

KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS -III
THE WORLD AROUND US

UNIT		Topic	Sub-Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No	Name			Starting	Closing						
1	Our Families and communities	Chp.no.1 Family and Friends	Playing Together	JULY DAY -1	JULY	Playing Together Activity: “Find a Play Partner” Ask students to walk around the class. When you say “Stop!”, they quickly find a partner. Each pair shares their favorite game. All pairs will present to the class.	Discussion, Activity-based learning, Role play.	CG-4 Develops basic skills and allied knowledge to run and contribute to the home	C-4.1 Applies the acquired vocational skills and knowledge in a home setting.	The students will Apply the acquired vocational skills and knowledge in a home setting.	
			Singing Together A Rain Song Laughing Together	DAY -2 DAY -3		Singing And Laughing Together Activity: “Pass the Song” Start singing a simple rhyme. Stop suddenly and point to a student. That student continues the song. Laughter Exercises (Well-being approach) Simple laughter activities (clap & laugh, silent	Group Singing Students sing in groups to develop teamwork and coordination.	CG-4 Develops basic skills and allied knowledge to run and contribute to the home	Demonstrates confidence and participation in group singing	The students will Demonstrate confidence and participation in group singing	

						laugh, lion laugh) to relax students.					
			Types of families	DAY -4		Allow students to add funny elements like: Pretending a grandparent is dancing Siblings fighting over a toy dramatically Everyone talking at once in a “noisy family”	Role play,Discussion	CG-4 Develops basic skills and allied knowledge to run and contribute to the home	Develop understanding of family roles ,Identifies family members and roles	The students will Develop understanding of family roles ,Identifies family members and roles	
			Helping Each Other	DAY -5		Helping Each Other Activity: “Helping Hands Circle” Sit in a circle. Pass a soft ball/toy. Whoever gets it says one way they help at home or school.	Activity in group collect some leaves and flowers that had fallen on the ground and create a. Rangoli	CG-4 Develops basic skills and allied knowledge to run and contribute to the home	Demonstrates willingness to help without expecting rewards.	The students will Demonstrates willingness to help without expecting rewards.	
			Let us reflect	DAY -6 DAY -7		Simple activity Clap your hands, sit, stand	Discussion and Writing Of question and Answer	CG-3: Develops values like creativity and persistence	C-3.1 Develops the following values/disposition while engaging in work: • Attention to detail Curiosity and creativity • • Collaboration and teamwork	The students will Develop the following values/disposition while engaging in work: • Attention to detail Curiosity and creativity • • Collaboration and teamwork	
		Chp.no. 2 Going to the Mela	Preparing for the Mela	JULY DAY -1	JULY	"The Bag Pack Race" Ask students to name one thing they would carry	Role-play a family discussion where each student takes a role (Grandparent, Child, Parent) to decide the	CG-2 Understands the place and usefulness of vocational skills and vocations in the world of work	C-2.1 Describes the contribution of vocation in the world of work.	The students will Describe the contribution of vocation in the world of work	
			CLEANING OF DESK AND BENCH BEFORE GOING TO HOME								

						to a Mela and why. If they say "money," ask what they intend to buy; if they say "water," discuss why it's a better choice than buying plastic bottles	budget and the time of departure.				
			On the Way to the Mela	DAY -2		"I Spy on the Road" A quick-fire game where students list people they see on the street while traveling (e.g., traffic police, rickshaw drivers, street vendors).	Discussion and Role play	CG-3 Develops essential values/ disposition while working across areas.	C-3.1 Develops the following values/disposition while engaging in work: * Attention to detail * Persistence and focus	The students will Develop the following values/disposition while engaging in work: * Attention to detail * Persistence and focus	
			At the Mela	DAY -3		"The Sound of the Mela" Close eyes and mimic sounds heard at a fair (the whistle of the pressure cooker, the bell of the ice cream man, the call of the bangle seller).	Discussion and Activity- in a given space sketch the route from home to school that you follow everyday	CG-2 Understands the place and usefulness of vocational skills and vocations in the world of work	C-2.1 Describes the contribution of vocation in the world of work.	The students will Describes the contribution of vocation in the world of work.	
			Let us reflect	DAY -4 DAY -5		Stand up, sit down, Scout/guide clap	Discussion and writing of Question and Answer	CG-3: Develops values like creativity and persistence	C-3.1 Develops the following values/disposition while engaging in work: • Attention to detail Curiosity and creativity • • Collaboration and teamwork	The students will Develop the following values/disposition while engaging in work: • Attention to detail Curiosity and creativity • • Collaboration and teamwork	
			CLEANING OF DESK AND BENCH BEFORE GOING TO HOME								

		Chp no. 3 Celebrating festivals	Festival of Flowers ACTIVITY-1	AUGUST DAY -1 DAY -2	AUGUST	The "Flower Power" Pop! Tell the students they are all tiny flower buds hiding under the soil. The 5-Second Countdown: Count down: "5... 4... 3... 2... 1... BLOOM!" The Funny Part: On "BLOOM," everyone must jump up, throw their arms wide like petals, and make the silliest "happy flower" face they can imagine.	Discussion, inquiry based leaning and Activity- Match the name of the food with the festival from the list given below	CG-3 Develops essential values/ disposition while working across areas	C-3.1 Develops the following values/disposition while engaging in work: • Attention to detail Curiosity and creativity • • Collaboration and teamwork	The students will Develop the following values/disposition while engaging in work: • Attention to detail Curiosity and creativity • • Collaboration and teamwork	
			Sing and Enjoy ACTIVITY-2 ACTIVITY-3	DAY -3 DAY -4		"The Rhythm of Rain" How to play: The Storm Build-up: Before singing the poem , tell the students they are going to make a "human rainstorm." Start by rubbing palms together (the wind). Then, click fingers (light drizzle). Then, clap hands on thighs (heavy rain). Finally, stomp feet (thunder).	Play-way Method	CG-4: Children develop a sense of self and positive social relationships.	C-4.1: Demonstrates ability to interact with peers in a friendly and fun manner.	The students will demonstrate ability to interact with peers in a friendly and fun manner.	

						Once the "thunder" is loud, transition immediately into singing the first line.					
			Let us reflect CLEANING OF DESK AND BENCH BEFORE GOING TO HOME	DAY -5 DAY -6		simple scout and guide clap	Discussion , writing of Question and Answer	CG-1: Develops basic skills and allied knowledge of work and associated materials.	C-1.2: Approaches tasks in a planned and systematic manner	The students will Approach tasks in a planned and systematic manner.	
2	Life Around us	Chp.no.4 Getting to know plants	So many kinds of plants	AUGUST DAY -1	AUGUST	Plant Pose Freeze: Students must strike a pose like a specific plant (tall tree, bushy shrub, floppy grass) when the teacher calls it out. Last one to freeze is 'compost'!	Discussion ,Observation-based Learning	CG-3: Develops essential values/disposition while working across areas.	C-3.1: Develops curiosity and attention to detail while watching plants.	The students will Develop curiosity and attention to detail while watching plants.	ASSESSMENT AS LEARNING
			Trees	DAY -2		High-Five a Tree: Students race to high-five a wooden object or a tree trunk and return to their spot without touching any 'soft' plants	Experiential Learning: Identifying features like big wooden trunks and deep roots through touch.	CG-1: Develops basic skills and allied knowledge of work.	C-1.1: Identifies natural materials (wood/trunks) for practice.	The students will Identify natural materials (wood/trunks) for practice.	
			Shrubs	DAY -3		The Bushy Huddle: Groups must huddle together to look like a thick, bushy shrub. The 'bushiest' looking group wins a leaf-medal.	Inquiry and Exploration: Comparing shrubs (bushy-looking) to tall trees	CG-2: Understands usefulness of vocational skills.	C-2.2: Applies skills to identify associated products like pulses (seeds).	The student will Apply skills to identify associated products like pulses (seeds).	

			Herbs and Grasses	DAY -4		Kitchen Snoop: Blindfolded students smell fresh herbs (mint, coriander) and guess what's in the 'magic kitchen box'.	Identifying soft, green stems in household plants and food grains	CG-4: Develops basic skills to contribute to the home.	C-4.1: Applies knowledge in a home setting to identify food sources.	The students will Apply knowledge in a home setting to identify food sources.	
			Climbers and creepers	DAY -5		Human Vine: Students form a line holding hands and must 'climb' or 'creep' through an obstacle course without breaking the vine.	Demonstration, Discussion	CG-1: Develops basic skills and allied knowledge of work.	C-1.2: Approaches tasks in a planned and systematic manner.	The students will Approach tasks in a planned and systematic manner.	
			Activities 1 ,2 (Nurturing)	DAY -6 DAY -7		Speed Dating with a Plant: Students have 30 seconds to introduce themselves to a plant 'friend' and find out its 'favorite' type of soil.	Discussion ,Observation-based Learning: Studying habits and labeling plant anatomy.	CG-1: Develops basic skills and allied knowledge of work.	C-1.3: Maintains and handles living materials for activities	The students will Maintain and handles living materials for activities	
			Activities 3 ,4 and 5 (Nurturing)	DAY -8 DAY -9		Speed Dating with a Plant: Students have 30 seconds to introduce themselves to a plant 'friend' and find out its 'favorite' type of soil.	Discussion ,Observation-based, project based learning : Studying habits and labeling plant anatomy.	CG-1: Develops basic skills and allied knowledge of work.	C-1.3: Maintains and handles living materials for activities	The students will Maintain and handles living materials for activities	
			Parts of plants	DAY -10		The Root-Stem-Leaf Rap: A quick call-and-response game where students stomp for roots, stand straight for	Observation-based Learning: Studying habits and labeling plant anatomy.	CG-1: Develops basic skills and allied knowledge of work.	C-1.1: Identifies and uses tools/materials (plant parts) for practice.	The students will Identify and uses tools/materials (plant parts) for practice.	

						stems, and wiggle for leaves.					
			Activity 6- Get to know Plants	DAY -11		Nature's Palette: A quick race to find 5 different colors in the garden (fallen leaves/petals) to start a 'Natural Rangoli'.	Creative learning with demonstration	CG-3: Develops essential values/disposition while working across areas.	C-3.1: Develops creativity, empathy, and willingness to do physical work.	The students will Develop creativity, empathy, and willingness to do physical work	
			Let us reflect CLEANING OF DESK AND BENCH BEFORE GOING TO HOME	DAY -12 DAY -13		Ask students to pretend they are a specific plant (a cactus, a blade of grass, or a giant tree). The Challenge: They have to "complain" about one thing that happens to them as that plant	Discussion , Writing Of question and Answer	CG-1: Develops basic skills and allied knowledge of work and associated materials.	C-1.2: Approaches tasks in a planned and systematic manner (e.g., choosing the right leaves to represent specific animal body parts).	The students will Approach tasks in a planned and systematic manner (e.g., choosing the right leaves to represent specific animal body parts).	
		Chp.no.5 Plants and animals live together	Introduction	SEPTEMBER DAY -1	SEPTEMBER <input type="text"/>	The Secret: Students whisper a 'secret' about why they love mud to their neighbor, but it has to be done in a silly voice.	Inquiry-based Learning & Discussion	CG-2: Understands the place and usefulness of vocational skills	C-2.1: Describes the contribution of vocation in the world of work	The students will Describe the contribution of vocation in the world of work	ASSESSMENT FOR LEARNING
			Life in the soil Activity - 1 (Soil Shake)	DAY -2 DAY -3		The Human Compost Pile: One student is a 'Banana', one is a 'Leaf'. When the teacher shouts 'DECOMPOSE!', they have to melt into the floor as slowly and dramatically as possible.	Experiential & Visual Learning	CG-3: Develops essential values/disposition while working across areas	C-3.1: Develops values such as attention to detail, curiosity, and empathy.	The students will Develop values such as attention to detail, curiosity, and empathy.	

			Activity - 2 (Worm Census)	DAY -4		The Jar Jiggle: Before the actual test, students must do a 30-second dance that mimics the movement of soil particles being shaken in water.	Learning by Doing (Hands-on Practice)	CG-1: Develops basic skills and allied knowledge CG-3: Willingness to do physical work	C-1.1: Identifies and uses tools; C-1.2: Systematic manner. C-1.3: Handles materials for the activity; C-3.1: Collaboration	The students will Identify and uses tools; Systematic manner and Handles materials for the activity The students will show Collaboration	
			Do You Know?	DAY -5		Microbe Population Guess: 'How many microbes am I holding?' The teacher holds up a tiny pinch of soil and students have to shout out increasingly ridiculous high numbers.	Storytelling And Discussion	CG-2: Understands vocational skills in the world.	C-2.2: Applies skills and knowledge learned.	The students will Apply skills and knowledge learned.	
			Activity - 3 (Sounds of Birds)	DAY -6		The Human Aviary: Every student is assigned a bird. They must find their 'flock' only by making their specific bird sound with their eyes closed.	Observational learning	CG-2: Usefulness of vocations in the world of work.	C-2.3: Evaluates and quantifies materials (identifying species).	The students will Evaluate and quantifies materials (identifying species).	
			Let us Reflect CLEANING OF DESK AND BENCH BEFORE GOING TO HOME	DAY -7 DAY -8		The Statue of Soil: Students work in pairs to 'sculpt' their partner into a statue representing a happy farmer or a healthy plant.	Observation discussion and Writing Of Question and Answer	CG-3: Develops values like creativity and persistence.	C-3.1: Develops attention to detail and empathy	The students will Develop attention to detail and empathy	

		Chp.no.6 Living in harmony	Introduction	SEPTEMBER DAY -1	SEPTEMBER	"The Uninvited Guest" : Students mimic the sound or movement of an 'uninvited' household visitor while others guess.	Inquiry-Based Learning	CG-3: Develops essential values/disposition while working.	C-3.1: Develops values such as curiosity and empathy.	The students will develop values such as curiosity and empathy.	
			The Mango Tree	DAY -2		Seed Toss" Gently toss a bean bag. The person who catches it names one thing a plant gives us (fruit, wood, air).	Storytelling & Visualization	CG-2: Understands the place and usefulness of vocational skills	C-2.1: Describes the contribution of nature/vocation in work.	The students will Describe the contribution of nature/vocation in work.	
			We Need Each Other	DAY -3		"The Harmony Web" : Students pass yarn explaining links (e.g., "I am a cow, I give you milk").	Discussion: Identifying dependencies for food and shelter.	CG-3: Develops essential values/disposition while working	C-3.1: Develops values such as collaboration and empathy	The students will develop values such as collaboration and empathy	
			Activity 1 and 2 Get to Know an Animal	DAY -4 DAY -5		Bird's Eye View" Students make "binoculars" with hands and "spot" a classmate acting like a bird. OR Sweet & Salty Shuffle" : Dance moves for different food types (wiggle for sweet, jump for fried).	Experiential Learning	CG-1: Develops basic skills and allied knowledge of work.	C-1.2: Approaches tasks in a planned and systematic manner.	The students will Approach tasks in a planned and systematic manner.	
			Visiting Your Plant Friend	DAY -6		"Leafy Secrets" : Students whisper a happy thought to a neighbor as if to a plant friend.		CG-3: Develops essential values/disposition while working	C-3.1: Develops empathy and persistence	The students will Develop empathy and persistence	

			Activity 3: Guess Who I Am?	DAY -7		"The Silent Forest": One student acts as a tree/animal while the class uses hand signals to guess	Gamification/Roleplay	CG-2: Understands usefulness of vocational skills.	C-2.2: Applies skills and knowledge learned in the area.	The students will Apply skills and knowledge learned in the area.	
			Let us Reflect CLEANING OF DESK AND BENCH BEFORE GOING TO HOME	DAY -8 DAY -9		"Small to Large": Students arrange themselves in a line based on the size of their chosen animal.	Reflective Assessment, Writing Of Question and Answer	CG-2: Understands usefulness of vocational skills.	C-2.3: Evaluates and quantifies associated materials	The students will Evaluate and quantify associated materials	ASSESSMENT OF LEARNING
3	Gifts of Nature	Chp.no.7 Water – A Precious Gift	Poem: Rain, Rain, Come Again!	DECEMBER DAY -1	DECEMBER	The Rain Orchestra: Finger snapping and foot stomping to mimic rain sounds.	Rhythmic Recitation	CG-3: Essential values/disposition	C-3.1: Curiosity & Attention to detail	The students will be Attentive to detail	
			What happened to the rain water?	DAY -2		The Thirsty Sponge: A betting game on which material 'drinks' water fastest.	Inquiry-Based Learning: Experiment with absorption using different surface.	CG-2: Vocational skills usefulness	C-2.2: Applies skills/knowledge	The students will Apply skills/knowledge	
			Water is a precious gift	DAY -3		The Human Pipe: Passing water in a line; drops represent leaks.	Discussion	CG-1: Basic skills & work knowledge	C-1.2: Planned & systematic tasks	The students will Plan and systematic tasks	
			Water in our daily life	DAY -4		Dry Day Charades: Acting out routines without using real water	Discussion , Estimation: Quantifying daily water use in mugs and buckets	CG-2: Vocational skills usefulness	C-2.3: Evaluates/quantifies materials	The students will quantify materials	
			Activity 3: Put up an exhibition	DAY -5		Material Hunt: Pointing to brass, steel, or clay items on command	Project-Based Learning: Identifying and drawing vessels of different materials.	CG-1: Basic skills & work knowledge	C-1.1: Uses tools; C-1.3: Handles materials	The students will Use tools; Handle materials	
			Stop for a moment and think	DAY -6		Soap Bubble Challenge: Measuring water	Reflective Discussion: Focus on greywater	CG-3: Essential values/disposition	C-3.1: Empathy & Collaboration	The students will show Empathy & Collaborate	

						needed to rinse away soap.	reuse and avoiding chemical pollution				
			Activity 4: Prepare a birdbath	DAY -7		Be the Bird: Pretending to be thirsty birds to motivate the build.	Learning by Doing: Building a birdbath for local wildlife observation.	CG-1: Basic skills & work knowledge	C-1.2: Planned/systematic approach	The students will Plan the systematic approach	
			Let us reflect CLEANING OF DESK AND BENCH BEFORE GOING TO HOME	DAY -8 DAY -9		Simple clapping exercise	Discussion and writing	CG-4 Develops basic skills and allied knowledge to run and contribute to the home.	C-4.1 Applies the acquired vocational skills and knowledge in a home setting.	The students will Apply the acquired vocational skills and knowledge in a home setting.	
		Chp.no.8 Food We Eat	My favourite food (Activity 1 & 2)	JANUARY DAY -1 DAY -2	JANUARY	Food Charades: Students act out the process of eating their favorite dish without speaking, and the class guesses	Direct Observation & Sharing: Building on personal preferences to introduce food diversity	CG-1: Develops basic skills and allied knowledge of work and associated materials/procedures. CG-4: Develops basic skills and allied knowledge to run and contribute to the home.	C-1.2: Approaches tasks in a planned and systematic manner. C-4.1: Applies the acquired vocational skills and knowledge in a home setting.	The students will Approach tasks in a planned and systematic manner. The students will Apply the acquired vocational skills and knowledge in a home setting.	
			We eat different things 3. Puzzle time	DAY -3		The Healthy Snap: A quick game where students clap if a named food is healthy and stomp if it's junk food.	Inquiry & Discovery: Using puzzles to identify varied food sources and types.	CG-1: Develops basic skills and allied knowledge of work and associated materials/procedures. CG-3: Develops essential values/disposition while working across areas	C-1.1: Identifies and uses tools for practice. C-3.1: Develops values like Curiosity and creativity.	The students will Identify and use tools for practice. The students will Develop values like Curiosity and creativity.	
			Let us reflect (A. Discuss & E. Think)	DAY -4		The Guest Improv: Students roleplay welcoming a guest with 'air-food' to practice hospitality logic.	Value-Based Discussion: Critical thinking about food waste, seasonal nutrition, and social empathy. Writing Of Question and Answer	CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work. CG-3: Develops essential values/disposition while	C-2.1: Describes the contribution of vocation in the world of work. C-3.1: Empathy and sensitivity	The students will Describe the contribution of vocation in the world of work. Also to show. The students will Empathy and sensitivity	

								working across areas.			
			Hands-on (B. Write, C. Draw, D. Eating Together CLEANING OF DESK AND BENCH BEFORE GOING TO HOME	DAY -5 DAY -6		Virtual Chef: Pairs 'mix' an imaginary salad together, calling out ingredients as they 'toss' them in the air.	Learning by Doing: Practicing recipe writing, artistic representation, and collaborative preparation	CG-1: Develops basic skills and allied knowledge of work and associated materials/procedures. CG-2: Understands the place and usefulness of vocational skills. CG-4: Develops basic skills and allied knowledge to run and contribute to the home	C-1.3: Maintains and handles materials/ equipment. C-2.2: Applies skills and knowledge learned. C-4.1 Applies the acquired vocational skills and knowledge in a home setting	The students will Maintain and handle materials/ equipment. The students will Apply skills and knowledge learned. The students will Apply the acquired vocational skills and knowledge in a home setting	
		Chp.no.9 Staying Healthy and Happy	Introduction & 2. Daily Routine	JANUARY DAY -1	JANUARY	Morning Mime: Students act out a morning task while others guess	Discussion & Reflection: Use 'Weekly Health Table' to identify patterns.	CG-4: Develops basic skills and allied knowledge to run and contribute to the home. CG-3 Develops essential values/ disposition while working across areas.	C-4.1 Applies the acquired vocational skills and knowledge in a home setting C-3.1: Attention to detail; Persistence and focus.	The students will Apply the acquired vocational skills and knowledge in a home setting The students will be Attentive to detail; Persistence and focus.	ASSESSMENT AS LEARNING
			How do we brush our Teeth?	DAY -2		Mirror Me: Pairs mimic brushing motions using fingers.	Demonstration: Practical guided session on technique and frequency.	CG-1: Develops basic skills and allied knowledge of work and associated materials/procedures CG-4: Develops basic skills and allied knowledge to run and contribute to the home.	C-1.1: Identifies and uses tools for practice. C-4.1: Applies the acquired vocational skills and knowledge in a home setting	The students will Identify and use tools for practice. The students will Apply the acquired vocational skills and knowledge in a home setting	
			Activity: Home-cleaner	DAY -3		The Zest Guess: Identifying citrus fruits by smell.	Experiential Learning: Hands-on creation of cleaner from natural materials	CG-1: Develops basic skills and allied knowledge of work	C-1.3: Maintains and handles materials/equipment	The students will Maintain and handle materials/equipment	

								and associated materials/procedures	for the required activity.	for the required activity.	
								CG-3 Develops essential values/ disposition while working across areas	C-3.1: Curiosity and creativity.	The students will be Curious and creative.	
			Playing Outdoors/Indoors & Activity: Hop, skip, jump	DAY -4		Statue Hop: Hop/skip to music; freeze in active pose	Kinesthetic Learning: Linking physical movement to well-being.	CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work. CG-3 Develops essential values/ disposition while working across areas	C-2.2: Applies skills and knowledge learned in the area. C-3.1: Willingness to do physical work	The students will Apply skills and knowledge learned in the area. The students will show Willingness to do physical work	
			Playing Safely	DAY -5		Safety Signals: 'Red Light, Green Light' game.	Scenario Discussion: Collaborative talk on safety and rules.	CG-3: Develops essential values/disposition while working across areas.	C-3.1: Empathy and sensitivity; Collaboration and teamwork.	The students will show Empathy and sensitivity; Collaboration and teamwork.	
			Let us reflect (24-hour circle) CLEANING OF DESK AND BENCH BEFORE GOING TO HOME	DAY -6 DAY -7		The Human Clock: Students move to 'hour' spots in a circle.	Discussion and Writing Of question and Answer	CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work. CG-3 Develops essential values/ disposition while working	C-2.3: Evaluates and quantifies the associated products or materials. C-3.1: Persistence and focus.	The students will Evaluate and quantify the associated products or materials. The students will be Persistence and focused.	

								across areas			
4	Things around us	Chp.no. 10 This World of Things	Let's take a look Around us! Activity - 1 Understand your Classroom	JANUARY DAY -1	JANUARY	'The Texture Hunt' - Blindfolded students touch objects and describe them	Inquiry-based observation	CG-1: Develops basic skills and allied knowledge of work and associated materials/ procedures.	C-1.2 Approaches tasks in a planned and systematic manner.	The students will Approach tasks in a planned and systematic manner.	
			Spot the metals (List metals recognized around you)	DAY -2		'The Clink Test' - Identifying metals by the sound they make when tapped.	Collaborative categorization and peer discussion	CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work.	C-2.1 Describes the contribution of vocation in the world of work. C-2.3 Evaluates and quantifies the associated products or materials.	The students will Describe the contribution of vocation in the world of work. The students will be able to Evaluate and quantify the associated products or materials.	
			See-through materials! Activity 3: Seeing through things Activity 4: Let us colour the world!	DAY -3		'The Torch Challenge' - Passing light through various classroom objects.	Experimental investigation of light properties	CG-1: Develops basic skills and allied knowledge of work and associated materials/ procedures CG-3 Develops essential values/ disposition while working across areas	C-1.3 Maintains and handles materials/equipment for the required activity. C-3.1 Attention to detail	The students will Maintain and handle materials/equipment for the required activity. The students will be Attentive to detail	
			What is it made of? Activity - 5. Knock on it and it will speak to you! Orchestra	DAY -4		'The Rhythm Box' - Creating a beat using only wooden and plastic items.	Audio-tactile learning and group coordination	CG-3: Develops essential values/ disposition while working across areas	C-3.1 Collaboration and teamwork	The students will Collaborate and do teamwork	
			Does it bend? Does it flow?	DAY -5		'The Flexibility Contest' - Finding the most flexible object in the room.	Observation with demonstration of states of matter	CG-4: Develops basic skills and allied knowledge to run and contribute to the home.	C-4.1 Applies the acquired vocational skills and knowledge in a home setting	The students will Apply the acquired vocational skills and knowledge in a home setting	
			Natural — Artificial (Wax, Rubber,	DAY -6		'The Origin Game' - Guessing if an	Discussion on material origins and environmental impact.	CG-3: Develops essential values/	C-3.1 Curiosity and creativity	The students will be Curious and creative	

			Petroleum, Biodegradability)			item is 'Grown' or 'Manufactured'		disposition while working across areas	C-3.1 Empathy and sensitivity	The students will show Empathy and sensitivity	
			Let us reflect (A. Write B. Discuss - The Shiny Spoon Mystery) CLEANING OF DESK AND BENCH BEFORE GOING TO HOME	DAY -7 DAY -8		'The Material Detective' - A debate on how to identify a painted object vs real metal	Critical thinking, problem solving, and reflective writing. Writing Of Question and Answer	CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work.	C-2.2 Applies skills and knowledge learned in the area	The students will Apply skills and knowledge learned in the area	
		Chp.no. 11 Making Things	Introduction: A Potter's Family	FEBRUARY DAY -1	FEBRUARY	The 'Clay Statue' Game: Students mold each other into funny frozen shapes.	Narrative-based learning; Empathy building through artisan stories	CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work.	C-2.1: Describes the contribution of vocation	The students will Describe the contribution of vocation	ASSESSMENT AS LEARNING
			Activity 2.1: Uses of Pots & Tools	DAY -2		Utility Charades: Act out using a pot for different tasks without speaking.	Inquiry-based; Field visit observation of the stone wheel.	CG-1: Develops basic skills and allied knowledge of work and associated materials/ procedures CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work.	C-1.1: Identifies tools for practice; C-2.3: Evaluates products	The students will Identify tools for practice; The students will Evaluate products	
			Activity 2: Make Your Own Clay	DAY -3		The Texture Test: Blindfold students to guess soil types by touch.	Experiential 'learning by doing'	CG-1: Develops basic skills and allied knowledge of work and associated materials/ procedures	C-1.3: Handles materials;	The students will Handle materials;	
			Patterns in Nature & Pottery	DAY -4		Symmetry Hunt: Find 3 repeating patterns in the	Visual Literacy with discussion Connecting Art with Geometry.	CG-3: Creative dispositions	C-3.1: Attention to detail; Curiosity and creativity	The students will be Attentive to detail; Curiosity and creativity	

						classroom in 1 minute.					
			Safety First & Construction	DAY -5		The 'Egg-Helmet' Demo: Dropping a protected vs unprotected egg.	Safety Education with discussion Comparing material strength (Clay vs. Brick	CG-1: Develops basic skills and allied knowledge of work and associated materials/ procedures CG-4: Develops basic skills and allied knowledge to run and contribute to the home.	C-1.2: Planned/systematic approach; C-4.1: Applies skills at home.	The students will Planned/systematic approach; The students will Apply skills at home.	
			Let us reflect CLEANING OF DESK AND BENCH BEFORE GOING TO HOME	DAY -6 DAY -7		Mock Interview: One student is a pencil, the other is the reporter	Discussion, Writing Of Question and Answer	CG-3: Develops essential values/disposition while working across areas	C-3.1: Persistence; Collaboration and teamwork.	The students will show Persistence; Collaboration and teamwork.	ASSESSMENT FOR LEARNING
		Chp no. 12 Taking Charge of Waste	National Cleanliness Day (30 Jan) Activity 1: Recall waste-producing activities.	FEBRUARY DAY -1	FEBRUARY	Waste Charades': Act out a daily activity (like snacking) and have others guess the waste it generates.	Discussion and explanation	CG-3: Develops essential values/disposition while working across areas	C-3.1: Collaboration and teamwork; Empathy and sensitivity.	The students will show Collaboration and teamwork; Empathy and sensitivity.	
			How is waste created Managing waste	DAY -2		'Trash Hunt': Students find and name 5 common waste items in the classroom (e.g., pencil shavings, paper).	Observation-based Learning: Identifying different types of waste produced in everyday life.	CG-1: Develops basic skills and allied knowledge of work and associated materials/ procedures.	C-1.1: Identifies and uses tools for practice.	The students will Identify and use tools for practice.	
			Ways to manage waste Activity 2: Observe school surroundings.	DAY -3		'The Red Pen Challenge': Circle 'danger zones' (garbage piles, smoke) in a picture of a locality in red	Project-Based Learning: Asking elders how waste is managed in well-maintained areas and sharing findings.	CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work.	C-2.1: Describes contribution of vocation; C-2.2: Applies skills and knowledge learned in the area.	The students will Describe contribution of vocation; The students will Apply skills and knowledge learned in the area.	

			Reduce & Reuse Activities 3-5: Reducing waste & making a paper bag.	DAY -4		'Old to Gold': Students 'shout out' three new uses for an old saree or a pile of newspapers.	Hands-on Demonstration: Following systematic steps to create functional items (like bags or gifts) from waste.	CG-1: Develops basic skills and allied knowledge of work and associated materials/ procedures CG-4: Skills for home and work; Allied knowledge of materials.	C-1.2: Planned and systematic approach; C-4.1: Applies the acquired vocational skills and knowledge in a home setting.	The students will Planned and systematic approach; The students will Apply the acquired vocational skills and knowledge in a home setting.	
			A place of pride	DAY -5		'Cleanliness Tour': Close your eyes and imagine a village where the streets feel like a garden.	Case Study Method: Learning from successful 'zero waste' models like the village of Silluk.	CG-3: Develops essential values/disposition while working across areas.	C-3.1: Curiosity and creativity; Attention to detail.	The students will show Curiosity and creativity; Attention to detail.	
			Separate different types of waste Activity Use green and blue bins.	DAY -6		'Sort the Sack': A race to categorize different waste 'cards' into the correct colored bin.	Experiential Learning: Sorting waste into compostable (green bin) and recyclable (blue bin) categories.	CG-1: Develops basic skills and allied knowledge of work and associated materials/ procedures.	C-1.3: Maintains and handles materials/equipment for the required activity.	The students will Maintain and handle materials/equipment for the required activity.	
			Keeping our surroundings clean Let us reflect (Discuss/Write/Draw) CLEANING OF DESK AND BENCH BEFORE GOING TO HOME	DAY -7 DAY -8		'Gratitude Circle': Discuss and practice saying a big 'Thank You' to local cleaning staff.	Values Integration Writing Of question and Answer	CG-3: Develops essential values/disposition while working across areas.	C-3.1: Persistence and focus; Willingness to do physical work; Collaboration.	The students will show Persistence and focus; Willingness to do physical work; Collaboration.	ASSESSMENT OF LEARNING