

Activity Example 2 – Cooking Chicken Biryani

- ❖ Time: 15–20 min
- ❖ Objective: To help children understand that:
 - Money is needed to buy goods (ingredients).
 - Money is also used to pay people for their work (the cook).
 - Even for one dish, payments happen at many steps/places.

Step 1: Warm-up (2–3 min)

- Quick talk: “**What do we do with money?**” (buy things, pay people)
- Transition: “**Let’s see how money is used when we prepare food at home.**”

Step 2: List Ingredients (3–4 min)

Ask: “**What ingredients do we need for chicken biryani?**”

➤ Teacher writes on board:

- Chicken
- Vegetables
- Spices
- Oil/Ghee
- Basmati rice
- Saffron



Step 3: Where to Buy? (3–4 min)

Beside each ingredient, the class identifies where it is bought:

- Chicken → Meat shop
- Vegetables → Vegetable market
- Spices, Rice, Oil, Saffron → Supermarket / Grocery

➤ : “Do we get it without paying?” → No. We must pay money.

Step 4: The Cook’s Role (2–3 min)

Discuss: “Now that we have the ingredients, who will cook the biryani?”

Children: “Cook!”

Teacher: “Cooking is the cook’s work. The cook also gets paid money for work.”



Step 5: Vertical Flow Chart (make on board / worksheet)

- Vegetables → Vegetable Shop → Pay Money
- Spices/Rice/Oil → Supermarket → Pay Money
- Meat (Chicken) → Meat Shop → Pay Money
- Cook makes Biryani → Cook works for us → Pay Money

Step 6: Class Discussion (5 minutes)

Ask Questions:

- Which things did we buy with money?
- Which person did we pay for doing work? (Cook)

- Why could we not take ingredients without paying?
- Can we eat biryani without ingredients? (No → need money to get them)



Concluding Message:

- We pay money to buy things.
- We also pay money to people when they work.
- Even for one dish, many payments happen in different places.

✓ Activity Outcomes for Children

By the end of this session, children will:

- Identify common goods we pay for (vegetables, chicken, rice, spices).
- Understand people's work (cook, shopkeepers) also requires money.
- See that food on our table involves money many times over.

Teacher Tip:

You can turn this into a role-play version too: one child is the parent, others are shopkeepers (vegetable seller, meat seller, supermarket cashier), and one is the cook. Use pretend play (tokens/coins, picture cards of chicken/veggies) to make it real.