



Don Bosco Senior Secondary School, Nerul

Value Education Programme Report: 2025-26

Name of the Event:	Value Education Programme: A Journey from Wheels to Wings
Grade:	Class III-C and III-D
Section:	Preparatory Stage
Name of the Place:	Ground floor Assembly Hall, Don Bosco Senior Secondary School – Nerul
Conducted by:	Students of Class III-C and III-D under the guidance of Class Teachers – Tr. Aruna and Tr. Smita
Date of the Event:	23 rd September, 2025

What did you learn?

I learned how effectively young students can grasp complex ideas when they are presented in a creative and engaging manner. The programme demonstrated that when learning is made interactive through storytelling, drama, and role play, children are not just memorizing lines — they are internalizing lessons. I could see how confidently they connected history, innovation, and values, which shows that they are capable of understanding abstract ideas if guided well.

Most importantly, the students displayed teamwork, perseverance, and curiosity, proving that value-education can be best nurtured when children are given the space to explore, express, and take ownership of their learning.

Key takeaways:

- ☐ Interactive and experiential learning, such as skits and role play, enhances understanding of complex concepts.
- ☐ Students are capable of reflecting on values like creativity, courage, determination, and curiosity when these are embedded in meaningful activities.
- ☐ Collaboration and participation build confidence and a sense of responsibility among students.

How is it relevant to your school context?

In our school, we emphasize holistic development alongside academic growth. This programme perfectly aligns with that philosophy by teaching values in a way that resonates with students. It demonstrated how lessons can go beyond rote learning and inspire children to think critically, work together, and relate learning to real-life scenarios.

How will you apply it with students in the classroom/beyond?

- ☐ Use interactive sessions, discussions, and reflection activities to deepen students' understanding.
- ☐ Incorporate role plays, skits, and research-based projects to make lessons engaging, hands-on and memorable.
- ☐ Motivate students to explore "Did You Know?" facts to foster curiosity, critical thinking, and a love for learning.
- ☐ Facilitate research-based activities where students investigate topics, ask questions, and present their findings.
- ☐ Promote teamwork and collaborative projects to build responsibility, communication skills, and confidence among students.

What could have been better?

- ☐ Some scene transitions could have been smoother to maintain the flow of the programme.
- ☐ Certain dialogues could have benefitted from stronger voice projection and expression for maximum impact.
- ☐ Time management could be improved to ensure equal emphasis on all parts of the programme.

What was done well?

- ☐ Students performed with confidence, enthusiasm, and teamwork.
- ☐ The integration of values with transport history was creative and well thought out.
- ☐ The inclusion of research videos, cultural dance, and "Did You Know?" facts enriched the programme and made it interactive.
- ☐ Props, visuals, and active student participation added vibrancy and inclusivity.
- ☐ Values were effectively woven into the narrative, helping students internalize lessons in a memorable way.

Do you have any suggestion?

- ☐ Could include more interactive elements with the audience, such as a quiz or short reflection moments.
- ☐ Additional rehearsal sessions focusing on voice clarity and expression would enhance performance.

Rating: (Highlight in Green)

Choice of Topic	1	2	3	4	5
Speaker	1	2	3	4	5
Presentation	1	2	3	4	5
Engagement	1	2	3	4	5
Satisfaction Index	1	2	3	4	5

(1 being lowest, 5 being highest)

Photographs:





