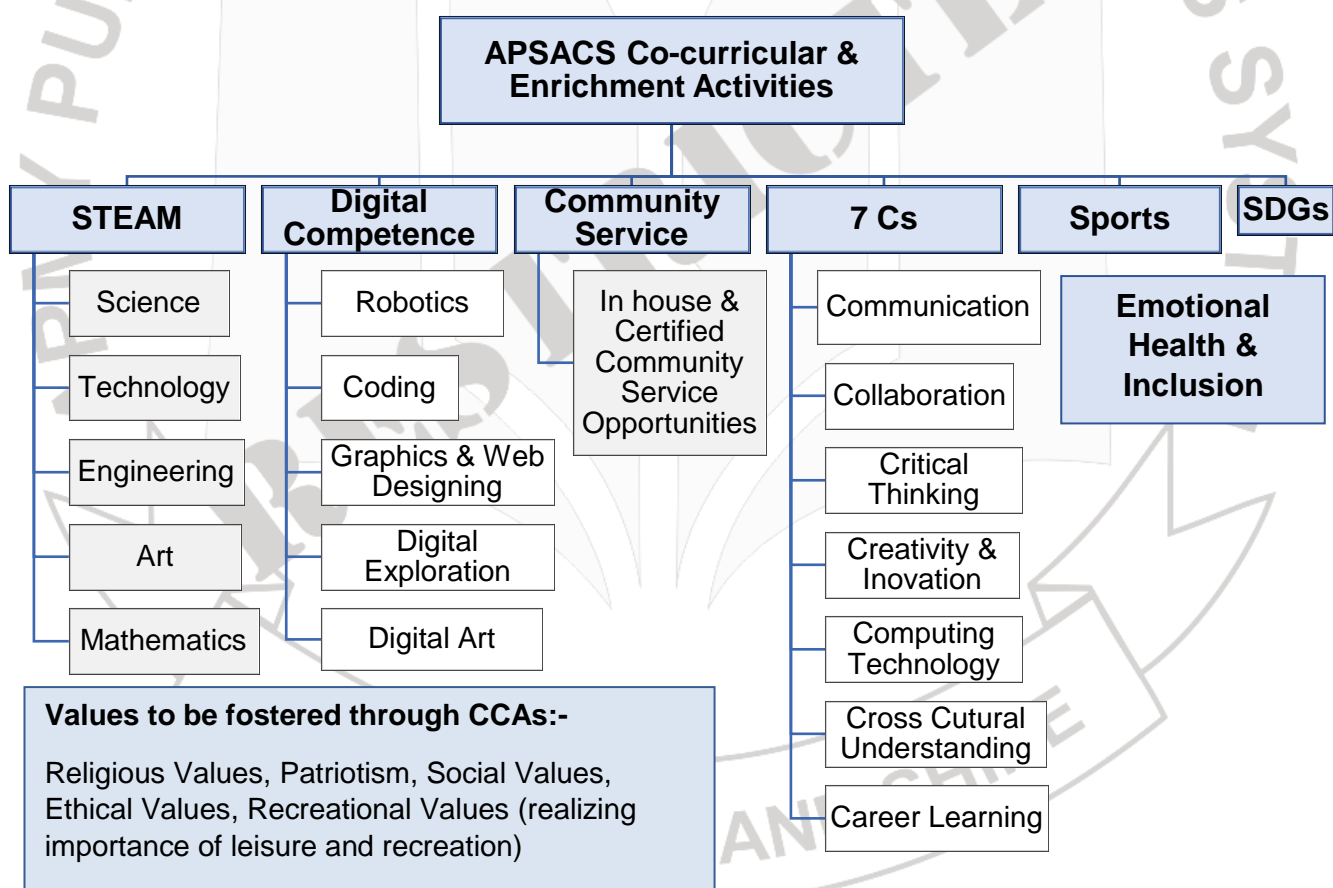# APSACS CO-CURRICULAR & ENRICHMENT ACTIVITIES

2021-22

ONLINE CCAs IMPLEMENTATION GUIDE FOR APS&Cs

Co-curricular Activities (CCAs) are a powerful tool to transform students into holistically developed individuals who are well informed, self-directed lifelong learners capable of shaping future and thriving in this increasingly digitalized global world. APSACS CCAs are based on the following themes[1]:-

APSACS Co-curricular & Enrichment Activities

| STEAM | Digital Competence | Community Service | 7 Cs | Sports | SDGs |

- **STEAM**
  - Science
  - Technology
  - Engineering
  - Art
  - Mathematics

- **Digital Competence**
  - Robotics
  - Coding
  - Graphics & Web Designing
  - Digital Exploration
  - Digital Art

- **Community Service**
  - In house & Certified Community Service Opportunities

- **7 Cs**
  - Communication
  - Collaboration
  - Critical Thinking
  - Creativity & Inovation
  - Computing Technology
  - Cross Cutural Understanding
  - Career Learning

- **Emotional Health & Inclusion**

Values to be fostered through CCAs:-

Religious Values, Patriotism, Social Values, Ethical Values, Recreational Values (realizing importance of leisure and recreation)

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[1] The infograph is indigenously developed based on modern researches in educational contexts

Due to ongoing COVID Pandemic, conducting face-to-face CCAs is not advisable. With strict SOPs in place, it will be challenging for teachers to conduct activities and run clubs face to face. It is thereby recommended to conduct CCAs online where possible. Schools have been given the flexibility to conduct CCAs according to their limitations and in accordance with the SOPs. Activities may be designed on the themes identified in Makerspace Handbook. Some of the activities have been suggested below, however, CCA Coordinators are encouraged to design new activities or improvise and adapt the **suggested activities** in coordination with Principal, Section Heads and School IT expert.

Levels	Suggested Time for Online CCAs per Week
Preschool	Embedded in Curriculum
Grade I – III	1 hour
Grade IV-VIII	1.5 hours
Note:	
- Schools may increase or reduce CCA time or break it and spread it over a week as per their own contextual realities and feasibility. - Students will be graded based on their participation in CCAs as per school's discretion.	

SUGGESTED ACTIVITIES

(Suggested activities can be adapted to suit various age groups)

1. **Student Council Elections**

   One of the activities conducted within the initial academic weeks is the elections for the Student Council. Elections may take place regardless of the students' physical presence in the school. The process of nomination will remain the same as mentioned in APSACS CCA Handbook, however, the voting process can vary from area to area depending on the SOPs. Some suggestions for online voting have been mentioned below along with the offline alternatives:-

   a. **Online Voting.** Set up an online poll and disseminate the links to students.
      (1) https://www.surveymonkey.com/
      (2) Google Forms
      (3) https://www.poll-maker.com/
      (4) https://onlinepoll.me

   b. **Offline Options**
      (1) **Hand-delivered Vote.** A voting form may be created and shared with the students. Polling boxes should be placed on the school ground in accordance with the SOPs. Students can be given an option to cast their vote personally or send it sealed (to be dropped off at the gate). In this case, voting time should be increased for the ease of students and parents.
      (2) **WhatsApp/ Text Message.** Students may send their vote to their class teacher who will then compile an overall result and submit it to the relevant person incharge.

   c. Teachers should illustrate the concept of voting, teach students respectful disagreement and use Math to explain the election results.

   d. **Outcomes:**
      (1) Prepares students for active civic engagement
      (2) Helps students develop their civic identities
      (3) Fosters critical thinking and decision making skill
      (4) Builds confidence and generates a sense of belonging
      (5) Enhances students' digital literacy skills

2. **Qira'at and Na'at**

   Activities related to Qirat and Na'at may be customised for online conduct. Additional activities may be designed to instil religious values in students.

3. **Jigsaw Puzzle (Pre-Middle school).** Teachers may create jigsaw puzzles by following a simple procedure through https://www.jigsawplanet.com. Teachers' created jigsaw puzzles are suggested to avoid appearance of any unwanted/ undesirable content. Pictures selected should be meaningful such as 'famous buildings of Pakistan' for younger children and science content such as 'digestive system' for older children. Please ensure that students do this activity under supervision of an adult.

   Outcomes:
   a. Enhances digital literacy skills
   b. Teaches oragnisation skills
   c. Fosters critical thinking & problem solving skill
   d. Enhances fine motor skills
   e. Develops hand eye coordination and spatial awareness
   f. Develops visual perception skills (which are helpful in Math)
   g. Helps to improve brain health[2]
   h. Improves attention to detail
   i. Teaches perseverance

4. **Computerized Scrap Book (Middle School).** Students can create their own personalised scrap book on any topic of their choice (hobbies / family / pets / holidays). They can write and add pictures. Schools may develop their own formats with the help of computer teachers, however, students should be allowed to use the simpler formats such as Word Doc. Students who have strong internet access can use https://bookcreator.com/ for creating a virtual book. To use this resources, teacher should create his/her own account and send the link to students. Only 40 students can create their own books in one account for free. Multiple accounts can be created for more than 40 students.

   Outcomes:
   a. Enhances digital literacy skills
   b. Helps students develop planning and organisation skills

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[2] https://www.cloudberries.co.uk/

c. Develops writing skills

d. Enhances focus

e. Fosters creativity

f. Cultivates perseverance

g. Gives a sense of fulfilment

5. **Virtual Traveller (Junior-Middle School).** Students will choose a country they would like to visit, and then accumulate as much information about it as possible, according to their interest. They will then create their own virtual journal and include pictures / short video clips etc. Following the completion of activity, teacher should hold an online session where students share their experience and information pertaining to their virtual travel. Students can also compile their virtual travel journal on virtual apps. Teachers may select a suitable app and recommend it to students or students can record their data on a Word Doc/ PPT.

Outcomes:
a. Enhances digital literacy skills

b. Teaches sifting relevant information from the given options

c. Increases geographical knowledge

d. Improves organisation skills

e. Fosters creativity

f. Improves communication skills

g. Facilitates critical thought

h. Enhances reflection

6. **Happy Mirror (Preschool – Class I).** Happy Mirror[3] is one of the home activities designed for learning the geometric shapes: circle, square and triangle. It is more suitable for the children ages 4 to 6 to develop the skills of perseverance, observation and focus. Teacher can share the video link and students may replicate the activity to achieve the desired outcomes. **Link:** https://youtu.be/Kn_G6zN83_0. More such activities can be planned that complement the curricular work in a fun way.

Outcomes
a. Develops the skill of perseverance

b. Enhances focus

c. Enhances observation skill

[3] Unicef.org

7. **Global Digital Library (Age groups specified on website).** Global Digital Library is a UNICEF initiative to promote literacy in the lower grades by providing access to digital storybooks for children and other reading materials. It is easily accessible through a computer. Teachers should open the link **https://www.digitallibrary.io/** and recommend a story to children that is culturally suitable i.e. Garden of Medicines.

When Garlic was talking about itself, every vegetable was listening carefully. The whole garden had fallen quiet. It seemed like every vegetable had something important to say!
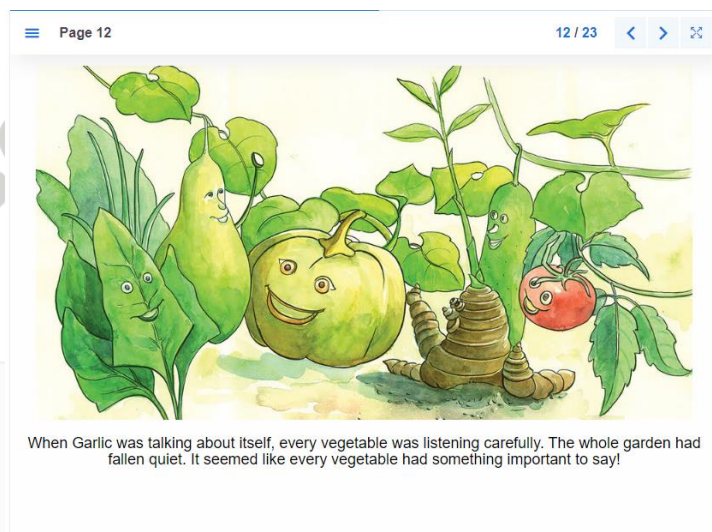
8. **Fun with Words: Online Reading for Kindergarten**. Starfall is a highly effective online reading resource for Kindergarten. **Link:** https://www.starfall.com/h/ltr-classic/

   Outcomes (for reading activities):
   a. Improve reading skills
   b. Enhance knowledge base
   c. Foster comprehension skills
   d. Build vocabulary
   e. Improve communication skill
   f. Improve brain connectivity
   g. Empower to empathise with others
   h. Reduce stress

9. **Cooking: The Little MasterChef (Junior – Middle School)**

   Cooking helps students develop fine motor skills, apply Math, learn organisation skills, and feel accomplished and proud of their achievement. Teacher should discuss list of things that can be prepared with no risk factor for example cold cake, sandwiches etc. Teacher can either show a short cooking video clip to the students by sharing her laptop screen or by sending a video link. After watching the video, students can replicate the item in their own kitchen with the help of an adult. Students can then send pictures of

the prepared items or prepare a short video explaining the cooking process. This will help them refine their communication skills.

Outcomes:

a. Refines motor skills

b. Helps students explore their senses and make healthy eating choices

c. Improves communication skills

d. Learn basic math skills

e. Enhances organisation skills

f. Gives a sense of accomplishment

10. **Building Blocks (Junior School)**

Students can be tasked to build a 3D model. They will decide what they wish to build and what materials they wish to use. For example students can use toothpicks / paper mache / cement / stones / card board etc. A brainstorming session is advisable prior to assigning the task.

Outcomes:

a. Refines motor skills

b. Helps students develop abstract thinking

c. Fosters critical thinking & problems solving skills

d. Enhances creativity & imagination

11. **Public Speaking (All levels)**

a. **Story Telling** – Teacher will show a picture to the students online and they will be asked to tell a story. One student can start the story and after 30 sec someone else carries on. This process continues till the story is complete.

b. **Off the Cuff Speaking** – Students are given a topic on the spot and given 2 minutes to think about it. They then speak on that topic for 1 minute. This game is very good for building confidence. To make it fun, teachers may give funny topics.

c. **Debates** – Split the students into groups and give them a topic to debate on. Give them sufficient time to research and compile their argument.

d. **Sell Your Product Poster:** In this project, students will be asked to choose a product, make a project poster, pretend to be a sales or marketing person and describe its benefits to their online audience (their class fellows). Through this

activity, students become more aware of marketing strategies by creating a product poster themselves.

Outcomes:

a. Improves communication skills

b. Fosters creativity and imagination

c. Enhances critical thinking skills

d. Helps students develop confidence

12. **Tiny Forests & Tree Plantation (All levels).** Please refer to the document sent to schools. Teachers can ask students to plant 5 trees and send their pictures to school. Selected pictures can be posted on school website / Facebook page.

13. **The Carbon Footprint[4] (Junior-Middle School).** Teachers should guide students about the concept of carbon footprint and ask them to design creative solutions to reduce their carbon footprint.

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[4] Image extracted from https://www.pinterest.co.uk/pin/537335799282324286/

14. **More Educational Enrichment Ideas:**

    a. Poetry Recitation

    b. Creative Writing

    c. Online Book Reviews (READ Prog)

    d. School Magazine Editor

    e. Coding

    f. Blogging

    g. Awareness about Sustainable Development Goals (SDGs) through Digital Flash Cards or Poster Drawing

    h. Online Community Service Activities (e-buddies, e-tutoring, e-cards for patients, etc.)

15. **Digital Literacy.** As the students will be using online resources, fol should be considered:-

    a. **Digital Safety:**

       (1) Students may be asked to find information online to get familiar with the digital tools such as google or kiddle. Along with this, teachers must ensure that students use internet under **teachers' or parents supervision** and are familiar with cyber safety**.**

       (2) Inform students about **potential risks / dangers of internet** such as talking to strangers, clicking on undesirable/ tempting content, unauthentic websites containing virus, disclosing private information, etc.

       (3) Just like table manners, students should be taught **digital etiquette** such as following the guidelines provided by the teachers, treating people the way they want to be treated, refraining from posting useless/ unwanted content, indulging in arguments, bullying, posting negative comments, etc.

    b. **Safe Search Engines, Platforms for Children to Practice Digital Literacy[5]**

       (1) **Kidtopia.** Kidtopia is Google's custom student safe search engine for preschool and elementary students that indexes web pages approved by educators.

       (2) **KidsSearch.com is Child Safe Search Engine.** It uses Google Safe Search technology and advanced filtering tools on web content. It also provides kid-

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[5] https://skidos.com/blog/digital-literacy-for-students-children/

friendly links through the directory, each of which is peer reviewed for relevant, useful and interesting content.

(3) **Kiddle.** Kiddle is an intuitive kids search engine powered by Google that provides kid-safe web search, pictures and videos. The results are checked by the editors.

(4) **GoGooligans.** GoGooligans is another children's search engine that offers several important features including: using Google's index to retrieve results, applying different types of filters, excluding websites and words key mismatch, provide search in more than 30 languages and more.

(5) **KidRex.** KidRex is a fun and safe search for kids! KidRex Search emphasizes child-related websites across the web and is powered by Google Custom Search™ and uses Google SafeSearch™ technology. Sources: educatorstechnology.com.

(6) **SKIDOS.** Educational Games for Kids. SKIDOS' educational games with no ads help improve math accuracy, build vocabulary & develop an early interest in coding. These games help children develop 21st century skills and assist them to become part of the "digital generation."

(7) **Kahoot.**[6] Kahoot! is a game-based learning platform, used as educational technology in schools and other educational institutions. Its learning games, "kahoots", are user-generated multiple-choice quizzes that can be accessed via a web browser or the Kahoot app.

16. **Social Emotional Learning (SEL) Aspect in Co-Curricular Activities**[7]
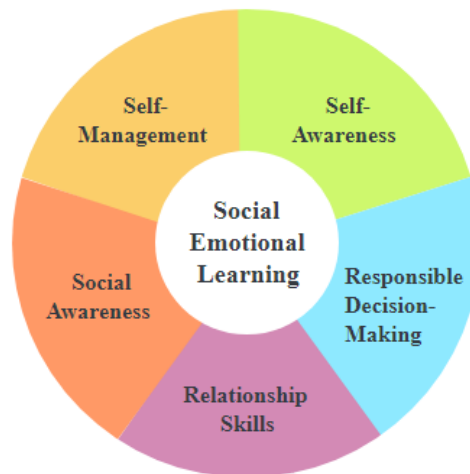
a. **Mindful Breathing – Finding Calm during COVID-19 Pandemic**[8] **(All levels):**

(1) **Step 1:** Students should be asked to rate their levels of stress on a scale of 1-10, with 1 being very calm and 10 being highly stressed.

(2) **Step 2:** Do three minutes of square breathing. Instructions are as follows:-

- Image a square in front of you at chest height.
- Point your index finger away from you and use it to trace the four sides of the imaginary square.
- As you trace the first side of the square, breathe in for four seconds.
- As you trace the next side of the square, breathe out for four seconds.
- Continue this process to complete the next two sides of the square.
- Repeat the drawing of the square four times.

(3) **Step 3:** Ask students to rate their levels of stress on a scale of 1-10, with 1 being very calm and 10 being highly stressed. Discuss if this short breathing activity made a difference to their stress.

(4) **Step 4:** Debrief on how sometimes we cannot control the big events in life, but we can use small strategies like square breathing to calm us down.

Outcomes:

(1)   Improves mental health

(2)   Assists emotional regulation

b. **Mood Meter Journal (Junior - Middle Classes).** Children start developing social and emotional skills from infancy to adolescence. The skill of emotional awareness and understanding comes handy when it comes to managing their own emotions, reading social cues, developing emotional intelligence and coping with stress in day-to-day activities.

(1) Mood Meter is one way to start introducing the skill of emotional awareness in the early years and to build the skill over time. This may include cues such as the diagrams (Fig 1 & 2) for Junior Classes, while students in the Middle & can use the charts attached as Fig 3 to identify their multifaceted emotions and write a few lines to a few paragraphs.

(2) The details of the activity can be customized according to the age and classes of the students, mode of teaching/activity, time allocated.

| **Figure 1: Mood Meter Diagram [9]** | **Figure 2: Mood Meter Diagram[10]** |
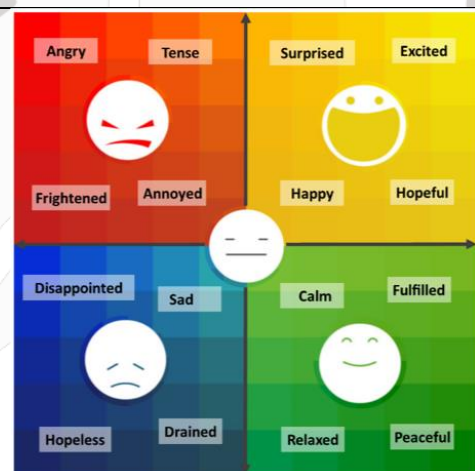
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[9] Image retrieved from: https://blossomireland.ie/body-maps-and-emotions-colour-wheel/

[10] Image retrieved from: https://thejaguarandallies.com/2019/02/05/qa-with-charmaine-pedrozo-studying-emotional-responses-to-wildlife/
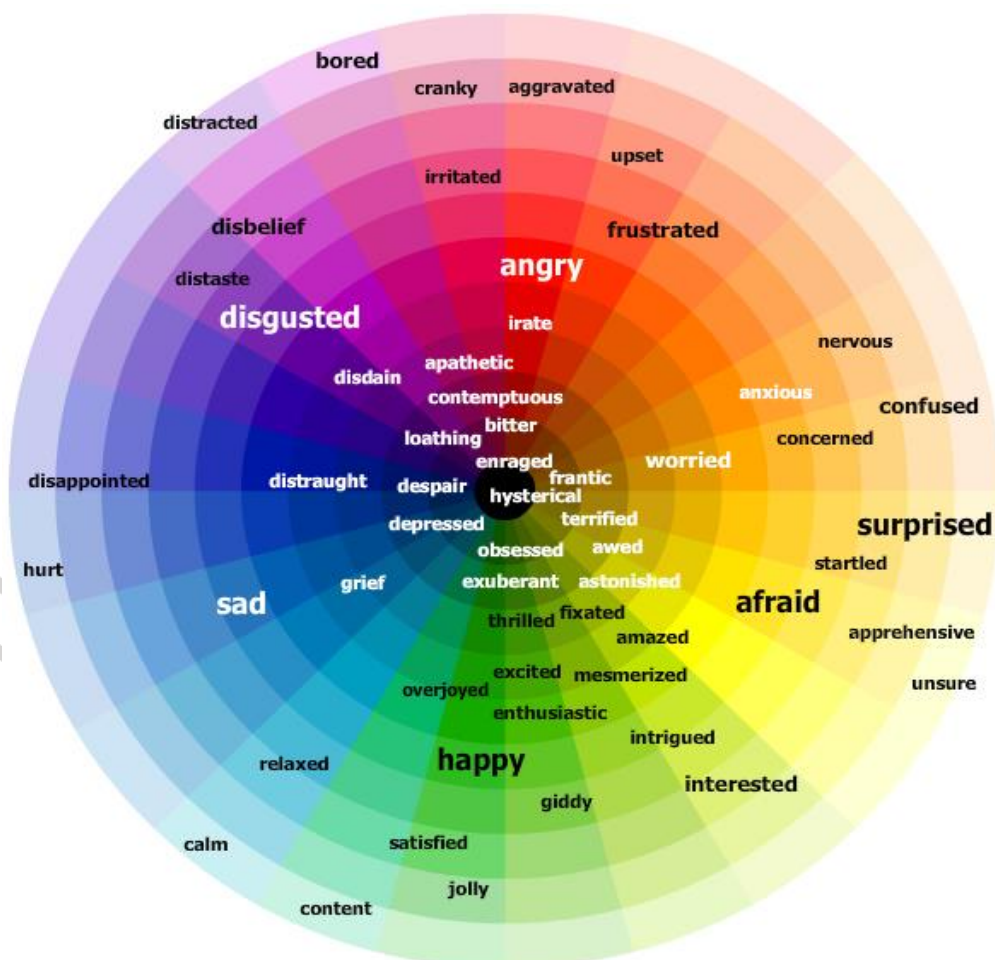
Figure 3: Mood Meter Wheel[11]

c. **Talk About Managing Emotions.** Children of all ages need practice in managing their emotions. This is another skill that can be weaved into an extra-curricular activity. Additionally, be open with kids about how to manage their own emotions and give strategies for what kids can do in the classroom. For example, "If you are feeling nervous about the test today, remember to use positive self-talk. Tell yourself that, 'you will be able to do this!"

(1) **Ask Questions (Junior Classes).** As the teacher narrates a story, he/she talks about the character's feelings and needs while narrating a story. They may say, "How did Sara feel when her mom left? How did she manage her emotions? Do you think it was a healthy way to manage them?"

(2) **Positive Affirmation Wheel (Middle Classes).** Every student can create an emotion wheel for themselves and write the needful positive affirmation that they may need against the emotion identified, with the help or guidance of the teacher (ref Fig 4).

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[11] Image retrieved from: https://do2learn.com/organizationtools/EmotionsColorWheel/activity1.htm

Figure 4: Positive Affirmation Wheel[12]

d. Encourage Positive Self Talk (Middle & Senior Classes). Positive Self-talk or Positive affirmation is the phenomenon of a person reassuring and encouraging one's self in a distressing situation or circumstance. This skill facilitates in managing one's complex emotions and deal with problems appropriately. As the children's exposure to evident and subliminal negative has been increasing multifold, therefore, inculcating the skill of overt positive self-talk is important. Attached below is the list of positive affirmations and thoughts (Fig 5), that can be customized according to the age and classes of the students, mode of teaching/activity, time allocated.

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[12] Image retrieved from: https://www.teacherspayteachers.com/Product/Managing-My-Emotions-Wheel-SEL-Self-Regulation-Activity-3679542

Figure 5: List of Positive Affirmations and Thoughts[13]

Outcomes

(1) Builds confidence

(2) Develops capacity to identify & manage one's emotions

(3) Helps students understand their own strengths and weaknesses

(4) Fosters collaboration and helps navigate social situations

(5) Enables students to develop strong relationships

(6) Prepares students for better decision making and problem solving

(7) Enhances emotional intelligence and social quotient (EQ as well SQ)

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[13] Image retrieved from: https://www.thepathway2success.com/101-positive-affirmations-for-kids/

17. **Boosting Inclusion through CCAs.** Participation of differently able children in various extra/ co-curricular activities has an array of social benefits. Students with special education needs (SEN) are being encouraged and engaged in CCAs as these activities provide them with the chance to demonstrate talents that may not be apparent in traditional classroom settings.

    a. Relevant teachers deployed to manage inclusion programme must collaborate and seek professional guidance whilst planning such activities.

    b. Activities can be adapted/ customised or may be redesigned subject to the needs of differently able children. Most physically challenged students are not cognitively challenged, they may, therefore, be encouraged to participate in the above mentioned customized online CCAs. They can be engaged in adaptive arts, public speaking, chess, adaptive technology based CCAs, gamification, robotics, etc.

    c. Children with learning disabilities happen to express themselves through adaptive art. However, teachers will need to have a detailed observation of all such children, have discussions with their parents about their likes and dislikes and consult and collaborate to engage them in CCAs for more enhanced outcomes.

    d. Schools must ensure provision of assistive and accessible technology as well as supplementary services to help engage students with special needs experience a different yet meaningful learning experience. Following is the list of a few areas, as per researches, in which differently able children can be engaged:-

        (1) Music

        (2) Sports

        (3) Visual Arts (drawing, painting/ adaptive painting, clay moulding, multimedia art, etc.)

        (4) ICT (Gamification, Digital Colouring, Robotics, Simulations, etc.)

        (5) Indoor Games such as Chess, Ludo, etc.

        (6) Selected Clubs such as Reading, etc.

Following are some useful CCAs and enrichment resources that can be used in designing CCAs for the cognitively challenged students. The activities suggested can also be adapted to suit the needs of borderline students with learning disabilities.

    a. **Starfall.** Starfall (https://www.starfall.com/h/) is an educational alternative to other entertainment choices for children and is especially effective for special education,

homeschooling, and English language development (ELD, ELL, ESL). It is widely used in schools that serve children with special needs and learning difficulties.[14]

b. **FFFBI Academy.** (http://www.fffbi.com/info/acad-how.html) The Fin, Fur, and Feather Bureau of Investigation (FFFBI) is a set of Internet-based games developed by the WGBH Educational Foundation and clinicians at the Alvin V. Baird Attention and Learning Disabilities Center (ALDC) at James Madison University. The content is tested to focus on improving the organizational and learning behaviors of kids ages 8 to 13 with ADHD.

c. **Braille Bug.** (http://braillebug.org/Games.asp) The American Foundation for the Blind (AFB) created the Braille Bug web site to teach sighted children about braille, and to encourage literacy among all children. The site offers riddles and rhymes, quizzes, puzzles etc. It teaches students how visually challenged children are tactile learners.

d. **Mentalup.co.** (https://www.mentalup.co/blog/attention-games-for-adhd) MentalUP is a UK-based award-winning scientific-educational application containing cognitive learning games for K-8 learners. The games include fun filled exercises to improve concentration with no ads.

e. **Understood.org.** (https://www.understood.org/pages/en/learning-thinking-differences/) understood.org is a valuable resource website for parents and teachers to understand various thinking and learning patterns of differently abled students. It is advisable to go through this website before administering an online CCA to a special needs student.

Students with special education needs tend to like structured approach and perform better when engaged in activities they are more interested in. They will need a thorough supervision and guidance of their teachers/ shadow teachers to achieve the needful.

Outcomes: SEN CCA and enrichment activities:
a. Promote inclusion in mainstream education
b. Improve the learning environment for SEN children and make it more engaging
c. Improve learning ability (through games)
d. Foster problem solving skills
e. Improve concentration skills
f. Improve creative thinking
g. Build self esteem
h. Improve motor and social skills

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[14] https://www.starfall.com/h/

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