts their scientific aptitude. Their ingenuity, critical thinking, and expressiveness were also brushed up. It unfolded a vast aura of their intellectual activity.



ACTIVITY: To Demonstrate the Pressure of Liquid

LAB ACTIVITY

- Liquid exerts pressure at the bottom of the container.
- Liquid exerts pressure at the sides of the container.
- Pressure increases with increased depth.
- Liquid exerts equal pressure at the same depth.

A Lab Activity was directed in all grades of

VIII. Students were very enthusiastic about the demonstration of the lab activity. The teacher substantiated different scenarios of liquid pressure. Initially, the liquid exerts pressure on the bottom of the container was demonstrated followed by the validation of the increase of pressure with increased depth and equal pressure exerted at the same depth. Every single exposition was an exceptional involvement as the individual child was experiencing the activity and enjoyed it. The notions associated with force and pressure (Liquid Pressure) were well-lit during the activity. Students engrossed in the perceptions after receiving the practical approach of theoretical concepts. It lifted their scientific aptitude. Their ingenuity, critical thinking, and expressiveness were also brushed up. Their collaboration and teamwork create an empathetic environment among themselves.

SOCIAL SCIENCE

CLASS: VI

**TOPIC: Cave Paintings: The Prehistoric Art/Epics: The Narrative Poems
Artistic or Literary Heritage of India**

Artistic Heritage – Cave Painting of India

For the chosen cave painting, students find out the information about the material used, when and by whom it was built, what it represented, etc.

Literary Heritage – Indian Epic or Famous Story

For the chosen story/epic, students gave the gist of the story, the main characters, the lessons learned, the impact on Indian society, etc.

Based on the chosen topic, the class was divided into groups. Each group collected the pictures and did the research work.

A scrapbook was prepared by the students consisting of information and pictures.

Students enhanced their creative skills and learned about the

environment through cave paintings depicting scenes of hunting, rituals, and artistic expression.

Epics conveyed mythological tales that reflect the beliefs, values, and societal structures of ancient civilizations.



CLASS: VIII

OPIC: "Time Warp Diaries" (How, When & Where?)

GROUP ACTIVITY

"Time Warp Diaries" is an innovative and engaging project designed to delve into the historical and cultural context of different periods through PowerPoint presentations and debates. This project aims to help students understand and appreciate how history shapes our present and future.

It was a resounding success, providing students with a hands-on and immersive way to learn about history. Students not only



gained knowledge about different historical periods but also developed important skills such as teamwork, critical thinking, and public speaking. The project brought history to life, making it a memorable and enriching experience for all participants.

TOPIC: “Use fuel smartly, let’s do our part!”

INDIVIDUAL ACTIVITY

The students were asked to pick up a resource of their choice and perform a role-play on it.

They introduced themselves as a resource and talked about its importance, causes of depletion, and ways to preserve fossil fuels.

Through this activity, students understood the usability of the resource and suggested measures to check its wastage and ways to preserve it for the future and identify the causes of the depletion of that resource.



स्पष्ट शब्दोच्चारण और आत्मविश्वास में वृद्धि हुई।

CLASS VII

श्लोक वाचन

एकल गतिविधि

कक्षा 7 के दोनों वर्गों(C,D) में यह गतिविधि हुई। छात्रों ने कक्षा में संस्कृत में श्लोक वाचन किया। कुछ छात्रों ने इस गतिविधि में उत्साहित होकर भाग लिया।

श्लोक गायन लयात्मकता और लेखन कलात्मकता पूर्वक किया। श्लोकों के अर्थ भी बताए। इस गतिविधि से छात्रों में ध्यान, नैतिकज्ञान, स्पष्ट शब्दोच्चारण और आत्मविश्वास में वृद्धि हुई।

SANSKRIT

CLASS VI

श्लोक वाचन

एकल गतिविधि

कक्षा 6 के दो वर्गों(C,D) में यह गतिविधि हुई। छात्रों ने इस गतिविधि में उत्साह पूर्वक भाग लिया। छात्रों ने कक्षा में संस्कृत में श्लोक वाचन किया। कुछ छात्रों ने इस गतिविधि श्लोक गायन लयात्मकता पूर्वक किया। श्लोकों के अर्थ भी बताए। इस गतिविधि से छात्रों में ध्यान, नैतिकज्ञान,



CLASS VIII

श्लोक वाचन

एकल गतिविधि

कक्षा 8 के दोनों वर्गों(D,E) में यह गतिविधि हुई। छात्रों ने कक्षा में संस्कृत में श्लोक वाचन किया। कुछ छात्रों ने इस गतिविधि में उत्साहित होकर भाग लिया और श्लोक गायन लयात्मकता पूर्वक किया। श्लोकों के अर्थ भी बताए। इस गतिविधि से छात्रों में ध्यान, नैतिकज्ञान, स्पष्ट शब्दोच्चारण और आत्मविश्वास में वृद्धि हुई।



COMPUTER SCIENCE

CLASS VI

TOPIC: Types of Intelligence” or “AI Approaches

ACTIVITY: COMPUTER VISION – PPT making
GROUP ACTIVITY

Students were asked to collect information on any one of the given topics. They created a PowerPoint presentation by using all the features of PowerPoint software learned till now. Students also used pictures and applied animation and transition effects. They created attractive informative presentations. Students were able to know the importance of AI in the present day and identify intelligence among people. They

applied transition and animation effects effectively in PowerPoint presentations.

CLASS VII

TOPIC: Python Output Quest
INDIVIDUAL ACTIVITY
(SEA-I)

Python output quest is an activity to gain a deeper understanding of how Python code executes and produces results. By this activity, students become familiar with the sequence of operations and control flow within a program.



During the activity, students engaged in hands-on learning by creating Python programs in script mode. They were tasked with predicting and verifying the output of the programs they wrote. After saving and executing their code, students accessed the generated output, providing them with immediate feedback on their understanding of Python syntax and concepts. This active approach to learning allowed students to reinforce their knowledge, develop problem-solving skills, and gain confidence in their programming abilities.

CLASS VIII

TOPIC: Uncovering Python Syntax Errors.

INDIVIDUAL ACTIVITY (SEA-I)

"Uncovering Python Syntax Errors" is an activity focused on identifying and rectifying syntax errors in Python code. Syntax errors occur when the Python interpreter encounters code



that violates the language's rules and conventions, making it unable to execute the program. By actively searching for syntax errors, learners develop a deeper understanding of Python syntax rules, including proper indentation, correct usage of keywords, and adherence to language conventions. During the activity, students were tasked with identifying errors in the provided Python programs. After rectifying the mistakes, they transitioned to script mode to write their programs. Subsequently, they saved and executed their scripts, accessing the generated output for validation.

Through the iterative process of identifying errors, correcting code, and evaluating output, students embrace a growth mindset toward learning. They recognize that mistakes are opportunities for learning and refinement.

