


Ishita's Hospital visit: Roleplay

Ishita visiting a hospital can also be done as a role play to make it more interesting for children. This can be a follow up activity after reading the story.

This is the lesson plan for role play.

 Time: 10–15 minutes

 Objective: To help students understand that in daily life, money is needed at multiple stages—things we buy and people's work/help.

Step 1: Warm-Up (2–3 minutes)

Quick recall of Part 1 lesson:

- What do we do with money?
- Who has money?
- Where does money come from?
- Transition: “Let’s see how one person uses money in a single day when they go to the hospital.”

Step 2: Assign Roles (2 minutes)

Select 5–6 students to play:

- Ishita (the patient)
- Petrol pump attendant
- Receptionist at hospital
- Doctor
- Pharmacist (medical shop person)

(If class is big, you can add extras like driver, nurse, cashier who collects money, etc.)

Materials to keep ready:

- Make play money with paper chits written as 500, 200, and 50 Rupees to be used by Ishita to make payments at various places.
- A wallet for Ishita to keep the money in
- A clip board with paper and pen at the hospital reception
- A prescription pad for the doctor. It can be a small notebook or a paper which is pre written.
- A bill book for medical shop attendant to write the bill. The bill could be prewritten.
- Medicines in one brown colour paper cover to give to Ishita

Step 3: Role-Play Script (5–7 minutes)

📖 *Teacher narrates while students act.*

Scene 1: Ishita falls sick

- Ishita: *“I am sick, I need to see a doctor.”*

Scene 2: Petrol Pump

- Ishita (pretends to drive): *“Oh! I need to fill petrol.”*
- Petrol pump attendant: *“How much petrol should I fill?”*
- Ishita: *“Fill for 500 rupees.”*
- Attendant pretends to fill → Ishita hands play money.

Scene 3: Hospital Reception

- Receptionist: *“Please register and pay 200 rupees consultation fee.”*
- Ishita pretends to fill form and pays ₹200.

Scene 4: Doctor’s Visit

- Doctor (examines): *“You have an infection. Please take these medicines.”*
- Ishita: *“Thank you, doctor!”*

Scene 5: Pharmacy

- Ishita: *“Please give me these medicines.”* (hands prescription)
- Pharmacist: *“Here are your medicines. Please pay 250 rupees.”*

Ishita pays and collects medicines.

Step 4: Class Discussion (5 minutes)

Guiding Questions:

1. How was Ishita feeling?
2. What did she do when she felt sick?
3. Where did she go first? How much did she pay at the petrol bunk?
4. Who asked her to pay at the hospital? Why?
5. How much did she pay for the medicines?

On the Board – Write summary:

- Petrol: ₹500
- Hospital fee: ₹200
- Medicines: ₹250
- Total = ₹950

Reflection:

- What items did she *buy*? → Petrol, medicines.
- What service did she *pay for*? → Doctor's consultation.
- Who only saw her **after money was paid**? → Doctor

Step 5: Conclusion (1–2 minutes)

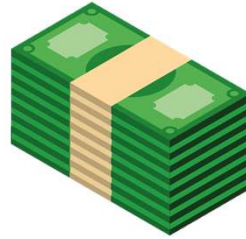
Key Learning:

We need money...

- ☒ To buy things (petrol, medicines)
- ☒ To pay for services (doctor, hospital staff)
- ☒ At many steps in a single activity like visiting the hospital

Teacher wrap-up statement: “So you see, even in one small trip, Ishita had to spend money in many places. Money is needed for both things we buy and for people’s work.”

Teacher Tip for Younger Kids: Use play money, small props like a toy car, prescription slip, empty medicine box to make it fun.



Money Certificate

This is to certify that Mr./Ms. _____ has

mastered the art of how money flows and is an accomplished

master practitioner of the same.

Facilitator

Parent