

KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS - VI
SUBJECT – VOCATIONAL EDUCATION

UNIT		Topic	Sub-Topic	Suggested Ice- Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name								
1	Work with Life Forms	School Kitchen Garden	Introduction to Kitchen Garden	Show real vegetables/fruits and ask: <i>"Where do we get these from?"</i> Conduct a seed identification activity (mustard, coriander, wheat).	Divide students into small groups. Provide each group with different seeds and ask them to discuss and present: • Name of the seed • The plant it grows into .	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 .	LO 4-Develops time-based plan for completion of task .	Selecting a Site for School Kitchen Garden: Students will select a suitable site for the kitchen garden based on sunlight, water, and soil condition.
	Work with Life Forms	Tools Used in Gardening	Tools Used in Kitchen Garden (e.g., trowel, spade, watering can, hoe, rake, garden fork) .	Ask: <i>"Have you seen any gardening tools at home or in parks?"</i> Show real tools/pictures and let students identify their names and uses.	Demonstration method (showing real tools) Experiential learning (hands-on practice in garden) .	CG-3 Develops essential values/ disposition while working across areas.	C-1.3 Maintains and handles materials/equipment for the required activity.	LO 6-Follows the safety protocol while handling tools/materials.	Tools Used in Gardening (School Kitchen Garden) : Students will identify and use basic gardening tools correctly through practical .
	Work with Life Forms	Preparation of Soil and Vermi compost	Soil Preparation for Growing Plants Making Vermi compost (Organic Manure) .	Ask: <i>"Why do plants grow better in some soils than others?"</i> Show dry vs. fertile soil samples. Ask: <i>"What happens to kitchen waste at home?"</i>	Activity-based, demonstration, experiential, group work, and inquiry-based learning.	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.	LO 3-Demonstrates appropriate stepwise process for completing the given task.	Soil Preparation and Compost : Students will demonstrate soil preparation by mixing compost/manure in the soil through practical activity.
	Work with Life Forms	Taking care of Plants	Includes watering, sunlight, weeding, pest protection, and observation.	Ask: <i>"Do you water plants at home?"</i> Show fresh vs. dry plants for comparison.	Group responsibility for plant care.	CG-4 Develops basic skills and allied knowledge to run and contribute to a Home .	C -2.2 Applies skills and knowledge learned in the area.	LO 7- Describes the importance of vocation in the world around them.	Watering Plants Properly : Students will water plants carefully according to their needs without wasting water.
2	Biodiversity Register	Introduction to Biodiversity Register	Meaning of biodiversity Types of biodiversity	Ask: <i>"What living things did you see on your way to school?"</i> Game: Name 5 living things in 30 seconds.	Take students to the school garden or nearby area. Let them: Observe plants, insects, birds Touch and feel leaves (where safe) Note differences in size, color, and shape .	CG-2 Understands the place and usefulness of vocational skills and vocations in the world of work .	C-2.3 Evaluates and quantifies the associated products or materials .	LO 3-Demonstrates appropriate stepwise process for completing the given task .	Listing Plants and Animals : Students will prepare a list of plants, birds, insects, and animals seen around them.

			Types of Biodiversity (Plant Diversity, Animal Diversity, Bird and Insect Diversity)	Look Around and Tell" – classify into plants, animals, birds/insects.	Take students outside (school garden/playground) Ask them to observe and list different plants, animals, birds, and insects .	CG-2 Understate the place and usefulness of vocational skills and Vocations skills and vocations in the world of work .	C-2.1 Describes the contribution of vocation in the world of work.	LO 7- Describes the importance of vocation in the world around them.	Nature Walk Observation : Students will participate in a nature walk and record different living organisms observed.
		Local Biodiversity (School and Home Surroundings)	Meaning of local biodiversity	List 3 plants and 3 animals found near home.	Campus observation activity. Take students around the school campus Ask them to observe and note plants, birds, insects, etc.	CG-2 Understate the place and usefulness of vocational skills and Vocations skills and vocations in the world of work .	C -2.2 Applies skills and knowledge learned in the area.	LO 6-Follows the safety protocol while handling tools/materials.	Drawing and Identification Activity : Students will draw or identify local organisms using pictures or charts.
		Introduction to Biodiversity Register	Meaning of biodiversity register	List 5 living things and discuss recording methods.	Teacher shows a sample format of a biodiversity register (Name, Type, Place found, Special features) .	CG-4 Develops basic skills and allied knowledge to run and contribute to a Home .	C-4.1 Applies the acquired vocational skills and knowledge in a home setting .	LO 10-Keenly observes the usage of tools and materials during the demonstration and asks relevant questions .	Leaf and Seed Collection : Students will collect different leaves or seeds and identify the plants they belong to.
		Components of a Biodiversity Register & Methods of Recording .	Components of a Biodiversity Register .	Ask students: "If you see a plant, what details will you write about it?" Let students give answers (name, colour, place, etc.)	Students observe school surroundings and record details in a notebook .	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.	LO 3-Demonstrates appropriate stepwise process for completing the given task .	Nature Walk Activity: Students will take a walk around the school campus to observe and note different living organisms.
2	Machines and Materials (Maker Skills)	Machines and Materials (Maker Skills)	Introduction to Machines and Materials	Identify tools/machines used at home.	Students will: Observe machines at home and school Identify materials used in daily life .	CG-3 Develops essential values while working across areas .	C-3.1 Develops the following values/disposition while engaging in work: • Attention to detail • Persistence and focus .	LO 6-Follows the safety protocol while handling tools/materials .	Safety Rules Demonstration: Students will explain and follow safety rules while using tools and machines.
		Types of Simple Machines	Lever ; Axle ; Pulley ; Inclined Plane	Ask: "How do you lift heavy objects?" Show real objects like scissors, rope, or wheel Ask students to guess how they work .	How real objects like scissors (lever), wheel, rope Let students touch and observe .	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.	LO 1-Selects tools appropriate for specific tasks .	Picture Observation Activity: Students will observe pictures of machines and explain their functions.
		Uses of Machines	Making work easier Saving time and energy Examples of machines in daily life (fan, bicycle, washing machine, etc.)	Discuss daily household work and machines used.	Activity-Based Learning Ask students to list machines used at home Let them draw or name their favorite machines .	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.	LO 3-Demonstrates appropriate stepwise process for completing the given task .	Home Appliance Identification: Students will identify machines used at home and explain their functions.

		Introduction to Materials	Meaning of materials Objects and the materials they are made of Examples (wood, plastic, metal, glass, cloth) .	Identify materials of common objects. Show different objects (bottle, book, spoon, bag) and ask .	Activity-Based Learning Give students different objects Ask them to identify the material Make a list on the board .	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.	LO 2-Uses tools correctly to complete given task .	Material Identification Activity: Students will identify common materials such as wood, metal, plastic, glass, paper, rubber, and cloth.
4	Animation and Games	Animation and Games (Using Scratch)	Introduction to animation and games	Ask students to act like a animated game character (jump, move, freeze like animation frames.	Students work in pairs/groups Share ideas and improve each other's games.	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.	LO 15-Willingness to do physical work while enjoying working with tools and materials .	Identifying Animation and Games: Students will differentiate between animations and games with examples.
		Internet Safety and Responsible Use of Technology	Safety precautions while using the Internet	Safe or Unsafe?" Game Teacher says different situations: "Sharing your password with a friend"	Make a Safety Chart To Do Not To Do .	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.	LO 6-Follows the safety protocol while handling tools/materials.	Safe and Unsafe Identification: Students will identify safe and unsafe online behaviors through pictures or situations.
		Game Design	Types of games (outdoor and indoor)	Ask students:"Do you prefer outdoor games like Cricket or indoor games like Chess?"	Divide students into groups Each group lists: Games they play Benefits of those games	CG-3 Develops essential values/ disposition while working across areas.	CG-3 Develops essential values/ disposition while working across areas.	LO 3-Demonstrates appropriate stepwise process for completing the given task	Identification of Games: Students will identify various indoor and outdoor games played in school or community.
		Animation using Scratch	Creating an animated birthday card	Ask students: Share a funny story idea. "Have you ever made a funny story about your pet or friend?"	Students create their own animated birthday card .	CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures .	CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures .	LO 1-Selects tools appropriate for specific task .	Background Selection Activity: Students will choose an appropriate background for the birthday card.
		Game Design using Storyboard	Planning a game	Ask students: "Have you ever made a funny story about your pet or friend?"	Students create their own storyboard: Scene ,Home Characters Story Name ,	CG-3 Develops essential values/ disposition while working across areas.	CG-3 Develops essential values/ disposition while working across areas.	LO 10-Keenly observes the usage of tools and materials during the demonstration and asks relevant questions .	Identifying Game Elements: Students will identify important parts of a game such as characters, background, goals, rules, and scoring.
		Coding Your Own Game using Scratch	Using Scratch blocks	What makes a game interesting story, characters, sound, or actions?"	Students: Create their own characters Add dialogues.	CG-2 Understands the place and usefulness of vocational skills and vocations in the world of work .	CG-2 Understands the place and usefulness of vocational skills and vocations in the world of work .	LO 4-Develops time-based plan for completion of task .	Exploring Scratch Blocks: Students will identify and use different Scratch blocks such as motion, looks, sound, control, sensing, and events.

		School Museum	Museums and arte facts	Show pictures of museums.	Look around their homes Identify arte facts Examples: Old photographs Clay pots	CG-4 Develops basic skills and allied knowledge to run and contribute to the home .	CG-4 Develops basic skills and allied knowledge to run and contribute to the home .	LO 6-Follows the safety protocol while handling tools/materials .	Identification of Arte facts: Students will identify different objects that can be displayed in a school museum such as old coins, tools, stamps, utensils, photographs, or handicrafts.
		Safety and Care of Arte facts	Handling art Arte facts safely	Ask about caring for valuable objects.	Students list 5 arte facts from home, such as: Old coins Traditional utensils	CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures.	CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures.	LO 6-Follows the safety protocol while handling tools/materials.	Safe Handling Demonstration: Students will demonstrate how to handle arte facts carefully without causing damage.
		Keeping Arte facts Safe	Care and preservation of arte facts	Ask students to choose any two arte facts and answer: Example: Brass Lamp Care , Safety.	Discuss care of old objects.	CG-2 Understands the place and usefulness of vocational skills and vocations in the world of work .	CG-2 Understands the place and usefulness of vocational skills and vocations in the world of work .	LO 6-Follows the safety protocol while handling tools/materials.	Preservation and Care Activity: Students will demonstrate how to handle and preserve museum objects carefully.
		Cooking without Fire	Meaning of cooking without fire .	Identify dishes that require no cooking.	Demonstration Method: Show how to prepare a simple dish like a sandwich or fruit salad .	CG-3 Develops basic skills and allied knowledge to run and contribute to the home.	CG-3 Develops basic skills and allied knowledge to run and contribute to the home.	LO 1-Selects tools appropriate for specific tasks	Identification of Ingredients: Students will identify ingredients used in no-fire cooking such as fruits, vegetables, bread, sprouts, curd, or nuts.
		Healthy Eating and Nutrition	Meaning of healthy eating .	Identify healthy vs. unhealthy foods.	Students create a “healthy plate” chart using drawings	CG-4 Develops basic skills and allied knowledge to run and contribute to the home.	CG-4 Develops basic skills and allied knowledge to run and contribute to the home.	LO 1-Selects tools appropriate for specific tasks	Balanced Diet Activity: Students will prepare a simple balanced diet chart for a day.
		Basic Kitchen Tools and Equipment	Introduction to kitchen tools .	Let students identify each tool and tell its use .	Show each tool and explain its uses .	CG-4 Develops basic skills and allied knowledge to run and contribute to the home.	CG-4 Develops basic skills and allied knowledge to run and contribute to the home.	LO 6-Follows the safety protocol while handling tools/materials	Identification Activity: Students will identify common kitchen tools such as knife, spoon, fork, plate, bowl, chopping board, peeler, and measuring cups.
		Importance of Cooking Without Fire	Meaning of cooking without fire	Show some no-fire food items (fruits, bread, sprouts) and ask what can be made .	Talk about safety, convenience, and emergency use Demonstration: Show how to make a simple dish without fire (e.g., sandwich, fruit salad)	CG-1 involves the acquisition of knowledge and skills in the work;	CG-1 involves the acquisition of knowledge and skills in the work;	LO 3-Demonstrates appropriate stepwise process for completing the given task	Identification of Dishes: Students will identify dishes that can be prepared without cooking such as salads, sandwiches, sprouts, and juices.

		Kitchen Safety Rules	Importance of kitchen safety	Show pictures of safe and unsafe kitchen practices .	Talk about why safety rules are important.	CG-4 Develops basic skills and allied knowledge to run and contribute to the home .	CG-4 Develops basic skills and allied knowledge to run and contribute to the home .	LO 1-Selects tools appropriate for specific tasks .	Demonstration Activity: Students will demonstrate safe behaviors such as washing hands, handling tools carefully, and keeping workspace clean.
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