

**KIDS WORLD SCHOOL, NAGPUR**  
**SESSION – 2026-27**  
**CLASS - VII**  
**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	Plant Nursery	Importance of plant nursery	Show pictures or real small plants/saplings and ask: "Where do these plants come from?"	Teacher demonstrates soil preparation, sowing seeds, watering, and nurturing small plants.	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 5 Describes the steps necessary to keep materials and equipment ready for use .	Identification of Life Forms : Students will identify different life forms found in a plant nursery such as herbs, shrubs, trees, climbers, and creepers.
	Work with Life Forms	Gardening Tools and Requirements	Types of gardening tools	Activity 1 : Visit a nearby plant nursery .	Show real gardening tools or pictures. Allow students to touch and observe them..	CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures.	C-1.1 Identifies and uses tools for practice.	LO 7- Describes the importance of vocation in the world around them .	Identification of Gardening Tools: Students will identify common gardening tools such as trowel, shovel, rake, watering can, hoe, and pruning scissors.
	Work with Life Forms	Gardening Tools and Requirements	Plant Nursery Worksheet Page no : 8 ; 9 ; 10		Worksheet-based learning				
	Work with Life Forms	Growing Plants in a Nursery	Importance of growing plants in a nursery	Show a seed and a small plant . Activity 2 : Planning and laying out plant nursery Worksheet : page no : 12	Demonstration of planting: filling pots with soil, sowing seeds, and watering properly.	CG-4 involves the application of knowledge and skills (learned through engaging in different forms of work) in home-based tasks	C-4.1 Applies the acquired vocational skills and knowledge in a home setting.	LO 1-Selects tools appropriate for specific tasks	Identification of Nursery Plants: Students will identify different plants, seedlings, herbs, shrubs, and flowering plants grown in a nursery.
	Work with Life Forms	Growing Plants in a Nursery	Preparing land and setting up shade – net	Show two pictures: barren land and a prepared garden. Ask: "Which one is ready for planting and why?"	Group activity: Students draw a prepared land and a nursery with a shade net and explain.	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 .	Identification of Shade Net Materials: Students will identify materials used for setting up a shade net such as poles, ropes, net, and supports.
	Work with Life Forms	Germinating Seeds	Meaning of Germination Calculating Germination Percentage	Show dry seeds and sprouted seeds. Ask: "What differences do you observe?" Worksheet : page no : 16	Demonstration method (seed germination).	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 7- Describes the importance of vocation in the world around them	Preparation for Germination: Students will prepare pots, trays, or nursery beds with suitable soil mixture for germination.
	Work with Life Forms	Raising plant in the nursery	Worksheet Page no : 18 ; 19 ; 21						

	Work with Life Forms	Plant Nursery Worksheet	Calculating Cost in Plant Nursery Activity : 7 Worksheet : page no : 23						
2	Work with Life Forms	School Habitat	Meaning of Habitat Types of Animals in a Habitat	Students name one animal and where it lives.	Demonstration: Showing plants, water bowls, and bird feeders.	CG-1 involves the acquisition of knowledge and skills in the work.	C-1.2 Approaches tasks in a planned and systematic manner.	LO 4-Develops time-based plan for completion of task	Identification of Animals: Students will identify common animals, birds, insects, and small organisms seen in the school habitat.
	Work with Life Forms	School Habitat Garden	School Habitat Garden Worksheet : page no , 31 and 32						
	Work with Life Forms	School Habitat Garden	School Habitat Garden Activity : 3 Identifying Natural Habitat	Teacher says a habitat (forest, water' desert). Students act like animals from that habitat.	Students work in groups to identify habitats of different animals.	CG-3 Develops basic skills and allied knowledge to run and contribute to the home.	C-3.1 Applies the acquired vocational skills and knowledge in a home setting.	LO 8-Explain how prior knowledge and skills have been used to complete the task.	Observation of School Garden: Students will observe plants, insects, birds, and small animals present in the school habitat garden.
	Work with Life Forms	School Habitat Garden Worksheet	Activity : 5 Designing the habitat garden page no : 37 ; 38 ; 39						
	Work with Life Forms	School Habitat Garden	Activity : 6 Creating the habitat garden Page no : 44 ; 45 ; 46						
3	Work with Machines and Materials	Tie and Dye	Introduction to Tie and Dye	Ask students to look around the classroom and list as many colors as they can find in 2 minutes.	Students create their own designs using cloth pieces.	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 5 Describe the steps necessary to keep materials and equipment ready for use .	Identification of Materials: Students will identify materials required for tie and dye such as fabric, dyes, rubber bands, threads, gloves, buckets, and water.
	Work with Machines and Materials	Tools and Materials for Tie and Dye	Types of fabrics , dyes , Tools	Show students some items (cloth, rubber band, color, bucket) and ask: What is this? Where have you seen it used?	Students identify and group materials (fabric, tools, dyes).	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 8-Explain how prior knowledge and skills have been used to complete the task.	Identification of Fabrics: Students will identify different types of fabrics such as cotton, silk, wool, nylon, polyester, and denim.
	Work with Machines and Materials	Tie and Dye Worksheet	Tie and Dye Page no : 58 ; 59 ; 60						

	Work with Machines and Materials	Tie and Dye Process	Preparation of fabric (washing and drying)	Give students chits with steps (wash, tie, color, dry). Ask them to arrange in the correct order .	Students compare patterns and discuss results.	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 1-Select tools appropriate for specific task.	Fabric Preparation: Students will prepare fabric properly by washing and drying it before dyeing.
	Work with Machines and Materials	Tie and Dye	Folding and tying techniques (spiral, folding, knotting)	Let students fold or tie cloth. Ask: "What pattern will form after coloring?"	Demonstration, activity-based learning, group work, and discussion.	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 .	LO 8-Explain how prior knowledge and skills have been used to complete the task .	Demonstration of Basic Folding: Students will demonstrate simple folding methods such as straight fold, triangle fold, and spiral fold.
	Work with Machines and Materials	Preparation of Natural Dye	Sources of natural dyes (flowers, leaves, turmeric, beetroot)	Show turmeric or beetroot and ask: "Can this be used to make color?"	Demonstration of preparing natural dye, learning by doing, group work, questioning, and observation.	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 5 Describe the steps necessary to keep materials and equipment ready for use .	Identification of Natural Dye Sources: Students will identify natural materials used for making dyes such as turmeric, beetroot, spinach, tea leaves, onion peels, and flowers.
	Work with Machines and Materials	Tie and Dye Worksheet	Tie and Dye Page no : 78 ; 79 ; 80						
4	Work with Machines and Materials	Artificial Intelligence (AI) Assistant	Artificial Intelligence (AI) Assistant Introduction	. New Place Problems” Ask: “What problems do you face in a new place?”	Collaborative learning: Group work and role play.	CG-1 involves the use of knowledge and skills in the work.	C-1.2 Approaches tasks in a planned and systematic manner .	LO 7- Describes the importance of vocation in the world around them.	Identification of AI Assistants: Students will identify AI assistants such as voice assistants, and virtual helpers.
	Work with Machines and Materials	Artificial Intelligence Tools & Internet Safety	AI tools (like Teachable Machine and Scratch)	Show a picture/video of a smart device and ask: “How do you think it understands you?”	Group students and ask them to: Think of a simple AI project (e.g., recognizing fruits, sounds, or gestures) List what data they would collect	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.	Identification of Digital Tools Students will identify digital tools such as computers, tablets, smart phones, keyboards, mouse, headphones, and microphones.
		Human vs. Machine (Artificial Intelligence & Comparison)	Speed Test (Human vs Calculator) Worksheet	Ask a student to mentally calculate a simple sum while another uses a calculator → compare speed.	Students fill: Table 4.1: Number of correct guesses by computer Table 4.2: App used What it does Did it work? Reasons .	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 4-Develops time-based plan for completion of task.	Human Intelligence vs..Artificial Intelligence Students will compare human thinking, emotions, and creativity with machine-based intelligence.
		Artificial Intelligence – Capabilities (See, Listen, Speak)	AI in hearing (sound recognition) AI in vision (image recognition) AI in speech (text-to-speech & communication)	Play a short sound clip → ask students to identify it Show an image → ask what they see .	Divide class into 3 groups: Group 1 → Examples of AI that can see Group 2 → Examples of AI that can listen Group 3 → Examples of AI that can speak.	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 1-Selects tools appropriate for specific task .	Understanding “AI Can See”: Students will identify examples of AI systems that recognize images, faces, objects, or colours.

3	Work in Human Services	Story time with Puppets	Introduction to puppets	Activity: "Paper Crumple Fun"  Students create shapes and discuss what they can become.	Students create puppets using waste materials.	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 8-Explain how prior knowledge and skills have been used to complete the task.	Puppet Identification Activity: Students will recognize and name characters used in puppet stories.
	Work in Human Services	Story time with Puppets	Types of materials	Activity: "Guess the Material" Show objects and ask if they can be used to make puppets.	Activity-based learning: Hands-on identification and use of materials.	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 8-Explain how prior knowledge and skills have been used to complete the task.	Identification of Materials: Students will identify different materials such as wood, plastic, metal, glass, paper, fabric, rubber, and clay.
	Work in Human Services	Story time with Puppets Worksheet	Story time with Puppets Page no : 113 , 114 , 115						
	Work in Human Services	Story time with Puppets Activity	Story time with Puppets  Table 5: 1 Key elements of the selected story Page no : 116 ; 117						
	Work in Human Services	Making Puppets	Types of Puppets	Teacher shows puppets (sock, spoon, ball).	Teacher demonstrates drawing and painting faces.	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 8-Explain how prior knowledge and skills have been used to complete the task.	Identification of Puppet Types: Students will identify different types of puppets such as finger puppets, hand puppets, stick puppets, and paper bag puppets.
	Work in Human Services	Painting the Face & Different Types of Faces	Introduction to Face Painting	Students make funny faces; others guess emotions.	Teacher demonstrates drawing and painting faces.	CG-1 involves the use of knowledge and skills in the work.	C-1.2 Approaches tasks in a planned and systematic manner.	LO 7- Describes the importance of vocation in the world around them.	Identification of Face Types: Students will identify different facial expressions such as happy, sad, angry, surprised, scared, and excited faces.
	Work in Human Services	Puppet Show Worksheet	Stage Backdrop Props Voice Sound and Music Puppet Gripper (handling puppet)  Page no : 135 ; 136	Guess the puppet character from actions.	Students create and perform puppet show.	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 1-Selects tools appropriate for specific Tasks .	

6	Family Health Handbook	Healthy or Unhealthy	Meaning of health (physical, mental, social)	Teacher says habits; students respond "Healthy" or "Unhealthy."	Ask questions about students' daily habits and involve them in discussion.	CG-1 Develops in-depth basic skills and allied knowledge of work and their associated materials/ procedures.	C-1.2 Approaches tasks in a planned and systematic manner.	LO 4-Develops time based plan for completion of task	Identification of Healthy and Unhealthy Habits: Students will differentiate between healthy and unhealthy daily habits.
	Family Health Handbook	Healthy or Unhealthy Worksheet	Activity: Factors Affecting Health Page no : 141 ; 142	Students identify healthy and unhealthy habits.	Group activity (food, environment, habits).	CG-1 Develops in-depth basic skills and allied knowledge of work and their associated materials/ procedures.	C-1.1 Identifies and uses tools for practice.	LO 7- Describes the importance of vocation in the world around them.	
	Work in Human Services	Creating First Aid	Importance of first aid	Draw and label a first aid kit in their notebook	Role Play One student acts as an injured person, and another gives first aid."	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.	Identification of First Aid Materials: Students will identify items used in a first aid kit such as bandages, cotton, antiseptic lotion, gauze, scissors, tape, and gloves.
	Work in Human Services	Family Health Survey	Analysing Data	Students move around the class and ask 2-3 classmates questions like: "Do you eat fruits daily?" "Do you exercise?" They note answers as Yes/No.	Students learn by collecting real-life data from family.	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 8-Explain how prior knowledge and skills have been used to complete the task.	Collection of Data: Students will collect simple data through observation, surveys, counting, or classroom activities.