

**RALLI INTERNATIONAL SCHOOL**  
**REPORT OF EXPERIENTIAL LEARNING ACTIVITIES**  
**CLASSES VI-VIII**  
**JULY 2024**

**HINDI**

**CLASS VIII**

**गतिविधि: विज्ञापन प्रस्तुतीकरण**

**सामूहिक गतिविधि**

कक्षा आठवीं में 26 जुलाई 2024 को एक सामूहिक गतिविधि के रूप में विज्ञापन प्रस्तुतीकरण गतिविधि का आयोजन किया गया। इस गतिविधि का मुख्य उद्देश्य छात्रों की रचनात्मकता और प्रस्तुतीकरण कौशल को निखारना और उनके आत्मविश्वास को बढ़ाना था।

कक्षा के सभी छात्रों को 5 से 6 के समूह में बाँटा गया तथा निम्नलिखित विषयों पर विज्ञापन तैयार कर प्रस्तुतीकरण करने के लिए कहा गया: "पढ़ेगा इंडिया तो बढ़ेगा इंडिया," "रिश्वतखोरी के समाज पर दुष्प्रभाव," "प्रदूषण," "पर्यावरण और मास्क,"



"वृक्षारोपण," "प्राकृतिक संरक्षण," और "नए भारत का निर्माण।" इन विषयों का उद्देश्य जागरूकता बढ़ाना था। इस कार्य के लिए बच्चों को उचित समय दिया। प्रत्येक समूह को अपने विज्ञापन की प्रस्तुतीकरण के लिए 5 मिनट का समय दिया गया। सभी कार्य अध्यापिका के निरीक्षण में किए गए। यह सामूहिक गतिविधि बहुत ही सफल रही। छात्रों ने अपने-अपने समूह के साथ मिलकर रचनात्मक और आकर्षक विज्ञापन प्रस्तुत किए। इस गतिविधि ने न

केवल उनकी रचनात्मकता को प्रोत्साहित किया बल्कि उनके प्रस्तुतीकरण कौशल और आत्मविश्वास को भी बढ़ाया। अध्यापिका द्वारा श्रेष्ठ विज्ञापन प्रस्तुतीकरण करने वाले छात्र-छात्राओं की प्रशंसा की गई।

सभी ने इस गतिविधि में बढ़-चढ़कर हिस्सा लिया, जिससे छात्रों में आत्मविश्वास की भावना का भी विकास हुआ।

## MATHS

### CLASS VI

**TOPIC:** Integers

**ACTIVITY:** Addition of Integers Using Paper Cutouts

#### INDIVIDUAL ACTIVITY

To enhance understanding of integer addition through interactive, tactile learning, the activity was conducted for Grade VI students, here the concept of



integers was introduced dynamically and visually. Through the use of paper cutouts—red for negative integers and blue for positive integers—the students actively engaged in learning addition techniques, both with like and unlike signs.

During the session, four distinct examples were demonstrated, allowing students to physically manipulate the cutouts and observe how integer addition works in practice. This hands-on approach not only reinforced their cognitive understanding but also ensured a comprehensive grasp of the topic.

Feedback from the students indicated a high level of enjoyment and enthusiasm for the activity, suggesting it effectively captured their interest and encouraged

participation. Towards the end the students demonstrated a practical understanding of adding integers, underscoring the activity's success in bridging the gap between abstract concepts and concrete application in mathematics.

### CLASS VII

**TOPIC:** Data Handling

**ACTIVITY:** Gender Equality: A Comparison Across the Years (SDG-5)

#### INDIVIDUAL ACTIVITY

This activity aimed to help students understand and analyze the concept of gender equality by focusing on women's financial literacy, employment, and participation in government. During this activity, students drew a double bar graph using an appropriate scale to represent the data on the condition of women. The parameters of the provided data were financial literacy, employment, and participation in government. Through this activity,



students reconnected and reinforced their understanding of data handling through real-world applications related to gender equality.

This activity enhanced students' ability to accurately interpret and represent data through graphical means. Additionally, it improved their skills in comparing and contrasting different data sets to draw meaningful conclusions.

## CLASS VIII

**TOPIC: Data Handling**

**ACTIVITY: Ecoville - Integrating Agriculture Practices and Data Handling**  
**GROUP ACTIVITY**

The students were divided into four groups and they embarked on an engaging project to collect and analyze data on agricultural production. Each group meticulously gathered data, calculated the central angle for production, and then represented their findings through visually appealing circle graphs or bar charts. By summarizing the large dataset in a



concise and easy-to-understand format, the students demonstrated their ability to extract insights from complex information.

This activity enhanced students' skills in data analysis, calculation of angles for pie charts, and graphical representation of data. Additionally, the integration with science allowed students to understand the practical applications of their mathematical skills in analyzing agricultural trends and production statistics, fostering a deeper interdisciplinary understanding.



## SCIENCE

### CLASS VI

**TOPIC: Properties of Magnets**

**ACTIVITY: To show attraction of a magnet is maximum at its poles.**

**LAB ACTIVITY**

The teacher took the students to the lab and demonstrated the experiment. She took some iron filings and dropped a magnet into them. When she pulled the magnet out, the students observed that

most of the iron filings were attracted to the poles, while very few were attracted to the middle. The students were then instructed to perform the same experiment. Through this, they were able to understand that the poles of the magnet have the maximum strength.



Through this demonstration, students learned about the magnetic properties of materials, specifically, the concept that the poles of a magnet exhibit the strongest magnetic force. This activity reinforced their understanding of magnetic fields and the distribution of magnetic force along a magnet.

**TOPIC: Properties of Magnets**

**ACTIVITY: To show that a freely suspended magnet always aligns itself in a particular direction.**

**LAB ACTIVITY**

This activity was done in the lab. The teacher tied a magnet with a thread and suspended it freely. The students observed that when the magnet came to rest, it aligned itself in the north-south direction. A freely suspended magnet aligns in this direction because it aligns with the Earth's magnetic field, which has a north-south orientation. This alignment occurs due to the magnetic attraction between the magnet and the Earth's magnetic poles. Through this demonstration,



students learned about the Earth's magnetic field and its influence on magnets. They understood the principle that a freely suspended magnet will align with the Earth's magnetic field, providing a practical understanding of magnetic attraction and orientation.

**TOPIC: Fun With Magnets**

**ACTIVITY: The pull or attraction of magnets can pass through non-magnetic materials (including air).**



**LAB ACTIVITY**

The pull or attraction of magnets can pass through non-magnetic materials because these materials do not interfere with the magnetic field. This allows magnets to exert forces through materials like wood, plastic, and glass, through this demonstration, students learned that magnetic fields can penetrate non-magnetic materials without significant interference. They understood that magnets can exert forces through various materials, gaining insight into the properties of magnetic fields and the factors that affect their strength.



**CLASS: VII**

**TOPIC- Electric Hub**

**ACTIVITY- Demonstrating the flow of current**

**INDIVIDUAL ACTIVITY**

Students performed an activity to demonstrate the flow of current through various appliances and circuits, such as railway signals, earthquake alarms, fire alarms, electric bells, electrochemical cells using sour vegetables, metal detectors, water level indicators, and other related circuits.



They learned to present their electrical circuits by explaining the different components, their functions, and the overall working of the circuits. The students created circuits for water alarms, earthquake alarms, electric bells, and more, and presented them effectively in class.

### **TOPIC- Effect of Saliva on Starch**

#### **LAB ACTIVITY**

In this lab activity, students demonstrated the effect of saliva on starch using iodine solution. They observed that starch in cooked rice reacted with iodine, turning blue-black. After chewing cooked rice, the mixture no longer reacted with iodine. This demonstrated

that while starch was present in cooked rice, it got converted to sugar during chewing. Students learned that iodine solution can detect starch but does not change color in the presence of sugar.

**CLASS: VIII**

### **TOPIC: Ecoville**

#### **ACTIVITY: PPT Presentation (Integrating Agriculture Practices and using charts from Data Handling)**

#### **GROUP ACTIVITY**

An Experiential Learning Activity was conducted in all grades of VIII. Students were very enthusiastic about the activity performance. The activity was categorized as roll no. wise. They had exhibited:

- Various agricultural tools /implements used by



farmers in Assam.

- Sustainable use of agricultural waste production by farmers in Meghalaya.
- Economic importance of various crops of Arunachal Pradesh
- Sustainable Approaches to Weed Management in Sikkim Himalayas.



Every exposition was unique, as each child demonstrated their imaginative skills. Crop production and its management and data processing were further illuminated during the activity. Students explored sustainable agricultural practices from different regions of India. Integrating data handling will boost their technical and arithmetic skills. Their ingenuity, critical thinking, and expressiveness were also brushed up. Their appearances among themselves unfold a vast aura of their intellect.

## SOCIAL SCIENCE

CLASS: VI

**TOPIC: From Foraging to Eating**

### INDIVIDUAL ACTIVITY

To prepare a menu card of a three-course meal using resources available at that time. Students included the following information on a menu card:

**Type of Dish:** e.g. Breakfast/Snack/Appetizer/Main Course

- **Name of the dish:** e.g. Fruit salad, Vegetable steak, Omelette, Roasted vegetables, Roasted Chicken, Veg Stew, Soup, etc.
- **Source of the main ingredient:** Plant (fruit, vegetable, seeds, etc) OR Animal (egg, fish, milk, animal protein, etc.)



- **Main Ingredients:** e.g. **fruit** - banana, **vegetable** - potato, **herbs** - coriander, **spice** - turmeric, **protein** - egg, **dairy** - cow milk, **grain** - rice.
- **Cooking Method:** Sauteing, Roasting, Steaming etc

During their holidays, students collaborated and completed this activity, using various creative materials and information. After the holidays, they shared their ideas and devised a dish for a restaurant that would serve only food that a hunter-gatherer could have assembled. Through this activity, students gained an understanding of how hunter-gatherers foraged for food in earlier times, what types of food were available to them, and the tools they used to cook.

**CLASS: VII**

**TOPIC: Making and presenting a Terrarium**

**SUBJECT ENRICHMENT  
ACTIVITY (TERM-I)  
INDIVIDUAL ACTIVITY**

Students created a terrarium during their summer holidays and presented it in the class after the holidays:

Students presented their beautiful terrariums in class, while some shared their projects during an online class via Microsoft Teams. They explained the meaning of a terrarium, and the steps for creating one, and discussed both the advantages and the challenges they faced during the process. Through this activity, students showcased their creative and technical skills and also enhanced their presentation abilities.



The activity helped the students understand the meaning and significance of a terrarium, recognize its advantages and disadvantages, enhance their creative and technical skills, and improve their presentation skills. Students successfully defined a terrarium, explained its pros and cons, and demonstrated their creative, technical, and presentation skills.

**CLASS: VIII**

**TOPIC: 'Mystery History' (When People Rebel: 1857 & After)**

**SUBJECT ENRICHMENT  
ACTIVITY (TERM-I)  
INDIVIDUAL ACTIVITY**

**ART INTEGRATED**

The students engaged in an extensive project on the Revolt of 1857, beginning with the creation of a scrapbook that detailed the key events of the revolt. They also developed a timeline to organize these events chronologically and located significant places associated with the revolt on a political map of India. This hands-on approach helped them visualize the scope and impact of the revolt more clearly.



Through this activity, students enhanced their understanding of historical analysis and research methods. They delved into the crucial facts surrounding the Revolt of 1857 and gained insights into the broader changes occurring during colonial rule, thereby improving their historical comprehension and presentation skills.

## SANSKRIT

### CLASS VI

**विषय : वस्तु विश्लेषण गतिविधि**

**विषय संवर्धन गतिविधि**

**सामूहिक गतिविधि**

कक्षा 6 के वर्गों (D और E) में यह गतिविधि आयोजित की गई। छात्रों को समूहों में बांटकर लिंग, वचन, पुरुष और कारक के अनुसार कार्य विभाजन किया गया। प्रत्येक समूह को चित्र बनाने या एकत्रित करने का कार्य सौंपा गया। एक छात्र ने चित्र प्रदर्शित किया, जबकि दूसरे छात्र ने उस चित्र को पहचान कर संस्कृत शब्द बताया और शब्द का अर्थ भी समझाया। छात्रों ने इस गतिविधि में उत्साहपूर्वक भाग लिया और इसे खुशी से पूरा किया। इस गतिविधि से छात्रों में वस्तु ज्ञान, ध्यान, नैतिक ज्ञान, स्पष्ट शब्दोच्चारण और आत्मविश्वास में वृद्धि हुई। साथ ही, छात्रों ने व्याकरण संबंधी विषयों की समझ को भी बेहतर किया। समस्त छात्रों का प्रयास सराहनीय था।



### CLASS VII

**विषय : समय ज्ञान**

**विषय संवर्धन गतिविधि**

**एकल गतिविधि**

कक्षा 7 के वर्गों (C और D) में यह गतिविधि आयोजित की गई। छात्रों ने प्रतिदिन प्रयोग में आने वाली वस्तुओं के चित्र बनाए और कुछ ने उन्हें चिपकाया। सभी विद्यार्थियों ने अपने चित्र पर समय से संबंधित संस्कृत शब्द भी छिपे हुए रूप में लिखा। एक छात्र ने





चित्र प्रदर्शित किया, और अन्य छात्रों ने उसके लिए उचित संस्कृत शब्द बताए। इस गतिविधि में छात्रों का जोश और उत्साह प्रशंसनीय था, और पूरी गतिविधि में क्रियात्मकता की झलक दिखाई दी। इस गतिविधि से छात्रों में ज्ञान संवर्धन, प्रतिदिन उपयोग होने वाले समय संबंधित संस्कृत शब्दों की जानकारी, नैतिक ज्ञान, स्पष्ट शब्दोच्चारण और आत्मविश्वास में वृद्ध हुई। इसके साथ ही, छात्रों ने अपने चित्रण और संस्कृत शब्दावली के माध्यम से व्याकरण संबंधी अवधारणाओं को भी बेहतर तरीके से समझा।

## CLASS VII

**विषय : समय ज्ञान**

**विषय संवर्धन गतिविधि**

**एकल गतिविधि**

कक्षा 8 के वर्गों(D,E) में यह गतिविधि हुई। छात्रों ने प्रतिदिन प्रयोग में आने वाली घटिका बनाई और कुछ छात्रों ने चित्र चिपकाए। श्रीवेदा की घटिका कलात्मकता और धृति मेहता की घटिका माचिस की तीलियों से रचित उत्कृष्ट कार्य है।

सब विद्यार्थियों ने प्रयुक्त होने वाला संस्कृत शब्द भी अप्रत्यक्ष (छिपे) रूप में लिखा। छात्र ने घटिका दिखाई और अन्य छात्रों ने उनके लिए

प्रयुक्त उचित संस्कृत शब्द बताए। इस गतिविधि में छात्रों का जोश और उत्साह प्रशंसनीय था। संपूर्ण कार्य क्रियात्मकता पूर्वक किया गया। इस गतिविधि से छात्रों में ज्ञान संवर्धन, प्रतिदिन उपयोग होने वाले समय संबंधित संस्कृत शब्दों की जानकारी, नैतिक ज्ञान, स्पष्ट शब्दोच्चारण और आत्मविश्वास में वृद्ध हुई।



## FRENCH

### CLASS VI

**TOPIC: Quelle famille**

**INDIVIDUAL ACTIVITY**

An experiential learning activity on the topic 'Quelle famille.' was assigned to the students of Class VI. The sole purpose of the activity was to provide creative space for the children to express their family. The activity was performed individually by all the students. The students were guided to prepare the riddle based on relation. They formed excellent riddles and asked their classmate.

The students enjoyed a lot while learning as they understood well how to frame riddles in French. It enhanced their grammatical skill. They learn how to use adjectives possessives and demonstratives. This activity enhanced their writing aptitude and vocabulary too. Their participation was markable.

### CLASS VII

**TOPIC: Comment ils célèbrent leur anniversaire**

#### INDIVIDUAL ACTIVITY

An experiential learning activity on the topic 'Comment ils célèbrent leur anniversaire' was assigned to the students of class VII. Students performed individually. In this activity, they were guided to make their birthday invitation and wrote a few lines on the highlights of their birthday. They learned the basic form of writing invitations in French and got a better understanding of the language. The participants effectively appealed to the audience, convincingly using appropriate facial expressions and voice modulation, demonstrating great oratory skills.

### CLASS VIII

**TOPIC: Tu pars en voyage. Écrivez cinq instructions que votre mère vous donne avant de quitter la maison. Utilisation imperative**

#### INDIVIDUAL ACTIVITY

An experiential learning activity on the topic "Tu



**pars en voyage. Écrivez cinq instructions que votre mère vous donne avant de quitter la maison. Utilisation de l'impératif** was assigned to the students of class VIII. In this activity, the students framed imperative sentences to represent instructions their mothers might give before leaving home. The objective was to teach students the usage of the command form (imperative) while building their confidence and enhancing their writing skills. The students were enthusiastic and performed the activity creatively and effectively.

### COMPUTER SCIENCE

### CLASS VI

**TOPIC: Enchanting Nature**  
**GROUP ACTIVITY**

The activity focused on creating and animating a nature scene using motion path animation in PowerPoint. Before the activity, the teacher explained the concept of

animation, along with practical demonstrations on inserting elements, setting paths, and adding animations.

Each group began by searching and downloading various nature images, such as trees, clouds, and birds. They then arranged these elements on the slide to construct a cohesive nature scene. Using the custom motion path, students set the beginning and end of the animation. Students previewed their animations to ensure they effectively captured the essence of a nature scene. The activity provided students with the opportunity to develop their digital art skills by creating and manipulating elements within their nature scenes. The hands-on experience allowed them to experiment with different elements and colors, bringing their scenes to life through animation.

Overall, the activity successfully combined artistic creativity with technical skills, enabling students to produce dynamic and engaging nature animations.



## CLASS VIII

### TOPIC: Eco Visions: Science-infused Conservation Poster Designing in Photoshop GROUP ACTIVITY

The poster design activity on "Conservation of Plants and Animals" was conducted using Photoshop, leveraging their prior knowledge of conservation concepts and the importance of preserving flora and fauna. Before starting, a practical demonstration of Photoshop tools was given to ensure students were comfortable with the software. Each group embarked on the project by researching and gathering relevant images, facts, and data related to the conservation of plants and animals. They used various layers to organize and place objects on the canvas in

Photoshop, allowing for greater flexibility and creativity in their designs. Students utilized a range of editing tools to enhance the visual appeal of their posters, adjusting colors, adding effects, and refining their layouts. The integration of scientific concepts was evident as students effectively communicated the importance of conservation through their visual creations. Art integration played a crucial role as students carefully selected images that were not only scientifically relevant but also visually appealing. Overall, the poster design activity provided a multifaceted learning experience, blending science, art, and technology to promote environmental awareness and conservation.