



# **CO-CURRICULAR ACTIVITY – 6**

## **OCTOBER ( Grade 6 – 12)**

### **MORAL VALUES**

## **Co-CURRICULAR ACTIVITY – 6**

### **OCTOBER ( Grade 6 – 12)**

**Activity Title : Class Board Decoration**

**Classes : 6 to 12**

**Duration of the activity: 40 mins each week**

**Date / Month : October 2022**

**Teachers Responsible : Class Teachers**

**Description of the activity:**

*The purpose of decoration is to make the space more aesthetically pleasing and functionally useful for the occupants, but this may include consideration of wider contextual issues such as fashion, culture, and so on. Theming refers to "the use of an overarching theme...to create a holistic and integrated spatial organization of a consumer venue." A theme is "a unifying or dominant idea or motif", so theming is the process of designing and constructing an object or space.*

*Heavily decorated classrooms can bombard students with too much visual information, interfering with their memory and ability to focus, a new study finds.*

**Learning Outcomes**

**The Different Types of Display Boards**

Display boards can be categorized into several different types, including:

- Child Created Bulletin Boards
- Decorative Bulletin Boards
- Conceptual Bulletin Boards
- Interactive Bulletin Boards

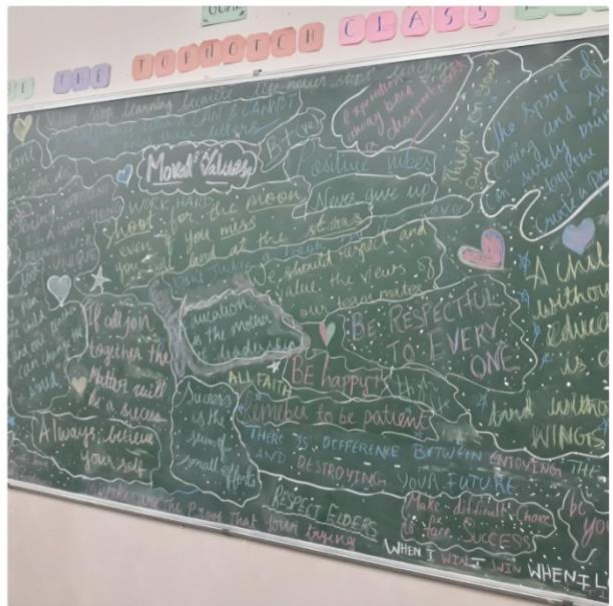
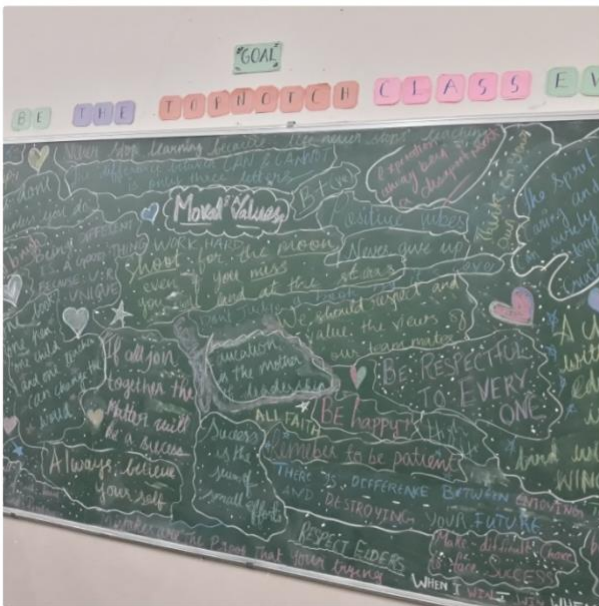
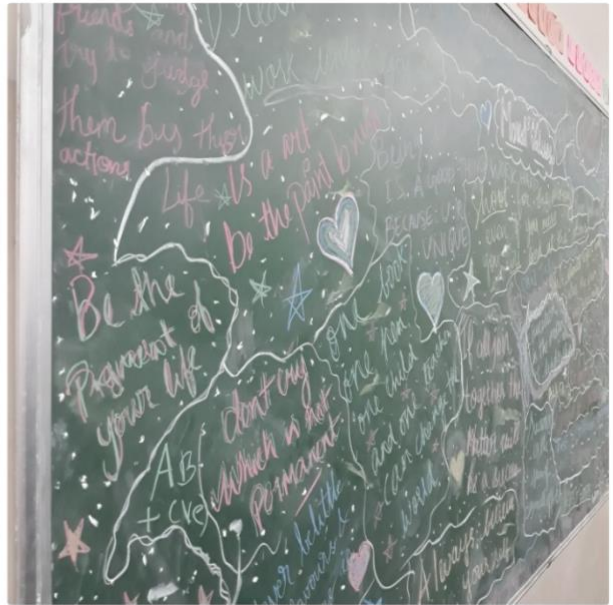
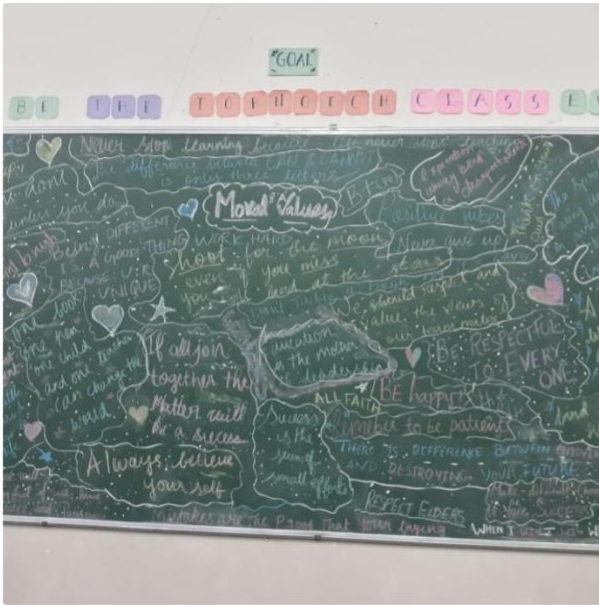
The type of bulletin board you choose can depend on a variety of different factors, including the age of the children and the primary subject taught in a classroom.

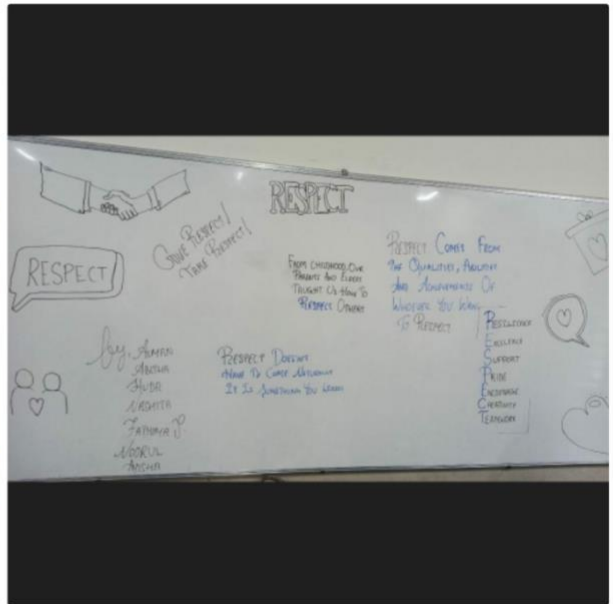
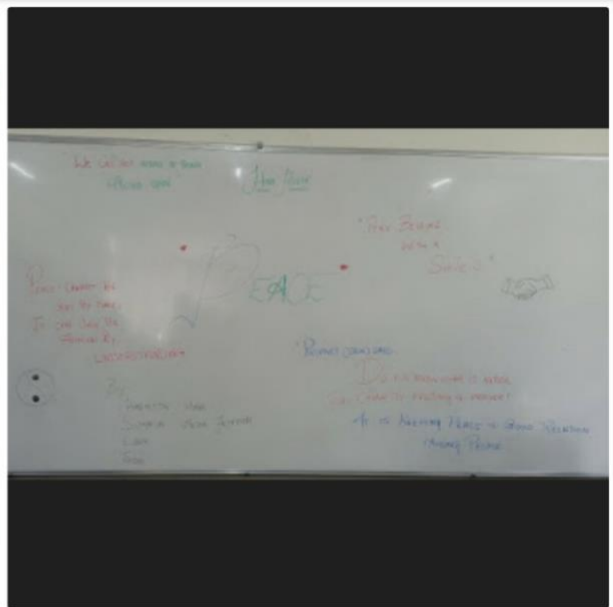
- students will begin to take even greater pride over their work with the incentive of having it displayed for all to see.
- students might get distracted by the boards around the room, leading them to fall behind in certain lessons.
- displaying work on the wall can leave some children feeling as though they're not as good as other students, potentially knocking their confidence.

### **Skills Involved**

- Presentation skills
- Creative skills
- Art integration
- Vocabulary

- Moral values
  - Learning and personal skills
- Evidence**







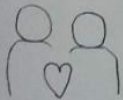
# RESPECT

RESPECT

GIVE RESPECT!  
TAKE RESPECT!

FROM CHILDHOOD, OUR  
PARENTS AND ELDERS  
TAUGHT US HOW TO  
RESPECT OTHERS

RESPECT COMES FROM  
THE QUALITIES, ABILITIES  
AND ACHIEVEMENTS OF  
WHOEVER YOU WANT  
TO RESPECT.



by, AMAN  
ABITHA  
HUDA  
NASHITA  
FATHIMA J.  
MOORUL

RESPECT DOESN'T  
HAVE TO COME NATURALLY  
IT IS SOMETHING YOU LEARN

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