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Introduction

About the Book

Have you ever heard the story about the bird that turned to stone?
What about the tale of the boy who got a frog stuck in his throat?
Did your parents warn you about the bed that stole time? No?

Well, never fear because bestselling author Onjali Q. Raúf is here to entertain you with her sparkling collection of fables for readers both young and old!

Written with humour and heart, these unique, never-before-told stories full of magic will take you around the world, to places both real and imagined. Complete with beautiful illustrations by Katarzyna Doszla, this is a one-of-a-kind collection to cherish for years to come.

Stories include: The Bird That Turned to Stone, The Extra-Specially-Super-Deliciously-Fantastically Naughty Boy, Francesca's Feet and the Old Man's Shoes, The Axe that Married a Tree and others.

About the Author

Onjali Q. Raúf is the founder of Making Herstory, an organisation mobilising men, women and children from all walks of life to tackle the abuse and trafficking of women and girls in the UK and beyond. She is also the founder of O's Refugee Aid Team, which provides support for refugee families surviving in Calais and Dunkirk. She is an award-winning and best-selling author of books for children that tackle the issues of today. Her titles include The Boy at the Back of the Class, The Star Outside My Window, The Night Bus Hero and The Lion Above the Door.

About the Illustrator

Katarzyna Doszla is an illustrator and painter from Poland. Interested in art from an early age, she studied painting at the Academy of Fine Arts in Katowice and has since focused mainly on children's illustrations. In addition to her experience in photography and art exhibitions, she works as a freelance artist for clients from all over the world. Katarzyna is inspired by nature and everyday life. Her works are mostly digitally made, but she also likes to add some elements in traditional media. Colours are important to her. In her free time she loves to play with her cats, and take care of her plants.



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STORY 1:

THE EXTRA-SPECIALY-SUPER-DELICIOUSLY FANTASTICALLY NAUGHTY BOY (pages 1-26): SUMMARY AND DISCUSSION QUESTIONS

SUMMARY

The Extra-Specially-Super-Deliciously-Fantastically Naughty Boy tells the tale of a mischievous boy whose actions earn him a notorious reputation. The story unfolds as he stumbles upon a secret that transforms into an unexpected creature, causing a chain of events that challenge the concept of secrets and their consequences. The tale explores themes of curiosity, responsibility and the impact of sharing or keeping secrets. This part of the educational pack is designed to engage children in exploring the themes of secrets, responsibility and consequences through a story and associated activities. The discussion questions and activities encourage critical thinking, reflection and empathy, promoting responsible and thoughtful behaviour when entrusted with a secret. Through analysis and creative expression, children learn to understand the power of secrets and the impact of their choices.

DISCUSSION QUESTIONS:

1. What actions led to the boy being labelled a 'Extra-Specially-Super-Deliciously-Fantastically Naughty Boy'? Can you provide examples of things he did that contributed to this reputation?
2. Throughout the story, what is a significant experience that the boy had never encountered before? How did this new experience affect him and the events of the story?
3. Imagine you had a secret, and the 'Extra-Specially-Super-Deliciously-Fantastically Naughty Boy' asked you to share it with him. Would you tell him? What do you believe he might do with your secret based on his behaviour in the story?
4. Can you remember the names of the two teachers whose secret was accidentally overheard?
5. Who was the secret about in the story and why was it important to keep it a secret?
6. After the incident with his secret, where did Mother Nature banish Father Mischief to?
7. In the story, the secret transforms into an animal. Which animal does the secret become? Have you ever heard the phrase 'a frog in your throat'? What does that mean?
8. On page 18, the boy's mother asks him if he is ill. Why do you think she asked him this question at that specific moment in the story?
9. What event in the story led the Extra-Specially-Super-Deliciously-Fantastically Naughty Boy to reveal the secret to Little Miss Goodie-Three-Shoes?
10. Reflect on the advice provided to the reader at the end of the story. What guidance is given about handling secrets? How might you apply this the next time someone shares a secret with you?



ACTIVITY 1: THE POWER OF SECRETS

- Begin by asking children about their understanding of what a secret is and why people might keep them.
- Introduce the short story *The Extra-Specially-Super-Deliciously-Fantastically Naughty Boy* and provide a brief overview of the plot and main characters, using the summary.
- Emphasise the importance of secrets in the story and how they influence the characters' actions.
- Read the story *The Extra-Specially-Super-Deliciously-Fantastically Naughty Boy* aloud to the class, engaging the children with the narrative.
- Pause at key points to encourage discussion about the story's events and characters, using the provided discussion questions.
- Conduct a class discussion about the secrets revealed in the story and the consequences of sharing them.
- Explore the motivations of the characters in the story for keeping or sharing secrets, focusing on the *Extra-Specially-Super-Deliciously-Fantastically Naughty Boy*.
- Discuss the outcomes and how they could have been different if the characters had made different choices regarding the secrets.
- Next, distribute the Activity Sheet: *My Secret Experience* to each child.
- Instruct children to reflect on a time when they were told a secret, how they felt and what they did with that secret.
- Encourage them to draw or write about the situation on the Activity Sheet, reflecting on the consequences of keeping or sharing the secret.
- Invite children to share their responses from the activity, fostering a supportive and respectful discussion about the scenarios they encountered.
- Summarise the key learnings and insights gained from the activity, emphasising the importance of understanding the impact of sharing or keeping secrets. Revisit the central themes of the lesson and reiterate the importance of responsible behaviour regarding secrets.



ACTIVITY SHEET 1: My Secret Experience

Think about a time when your friend shared a secret with you. How did it make you feel?

Did you keep their secret safe or tell others about it? Why did you choose to do what you did?

Draw a picture or write about the situation and how your choice affected your friend or yourself.

Imagine what you would do if this happens again. How would you handle keeping their secret now?



STORY 2:

HE AXE THAT MARRIED A TREE (pages 27-54): SUMMARY AND DISCUSSION QUESTIONS

SUMMARY

In 'The Axe That Married a Tree', we embark on an Egyptian adventure, following the characters of Syrah, her nobleman father and the Captain. Syrah, discontent with her father's choice of a husband, dreams of genuine love. The narrative illuminates themes of choice, love, and sacrifice, unveiling how an encounter with the Captain reshapes their fates. The provided discussion questions encourage readers to delve into the characters' motives and transformations, prompting critical contemplation of societal norms and personal desires. The lesson plan, 'Expressing Emotions,' propels children to empathise by stepping into Syrah's shoes through diary writing. This activity cultivates empathy, aids in comprehending cultural contexts, and nurtures creative expression. Through this educational package, children journey into the hearts of characters and the intricacies of relationships, expanding their understanding and compassion.

DISCUSSION QUESTIONS:

1. In which country and city does the story take place? Can you find any other places in Egypt mentioned in the story?
2. Can you describe what a felucca is using your own words?
3. Read to the end of page 32. Where do you think the man goes suddenly without telling anyone? Why do you think he doesn't come back for a whole week of seven days and seven nights?
4. Why is Syrah not happy about marrying the man her father has chosen for her? Who does she want to marry instead?
5. What does the Captain say to Syrah to tell her father?
6. How do we know that Syrah's father cares a lot about money, wealth and possessions?
7. Where does the Captain take the Nobleman? What interesting things about the Weeping Willow does he show him?
8. Why do you think the Captain agreed to fulfil the Weeping Willow's unusual wish of giving it his four toes in exchange for a piece of its bark?
9. What stopped the Captain from marrying the person he loved, even though he wanted to?
10. How did the Nobleman change after spending time with the Captain?



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ACTIVITY 2: EXPRESSING EMOTIONS

- Begin with a brief introduction to the story 'The Axe That Married A Tree' by sharing its setting.
- Show a picture of the country of Egypt and point out where it is located on a world map or globe, as well as its neighbouring countries. Discuss the importance of Egypt's geographic location, being primarily in North Africa and partially in the Middle East.
- Highlight notable features of Egypt, such as the Nile River, the Sahara Desert, the Mediterranean Sea, and famous landmarks like the Pyramids of Giza and the Sphinx. Discuss how these features contribute to Egypt's unique culture and history.
- Next, show pictures and discuss a felucca, a traditional Egyptian sailboat that features within the story, to provide children with background context. Invite them to use their imagination to describe what they think sailing on a felucca might be like.
- Following on from this, read the story aloud to the class, pausing at key points to discuss the story's events and characters, using the provided discussion questions.
- Discuss Syrah's unhappiness about her father's choice of a husband, how this conflicts with her desires and dreams and who she wishes to marry instead. Highlight the range of emotions Syrah might be experiencing, including a mix of sadness, frustration and fear. Ask them to imagine if someone made a significant decision about their future without considering them. How would they feel? Given the theme of marriage and choice in the story, you could also consider discussing gender roles and expectations, emphasising the importance of personal choice and agency in relationships and life decisions.
- Explain that their task is to step into Syrah's shoes and write a diary entry expressing her emotions, and thoughts related to the situation she is facing in the story.
- Discuss features of diary writing and compile a checklist with the class (e.g. first person, personal pronouns, informal language, chronological order, etc.).
- Then, make a list of the things to include in the diary entry. These could include her feelings about her father's choice; any worries and fears she may have; and her dreams and aspirations for the future.
- Provide each child with a diary-format activity sheet (Activity Sheet 2) to structure their entries effectively. While they write, remind the children to use what you had discussed as a class earlier.
- After they have finished, divide the class into pairs or small groups for sharing and feedback. Each child can take turns sharing their diary entry, while others listen attentively.
- To conclude the lesson, explore the relationship between the Captain and the Nobleman, focusing on how their interaction evolves. At first, the Captain and Nobleman had very different ideas about life. The Captain showed the Nobleman the beauty of simplicity and the joy of connections. As they spent time together, the Nobleman began to see the world from a new perspective.
- To extend the lesson, children could revisit their diary entries as Syrah after her father's return to reflect on his transformation and her newfound hope and feelings toward marrying her true love.



STORY 3:

FRANCESCA'S FEET AND THE OLD MAN'S SHOES (pages 55-82): SUMMARY AND DISCUSSION QUESTIONS

SUMMARY

The story, 'Francesca's Feet and the Old Man's Shoes', revolves around Francesca, a young girl who is self-centred and materialistic. After receiving numerous birthday gifts and assistance from various individuals, including Arthur the coachman and an Old Man, Francesca's perspective on life and kindness begins to change. Through a sequence of events, including a harrowing encounter with Michael and Sarah, she learns about empathy, kindness, and the importance of considering others' perspectives. This part of the educational pack aims to engage children in exploring these themes through the story and associated activities. The discussion questions and activities promote critical thinking, reflection and empathy, guiding young readers to comprehend the value of empathy and the impact of one's actions on others. Through analysis and creative expression, children learn the importance of kindness and empathy in shaping meaningful relationships and perspectives.

DISCUSSION QUESTIONS:

1. How would you describe Francesca based on the details about her, her house and the way she interacts with others? Pick three adjectives and then explain your choices.
2. What presents was Francesca going to receive for her birthday?
3. When Arthur, the coachman, generously gave money to the two children, what insight does this action provide into his character and values?
4. Read to the end of page 63. What do you think Arthur's wish for Francesca was?
5. Why did Francesca initially reject the Old Man's assistance, saying, "I don't think you can help me!"? Who does she say she'll wait for instead? What leads her to eventually accept his help?
6. Why is it so important to know where you live? What might it imply if someone, like Francesca, doesn't need to know their address? Could it suggest that they are out of touch with real life?
7. How do you think Francesca felt when she discovered the same little boy and girl, now motionless in the snow, after they had asked her for a penny earlier that day?
8. What selfless thing does she do the first time when she sees Michael and Sarah, which makes them come back to life? How else does she offer to help them?
9. What did Francesca do with the birthday party and gifts to show she cared about others? Where does she store the Old Man's boots? Why are they a meaningful reminder for her?
10. What does it mean to 'walk in someone else's shoes'? Can you give an example? How might the world be different if everyone made an effort to understand and empathise with others?

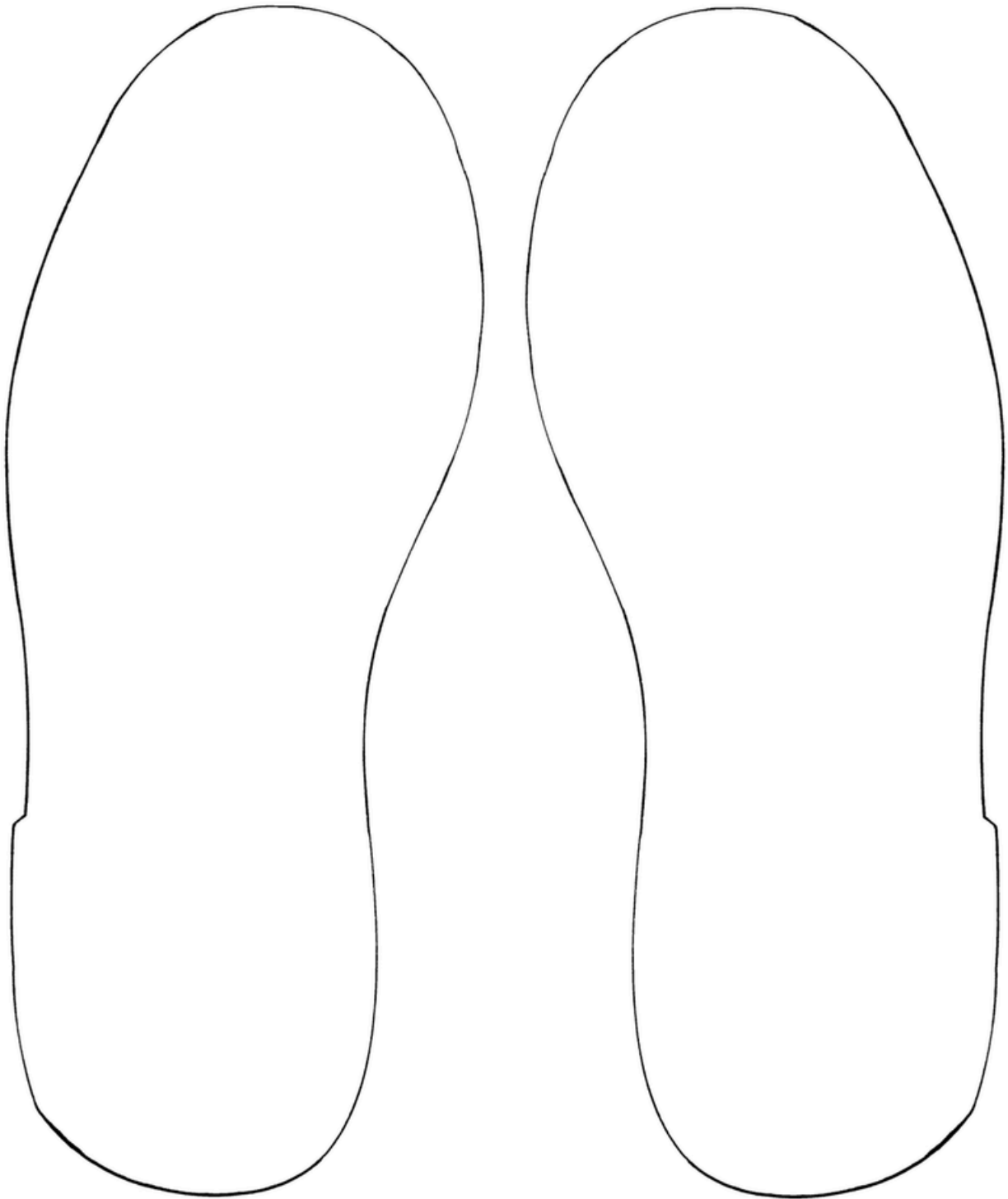


ACTIVITY 3: EXPLORING EMPATHY

- Begin with a discussion about empathy, asking children to describe and explain its importance. Define empathy as 'understanding someone's thoughts, feelings, and point of view.' Clarify the difference between empathy (understanding someone else) and sympathy (feeling sorry for someone else).
- Provide each child with sticky notes and ask them to write down situations where they have felt empathy or where they think empathy is important. Have them stick their notes on a designated area of the board, creating a collective brainstorm of empathetic situations.
- Next, read the short story 'Francesca's Feet and the Old Man's Shoes' from the book and discuss how empathy plays a significant role in it.
- Pause at key points to discuss the story's events and characters, using the provided questions. Point out specific story parts that highlight Francesca's interactions, her greed and initial lack of empathy towards others, including the Old Man, Michael and Sarah, and even her own mother.
- Talk more about the theme of kindness in the book, supporting it with examples, such as Arthur, the coachman, generously giving money to the children and the Old Man offering assistance to Francesca.
- Show how Francesca's feelings changed towards the children, and how it wasn't until they had a really scary and dangerous experience that she started feeling sorry and wished she had been nicer to them.
- Introduce the phrase 'walking in someone else's shoes' to the class, emphasising it symbolises imagining being in another person's situation to understand their feelings and experiences better.
- Explain that this expression is a metaphor, which is not meant to be taken literally. In the story, though, Francesca actually walks in the Old Man's shoes because she loses her own in the snow, leaving her with no other option.
- To make this idea more hands-on for the children, tell them to draw round and trace an outline of their own shoes on a piece of paper. They can personalise their footprints with colours or designs to make it uniquely theirs. If it's easier, provide the shoe outline on the Activity Sheet to help them get started.
- Encourage them to choose a classmate they aren't familiar with and exchange their shoe outline drawings with each other.
- With the shoe outlines, ask the children to interview each other and explore what it's like to walk in their partner's shoes. They can discuss strengths, weaknesses, likes, dislikes, successes, failures, family, friends, school, hobbies, feelings, dreams and more, taking notes on their partner's responses and then recording this information in their partner's footprints using words or pictures.
- To conclude, facilitate a discussion on what they've learned about their classmate, how they can better understand their classmate's perspective, and actions to show empathy and understanding towards others.



ACTIVITY SHEET 3: WALK IN THEIR SHOES



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STORY 4:

THE BIRD THAT TURNED TO STONE (PAGES 83-116): SUMMARY AND DISCUSSION QUESTIONS

SUMMARY

The Bird that Turned to Stone is a poignant tale that tells the story of Al-Azraq, a city once known and revered worldwide for the presence of its mystical Blue Sapphire. This precious gem, deemed absolutely priceless, symbolised the city's unique splendour. The narrative unfolds through the lives of a kind-hearted family and the rest of the city's inhabitants, exploring how their encounters with Three Kings who want this stone for themselves set off a chain of events, ultimately leading to war and their forced escape. The story delves into themes of greed, manipulation, consequences and the resilience of hope. This educational pack section aims to engage children in exploring these themes through the story and associated activities. The discussion questions and activities encourage critical thinking, reflection and empathy, providing a platform for young readers to comprehend the profound impacts of human actions and the importance of understanding and supporting refugees.

DISCUSSION QUESTIONS:

1. How did people around the world know the city of Al-Azraq? Why was it so special?
2. In the story, the Blue Sapphire is described as being 'absolutely priceless'. What does this mean?
3. What do we learn about the family who engaged with the bird? Who are they? What do they do? Do you think the bird made their wishes for more money and better jobs come true?
4. What did the First King and his men say to Queen Zafirah? How did they try to make problems between her and her people? How did she respond?
5. What did the Second King and his men do? How did Queen Zafirah react to this? In hindsight, should she have been more cautious, considering her previous encounter with the First King?
6. To 'rule with an iron fist' means to be very strict and use a lot of power to control others. Can you think of ways the Third King might have controlled his kingdom in such a strict manner? Why would shutting down newspapers, radio and TV stations help him keep control?
7. How had the city of Al-Azraq changed beyond all recognition since the three Kings started influencing the Queen? Can you explain how their actions ultimately led to the outbreak of war?
8. What is a 'refugee'? Can you think of reasons why someone might become a refugee? How would you feel if you had to flee your home? How do you think we can support them and make them feel welcome in new places?
9. Why did the Ereopian soldiers stop the refugees from entering their country? What did they say the refugees needed to come in? Do you think that was fair?
10. Why was the bird a symbol of hope in the story? What made it turn into stone? What do you think happened to the Blue Sapphire since it disappeared?



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ACTIVITY 4: BEYOND BORDERS

- Begin by asking the class if they've ever heard the word 'refugee'. Write the word on the board and ask if anyone knows what it means. Discuss what children know about war and refugees, encouraging them to share their thoughts and knowledge.
- Explain in simple terms that a refugee is a person who had to leave their home and country because it was not safe for them to stay there. They move to another country to find safety and a better life.
- Provide a list of reasons why people become refugees such as:
 - War and Conflict: When there is fighting or a war in their home country, people's lives are in danger, and they often have no choice but to flee to safety.
 - Persecution and Discrimination: Some individuals are targeted and mistreated because of their beliefs, ethnicity, religion or political views, forcing them to seek safety elsewhere.
 - Violence and Fear: Individuals may be exposed to violence, threats or intimidation, causing them to fear for their lives and decide to leave their homes in search of safety.
 - Natural Disasters: Catastrophic events like earthquakes, floods, hurricanes or wildfires can destroy homes and communities, leaving people with no choice but to escape to safer regions.
- Connect the discussion to recent or topical events related to war and refugees. Share simplified and age-appropriate news snippets, stories or videos to help the children relate and understand the real-world impact of these issues.
- Encourage the children to imagine themselves in similar situations and reflect on how they would feel and what they would need if they were refugees. Find common ground in their responses and highlight the shared human experiences, emphasising that people, no matter where they come from, all desire safety, happiness and a peaceful life.
- Read the short story of *The Bird that Turned to Stone* aloud, pausing at significant points to explain the context and vocabulary related to war and refugees such as 'ruling with an iron fist'.
- Discuss the key events that led to war breaking out in the story. Describe incidents such as conflicts between groups, misunderstandings or differences in beliefs and how these escalated over time.
- Talk about the consequences of the escalating conflicts, both for individuals and the city as a whole. Emphasise the negative impacts on people's lives, relationships and overall well-being.
- Introduce the activity of filling in the Activity Sheet: Refugee Reflections where children will put themselves in the shoes of a citizen living in the city during the time of conflict. Allow the children to work individually, in pairs or small groups, filling in the activity sheet based on the instructions provided.
- After completing the activity sheet, ask some volunteers to share what they wrote in each section. Encourage discussion and empathy, emphasising the emotional and physical toll that war can have on individuals and communities.
- To extend the lesson, you could invite children to express their feelings and hopes for peace through a creative medium of their choice - drawing, painting or writing a short poem.



ACTIVITY SHEET 4: REFUGEE REFLECTIONS

As you read the story, imagine you are a citizen of Al-Azraq. Use your empathy and understanding to write a reflection on how you would feel (emotions) and what you would have done (experiences) during each event.

Event 1: The City in Peace

Draw or write about how Al-Azraq looked when everything was peaceful and the Blue Sapphire was shining on top of the tower over the city. What did this splendid sight look like

Event 2: Seeds of Doubt

Draw or write about what happened in Al-Azraq after the Queen sent out spies because she had doubts planted in her head by the First King and his men.

Event 3: Walls and Worries

Draw or write about how the city changed after the Queen built higher walls and started worrying so much about what was happening outside that she forgot about her own people because of the actions of the Second King and his men.

Event 4: Invasion by the Third King

Draw or write about the chaos caused when the Third King's army invaded Al-Azraq. How did they destroy the land and hurt the people?



ACTIVITY SHEET 4: REFUGEE REFLECTIONS

Event 5: Fleeing for Safety

Draw or write about how Al-Azraq looked when war broke out, causing the citizens to flee for their lives.

You could also explain how it felt when you were denied entry to another country by the soldiers.



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STORY 5:

HIROTO AND THE HUNGRY MIRROR (PAGES 117-144): SUMMARY AND DISCUSSION QUESTIONS

SUMMARY

In the tale of Hiroto and the Hungry Mirror, Hiroto's extraordinary beauty from birth leads to obsession, prompting detrimental choices affecting himself and those around him. The narrative serves as a cautionary tale, illustrating the repercussions of fixating on one's appearance. The discussion questions aim to engage children in critical thinking about the story, encouraging them to analyse Hiroto's behaviour, its effects on others, and the broader themes of beauty, obsession, and self-appreciation. They also prompt them to relate the story to their own lives. The accompanying activity fosters a deeper understanding of beauty by encouraging children to explore and appreciate both internal and external aspects of themselves. Categorising characteristics into external and internal beauty, reflecting on Hiroto's story and discussing the impact of excessive focus on appearance, children learn the importance of balance and self-love. The activity sheet allows them to express and celebrate their uniqueness, promoting a positive self-image and valuing diversity.

DISCUSSION QUESTIONS:

1. How long ago was Hiroto born? What happened when he was born because he was so beautiful?
2. Do you think Hiroto was unaware of how his actions affected others while he was growing up and took most opportunities for himself? Or did he simply not realise the impact of what he was doing?
3. Is it fair for Hiroto to receive excellent grades without studying? Why or why not? What are the advantages and disadvantages of being rewarded without effort?
4. Where did Hiroto's parents send him on his journey? Why do you think they chose that place? What do you think they hoped he would learn or experience during this trip?
5. Where does Hiroto first glimpse his reflection for the first time? How did he react to seeing this?
6. What does he offer to the sweet-maker in exchange for them to make a silver sweet wrapper for him to see himself in? What does this show about his character that he is so freely willing to give away his horse?
7. Can you explain the meaning of the sweet-maker's warning, 'Beware of what you create, lest its hunger for you becomes greater than the hunger you hold for it'? How is this relevant to Hiroto?
8. How did the calls of the two children and the roars of a dragon affect Hiroto and bring him back to reality? What did the dragon transform into after seeing itself as others saw it and why?
9. In the story, Hiroto introduces mirrors to everyone. Do you have any mirrors in your house? How do you use them?
10. Why do you think people like looking in mirrors? Do you think everyone is beautiful in their own way? What do you think matters more, being beautiful on the outside or on the inside?



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ACTIVITY 5: BE YOUR OWN KIND OF BEAUTIFUL

- Begin by discussing what 'beauty' means with the class. Allow them to share their thoughts and ideas about what makes a person beautiful. Encourage them to think beyond physical appearance and consider inner qualities as well.
 - Record their responses on the board, categorising them into two main groups: external beauty (physical appearance) and internal beauty (qualities like kindness, empathy, honesty, etc.).
 - Read *Hiroto and the Hungry Mirror*, focusing on Hiroto's obsession with his own beauty and the consequences of this obsession. Explain that obsession is when someone becomes so fixated on one thing that they can't think about anything else.
 - Engage the children in a discussion about the story, asking questions such as: What did Hiroto do that made him consumed with his own beauty? How did his behaviour affect him and those around him? Why is it important to strike a balance between caring about our appearance and caring about others?
 - Discuss how Hiroto's obsession might have made other characters in the story feel. Encourage children to put themselves in the shoes of the characters affected by Hiroto's behaviour.
 - Explain that just like Hiroto, sometimes in our everyday lives, we can become very interested in how we look. We might spend a lot of time looking in mirrors, fixing our hair, or thinking about how we appear to others.
 - Talk about how it's natural to think about our appearance, but if we spend too much time worrying about how we look, it can take away from enjoying other fun things or spending time with friends and family.
 - Expand on how what we see online, on TV or through advertisements can create a false perception that we need to look a certain way. Describe how these platforms often show people looking 'perfect,' which isn't how everyone actually looks and make us feel like we're not good enough the way we are.
 - Teach them to think critically when they see these images. Explain that these images are sometimes edited and changed to look a certain way and it's important to know that real people come in all shapes, sizes and appearances. Encourage them to appreciate diversity.
 - Provide each child with a small mirror and encourage them to look at their own reflection. Ask them to write down or draw one thing they like about their external appearance and one thing they appreciate about their internal beauty about themselves on their activity sheet to balance between the two.
 - Following this, invite some children to voluntarily share what they wrote or drew with the class. Reinforce the idea that everyone is unique and special in their own way and this activity allows us to celebrate our beauty, both inside and out.
- Wrap up the activity by reminding the children of the importance of appreciating and celebrating their uniqueness. Encourage them to carry this understanding with them, valuing and loving themselves for who they are.



ACTIVITY SHEET 5: MIRROR MIRROR



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STORY 6:

THE BED THAT STOLE TIME (PAGES 145-174): SUMMARY AND DISCUSSION QUESTIONS

SUMMARY

This part of the educational pack immerses young readers in the significant issue of deforestation through the engaging story, 'The Bed that Stole Time'. It follows the consequences of human actions, especially the indiscriminate cutting down of trees. The characters, including woodchoppers and a shopkeeper named Sapna, are caught in the midst of this environmental crisis. As they interact with the forest, its impact on their lives unfolds, revealing the importance of sustainable practices and the need to preserve nature. The discussion questions encourage critical thinking about the story, stimulating analysis of the characters, themes, and the broader problem of deforestation. The activity propels children to delve deeper into deforestation's realities, promoting understanding and inspiring action. Through creating awareness posters, children not only showcase their creativity but also amplify the message of conservation, instilling a sense of responsibility towards our environment at an early age and inspiring them to become informed young advocates for a sustainable future.

DISCUSSION QUESTIONS:

1. Where is the Amazon rainforest situated? Can you identify its location on a world map?
2. What is deforestation and why is it a significant problem in the Amazon rainforest?
3. Why did people cut down so many trees in the forest in the story? How did it affect the indigenous tribes living there?
4. Should the woodchoppers have continued cutting down trees after being cursed to sleep? Or should they have taken this as a warning to stop what they were doing? Why or why not?
5. When Sapna saw the trees arriving in Mumbai, she started crying and refused to accept them into her shop. Why do you think the sight of the trees made her so emotional?
6. Based on what you've read up to page 160, what do you think Sapna wants to create 'hundreds and thousands' of with the trees?
7. What did some bed-makers and wood-carvers do with their fragments of the ancient trees, rather than what they were instructed to do? What effects has this caused worldwide for people?
8. How long did Ashlyn sleep for? What important events and celebrations did she miss out on?
9. What does Ashlyn's grandfather do to make up for all the trees he has used to make beds with?
10. What does it mean if something 'steals time' away from you? Can time really be stolen?



ACTIVITY 6: DEFORESTATION DEVASTATION

- Begin the lesson by capturing the children's attention with a striking image or video related to deforestation. Show pictures depicting clear-cut forests or before-and-after images of deforested areas.
- Encourage them to share what they know about deforestation. Ask open-ended questions like: Have you heard of the word 'deforestation' before? Can anyone provide their understanding of what deforestation means?" Do you know any reasons why forests are cut down?
- Define the term 'deforestation' in simple and clear language, ensuring all children understand what it is. For example, "Deforestation is the large-scale clearing or cutting down of trees and forests, typically to make way for urban development, agriculture, logging or other human activities."
- Highlight the crucial role rainforests play in our ecosystem, providing oxygen habitats for wildlife and combating climate change by absorbing carbon dioxide. Explain how cutting them down disrupts this delicate balance, leading to irreversible environmental consequences, impacting both the ecosystem and global climate, as well as communities dependent on these forests for livelihoods and sustenance.
- Share with them some facts about the levels of deforestation across the world, but particularly the Amazon rainforest, such as the alarming rate at which approximately 17% of it has been deforested over the last 50 years, endangering countless plant and animal species.
- Introduce the short story *The Bed that Stole Time* to explore deforestation in a more engaging and relatable context. Briefly discuss the setting of the story and its connection to the topic of deforestation.
- After reading the story, ask children to summarise the plot and key events, focusing on how deforestation was portrayed and its effects on the environment and characters. Invite them to openly express their emotions upon learning about these deeply concerning levels of deforestation.
- Explain that a powerful way to make a difference is by raising awareness about deforestation and that they are going to do this through creating informative and impactful Amazon awareness posters.
- Discuss the themes the posters should focus on, such as the significance of conservation, biodiversity, sustainable practices or the consequences of deforestation.
- Offer guidance on effective poster design and content. Discuss elements like compelling visuals, impactful messages and eye-catching layouts. Provide tips on how to use colours, images, fonts and key phrases that grab attention and effectively convey the intended message.
- Allow the children dedicated time to work on their posters. Encourage them to research and gather information that will inform their designs and messages. Support them throughout the creative process, answering questions and providing assistance when needed.
- Conclude the activity by reflecting on the process, discussing their posters and showcasing them around the school to maximise their impact. Encourage the children to share thoughts on how raising awareness can drive positive change and what further actions they can take to support the cause.



ACTIVITY SHEET 6: AMAZON AWARENESS POSTER

Design an Amazon Awareness Poster!

Draw attention to deforestation in the Amazon by creating a poster.

Use your words and illustrations to show the importance of protecting the rainforest.

Make it eye-catching and informative to spread the message about preserving this vital ecosystem!



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STORY 7:

MEANY-MOANY-WHINEY JO AND THE TIGER WITH NO TAIL (PAGES 175-199): SUMMARY AND DISCUSSION QUESTIONS

SUMMARY

In 'Meany-Moany-Whiney Jo and the Tiger With No Tail', we follow Jo, a character known for her constant complaints and dissatisfaction. Jo's life takes an incredible turn when she encounters a unique tiger that with its teachings sets her on a transformative journey of empathy and understanding. This extraordinary tale unfolds, emphasising the significance of kindness and selflessness, showcasing how small acts can spread happiness and brighten not only others' lives but also our own. This part of the educational pack, enriched with discussion questions and activities, aims to delve into Jo's character, her change of heart and the valuable lessons children can glean from her story. The 'Calendar of Kindness' activity sheet also provides a practical way for children to embody the story's profound message by promoting daily acts of kindness, encouraging a compassionate and considerate approach to the world around them. Through these activities, we discover how a little kindness can indeed make a big difference.

DISCUSSION QUESTIONS:

1. What does it mean to 'moan' and 'whine'? Can you act these out to show your understanding?
2. What efforts do Jo's parents make to brighten her day and bring a smile to her face? Why do you think these attempts don't succeed?
3. What does the word 'hermit' mean?
4. How would you suggest helping Jo when she is upset or complaining? Would you tell her 'That's quite enough' or come up with some other creative ideas to cheer her up?
5. Read to the end of page 185. What do you think the sign 'BEWARE OF ILD EATURES' was supposed to warn about before some letters went missing?
6. Why do you think Jo is disappointed that the tiger won't eat her?
7. Have you ever heard the expression 'having a chip on your shoulder'? How do you think it relates to Jo's story and does it involve actual potato chips?
8. What two things does Jo say are unusual about the tiger? Who has the tiger given its tail to?
9. Let's discuss the tiger's advice: 'For the more we act for others, the happier we make ourselves, and the lighter the load our shoulders have to bear.' How can we apply this wisdom to our own lives at school and with our friends?
10. Can you list the four things Jo does with the tiger? How does she use the tiger's advice when she returns home to Once Upon? How does she implement the tiger's advice when she returns home?



ACTIVITY 7: JO'S JOURNEY

- Begin the lesson by asking the class what they understand by the words 'friendship' and 'empathy', e.g. 'Can anyone tell me what it means to be a good friend?'. Write their responses on the board.
- Guide the discussion to ensure a clear understanding of these concepts. Friendship can be described as 'a special bond of trust, care and support between individuals', while empathy involves 'understanding and sharing another person's feelings and experiences'.
- Briefly introduce the story 'Meany-Moany-Whiney Jo and the Tiger With No Tail' that will be the focus of the lesson, highlighting its title and author/illustrator. Provide a general overview of the story's plot.
- Mention the key characters, such as Jo and the tiger, without going into too much detail. Explain that the story involves their interactions and explores themes of friendship, empathy and kindness.
- Read the story from the book aloud to the class, pausing at key points to discuss the story's events and characters, using the provided discussion questions.
- After reading, take a closer look at Jo, the main character. Explain that Jo tends to express herself by moaning and whining as the story unfolds. As a class, gather a word bank of adjectives to describe her character on the board. These could include words such as unhappy, frustrated, vocal, persistent, sensitive and anxious. Encourage them to discuss why they chose that particular word to describe Jo.
- Highlight the turning point in Jo's journey, when she encounters the wise tiger, and how this encounter offers her a fresh perspective, transforming her attitude towards life and relationships.
- Talk more about how the tiger tells her that by doing things for others, we not only make them happy, but we also make ourselves happier. Can they think of a time when helping someone made them feel really happy too?
- Describe how small acts of kindness, like sharing a kind word or helping someone in need, not only can brighten their day but also make our own day better.
- Distribute the Activity Sheet 7: Calendar of Kindness to each child and explain the purpose of the activity: to encourage and document acts of kindness throughout the month.
- Instruct children to fill in the calendar each day with an act of kindness they plan to perform or have completed. Remind them that acts of kindness can be as simple as smiling at a friend, helping a classmate or showing empathy to someone in need.
- To sustain engagement with this lesson, create a weekly sharing session where children can proudly recount and showcase their acts of kindness to the class.



ACTIVITY 7: CALENDAR OF KINDNESS

Fill in the calendar with either an act of kindness you plan to perform each day for the upcoming month or a record of the acts of kindness you have performed each day. Acts of kindness can be big or small but should spread happiness and make someone's day brighter.

Month:						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	<i>For example... Compliment a classmate</i>					



National Curriculum Objectives - Key Stage 2

English

Spoken language

Pupils should be taught to:

- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions

Reading – comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - being encouraged to link what they read or hear read to their own experiences
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Writing – composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils

Geography

Pupils should be taught to:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

History

Pupils should be taught to:

- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind



National Curriculum Objectives - Key Stage 2

Art and Design

Pupils should be taught to:

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

PSHE (taken from PSHE Association's Programme of Study)

Pupils should have the opportunity to learn:

- to recognise what is fair and unfair, kind and unkind, what is right and wrong
- that their actions affect themselves and others
- to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so
- the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- to think about the lives of people living in other places, and people with different values and customs



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Additional activities and ideas

- **Fable Creation:** Ask children to create their own fables with moral lessons. Provide guidance on the structure of a fable, including characters, settings, conflicts and resolutions. Encourage them to illustrate their fables and share them with the class.
- **Rewrite the Fable:** Assign children to work in groups and rewrite a well-known fable, giving it a modern or unique twist. Encourage creativity and emphasise the fable's moral lesson in the revised version.
- **Poetry Inspired by Fables:** Encourage children to choose a fable from the book and write a poem in a similar style to the introductory poems. The poem should capture the essence and moral of the fable.
- **Letter Writing:** Prompt the children to write letters to fictional characters from the fables, offering advice or sharing their own experiences related to the themes of the stories. Emphasise empathy and understanding in their letters.
- **Storytelling Circle:** Arrange a storytelling session where children take turns narrating one of their fables to the class. Encourage expressive storytelling and ask them to explain the moral lesson they think the fable imparts.
- **Fable Artistry:** Encourage children to create their own unique illustrations to accompany the fables in the book, drawing inspiration from Katarzyna Doszla's artistic style.
- **Frog-Themed Craft Activity:** Organize a craft activity where children create their own frog-themed art or crafts. This can be inspired by the fable of the naughty boy and the frog. Display the finished crafts in the classroom.
- **Create a Rainforest Diorama:** Provide materials like shoeboxes, clay, paints and coloured paper. Encourage children to create a three-dimensional diorama representing the layers of the Amazon rainforest and its diverse flora and fauna.
- **Message of Hope Wall:** Create a 'Message of Hope' wall in the classroom where children can write or draw messages of hope and kindness inspired by the fables. Discuss these messages and how they relate to the themes of the book.
- **Community Improvement Project:** Engage children in brainstorming and planning a community project inspired by the themes of the book, such as promoting kindness, inclusivity or environmental conservation. Encourage them to present their ideas to the class.
- **Fundraising and Awareness Campaign:** Initiate a classroom fundraising project to support a refugee-related cause. Encourage children to design posters and present information to raise awareness within the school community.
- **Author Q&A Session:** If possible, organise an in-person or virtual question-and-answer session where children can prepare questions in advance and ask the author, Onjali Q. Raúf, about their writing process, inspirations or specific details about the book.



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