

KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS - IX
SUBJECT – SKILL 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	Introduction to Agricultural Practices.	Importance of Agriculture.	Students list daily items obtained from agriculture and discuss their importance in everyday life.	Discussion method with real-life examples and interactive questioning.	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-Demonstrate appropriate stepwise process for completing the given task.	Students prepare a chart identifying Agricultural products their sources, and their uses in daily life.
	Work with Life Forms	Introduction to Agricultural Practices.	Contribution of Agriculture to GDP and Employment.	Students name different jobs related to agriculture such as farmer, milk seller, vegetable vendor and tractor driver.	Brainstorming and discussion method.	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.	Data Collection Activity: Students collect information from newspapers, books, or the internet about: Contribution of agriculture to GDP, Number of people employed in agriculture, Major agricultural states of India.
	Work with Life Forms	Introduction to Agricultural Practices.	Value Chain in Agriculture	Students discuss why the same vegetable has different prices in a mandi and a supermarket.	Discussion and activity-based 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 10-Identify criteria for evaluating quantity of products.	Students prepare a price comparison table of vegetables from mandi, local shop, and supermarket, and identify reasons for price differences.
	Work with Life Forms	Introduction to Agricultural Practices.	Agro-climatic Relationship	Students prepare a chart matching crops with suitable climate conditions (e.g., rice–rainy climate, and wheat–cool climate).	Activity-based and experiential learning.	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 7 Describe the importance of vocation in the world around them.	Students create a chart showing climate conditions, suitable crops, and states.
	Work with Life Forms	Introduction to Agricultural Practices.	Meteorological Parameters	Students draw symbols representing sunny, rainy, cloudy, and windy weather.	Observation and creative activity-based learning.	CG-1 Develops in-depth basic skills and allied knowledge of work and their associated materials/ procedures .	C-1.2 Differentiates between effective and non-effective practices in completing the task.	LO 4-Develop time-based plan for completion of task.	Students observe daily weather for one week and record temperature, rainfall, humidity, and wind conditions. They present the data in a table or graph.
	Work with Life Forms	Introduction to Agricultural Practices.	Rain Gauge	Teacher demonstrates a simple rain gauge using a bottle.	Demonstration method – Teacher shows a bottle rain gauge and explains its use practically.	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 5 Describe the steps necessary to keep materials and equipment ready for use.	Students prepare a project including rain gauge diagram, rainfall data collection, importance of rainfall in agriculture, and crops grown in different rainfall conditions.
	Work with Life Forms	Introduction to Agricultural Practices.	Dry-Wet Bulb Thermometer	Students touch wet and dry surfaces to compare temperature feeling .	Demonstration and experiential learning .	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-Follow the safety protocol while handling tools/materials.	Weather Report Activity Students prepare a short weather report including: Temperature ,Humidity, Rainfall, Expected effect on agriculture.

	Work with Life Forms	Introduction to Agricultural Practices.	Wind Vane	Students observe leaves or flags to identify wind direction.	Observation Method Students observe natural changes like wind movement through leaves and flags.	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 • Curiosity and creativity .	LO 1-Select tools appropriate for specific task.	Students prepare a wind direction chart showing four main directions and wind vane diagrams.
	Work with Life Forms	Processes Related to Agricultural Practices .	Soil Testing and Amendment	Students collect soil samples from different places and compare color and texture.	Experiential learning – Students compare soil colour and texture through hands-on 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.	LO 16-Willingness to do physical work while enjoying working with tools and materials.	Students prepare charts on types of soil and suitable crops.
	Work with Life Forms	Processes Related to Agricultural Practices .	Mason Jar Test	Teacher demonstrates soil layer formation in a jar of water.	Demonstration method – Teacher shows how soil particles settle in layers in a jar of water.	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 5 Describe the steps necessary to keep materials and equipment ready for use.	Students draw and label soil layers: sand, silt, clay, humus.
	Work with Life Forms	Processes Related to Agricultural Practices .	Soil pH Test	Teacher demonstrates pH strips and explains soil acidity and alkalinity.	Visual learning – Teacher shows pH strips with different colours to help students identify acidic, neutral and alkaline soil visually.	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 11-Keenly observe the usage of tools and materials during the demonstration and ask relevant questions.	Students perform a soil pH test and record soil type and pH value.
	Work with Life Forms	Seed Selection	Importance of Healthy Seeds	Students discuss why some seeds grow into healthy plants while others do not.	Discussion method – Students discuss factors affecting healthy seed growth.	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.	Students study seed packets and record germination percentage, expiry date, brand, and instructions.
	Work with Life Forms	Seed Selection	Floating Method	Students separate floating and sinking seeds using salt water.	Activity-based learning – Students perform the floating method practically by separating floating and sinking seeds in salt water.	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-Identify criteria for evaluating quality of products.	Students record observations and results.
	Work with Life Forms	Preparing Organic Fertilisers and Pesticides	Vermicompost and Organic Pesticide Preparation	Show dry leaves, vegetable peels, or compost and ask students how waste can be turned into useful manure for plants.	Activity-based and experiential learning – Students learn by observing and preparing organic fertilisers and pesticides using natural materials.	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 16-Willingness to do physical work while enjoying working with tools and materials.	Students prepare compost or organic pesticide and record process steps and benefits.

	Work with Life Forms	Selection of Vocation	Exploring Vocations Related to Agriculture	Show pictures of different agricultural professions and ask students to identify the work done by each person.	Visual learning – Students observe pictures of different agricultural professions and identify the work and responsibilities of each profession through discussion.	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 • Collaboration and teamwork • Willingness to do physical work .	LO 13-Plan tasks with peers and helps others during difficulties at work.	Students identify and list different vocations such as: Farmer, Milk seller, Teacher, Mechanic, Vegetable vendor, Students then classify them into: Agricultural vocations Non-agricultural vocations.
3.	Work with Life Forms	Precision Farming	Introduction and Use of Technology in Irrigation, Seed Sowing, Fertiliser and Pest Management	Show pictures of drip irrigation, drones, sensors, or greenhouse farming and ask students how these technologies help farmers save water and increase crop growth.	Demonstration and visual learning – Students learn through charts, comparison tables, videos, models, and discussion on the difference between traditional and precision farming methods.	CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures	C-1.1 Identifies and uses tools for practice.	LO 15-Ask questions about the functioning of tools and machines, and gives suggestions for alternative use.	Students list irrigation methods, seed sowing methods, pest control methods, and benefits of precision farming.
	Work with Life Forms	Process Chart in Precision Farming	Scoping Work for Precision Farming Unit	Ask students what crops or plants they would like to grow in a school precision farming unit and why.	Project-based and discussion method – Students plan a small precision farming setup by discussing crop selection, location, resources, and technology required.	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-Select tools appropriate for specific task.	Crop Selection Choose crop based on: Soil type, Climate, Water availability.
	Work with Life Forms	Precision Farming	Site Visit – Observation of Farming Practices	Show images of modern farming tools and ask students to identify their uses.	Observation Method – Students carefully observe tools, safety practices, irrigation methods, and technology used at the site.	CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures.	C-1.1 Identifies and uses tools for practice .	LO 17-Identify where skills and knowledge are relevant at home.	Field Visit Report Writing: Students write a report including: Name of farm visited, Types of crops observed, Irrigation methods used, Fertilizers and pesticides used Key learning points.
	Work with Life Forms	Precision Farming	Collecting Weather Data and Deciding Crop Protection Methods	Show pictures of a greenhouse, shade-net, low-tunnel, and humidity chamber and ask students to identify their uses.	Visual and demonstration method – Teacher shows pictures/models of greenhouse, shade-net, low-tunnel, and humidity chamber and explains their uses in protecting crops and improving plant growth.	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 • Collaboration and teamwork • Willingness to do physical work .	LO 7 Describe the importance of vocation in the world around them.	Crop Protection Planning: Based on weather data, students suggest protection methods: Weather Condition Crop Risk Protection Method.

	Work with Life Forms	Precision Farming	Layout of a Small Precision Farming Unit .	Ask students to observe the school garden and identify different areas such as plant beds, pathways, water source, and compost pit.	Experiential learning – Students learn by observing and identifying different sections of the school garden during the visit.	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-Keenly observe the usage of tools and materials during the demonstration and ask relevant questions.	“Design a Small Precision Farming Unit” Students draw a layout including: Crop beds, Drip irrigation line,s Seed sowing rows, Fertiliser application zones,Sensor placement points.
	Work with Life Forms	Precision Farming	Selecting Materials for Precision Farming Unit	Show seeds, pots, coco peat, bamboo poles, and irrigation pipes and ask students to identify their uses.	Demonstration and experiential learning – Teacher shows different farming materials like seeds, pots, coco peat, bamboo poles, and irrigation pipes, while students observe, identify, and learn their uses through hands-on interaction.	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.	Build a Smart Farm Kit” Students prepare a list of materials needed for a precision farm: Irrigation tools, Sowing tools, Monitoring tools, Fertiliser tools.
	Work with Life Forms	Precision Farming	Estimation of Labour Cost and Resource Management	Show different farming activities and ask which activity may cost more labour.	Discussion and activity-based learning – Students observe different farming activities and discuss which tasks require more labour, time, and effort.	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 12-Demonstrate care and respect towards people doing physical labour, irrespective of gender.	“Farm Budget and Resource Planning” Students prepare a simple plan including: Number of workers needed Daily wage per worker Total labour cost Resources required (water, seeds, fertiliser) Estimated total cost.
	Work with Life Forms	Building a Precision Farming Unit in School	Humidity Chamber for Plant Nursery	Show a covered pot or plastic bottle setup and ask students to guess its purpose.	Demonstration method – Teacher shows a covered pot or plastic bottle setup and explains how it helps maintain moisture and warmth for seed germination and seedling growth.	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-Follow the safety protocol while handling tools/materials.	Poster Making Students design posters on: “Healthy Nursery, Healthy Plants” “Humidity Chamber for Better Germination”.
	Work with Life Forms	Precision Farming	Low-tunnel for Crop Protection and Plant Growth .	Ask students: “How can plants be protected from cold weather, heavy rain, or strong winds?”	Demonstration Method – Teacher demonstrates the steps of making a simple low-tunnel using bamboo, metal rods, and polyethylene sheets.	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 2-Use tools correctly to complete given task.	Students write: One benefit of low tunnel One material used One crop grown under it.

	Work with Life Forms	Drip Irrigation System (Installation and Working)	Setting up and components of a drip irrigation system .	Teacher demonstrates water-saving irrigation techniques.	Observation-Based Learning: Students observe a real-life dripping tap/water bottle and relate it to daily life.	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 13-Plan tasks with peers and helps others during difficulties at work.	Students observe water flow and moisture levels and record findings.
	Work with Life Forms	Deciding Quantity of Organic Fertiliser (Organic Carbon in Soil)	Soil organic carbon testing using hydrogen peroxide and compost requirement for healthy plant growth .	Show two soil samples (dark and light). Ask: "Which soil looks more alive and why?" Then link it to microorganisms and organic carbon.	Observation Method: Students visually compare dark and light soil samples and note differences.	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 2-Use tools correctly to complete given task.	Soil Observation & Estimation Students observe soil samples and note: Colour of soil (dark = more organic carbon) Texture (loose/crumby = fertile soil) Moisture holding capacity.
	Work with Life Forms	Preparing an Organic Bio fertiliser for Nutrients	Preparation of Lactic Acid Bacteria culture as a bio fertiliser .	Ask students: "Have you ever seen curd formation in milk or sour smell in rice water left outside?" Then show images of curd and fermented rice water and ask: "Can these natural processes help plants grow?"	Observation Method: Students observe everyday fermentation examples like curd, sour rice water, etc.	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-Develop time-based plan for completion of task.	"Preparation of Organic Bio-Fertilizer (Compost Method)".
	Work with Life Forms	Identification and Management of Pests .	Use of eco-friendly light trap for identification and control of insect pests .	Ask students: "Have you ever seen insects gathering around a bulb or street light at night?" Then follow up: "Why do you think insects are attracted to light?"	Observation Method: Students relate real-life experience of insects around lights to pest behavior.	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 Describe the importance of vocation in the world around them.	Field Observation Activity: Students visit a garden: Observe leaves, stems, and soil for pest signs (holes, spots, wilting) Record findings in an observation sheet.
	Work with Life Forms	Harvesting, Packaging and Storage of Produce .	Data-driven harvesting, climate-controlled storage, and smart packaging in precision farming .	Ask students: "You bought fresh vegetables in the morning, but by evening they become wilted. Why does this happen?" Then follow up: "Do you think timing and storage conditions affect freshness?"	Real-Life Connection: Relates students' daily experience of food spoilage to harvesting and storage.	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 17-Identify where skills and knowledge are relevant at home.	Storage Method Identification: Students match produce with storage methods: Refrigeration ,Dry storage ,Cool, shaded storage Ventilated storage.
5.	Work with Machines and Materials	Shaping Materials	Introduction to Shaping Materials	Students identify materials such as clay, wood, plastic, glass, and metal.	Activity-based Learning Students handle and observe different materials to understand their characteristics and uses.	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-Select tools appropriate for specific task.	Students create a simple object and explain the material and shaping method used.

	Work with Machines and Materials	Shaping Materials	Importance of Shaping Materials	Activity: Students observe raw materials and finished products. Clay → Pot Wood → Chair Cotton → Cloth Iron → Utensils.	Value-based Learning Students learn to respect the work of artisans, craftsmen, and workers involved in shaping materials.	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-Demonstrate appropriate stepwise process for completing the given task.	Students draw and label materials and their uses.
	Work with Machines and Materials	Shaping Materials	Processing Material – Transformation to a Product.	Activity: “How is a Product Made?” Teacher shows different finished products such as a stitched shirt, wooden stool, metal utensil, PVC pipe connection, or brick wall pictures.	Visual Learning Use charts, NCERT diagrams, videos, and flowcharts showing manufacturing processes in fabric, wood, metal, plumbing, and construction work.	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 • Curiosity and creativity.	LO 16-Willingness to do physical work while enjoying working with tools and materials.	Students prepare a simple product such as: Paper bag from waste paper, Clay model from clay ,Decorative item from cardboard.
	Work with Machines and Materials	Shaping Materials	Choosing Material for a Specific Product.	Teacher shows or displays pictures of different products: Steel utensil Plastic bottle Wooden chair Teacher asks: Why are kitchen utensils made of steel or aluminium?	Collaborative Learning Students work in groups to prepare a table showing: Material → Characteristics → Uses .	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 Describe the importance of vocation in the world around them.	Select the Best Material: Students are given different products and asked to choose suitable materials. Product ,Selected Material, Reason.
	Work with Machines and Materials	Shaping Materials	Key Common Processes – Following Safety Protocols	Activity: “Safety Sign Hunt” Teacher shows different safety symbols/signboards such as: No Smoking Wear Helmet , Fire Extinguisher, Emergency Exit.	Demonstration Method Teacher demonstrates: Proper use of safety gear Safe handling of tools and machines Emergency response practices.	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-Follow the safety protocol while handling tools/materials.	Prepare a Mini Safety Sign Hut Students create a small model/chart showing different safety signs using paper, cardboard, or colours.
	Work with Machines and Materials	Shaping Materials	Taking Measurements	Students measure classroom objects using scale and measuring tape.	Activity-based Learning Students practise measuring objects using metre scales, measuring tapes, and other simple instruments.	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 4-Develop time-based plan for completion of task.	Students record measurements of objects such as books, desks, pencils, and bottles.

	Work with Machines and Materials	Shaping Materials	Making Technical Drawings	Activity: Students draw simple shapes like cubes and cylinders.	Activity-based Learning Students practise drawing simple shapes, lines, symbols, and object views using scale and ruler.	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 14-Re-work/redo the task for improved efficiency.	Students prepare scaled drawings using rulers.
	Work with Machines and Materials	Shaping Materials	Selection of Vocation	Activity: "Know Different Occupations" Teacher shows pictures or videos of different vocations related to shaping materials such as: Carpenter, Plumber, Tailor, Student Activity: Students identify vocations around their locality and discuss the products or services provided by them.	Activity-based Learning Students observe local occupations and list the materials and tools used in each vocation.	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-Ask questions about the functioning of tools and machines, and gives suggestions for alternative use.	Students prepare a short presentation/chart including: Name of preferred vocation Skills required Tools/materials used Importance of the vocation.
7.	Work with Machines and Materials	Apparel	Introduction to Apparel	Show pictures of traditional and modern apparel Students identify.	Demonstration Method Teacher Demonstrates: Basic stitches Measuring and cutting fabric .	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 9-Identify criteria for evaluating quality of products.	Fabric Identification: Students observe and identify different fabric samples such as: Cotton ,Wool, Silk, Polyester, Students record: Name of fabric Texture Suitable season/use.
	Work with Machines and Materials	Process Chart in Apparel	Meaning of Process Chart	Activity: "From Old to New" Teacher shows an old cloth/jeans piece and asks: Can this be reused? What new product can we make from it?	Introduction Method Introduce the concept of a process chart using textbook examples.	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.	LO 8-Explain how prior knowledge and skills have been used to complete the task.	Create a Simple Process Booklet: Students prepare a booklet showing: Apparel production steps Pictures/drawings Uses of each process.
	Work with Machines and Materials	Site Visit in Apparel	Importance of Site Visit and Observation of Tools and Materials .	Activity: "Who Makes Our Clothes?" Teacher asks students: Who stitches our clothes? Have you visited a tailor shop or boutique? Why is safety important while stitching?	Discussion Method Teacher discusses: What students should observe during the visit Importance of tools, materials and safety and Role of fashion designers, tailors .	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 11-Keenly observe the usage of tools and materials during the demonstration and ask relevant questions.	Prepare a Visit Report: Students prepare a simple report/chart including: Date and place of visit Activities observed Learning gained from the visit Drawings or pictures of tools/machines.

	Work with Machines and Materials	Technical Drawing of Apparel	Meaning of Technical Drawing	Quick Classroom Activity One student demonstrates how to use a measuring tape. Students identify body measurement points like chest, waist and length.	Demonstration Method Teacher demonstrates: Taking body measurements correctly Using tailoring tape .	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 10-Identify criteria for evaluating quantity of products.	Measurement Recording Students take and record measurements of: Chest, Waist, Sleeve length.
	Work with Machines and Materials	Selecting Materials for Apparel	Meaning of Material Selection	Activity: "Touch and Tell" Teacher shows different fabric samples like cotton, polyester and rayon. Students: Touch and feel the fabrics. Identify which fabric feels soft, thick or smooth.	Introduction Method Introduce different types of fabrics using real samples. Explain how fabric properties affect apparel making. Relate fabrics with daily-use clothing.	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 • Curiosity and creativity	LO 3-Demonstrate appropriate stepwise process for completing the given task.	Fabric Identification Students observe fabric samples and identify: Fabric name Texture Suitable season Common apparel use
	Work with Machines and Materials	Selecting Tools for Apparel Making	Importance of Tools in Apparel Making	Activity: "Guess the Tool" Teacher shows different tailoring tools or pictures of tools. Students identify: Name of the tool Its use Safety precautions while using it .	Introduction Method Introduce common tools used in apparel making. Explain the importance of each tool and its safe handling. Relate tools with different stitching activities.	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-Select tools appropriate for specific task.	Measuring Practice Students practice: Measuring cloth length Taking body measurements Recording measurements correctly.
	Work with Machines and Materials	Bill of Materials in Apparel	Meaning of Bill of Materials	Activity: "What Do We Need to Make a Dress?" Teacher shows a picture/sample of a dress and asks: What materials are needed to stitch this dress? How much cloth will be required? Why do we need extra cloth for stitching?	Introduction Method Introduce the concept of Bill of Materials using textbook examples. Explain why estimation is important before apparel making.	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 17-Identify where skills and knowledge are relevant at home.	Prepare a Simple BOM Chart Students prepare a chart listing materials required for making: Shirt, Skirt, T-shirt, The chart should include: Material name, Quantity, Use of material.

	Work with Machines and Materials	Basics of Apparel Making Sewing	Introduction to Sewing	Activity: "Identify the Stitch" Teacher shows stitched fabric samples or pictures of different stitches. Students: Observe stitch patterns Identify simple stitches Guess where the stitches.	Demonstration Method Teacher demonstrates: Threading a needle Basic stitching techniques Running stitch, back stitch and hemming stitch Safe use of sewing machine.	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-Follow the safety protocol while handling tools/materials.	Basic Sewing Practice: Students demonstrate: Threading a needle, Tying a knot, Making simple running stitches on fabric or paper.
	Work with Machines and Materials	Drafting and Pattern Making in Apparel	Meaning of Drafting	Activity: "Shape the Dress" Teacher shows paper patterns or simple apparel sketches and asks: Why do tailors draw on paper before cutting fabric? Have you seen newspaper patterns used in stitching? Students observe and identify shapes.	Demonstration Method Teacher demonstrates: Taking body measurements Drawing full-size paper patterns Marking neck, sleeve and pocket shapes Cutting patterns neatly.	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 Describe the importance of vocation in the world around them.	Prepare a Simple Pattern: Students prepare a basic paper pattern for: Handkerchief, Simple skirt, Pocket, Kurta outline.
	Work with Machines and Materials	Marking and Cutting Fabric	Importance of Marking and Cutting	Activity: "Cut It Right!" Teacher shows fabric pieces and paper patterns and asks: Why should fabric be marked before cutting? What happens if cutting is done carelessly?	Demonstration Method Teacher demonstrates: Placing paper pattern correctly on fabric Pinning and marking with tailor's chalk .	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-Demonstrate appropriate stepwise process for completing the given task.	Mark and Cut Fabric/Paper Students demonstrate: Taking measurements, Marking straight lines ,using tailor's chalk, Cutting fabric or paper carefully along markings.
	Work with Machines and Materials	Sewing the Product	Importance of Sewing in Apparel Making	Activity: "Strong or Loose Stitch?" Teacher shows two stitched fabric samples one properly secured and one loose. Teacher asks: Which stitch is stronger? What happens if stitches are loose?	Introduction Method Introduce sewing as the process of joining fabric pieces together. Explain the importance of secure stitching for durability and neatness.	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 6-Follow the safety protocol while handling tools/materials.	Running Stitch Practice Students make simple running stitches on: Cloth pieces, Paper strips.

	Work with Machines and Materials	Finishing the Product	Meaning of Finishing in Apparel	Activity: "Neat or Untidy?" Teacher shows two fabric samples one with finished edges and one with frayed edges. Teacher asks: Which fabric looks neat? What happens if edges are left unfinished?	Visual Learning Use: Hemming diagrams Finished apparel samples Videos of seam finishing Fabric edge comparison charts .	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 5 Describe the steps necessary to keep materials and equipment ready for use.	Thread Trimming Practice Students identify and trim loose threads from stitched fabric pieces.
	Work with Machines and Materials	Packaging and Labelling in Apparel	Meaning of Packaging	Activity: "What Does the Label Say?" Teacher shows labels from clothes and asks: What information is written on clothing labels? Why are washing symbols important?	Discussion Method Teacher discusses: Importance of care instructions Difference between packaging and labelling How labels help customers and sellers .	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 6-Follow the safety protocol while handling tools/materials.	Label Reading Activity Students observe clothes labels and identify: Size, Fabric type, Brand name, Washing instructions, Price.
9.	Work in Human Services	Personal and Lifestyle Services	Introduction to Personal and Lifestyle Services	Students identify people who help in daily life such as cleaners, drivers, and nurses.	Activity-based Learning Students identify different personal and lifestyle services available in their surroundings.	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 13-Plan tasks with peers and helps others during difficulties at work.	Students draw and describe community helpers.
	Work in Human Services	Personal and Lifestyle Services	Developing Service Orientation	Role play of polite and rude customer service. Teacher asks: In which shop would you like to visit again? Why?	Role-play Method Students perform role-plays such as: Customer and salesperson Receptionist and visitor Nurse and patient to practise polite communication and helpful behaviour.	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 12-Demonstrate care and respect towards people doing physical labour, irrespective of gender.	Students prepare a good behaviour chart including respect, patience, teamwork, and kindness.
	Work in Human Services	Personal and Lifestyle Services	Being Centred on the Use	Activity: "What Do People Need?" Teacher shows a situation of a flood relief camp or emergency shelter. Teacher asks: What basic things do people need in difficult situations?	Activity-based Learning Students identify the needs of different people in various situations such as hospitals, schools, relief camps, and public places.	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 13-Plan tasks with peers and helps others during difficulties at work.	Listening Skills Activity Students work in pairs: One student explains a problem The other listens carefully and responds politely.

	Work in Human Services	Personal and Lifestyle Services	Ethics and Decision Making	Activity: "Fair or Unfair?" Teacher shares simple situations: A student follows the queue patiently. Another student pushes others to go first. Student Activity: Students discuss what the correct and ethical action should be in each situation.	Discussion Method Discussion on: Importance of ethical behaviour Respecting dignity and equality Following rules and protocols in services.	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 • Empathy and sensitivity.	LO 15-Ask questions about the functioning of tools and machines, and gives suggestions for alternative use.	Situation-Based Decision Making Students discuss situations such as: Returning lost items, Sharing materials equally, Following classroom rules, Helping others ,honestly.
	Work in Human Services	Personal and Lifestyle Services	Contribution to Society	Activity: "Helping Others Matters" Teacher shares examples: Helping an elderly person cross the road. Student Activity: Students share one example where they helped someone or received help from others.	Value-based Learning Students learn kindness, respect for workers, empathy, responsibility, cooperation, and the importance of serving society.	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 Describe the importance of vocation in the world around them.	Students prepare a community service plan such as cleanliness drive or tree plantation.
	Work in Human Services	Personal and Lifestyle Services	Organisation and Teamwork	Activity: Students perform group tasks like arranging books or cleaning classroom.	Skill-based Learning Students develop: Communication skills Leadership and cooperation, Time management Planning and organisational skills.	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 13-Plan tasks with peers and helps others during difficulties at work.	Students prepare responsibility charts showing duties and roles.
	Work in Human Services	Personal and Lifestyle Services	Creating Service Environments	Activity: "Good Place or Bad Place?" Teacher describes two service places: One place is clean, organised, and staff speak politely. Another place is dirty, noisy, and staff behave rudely.	Skill-based Learning Students develop: Communication skills Organising and planning ability Teamwork and observation skills Safety awareness.	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 12-Demonstrate care and respect towards people doing physical labour, irrespective of gender.	Students prepare service improvement suggestions.

	Work in Human Services	Personal and Lifestyle Services	Consent	Activity: "May I Help You?" Teacher creates simple situations: Borrowing a friend's notebook, Taking someone's photograph. Student Activity: Students discuss situations where permission or consent is necessary.	Discussion Method Discussion on: Importance of informed consent Respecting privacy and personal choice Consent in handling personal data and information.	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 • Collaboration and teamwork • Willingness to do physical work.	LO 12-Demonstrate care and respect towards people doing physical labour, irrespective of gender.	Situation-Based Learning: Students discuss situations such as Asking before borrowing items, Seeking permission before helping someone, Respecting personal space, Asking before taking photos.
	Work in Human Services	Personal and Lifestyle Services	Service Quality Criteria	Activity: "Good Service Checklist" Teacher asks students to think about places they visit such as a hospital, shop, salon, or restaurant. Student Activity: Students prepare a quick checklist of qualities of good service.	Discussion Method Discussion on: Input, process, and output stages of service Importance of hygiene, safety, and planning Customer satisfaction and feedback.	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 7 Describe the importance of vocation in the world around them.	Service Improvement Activity: Students identify problems in a service situation and suggest improvements: Delay in service → improve speed Dirty environment → improve cleanliness Rude behaviour → improve politeness.
	Work in Human Services	Personal and Lifestyle Services	Selection of Vocation	Activity: "Which Profession Interests You?" Teacher shows pictures or videos of different vocations such as: Nurse, Tour guide, Event Manager. Student Activity: Students discuss their interests and identify vocations available in their surroundings.	Discussion Method Discussion on: Importance of vocational skills Career opportunities in human services Qualities needed for service professions.	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 11-Keenly observe the usage of tools and materials during the demonstration and ask relevant questions.	My Career Choice Chart: Students create a chart including: Their interest, Skills they have, Possible vocation choices, Reason for selection.
12.	Work in Human Services	Additional Vocations	Meaning of Hospitality	Activity: "Welcome the Guest" Teacher asks: How should we welcome guests? What makes visitors feel comfortable? Why is polite communication important?	Introduction Method Introduce hospitality as welcoming and caring for guests politely. Explain the importance of communication, cleanliness and respect.	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 7 Describe the importance of vocation in the world around them.	Greeting Practice Drill: Students practice greeting guests in different situations: Morning greeting, Classroom visitor greeting, Shop/customer greeting.

	Work in Human Services	Event Management	Meaning of Event Management	Activity: "Plan a School Event" Teacher asks: What is needed to organise a school function? Who manages seating and decorations? Why is teamwork important in events?	Discussion Method Teacher discusses: Roles in event management Importance of teamwork and time management Safety and discipline during events .	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-Demonstrate appropriate stepwise process for completing the given task.	Plan a Small Event: Students plan a simple event such as: Class party, Cleanliness drive, Cultural activity, They include: Event name, Roles of students, Materials needed, Schedule of activities.
	Work in Human Services	Data-based Services	Introduction to Data-based Services	Activity: "Where Do We Use Data?" Teacher asks: Where do we see data in daily life? Why is accurate data important? What happens if wrong data is entered? Students identify examples like attendance records and online forms.	Demonstration Method Teacher demonstrates: Filling online forms correctly Entering and organising data Checking accuracy before submission	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-Follow the safety protocol while handling tools/materials.	Simple Data Entry Task: Students practice: Filling sample forms, Writing data in tables, Organising information neatly.
	Work in Human Services	Interior Design	Meaning of Interior Design	Activity: "Design Your Classroom" Teacher asks: How can we make a room attractive? Why is furniture arrangement important? Which colours make spaces look bright?	Introduction Method Introduce interior design as the art of arranging spaces beautifully and comfortably. Explain the importance of colour, lighting and furniture arrangement.	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 • Curiosity and creativity • Collaboration and teamwork.	LO 3-Demonstrate appropriate stepwise process for completing the given task.	Design a Room Layout Students design a simple room by: Drawing room layout, Placing furniture, Choosing colours, Adding decoration ideas.
	Work in Human Services	Public Information Services	Meaning of Public Information Services	Activity: "Help the Visitor" Teacher asks: How do we guide visitors in public places? Why are signboards important? What qualities should an information helper have?	Demonstration Method Teacher demonstrates: How to guide visitors politely Giving clear directions Using signboards and information symbols correctly .	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 12-Demonstrate care and respect towards people doing physical labour, irrespective of gender.	Information Awareness Poster: Students create a poster showing: Types of public information, Importance of being informed, Sources of information.