

KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS -VIII
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	Hydroponics : Growing Plants without Soil	Introduction to Hydroponics ; Importance of Growing Plants ; Traditional Soil Farming vs. Hydroponics:	Pass a small plant or leaf around the class. When the music stops, the student answers: <i>“What do plants need to grow?”</i>	Students actively participate by passing the plant and answering questions.	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 4-Develops time-based plan for completion of task.	Identification of Hydroponic Materials: Students will identify materials used in hydroponics such as water containers, nutrient solution, pipes, net pots, sponge, and seedlings.
	Work with Life Forms	Types of Hydroponic Setups	Deep Water Culture (DWC) NFT (Nutrient Film Technique)	“Stand or Sit” Say statements: “Plants need soil” → Sit “Plants can grow in water” → Stand.	Discussion on the use of hydroponics in urban areas with limited space.	Develops basic skills and allied knowledge of work and associated materials/ procedures.	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.	Identification of Hydroponic Systems Students will identify different types of hydroponic systems used for plant growth.
	Work with Life Forms	Basics of Hydroponics & Safety Measures	Conditions needed for plant growth how they can be fulfilled	Pass an object; the student holding it answers one plant requirement or safety rule.	Demonstration using a plant/diagram to explain growth conditions.	CG-3 Develops essential values/ disposition while working across areas.	C-3.1 Applies the acquired vocational skills and knowledge in a home setting	LO3 Maintain and handle Materials/equipment for the required activity.	Conditions Needed for Plant Growth: Students will identify the basic conditions required for plant growth such as water, nutrients, sunlight, air, and suitable temperature.
	Work with Life Forms	Plant Growth Planning and Observation	Importance of Schedule for growing plants using different methods	“Guess the Growth Time” (spinach, tomato, coriander, etc.)	Students grow plants or observe samples.	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.	Selection of Plants: Students will choose suitable seeds or plants for the activity.
	Work with Life Forms	Importance of Micro greens	Importance of Micro greens and steps of growing micro greens	Students draw a tray of micro greens.	Step-by-step demonstration of growing micro greens.	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 3-Demonstrates appropriate stepwise process for completing the given task.	Identification of Micro green Seeds Students will identify seeds used for growing micro greens such as mustard, fenugreek, coriander, spinach, and radish.
	Work with Life Forms	Building a Hydroponic System (Wick Method)	Wick system concept	Pass a plastic bottle; student suggests reuse ideas.	Group activity to create a hydroponic system using waste bottles.	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 8-Identifies criteria for evaluating quality of products.	Setting Up the Wick System: Students will assemble a simple wick hydroponic system correctly.

	Work with Life Forms	Growing Plants Using Wick Method	Steps of growing plants using the wick method .	Pass a thread; student answers plant requirements.	Activity-based learning through model preparation.	CG-3 Develops essential values/ disposition while working across areas.	Develops the following values/disposition while engaging in work: • Attention to detail • Persistence and focus.	LO 11-Demonstrates care and respect towards people doing physical I Labour , irrespective of gender.	Preparation of Hydroponic Setup: Students will prepare a simple wick hydroponic system correctly.
	Work with Life Forms	Hydroponic System using Deep Water Culture (DWC)	Introduction to the DWC method	Breathe Like Roots” Activity Ask students to hold their breath for a few seconds. Then ask: “Was it easy?”	Demonstration Method Show a bucket model or diagram. Explain how roots stay in nutrient-rich water	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 5 Describes the steps necessary to keep materials and equipment ready for use.	Preparation of DWC Setup: Students will assemble a simple Deep Water Culture hydroponic system correctly.
	Work with Life Forms	Hydroponic System using Nutrient Film Technique (NFT)	Introduction of NFT method	Hand movement activity to show water flow.	Collaborative Learning Group work for discussing setup and materials.	CG-1 Develops in-depth basic skills and allied knowledge of work and their associated materials/ procedures.	C-1.1 Performs procedures competently through required tools/equipment.	LO 6-Follows the safety protocol while handling tools/materials	Seed Germination Activity: Students will germinate seeds using sponge, coco peat, or grow media before transferring them into the NFT system.
	Work with Life Forms	Making Compost Tea (Liquid Fertilizer)	Importance of compost tea	Smell & Guess Activity Show compost (or describe it). Ask: “What is this? Where does it come from?” Connect to compost tea.	Demonstration Method Show step-by-step process of making compost tea. Explain each ingredient and its role	CG-1 Develops in-depth basic skills and allied knowledge of work and their associated materials/ procedures.	C-1.1 Performs procedures competently through required tools/equipment.	LO 5 Describes the steps necessary to keep materials and equipment ready for use.	Preparation of Compost Mixture: Students will prepare the compost and water mixture in the correct proportion.
	Work with Life Forms	Maintaining Water pH	Importance of pH	“Color Game” Ask: “Have you seen color change in strips or indicators?” Introduce pH paper idea.	Demonstration Method Show how to check pH using pH paper/strip.	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-Identifies criteria for evaluating quality of products.	Introduction to Water Ph: Students will explain the meaning of pH and its importance in plant growth and hydroponics.
2	Feeding and Caring for Farm Animals	Feeding and Caring for Farm Animals	Types of farm animals	Guess the animal based on food.	3. Activity-Based Learning Group students and give each group one animal Ask them to write: What it eats How to care for it.	CG-3 Develops essential values/ disposition while working across areas.	C-3.1 Develops the following values/disposition while engaging in work: • Collaboration and teamwork • Persistence and focus.	LO 4-Develops time-based plan for completion of task.	Identification of Animal Feed: Students will identify different types of animal feed such as grass, grains, hay, fodder, and clean water.

		Feeding and Caring for Farm Animals	Tools and Materials Used for Feeding Animals	Identify tools (weighing scale, thermometer).	Demonstration Show pictures from the book (as in your image) Explain tools/materials used for feeding animals	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 6-Follows the safety protocol while handling tools/materials.	Safe Handling of Feeding Tools: Students will demonstrate safe and proper use of feeding tools and containers.
		Feeding and Caring for Farm Animals	Importance of Balanced Diet for Animals	Healthy vs. unhealthy feed game .	Group Activity: Divide students into groups Give each group an animal (cow, goat, hen) Ask them to list what a balanced diet for that animal should include.	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.	Balanced Diet and Productivity: Students will explain how proper nutrition helps animals grow, stay healthy, and produce milk, eggs, or wool.
		Field Visit to Veterinary Clinic / Animal Healthcare Centre.	Importance of animal healthcare.	Pass the ball and answer questions. "Name one farm animal and its use".	Divide students into small groups. Each group collects and records information on: Common livestock (cow, goat, poultry) Breeds (local/indigenous or exotic) Uses (milk, meat, eggs) Fodder (grass, grains, crop residues).	CG-3 Develops essential values/disposition while working across areas.	C-3.1 Develops the following values/disposition while engaging in work: • Collaboration and teamwork • Willingness to do physical work.	LO 3-Demonstrates appropriate stepwise process for completing the given task.	Identification of Farm Animals: Students will identify common farm animals such as cows, goats, sheep, hens, ducks, and rabbits.
		Animal Vaccination and Health Check Drives	Importance of vaccination and Role of (DAHD)	Role play (farmer & veterinary doctor).	Activity-Based Learning: Engage students in group tasks like identifying animals, diseases, and vaccines.	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.	Identification of Common Animal Diseases: Students will identify common diseases in livestock such as foot-and-mouth disease, mastitis, and skin infections.
		Health Record of Livestock	Health Record of Livestock and Visual health parameters	Students quickly draw a healthy animal face Then explain one feature (e.g., bright eyes).	Students prepare a simple health record table: Animal type Eye condition Skin condition Behaviour Respiration rate	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 3-Demonstrates appropriate stepwise process for completing the given task.	Understanding Health Records: Students will identify information included in livestock health records such as age, weight, vaccination, feeding, and medical treatment.
		Recording Body Parameters and Estimating Weight of Livestock	Measuring body temperature of animals	Role Play One student farmer One animal doctor Act out checking animal health.	Activity-Based Learning: Divide students into small groups.	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 4-Develops time-based plan for completion of task.	Introduction to Livestock Body Parameters: Students will explain the importance of measuring body parameters of livestock animals.
		Estimating the Weight of Farm Animals	Measuring body dimensions	Pass a ball while music/clapping continues. When it stops, the student holding the ball answers: "Name a farm animal and guess its weight."	Demonstration: Show how to measure: Chest girth (around the chest) Body length (shoulder to tail base)	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.	Understanding Body Dimensions: Students will identify body dimensions such as height, body length, chest girth, and body width.

		Preparing a Feeding Chart for Livestock	Nutritional requirements of animals	Feed Basket Game” Show pictures or name items (grass, leaves, grains) Students tell which animal would eat it Example: Leaves → Goat	Activity-Based Learning (Group Work) Divide students into groups Assign each group one animal (goat, cow, hen) Ask them to prepare a feeding chart based on weight	CG-3 Develops essential values/ disposition while working across areas.	C-3.1 Develops the following values/disposition while engaging in work: <ul style="list-style-type: none"> • Attention to detail • Persistence and focus • Collaboration and teamwork 	LO 11-Demonstrates care and respect towards people doing physical labour, irrespective of gender.	Understanding Nutritional Requirements: Students will identify basic nutrients required by animals such as carbohydrates, proteins, vitamins, minerals, water, and roughage.
		Feed formulation – Silage making	Preparation of silage from green fodder	Ice Breaking Activity : Jumbled Words Write on board: “EGILAS” “DERODF” “TABERIC”	Introduction (Explanation + Discussion) Explain what silage is: preserved green fodder for animals.	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 Feed Ingredients: Students will identify feed ingredients such as green fodder, dry fodder, grains, oil cakes, mineral mixture, and water.
		Feed formulation Preparation of healthy dry fodder	Importance of dry fodder in animal nutrition	Pass a ball and ask: “Name one thing we can add to improve dry fodder”.	Divide students into groups: Group 1: List benefits of treated fodder Group 2: Write steps of preparation Group 3: Identify materials used Group 4: Explain why treatment is needed.	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 Healthy Dry Fodder: Students will identify good-quality dry fodder based on colour, smell, texture, and cleanliness.
		Preparing Home Remedies for Livestock	Use of traditional/Ayurvedic remedies for common livestock problems (e.g., tick infection, wounds, indigestion)	Word Association Game Say a word like: “Ticks” → students say “Neem” “Wound” → students say “Turmeric.	Collaborative Learning Group members discuss and share responsibilities Each group presents their remedy to the class.	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 3-Demonstrates appropriate stepwise process for completing the given task.	Identification of Common Livestock Problems: Students will identify common minor problems in livestock such as wounds, indigestion, insects, or skin irritation.
2	Work with Machines and Materials	Working with Wood Bamboo	Introduction to wood and bamboo as natural materials	Ask students to quickly draw any item made of wood or bamboo And students explain their drawing.	Safety-Based Teaching Teach proper handling of tools Explain do’s and don’ts before activities.	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 6-Follow the safety protocol while handling tools/materials.	Introduction to Natural Materials: Students will explain the meaning and importance of natural materials such as wood and bamboo.
		Working with Wood and Bamboo	Tools required (tri-square, hand saw, hammer, drill, etc.) + Safety measures (tool handling, workplace safety)	Students observe and identify differences between hardwood and softwood.	“Safety measures such as wearing goggles and careful handling of tools are emphasized.”	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 task .	Safe Handling of Tools: Students will demonstrate safe handling of sharp and heavy tools.
		Understanding Bamboo or Wooden Products	Meaning of joints in wood/bamboo work Types of joints:	Ask students to look around the classroom (desk, door, window, chair) Ask: “How are these parts joined?”	Activity-Based Learning Students draw any one joint in their notebook Label its parts and write its use.	CG-3 Develops essential values/ disposition while working across areas.	C-3.1 Develops the following values/disposition while engaging in work: <ul style="list-style-type: none"> • Attention to detail • Persistence and focus 	LO 2-Uses tools correctly to complete given task .	Identification of Different Types of Joints: Students will identify simple types of joints such as butt joint, lap joint, corner joint, and interlocking joint.

		Making a Prototype of a Desired Object/Product	Meaning of prototype Importance of prototyping , Steps in making a prototype.	Ask students: “If you could make any object using wood or bamboo, what would it be?” Students quickly share ideas (chair, pen stand, bird house, etc.)	Activity-Based Learning Students design and create simple prototypes with proper measurements.	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 11-Demonstrates care and respect towards people doing physical labour, irrespective of gender.	Identifying Materials Students will list suitable materials required for making the prototype (paper, cardboard, plastic, wood, etc.).
		Making a Product from Wood	Selection of wood (softwood, plywood, scrap wood) and Steps in making a wooden product.	Students draw a simple wooden product they want to make.	Safety-Oriented Teaching Emphasize: Use of goggles and masks Careful handling of tools Clean and organized workspace.	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 6-Follows the safety protocol while handling tools/materials.	Selection of Suitable Wood: Students will select appropriate wood based on strength, texture, size, and purpose of the product.
		Costing and Pricing of Wooden/Bamboo Products	Meaning of cost and pricing Types of costs.	Guess the Price” Show a wooden item (or picture like coaster/pen stand) Ask: “How much do you think this costs?”	Activity-Based Learning Students list materials used (wood, nails, varnish, etc.) Fill a cost table.	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	LO 11-Demonstrates care and respect towards people doing physical labour, irrespective of gender .	Labour Cost Awareness and Tool and Equipment Cost: Students will understand the value of time and effort spent in making wooden products.
	Work with Machines and Materials	Home Automation	Introduction to Home Automation	“Act Like a Sensor” Role Play How it works: One student acts as a motion sensor When teacher claps → student says “LIGHT ON” When no movement → “LIGHT OFF”	Use of ICT Visual learning is supported through videos and animations.”.	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 7- Describes the importance of vocation in the world around them .	Awareness of Technology Use: Students will explain how technology improves comfort and lifestyle.
		Electrical and Electronics Components	Introduction to Electrical and Electronics Components and Sensors	“Power On / Power Off Game” Teacher says device names: Students respond: “ON” or “OFF” Example: Bulb → ON Book → OFF	Visual Learning (ICT) Visual learning is supported through videos and animations.”	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 4-Develops time-based plan for completion of task .	Identification of Basic Components: Students will identify components such as battery, bulb, switch, wires, resistor, capacitor, and LED.
		Safety Precautions in Electrical and Electronics Work	Introduction to Safety in Electronics	Safety First Role Play” One student acts careless Another acts as “safety officer” correcting mistakes	Activity-Based Learning Students identify safe and unsafe practices in groups	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 Hazards: Students will identify possible dangers such as electric shock, short circuit, overheating, and fire.

		Exploring Automation and Circuit Simulation	Activity 1: Exploring Automation in Our Surroundings	“Magic Machine Guess” Teacher describes: “It turns ON when you open the door and keeps food cold.” Students guess: Refrigerator.	Activity-Based Learning Students fill Table 4.1 by observing real-life automation .	CG-3 Develops essential values/ disposition while working across areas .	C-3.1 Develops the following values/disposition while engaging in work: • Curiosity and creativity • Empathy and sensitivity.	LO 9-Identifies criteria for evaluating quantity of products .	Identification of Simulation Tools: Students will identify simple circuit simulation platforms or apps used for learning (e.g., virtual circuit builders).
		Smart Circuits and Automation	Sensors and Working of Automated Systems (Input–Process–Output)	Chain Reaction Game: Teacher says: “Motion detected” → students respond: “Light ON” “No motion” → “Light OFF” Helps simulate input → process → output	Activity-Based Learning: Learners participate in simple role-play and demonstrations (input → action games, sensor simulations using claps or signals).	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 .	Working of Automated Systems: Students will explain how input (sensor) → processing → output works in an automated system.
		Smart Circuits Using Microcontrollers	Introduction to microcontrollers Arduino Uno	Ask students: “If I say clap, you clap. If I say stop, you stop.” Then ask: “Who is controlling you right now?”	Activity-Based Learning: Students learn by doing simple actions like “Human Robot” and building basic circuit models.	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 10-Keenly observes the usage of tools and materials during the demonstration and asks relevant questions .	Components of Arduino-Based Circuit: Students will identify components such as Arduino Uno, LEDs, resistors, breadboard, jumper wires, and sensors.
		Automation Cycle (Input – Process – Output)	Understanding automation systems	Ask students to: Raise hands if they have seen any automatic device. Share one example from home or surroundings.	Visual Learning (Using Textbook Figure 4.15) Show images of: Sensor modules Microcontroller (Arduino) Output devices (LED, motor)	CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures.	C-1.1 Identifies and uses tools for practice .	LO 11-Demonstrates care and respect towards people doing physical labour, irrespective of gender .	
3	Work in Human Services	Water Audit for Water Management	Meaning of water audit and Importance of data collection	Ask students to quickly list 5 daily activities where they use water (drinking, bathing, washing, etc.).	Activity-Based Learning Divide students into groups. Give them a task: Observe water use in school/home (tap, tank, hand pump). Record where water is wasted.	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 1-Selects tools appropriate for specific task .	Identification of Water Sources: Students will identify sources of water such as taps, tanks, bore wells, and storage containers.
		Water Measurement Methods	Units of measuring water , Conversion , Calculating water consumption	Show a 1-litre bottle and ask students to guess: “Is it less than this, equal, or more?”	Divide class into groups: Group 1: Bathing water usage Group 2: Washing clothes Group 3: Drinking/cooking Each group estimates water used using buckets or bottles.	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 3-Demonstrates appropriate stepwise process for completing the given task .	Units Students will convert units such as: 1000 m L = 1 L 1000 L = 1 k L

		Water Storage Capacity in the Community	Measuring volume of water tanks	Show a picture or draw a water tank on the board. Ask: "Do you think this tank can supply water to everyone equally?"	Activity-Based Learning Give students sample dimensions of a water tank Ask them to calculate: Volume Total water capacity in Litres.	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 .	Identification of Units: Students will identify units used for volume measurement such as litres (L) and kilolitres (k L).
		Water Audit for Water Management	Estimating Average Water Consumption in Households Worksheet	-	Data-Based + Inquiry-Based + Experiential Learning	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 2-Uses tools correctly to complete given task .	
		Water Audit for Water Management	Identifying Water Wastage Points and Measuring Wastewater	Demonstrate: Slowly drip water from a bottle and ask: "Is this small drip really a big problem?"	Field Observation Students inspect and identify: Leaking taps Wet patches under pipes Overflowing tanks They record: Location Type of problem	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 6-Follows the safety protocol while handling tools/materials .	Identification of Water Wastage Points Students will identify common places of water wastage such as leaking taps, overflowing tanks, open pipes, and unattended hoses.
		Water Audit for Water Management	Groundwater Recharge and Conservation Methods .	Simple demo: Pour water on soil vs cement surface and ask students to observe the difference.	Activity / Demonstration Use sand/soil tray: Pour water → show absorption Tilt tray → show runoff Add a small barrier → demonstrate check dam effect.	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 3-Demonstrates appropriate stepwise process for completing the given task .	Importance of Groundwater: Students will explain why groundwater is important for drinking, farming, and daily use.
		Water Audit for Water Management	Reusing Water and Grey water Management	Students list 2 ways they think used water can be reused.	Group Activity Students design a simple grey water reuse plan for: Home or school Present ideas in class	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 11-Demonstrates care and respect towards people doing physical labour, irrespective of gender.	Identification of Reusable Water Sources: Students will identify which types of used water can be reused safely.
		Water Audit for Water Management	Estimating Future Water requirement worksheet	Students guess how water demand changes when population increases.					
4		Creating Advertisements	Meaning and purpose of advertisements	Ask students to create a quick slogan for something simple like "water bottle".	Activity-Based Learning: Divide students into groups Give each group a task: Create an advertisement for a local business.	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 10-Keenly observes the usage of tools and materials during the demonstration and asks relevant questions.	Understanding the Purpose of Advertisement: Students will explain why advertisements are created, such as to inform, attract, and sell products or services.

		Evolution of Advertising	Traditional methods of advertising in India .	Ask 2–3 students to mimic a street vendor’s call (fun and engaging) Then ask: “Is this also a form of advertisement?”	Divide students into groups Assign each group one method (traditional or modern) Ask them to: Describe it Act it out or draw it Explain its advantages	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 3-Demonstrates appropriate stepwise process for completing the given task .	Traditional Advertising Methods in India: Students will identify traditional methods such as wall paintings, posters, street plays, banners, and loudspeaker announcements.
		Safety, Ethics, and Key Elements of Advertising	Personal safety during project work , Ethical advertising, Copyright.	Show two short ad examples (one honest, one exaggerated) Ask students to identify which one is trustworthy and why ?	Give students a scenario: “Create an advertisement for a local shop” Ask them to check: ✓ Is it safe? ✓ Is it truthful? ✓ Is it respectful?	CG-3 Develops essential values/ disposition while working across areas.	C-3.1 Develops the following values/disposition while engaging in work: • Collaboration and teamwork • Willingness to do physical work.	LO 15-Willingness to do physical work while enjoying working with tools and materials .	Key Elements of an Advertisement: Students will identify key elements such as title, slogan, image, message, target audience, and contact information.
		Elements of Advertisements	How advertisements influence people , Branding , Visual elements , Audio and audio-video elements.	Teacher says a famous slogan → students guess the product Or hum a jingle → students identify it.	Divide students into groups Each group creates: A logo A tagline A rough visual idea.	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 3-Demonstrates appropriate stepwise process for completing the given task.	Identification of Key Elements: Students will identify key elements such as title, slogan, message, image, brand name, and contact details.
		Learning from an Advertising Expert	Interaction with professionals	Ask students to write 1 question they would like to ask an expert Share a few in class .	Students work in groups to prepare questions and discuss responses Sharing ideas improves communication and teamwork skills.	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 3-Demonstrates appropriate stepwise process for completing the given task.	Understanding Professional Skills: Students will identify skills of an advertising expert such as creativity, communication, design thinking, and audience understanding.
		Identification of Client for Advertisement	Understanding the concept of a client	Students list 3 local businesses they know (e.g., bakery, tailor, vegetable vendor) Share responses in class.	Role Play Students practice how to: Greet politely Introduce themselves Explain the purpose of the visit	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 11-Demonstrates care and respect towards people doing physical labour, irrespective of gender.	Understanding Client Needs: Students will identify that a client is someone who needs an advertisement for a product, service, or idea.
		Understanding the Small Business for Advertisement	Collecting detailed information about the business.	Show two similar products (e.g., local vs branded) Ask: “Which one would you choose and why?”	Students share findings within groups Compare different businesses Decide key message for advertisement.	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.	Role of Client in Advertising: Students will describe how a client provides the product, service, or idea to be advertised.
		Designing an Advertisement	Selecting medium (print, audio, audio-visual)	Show the same product advertised in two formats (poster vs video) Ask: “What is similar? What is different?”	Planning the Advertisement (Group Work): Name of business (client) Target audience Key message Logo and tagline Visual/audio elements Call to action (e.g., “Visit now!”, “Buy today!”)	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.	Role of Advertisement in Small Business: Students will explain how advertisements help small businesses attract customers and increase sales.

		Designing Poster, Digital and Animated Advertisements	Poster advertisement	Show a poster and a short video ad Ask: "Which one is more attractive and why?"	Students work in groups to: Design poster Create digital version Plan script.	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 9-Identifies criteria for evaluating quantity of products .	Elements of Poster Design: Students will identify key elements such as title, slogan, images, brand name, and message.
		Review and Feedback of Advertisement	Importance of reviewing advertisements	Show two ads (one clear, one confusing) Ask: "Which one is better and why?"	Peer Review Activity (Collaborative Learning): Groups exchange advertisements Give feedback using criteria Suggest improvements.	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 10-Keenly observes the usage of tools and materials during the demonstration and asks relevant questions.	Peer Review Activity: Students will evaluate and give feedback on classmates' advertisements respectfully.