

Different Moons

Children's Workshop Teaching Pack

Introduction

These workshop plans were created as part of the Different Moons Arts and Heritage Project. Workshops were delivered in approximately one hour slots, with support staff as required. The workshops were designed by Shamshad Khan. Aspects of workshops 3-4 were based on lesson plans about the life of Noor Innayat Khan, produced by The Ahmed Iqbal Ullah Resource Centre with input on workshops 1-4 from Habiba Shenza. The workshops were delivered with some variation as required on the day. Group sizes were maximum 15.

The workshop space was set up with materials to create an inspiring and welcoming space.

Sessions were delivered in series with additional creative art sessions including Mehndi (Henna); Habiba Shenza and Arabic Calligraphy; Farzana Patel.

The poems, letters and stories created as a result of these workshops are included in the Different Moons book which is available as a pdf on the Different Moons website www.differentmoons.org and as a hardback copy.

The materials are free to use and modify for educational purposes. We would appreciate it if you could make a reference and link back to the Different Moons Website.
www.differentmoons.org

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Different Moons Children's Workshop 1 **Shamshad and Elisa**

Overall objective:

- To raise awareness about the heritage and culture of South Asian/Muslim communities and their contribution to Rossendale
- To raise self-esteem of pupils

Session objectives:

- Pupils will say good things about each other
- Share ideas and begin to write about the moon/partner.

Set up:

- flipchart stand (I will bring my own flipchart (FC) pad)
- chairs in a circle
- paper and pen under chair

0-5 Welcome (FC) – Shamshad and ground rules (FC) (5 mins) - Shamshad

- these are three of our rules (respect, okay to make mistakes and ask questions)
- anything else to add..... have a go

5–10 Introduce Different Moons/what we will be doing (5 mins) (show moon book)

10-20 Your partner's name and good things about them (10 mins) - Elisa

- in pairs - say what you like about your partner or what you think they are good at and why (e.g. I like the way you smile - because it makes me happy
I think you are good at writing- because you can do rhymes)
- Ask - how does it feel when someone says good things about you? - **Shamshad**
Make notes for evaluation – (full group)
- say your partner's name and what they are good at

Sort pupils into 2 groups - **Shamshad**

20-35 Moon brainstorm in two groups – instruction to full group (15 mins)

Ask: *"tell us things about the moon. It can be a fact, a question or fiction...something you heard in a poem or story. We want as many as possible"*

Elisa supports one group (use crib sheet; Teacher resource 1) and Shamshad supports other group

- Write up discussion on flip chart for each group
- Back to full group to share **(5 mins)**
- **NB session length 1 hour (group 1); 45 mins (group 2)**

35- 45 - Write 2 lines comparing your partner to the moon (10 mins). e.g. "you are like a full, half, crescent or no moon because..." (I read out example(s) from HLGG if time)

50-55 Homework (5 mins)

- Tell a grown up 3 things you like/love about them
- See what happens. I'll ask you how it went at the next session

55-60 Evaluation (5 mins) A "juicy" word to describe what we did today. e.g. fun...**Elisa**

Different Moons (Teaching resource 1)

Facts, questions and fiction about the moon *"It is not allowable for the sun to reach the moon, nor does the night overtake the day, but each, in an orbit, is swimming."*(Qur'an 36:40)

- the cow jumped over the moon
- there are two cars on the moon? (yes 2 buggies)
- "a local boy, went up into space in a Russian Soyuz and in zero gravity performed his namaz" (Imtiaz Dharker, poet)
- the moon has a sixth of the gravity of earth... you are 6 times lighter on the moon
- the moon is mentioned 28 times in the Qur'an
- it takes the moon 28 days to orbit (go around) the earth
- it takes the moon 28 days to rotate
- the moon is made of cheese, milk, rock or water? (no, rock)
- "The Arabic word for moon is 'qamar' and the light described there is 'muneer' which is borrowed light, or 'noor' which is a reflection of light.
- the moon gives us ocean tides and slows the earth's rotation
- there is only one moon in the universe? (no)
- An astrolabe is a scientific instrument used to work out the time of day using the sun or the stars, it was developed by Muslims.
- the moon makes 1 orbit as it rotates so the same side of the moon always faces the earth
- what does the other side of the moon look like?
- who sees the other side of the moon?
- An important observatory to study the planets was set up by Nasir al-Din al-Tusi in Persia/Iran. A big crater on the [moon](#) is named after him- "[Nasireddin](#)".
- the moon is a third of the size of the earth

Different Moons Children's Workshop 2

Shamshad and Elisa

Overall objective:

- To raise awareness about the heritage and culture of South Asian/Muslim communities and their contribution to Rossendale
- To raise self-esteem of pupils

Session objectives:

- Pupils say good things about themselves
- Read out moon poems
- Write about how they are like the moon.

0-10 Welcome (5 mins) - Shamshad

- Names and clap
- Recap ground rules **(FC)** - Elisa
- **Recap last session (5 mins) - ask them:** *"can you remember what we did?"* (e.g. share good things about each other, brainstorm about the moon, writing about your partner being like a moon.
- **Task/ homework – was to tell a grown up 3 things you like/love about them. Volunteers** to say how it made them feel to say nice things. **Make notes for evaluation - Shamshad**

10-15 Partner moon poems (5 mins) (or create group example)

- **I read 1 or 2 poems from last week** (notice: rhymes, similes...funny...) **WELL DONE**

15- 20 I am good at (5 mins) - Elisa

Ask them to **think** *"what skills have you got. what are proud that you can do"*... what did your partner say -might be good at football, spelling, sums, painting, tying knots... We can do this to make ourselves feel good about ourselves when we feel sad.

(all together) Say what you are good at..."I am good at..."

You can also try this: "I am confidently speaking out loud" - shamshad

Listen to track of poem by Hafez - that describes sky like an ocean...fish...

20-40 Writing I am like the moon... the moon is like me... (20 mins). Use the facts and fiction ... and what you are good at to write 2 lines. Read example(s) from RVISS (rhymes, inspiring words).

Pupils choose 1 line each to create a joint class poem. [NB Class 2 – lesson 45 mins]

40-50 Sharing writing (10 mins) ask for volunteers to read out

50-55 Homework/task

- Next session we'll be finding out about one of the first Asian people to come to Rossendale.
- Find out who was the **first person** in your family to come to Rossendale. They might have been here for many generations or come more recently.

55-60 Evaluation (5 mins) - juicy word/ what you liked - what you learnt – Elisa

Different Moons Children's Workshop 3 Shamshad and Arry

Overall objective:

- To raise awareness about the heritage and culture of South Asian/Muslim communities and their contribution to Rossendale
- To raise self-esteem of pupils

Session objectives:

- Pupils will ask questions about the photos of Mr Hussain and family to begin to research/ discuss facts about his life and contribution

Set up:

- Chairs in circle/ 2 big tables to the side

0-10 Welcome (10 mins) - Shamshad

- **Ground rules (FC) - Arry**
- **Homework :** *Ask for two volunteers to share what they found out; 'who was the first person in your family to come to England/Rossendale - Arry*
- **In this session** *we will be learning about one of the first men who came to Haslingden from Pakistan... see if you can guess his name...**Shamshad***

10-15 Hangman (5 mins) Put the dashes for Mazhar Hussain on the board

Ask: "does everyone know how to play hangman? **explain- guess letters. If not in his name... draw line... see if you can guess before we get the "hangman"** can we have volunteers to say a letter...hands up....complete...Mazhar Hussain..."

15-30 Mystery photos (15 mins) (in two groups) - Shamshad/Arry

To find out more about Mr. Hussain we will give you some clues. It is like solving a mystery; each group will have a photo. In your groups we want you to look at the photos and say what you see, any facts about the people in the photo. Also any questions or guesses you have about the people or the place.

Arry has Mr. Hussain photo (crib sheet Resources 2 and 3), Shamshad- man on horse.....

30-35 Back to full group (5 mins) - show both photos to full group

Ask: *-which of these men do you think came to England/ Haslingden?*

-which of the men do you think is Mr Hussain? why?

they guess/ we tell them the correct answer.

35-55 Share the facts and questions on the photos (20 mins) Arry/Shamshad

Volunteers report back on facts and questions about the photo they looked at in their group.

We fill in with answers.

Ask: How do they think the man on the horse is linked to Mr Hussain?

Homework: Find out more about the first person in your family to come to Rossendale.

55-60 Evaluation



Mr M Hussain family photo taken by Bob Frith

Different Moons

Teaching Resource 2

Brainstorm questions for Mr Hussain photos

Photo 2- Man in his front room, with younger woman sitting close by

Q. Who is he?

Q. How old is he?

Q. Is he married?

Q. Where is he?

Q. Has he always lived in this house?

Q. Was he born in England?

Q. Why did he come to England?

Q. When did he come?

Q. Does he miss where he came from?

Q. What does/ did he do here?

Q. Jobs/ hobbies?

Q. Who is the young woman?

Q. What is her relationship to the man?

Q. What does she do?

Q. Is she married?

Q. Does she have children?

Different Moons Teaching Resource 3

Mr Hussain photo brainstorm questions and answers

Photo 2- man in his front room with young woman sitting close by

NOTE: We don't give any answers until we come back together to the full group after listening to the recording. The questions are just prompts to help us.

the man in the photo

Q. Tell us what you see in the photo, any guesses or questions

Q. Who is he? Mr Mazhar Hussain

Q. How old do you think he is? 82 years old

Q. When do you think the picture was taken? Why? Clues from the furniture in the picture, 2014

Q. Do you think he is he married? Yes

Q. Where do you think he is, England, Rossendale? At home in England, Accrington

Q. Has he always lived in this house? No, he used to live in Haslingden and before that India/Pakistan

Q. Do you think he was born in England? No, he was born in Kapur Thalah (india) (15 miles from Jalandar, where his grandfather, the man on the horse lived)

Q. Why do you think he came to England? he came to study textiles, he already had a degree in Economics and geography and studied textile technology in Lahore, then he won a place to study at Manchester College of Technology, he did a dying and finishing course.

Q. When do you think he came? 1956

Q. Do you think he misses where he came from? Yes he does, very much, but he said Haslingden was a friendly place.

Q. What jobs do you think he did? He worked in the textiles mills as a technician, then he went on to work in quality control in chemical firm that made foam, he was active in local politics and on the community relations council.

Q. What hobbies or sports might he enjoy? He used to collect stamps, and he played cricket, badminton, and basketball, now he likes gardening.

The young woman in the photo

Q. Who do you think the young woman is? Her name is Hafiah Hussain

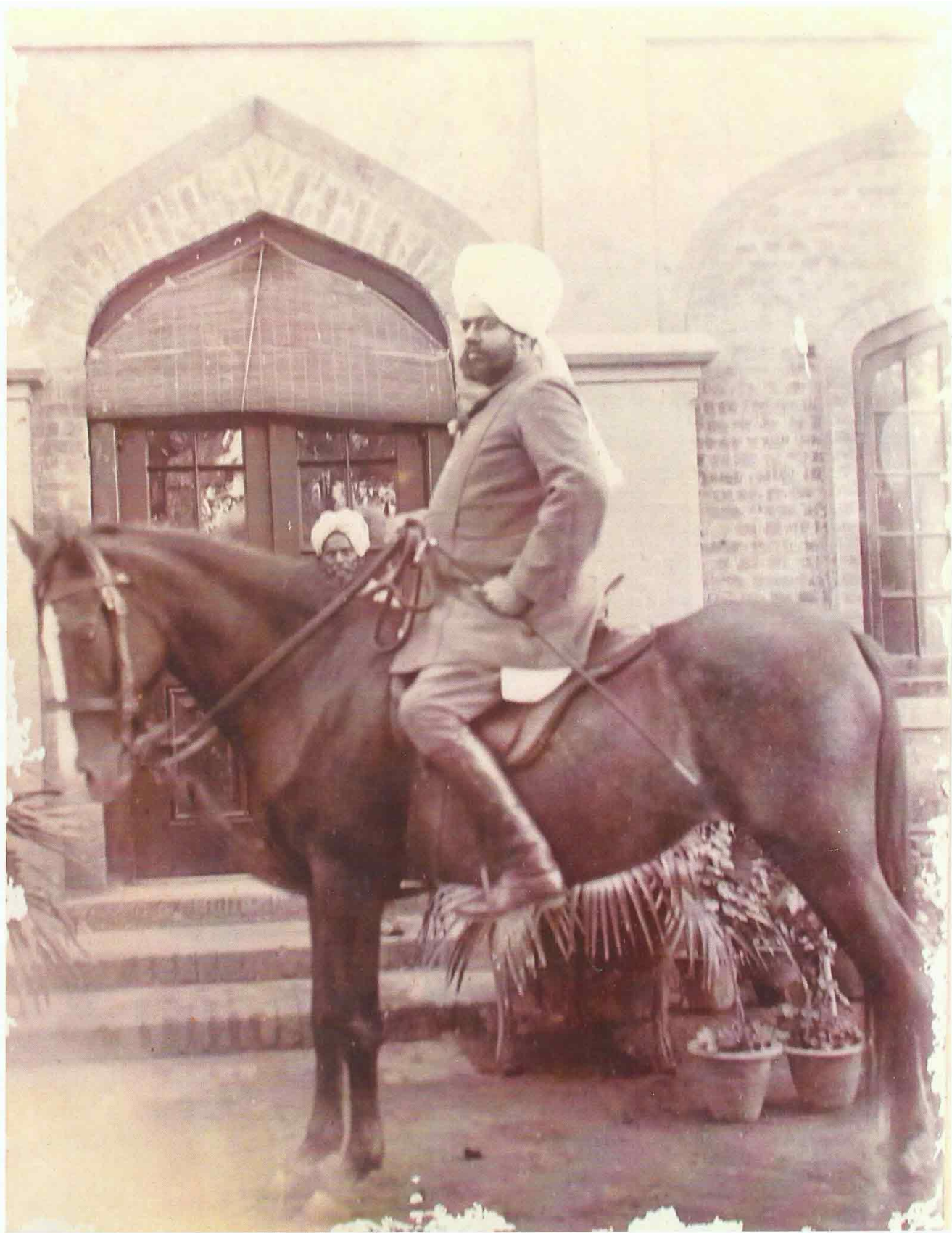
Q. What is her relationship to the man? She is Mr Hussain's daughter in law (married to Mr Hussain's son)

Q. What do you think she does for a job? She is a doctor

Q. Do you think she is married? Yes, she is married to Mr Hussain's son

Q. Do you think she has children? She doesn't have children

Q. What hobbies or sports might she like? She doesn't do sports, but she likes reading



Family photograph: Courtesy Mr M Hussain

Different Moons

Teaching Resource 4

Brainstorm questions for Mr Hussain photos

Photo 1 - Man on a horse, with other man in front of a big house

Q. Who is the man on the horse?

Q. Where is he?

Q. How old is he?

Q. Which country?

Q. Does he look rich?

Q. What does he do for a living?

Q. Is he married? Who to?

Q. Does he have children?

Q. How many horses has he got?

Q. Does he live in the house?

Q. Who lives there with him?

Q. Who is the man in the background?

Q. What is the relationship between the two people?

Q. Is he a servant? /What is his job?

Q. Is he married?

Q. Does he have children?

Q. Where does he live?

Different Moons – Teaching resource 5

Mr Hussain photo brainstorm questions and answers

Photo 1 - man on horse with other man in front of house

NOTE: We don't give any answers until we come back together to the full group after watching the animation. The questions are just prompts to help us.

The man on the horse

Q. Tell us what you see in the photo, any guesses or questions

Q. Who is the man on the horse? - Mr Hussain's nana/grandfather (mother's father) - surname Arain

Q. Where do you think he is ? - Jalandar, India

Q. How long ago was this picture taken? A long time ago, before Mr Hussain was born (before 1932)

Q. How old is he? About 50 years old

Q. Which country? India

Q. Does he look rich? why? Yes, he has got servants, a horse, big house

Q. What do you think he does for a living? He owns land and has people who work on the land

Q. Do you think he is married? He was married to Mr Hussain's grandmother

Q. Does he have children? He has 5 children, 3 girls (one Mr Hussain's mother) and 2 boys

Q. How many horses has he got? We don't know, he may have a few

Q. Do you think he lives in the house? Yes he lives there, sometimes he goes on trips across his land and stays the night in different places

Q. Who lives there with him? His wife and children lived with him, when they got married they left. At this time his youngest son lived there with his parents.

the man in front of the house

Q. Who do you think the man in the background is? A servant

Q. What is the relationship between the two people? He works for the family as a servant. Usually the family give them pay, food and clothes and a place to live.

Q. Is he a servant, what is his job? He had a few jobs including coming and taking the horse to the stables, he would look after the house and share jobs with other servants.

Q. Is he married? We don't know, but it is likely he was

Q. Does he have children? We don't know, but it is likely he has

Q. Where does he live? Many of the servants lived in a separate section outside the big house

Different Moons Children's Workshop 4

Shamshad with Habiba or Arry

Overall objective:

- To raise awareness about the heritage and culture of South Asian/Muslim communities and their contribution to Rossendale
- To raise self-esteem of pupils

Session objectives:

- Pupils to create a story or poem (for inspiration they can use the story of Mr Hussain's life and contribution) and a group piece.

Set up:

-chairs and tables

-flip chart (FC) brief chronology of Mr Hussain's life & contribution (covered)

-lap top, projector and screen/ white wall

0-10 Welcome (10 mins) *can you remember the name of one of the first people to come to Haslingden from India/Pakistan? What can you remember about him? **Shamshad***

uncover - flip chart sheet- these are some of the facts about Mr Hussain's life

hold up photos as reminder

Ground rules- reminder – Arry/ Habiba (on flip chart)

10-15 Mr. Hussain's journey - animation (5 mins) – *We will watch an animation of Mr Hussain's journey to England Notice: What did he see in the sea...? (dolphins)...“Mazhar by Sea” by Habiba Shenza).* **Habiba/ Arry** - any questions about animation process.

15-40 Writing activity (25 mins) in this session we will focus on writing. shamshad

We would like you to write **about a journey of someone coming from a different place to Haslingden**, what they see, if they like it and what they do to make the place even better.

You can write a poem or a story, it's up to you.

You can use Mr Hussain's story and imagine extra bits or make a new character.

You could mention the library, the mosque or any other place and how you would make it better.

When you write your poem or story **tell it as though you are going on the journey**

try to include:

- **the moon and some facts about the moon...** and any of the following:
- descriptions of what you see; rhymes; your feelings

40-55 Choose your favourite line from your story or poem. Sharing back to full group (15 mins) – volunteers to read out...

[NB – class 2 – 45 mins session]

- We will make a joint group story/poem to go in the Different Moons book

55-60 Evaluation (5 mins)

Different Moons Teaching resource 6

Facts about Mazhar Hussain

Facts to put on the flip chart at the start of the session

Mr Arain -Mr Hussain's grandfather lived in a big house in India, he rode on a horse and had servants.

Mr Arain had 5 children, one of them was Mr Hussain's mother

Mr Hussain was born in Kapur Thalah (India)

He won a place to study textiles at Manchester College of Technology

He came to England on a ship in 1956, it took him 3 weeks. He was very sick and wanted to go back. When he felt better he enjoyed the trip and at night watched dolphins in the sea.

Mr Hussain found the local people friendly, he was surprised by some things he saw.

Mr Hussain helped to set up the first mosque in Hasslingden on Blackburn Road

He introduced Urdu books into Hasslingden Library

Mr Hussain is aged 82 and lives in Accrington, he likes gardening.

Different Moons Children's Workshop 5

Shamshad with Habiba

Session Objectives

- **Information re: heritage**
- **Show animations**

Set up

- chairs in a semi-circle o label and felt tip on chair

0-10 Welcome (10 mins) (FC) Shamshad

- say your name and which languages you speak, name on **label**

10-15 – Introduction and time frame (FC) (5 mins) Habiba

- So what is Different Moons;
 - i) Different Moons is a Heritage and Creative Arts project, it's about collecting the histories about Asian people in Rossendale and sharing the history of Islamic and Asian arts. So it's about valuing it and not losing our culture

So we've started to interview local Asian people including my grandma and we've made animations from some of the stories we've collected.

- ii) All the work that we've been collecting and the work that you will be doing will be shown in an exhibition in November at Whitaker Museum and Gallery in Rawtenstall.

15-20 Plan for the day (FC) and Ground rules (FC) (5 mins) Shamshad

- Watch animations and have discussions

20-35 Djinn animation and discussion (15 mins) – Shamshad

Before we show the Djinn animation, ask;

Q1. Does anyone know what a Djinn is? (a spirit being mentioned in the Qur'an) – show of hands.

Record responses to Q2 and Q3 on a flip chart;

Q2. What do you know about Djinn?

Q3. Who told you/how did you find out? (parents/grandparents/ others?)

- Show animation

35-40 Introduce animation of Mr. Hussain's Journey "Mazhar by sea" (5 mins) - Habiba

40- 50 Show animation (10 mins) – Habiba

- Any questions for Habiba?

50-55 Discussion (5 mins) - Shamshad

55- 60 Evaluation (5 mins) – Shamshad

Different Moons Children's Workshop 6

Shamshad with Habiba

Session Objectives

- Introduce work of a Muslim heritage papercut artist Maryam Golubeva
- Build self-confidence
- Begin to write about a journey to the moon/ imagination

Set up

- Paper carpet in centre chairs around all facing in
- Moon fact on slips of paper
- Paper, pen, label and felt tip on chair

0-10 Welcome and recap (FC) ...(10 mins) Habiba

- Name labels
- Ask each : Name 1 fact about moon – or describe the moon
- From last week -Can you remember anything about Mr. Hussain's life... what he did etc
- **Shamshad** ---We wanted to make sure no-one is scared or worried about the Djinn story... Many of the stories are made up and any way the Qur'an says by doing prayers we can stay safe.

10-15 – Ground Rules (FC) (5 mins) Shamshad

15-20 - Plan for the day (FC) Shamshad

- Magic carpet
- Writing about a magic journey to the moon (writing piece to go in the exhibition)

20-35 Magic Carpet ...confidence and imagination (15 mins) Habiba (half group)

- **Take your shoes off/** sit around the outside of the carpet
- Facts about the carpet... Maryam Golubeva/ time to make it...Persian design
- **A volunteer to step onto carpet** and sit on cushion in middle
- Close your eyes - imagine you are filled with confidence and light
- Slowly you will feel the carpet lifting... it is floating in the middle of the room
- The window is open... it is floating out of the window
- Below you can see the small people.. you go higher... mountains through the clouds
- How does it feel?... you come close to the moon... you land on the moon
- Slowly you float back ...down...reverse journey... Land in room... open eyes
- **All have a go in middle... Timed 2 mins**
- Facts about the moon (slips of paper... volunteers to read out)

(cont)

Different Moons Children's Workshop 6 (cont)

35- 55 Writing (20 mins) – Shamshad (half the group)

We will be writing about a journey to the moon... taking your grandma or an old person with you (photo of Habiba's grandma, Zamro Rahman).

- In pairs talk about what it would be like... what you'd see, feel. What would your grandma say or take with her to remind her of home.
- Write one line about the journey on the balloon
- Line the balloons up... make a group poem

- Begin to write about your own journey to the moon (will finish off next week) **(FC)**
- It could be a letter to the moon, telling it you are coming
- It could be a letter to your grandma telling her you will be going together
- It could be a poem or story

55- 60 Evaluation (5 mins) – Shamshad

- What you liked and what you learnt



Photo of Zamro Rahman by Bob Frith

Different Moons Children's Workshop 7

Shamshad with Habiba

Session Objectives

- **Complete writing about a journey to the moon with grandma on carpet**

0-5 Welcome and brief recap (5 mins) shamshad

- Can you remember what we did /learnt at the last session?
(– ride on the magic carpet, visualizing going to the moon, facts about the moon
Class 2- started writing about what your grandma would take on journey to the moon, some people said paan, or tasbee.)
- Did anyone find out facts about their grandmas work- we can add those into your story/poems

5- 10 – Ground Rules (FC) (5 mins) Habiba

- **Put names on labels**
- **Permissions for photos (read list who can be in photos)**

10-15 - Plan for the day (5 mins) Habiba

- Hear moon poem from Year 3 with feedback from HLibrary Girls Group (hand out to Year 3 class (optional)
- Brainstorm about your grandma - journey to the moon
- Complete writing about journey to the moon (1 poem /story to go in the exhibition at Whitaker museum) – give out flyers

Read sample RVISS poems **Habiba and Shamshad**

15- 20 in pairs brainstorm... Habiba

- What it would be like going on a journey to the moon on a paper carpet (how does it feel/ what can you see/ hear)
- Imagine What your grandma would take, what she would say

20-55 Write about your journey to the moon (35 mins) Shamshad FC

Can be a story describing your journey or a letter to the moon (dear moon me and grandma are coming.../or thank you letter), or letter to your grandma or a poem

- **Include facts about the moon and about your grandma**
 - **Collect writing – check names on each. Also attendance sheet**
 - **If time read some pieces out**

55- 60 Evaluation (5 mins) - Shamshad

- **what you liked**
- **what you learnt**

Different Moons Children's Workshop 8

Shamshad with Arry and Elisa

Session Objectives

- **Heritage, Introduce Samina Hussain's bird story told by her father**
- **Themes of birds/ calligraphy poem by Hafez/Sharing/Unity**

Set up - chairs and tables

0-5 - Welcome and ground Rules FC (5 mins) - Shamshad

5- 10 - Introduction and background - (5 mins) - Arry

- As part of Different Moons-
 - We've started to interview local Asian people including Mr Hussain (who most of you wrote about last year) In the break you can look in the "moon book" that was in the exhibition – to see your poem/story. This time we will hear a story from Mrs Hussain.
 - All the work that we've been collecting and some of your poems and stories will be in an archive for the future and a beautiful book. – so we want some more great poems and stories from you inspired by a story Mrs Hussain told us. We won't tell you the story straight away...but here are some clues inspired by her story.

10- 20 Play music of bird song/ show feathers, bird images etc/ if a bird could speak to humans what do you think it would say? Use "juicy" words (10 mins) – Shamshad

- Record on flip chart

20- 25 Hafez "Falcon" calligraphy poem – (5 mins) read a few lines - Shamshad

- Which words do you like/ notice

25- 35 Hand out with bird image – (10 mins) using your calligraphy pens - Arry

- write a line about the bird in the bird shape
- you can describe the bird, or write what it might say

35-45 Introduce Mrs. Hussain's story (10 mins) – Shamshad

- before I read a little bit of Mrs Hussain's story can you guess what the story is about, or who is in the story?..... bird, sharing, unity, treasure.

Evaluation – whilst they are writing – Arry/ Elisa

Get a few words/phrases re: what they liked or learnt in this session (use "juicy" words)

45 – session ends for class 2 class 3 has a full hour –

HOMEWORK – can you ask your parents/ grandparents/ adult to tell you a story their parents told them

Different Moons Children's Workshop 9

Shamshad with Arry and Elisa

Session Objectives

- **Heritage, Introduce Samina Hussain's bird story told by her father**
- **Themes of birds/ calligraphy poem by Hafez/sharing**
- **Writing their own story/ poem and creating joint poem**

Set up - chairs and tables

0-5 - Welcome and ground Rules /recap **FC (5 mins)- Shamshad**

5- 10 - Introduction and background - (5 mins) - Arry

- Some of your poems and stories will be in an archive for the future and a beautiful book. – so we want some more great poems and stories from you inspired by the story Mrs Hussain told us. We can't include all your poems but we will use some words from all of you to make a joint story/poem. – read out a couple of their poems from last session

10- 15 recap the story/ tell the story (5 mins) – Arry/Shamshad

NB Different Moons “The bird story” animation could also be shown if there is time

15- 35 – write your own poem or story (20 mins) – Shamshad

- Use rhymes, juicy words
- Include a bird, a tree, treasure or a message about sharing
- Or you can include something from another story –if you did your homework and asked someone at home to tell you a story.

35- 45 – choose your best line from your poem or story (10 mins) - Arry

- create a joint group poem

Evaluation – whilst they are writing - Shamshad

Get a few words/phrases re: what they liked or learnt in this session

45 – session ends for class 2 class 3 has a full hour –

Different Moons Teaching resource 7

Samina Hussain – moral story about bird and Unity

This is a moral story. Uss story ne meri life ko barra impact kiya.

(And this story had a big impact in my life.) And I always follow and I want my son and my husband and my family to follow those rules. But they don't listen, but I still follow those rules. In that story they told jo unity hoti hai *(that unity we speak of)* is very important.

Summary of the story:

The story was told by Samina Hussain in her interview. There is a Different Moons animation “the bird story” that can also be shown. The story is about a poor family, who go into the woods to see if they can find any food. The mother sends each of the children to find wood, water, fire and a pan. Each of the children is good and listens to the mother. Then a bird in a nearby tree cheekily asks the father what are you going to put in the pot and eat?

The father replies, why you! The bird is worried as he says the family has so much unity they will be successful and catch him. So the bird tells them a secret... It tells them to go dig under a tree in the woods. They do this and find a box of treasure. They return to their village and build a big house.

Another family sees their success and tries to copy them, but the children are not well behaved and refuse to get the things their mother asks. The moral of the story is that by working together we can achieve a lot.

Beginning extract of the story: (Urdu with English translation)

“Tou unno ne, ek story, meri jo thay father, vo sunaa te thay.

(So he my father, used to tell me a story.)

Ke ek jo family thi, bohoth poor thi, bohoth ghareeb thay.

(That there was a family who was very poor, very poor.)

Unke paas kaahne ko bhi kuch nahin tha.

(They didn't even have food to feed themselves.)

Tou unno ne... Mathlab wo...Unke bachhay thay bohoth saray.

(So they... I mean, they had a lot of children.)

Tou Unno ne faisla kiya, ke ham yahan se jaate hain.

(So they decided that, we will leave from here.)

(cont)

Different Moons Teaching resource 7 (cont)

Matlab, yahan se nikalte hain, aur kahiin jaate hain.

(Meaning we should go from here and go somewhere else.)

Shayad bahar jaa ke hamain kuch kaahane ko milay.

(Perhaps we will find something to eat if we go outside.)

Tou parents jo thay, wo apne bachhon ko lay ke, aur jungle mein chalay jaate hain.

(So the parents, they took their children and head off to the woods/ jungle.)

Wahan jaa ke ek darakth ke nichay baiht jaate hain.

(They go there and sit under a tree.)

And then, Unki mum kehti hain, ke, ek betay se kehti hain, ke “betay jaake lakriyan lay ke aao”

(And then, the mum she says to one of her sons “son go get some wood?”)

Tou wo lakriyan lay ke aa jaata hai.

(So he brings back some wood.)

Ek betay ko kehti hain “jaaao betay aag lay ke aao”.

(She tells one son “go get some fire”)

Tou wo aag le ke aata hai.

(So he comes back with some fire.)

Mum ek aur betay ko kehti hain “betay kahiin se patilaa kissika purana wo lay aao” Tou wo purana patilaa lay ke aa jaata hai.

(Then mum tells another son “son go get an old pan from someone”, so he comes back with an old pan.)

Ek betay ko kehti hain “aap paani lay ke aao”.

(She tells one son “son, you go and bring some water.)

Tou wo paani lay ke aa jaata hai

(So he comes back with water.)

Tou iss taran se wo sari cheezain jo ko aap kitchen mein use karte ho cooking karnay ke liyae. Wo sari ek ek kar ke apne bachhon se mangwaa thiin hain.

(So in this way, all the items you would need for cooking in a kitchen. One by one, she asked for these from her children)

Aur bachhay “acha ji” keh ke, chalay jaate hain.

(And the children just say “yes okay” and go get them.)

Tou upar ek.. Tree ke upar ek bird bhait tha hai...”

(So on top of one.. On top of a tree there is a bird sitting...