



Teacher's Pack

Jabala and the Jinn online workshop.

Objectives of the workshop:

- Generate greater understanding of others' experiences, struggles and world views.
- Offer children a fresh approach to expression and collaboration.
- Encourage constructive dialogue, empathy and acceptance.
- Foster resilience in children.
- Create a tangible legacy.

Notes for teachers: Thank you for engaging with this workshop – these notes will help to guide you through the activities and will suggest additional input from you where appropriate.

We have divided the activities into sections or chapters and you can skip to each chapter in turn depending on the time that you have and the activities that will work best with your group. We have indicated approximate timings for each section.

When you see the pause button, please press your own pause button to stop and carry out the activity and then press the play button to resume.

We are working on the assumption that the children in the group have seen the show. If they have not then the Animated Storyline is included to tell the story in an active way. In an ideal pre-covid world, this workshop would be conducted in a large semi- circle in a hall or other large space with the screen at one end, however we are aware that you may be running this in your classroom and we would ask you to adapt as necessary. If students can see each other and the screen/teacher then this would be ideal.

This workshop was filmed online during full lockdown with the facilitators in different locations and so there are a few small inevitable glitches.

Introduction:

- Facilitators introduce themselves.

Check in: 1.30 mins

- Qasim asks the children to stand up and to show physically how they are feeling today – how full is their battery? Is it 10% or 100%.
- Teachers to encourage the class to take part.

Warm up: 3 mins

- Encourage children to pass the Jinn handshake that is demonstrated by the leaders to each other and make sure everyone gets a turn.
- Go along with Natalie's short physical warm up.

Acting through Expression – 2.30mins

- Follow the lead of the facilitators through different facial/ body expressions.

Animated storyline – circa 12 mins

- If the class or group have seen the show recently then this exercise is not necessary – it is included as a reminder of the story and a way to make that retelling more active.
- Teachers to split the group into four – each group representing one character – Jabala, Dad, Munir , Jinn/Sarah. The easiest way to do this is to go around the group counting to 4 and then 1's are Jabala, 2's are Dad, 3's are Munir and 4's are the Jinn.
- Everyone will play the enact and incant the spell.
- This exercise can be played in two ways. Static with students seated in their chairs and standing each time they have to enact their character, or seated but then

standing and moving to a new chair each time they enact their character. Naturally, the latter is more fun, especially when everyone moves during the spell, but the game works with participants staying by their chair too.

- Teacher elicits from the group a gesture for each character to complement the line that each character says. We've included some suggested gestures if the teacher wishes to demonstrate the gestures for the students to copy.

Jabala: **"Assalaamu-alaycum" (peace be upon you).** *Hold hands out and look up.*

Dad: **"Jaballlaaaaa"**. *Hands up in the air and a high pitched, hurry up tone of voice.*

Munir: **"You teach me Shakuuusspeare?"** *Looking at a an object with an outstretched arm in the manner of " Alas poor Yorick" ...*

Jinn / Sarah: **"Fusion!"** *Hand gesture*

Spell: **"Magic garlic, magic garlic, do your magic!"**

- When they hear their character's name they will act the gesture and line for their character. If it is possible they also change seats.
- The facilitators have read the text and demonstrated this, but the teacher may want to do this themselves and we have attached the text with this pack.

What is Eid – 10 mins

- Teacher to ask the group what they know about Eid.

Eid literally means a "festival" or "feast" in Arabic. There are two major Eids in the Islamic calendar per year – Eid al-Fitr earlier in the year and Eid al-Adha later.

Eid al-Fitr is a three-day-long festival and is known as the "Lesser" or "Smaller Eid" when compared to Eid al-Adha, which is four-days-long and is known as the "Greater Eid."

Why is Eid celebrated twice a year?

The two Eids recognize, celebrate and recall two distinct events that are significant to the story of Islam.

Eid al-Fitr means "the feast of breaking the fast." The fast, in this instance, is Ramadan, which recalls the revealing of the Quran to Prophet Muhammad and requires Muslims to fast from sunrise to sundown for a month.

The other festival, Eid al-Adha, is the “feast of the sacrifice.” It comes at the end of the Hajj, an annual pilgrimage by millions of Muslims to the holy city of Mecca in Saudi Arabia that is obligatory once in a lifetime, but only for those with means.

3. How do Muslims celebrate Eid al-Fitr?

Eid al-Fitr features two to three days of celebrations that include special morning prayers. People greet each other with “Eid Mubarak,” meaning “Blessed Eid” and with formal embraces. Sweet dishes are prepared at home and gifts are given to children and to those in need. In addition, Muslims are encouraged to forgive and seek forgiveness. Practices vary from country to country.

In many countries with large Muslim populations, Eid al-Fitr is a national holiday. Schools, offices and businesses are closed so family, friends and neighbours can enjoy the celebrations together. In the U.S. and the U.K., Muslims may request to have the day off from school or work to travel or celebrate with family and friends.

Muslims decorate their homes with lanterns, twinkling lights or flowers. Special food is prepared and friends and family are invited over to celebrate.

Eid al-Fitr, as it follows the fasting of Ramadan, is also seen as a spiritual celebration of Allah’s provision of strength and endurance.

Amid the reflection and rejoicing, Eid al-Fitr is a time for charity, known as Zakat al-Fitr. Eid is meant to be a time of joy and blessing for the entire Muslim community and a time for distributing one’s wealth.

- In this exercise, we are going to give each other a gift.
- Use your imaginations. Think big!
- The person giving the gift says, “Eid Mubarak” (Blessed Feast/ festival). The person receiving the gift says “Eid Mubarak” in response.
- The person receiving the gift decides what the gift is, acts out the discovery of what the gift is and thanks the giver for the present.
- The person who has just received a present then becomes the giver, choosing another member of the group to be the recipient saying “Eid Mubarak...”.
- This continues until all of the group have received an Eid gift. Starting it off with the Teacher passing the gift first.
- Be adventurous and playful.

Question about the gifts

- Teachers could ask children to write down some of their answers or to just think about them.

Improvisation: circa 10 mins

- Teachers need to split the group into 2's or 3's and the group can all do this improvisation at the same time in those small groups. The teacher can go and have a look at each little group and maybe ask what they have lost and how the second person is helping them to either find it or not to worry too much about it if they can't find it.

Eid Feast of Resilient Recipes: 3 mins

- In the play Jabala and Munir make a special Eid celebratory feast to cheer up Jabala's father when he couldn't find the bracelet that he and Jabala gave to her mother. We're going to have our own Eid Feast...
- Thinking of different personal qualities that might comfort or help us when we're feeling upset or need to face a challenging situation, or activities and things that we enjoy, that make us feel good, we're going to make a feast.
- We're going to turn the qualities, activities or things into food dishes that you could serve at a feast to help someone or cheer them up. Munir also performs a speech from Romeo and Juliet to cheer him up too, so for example you might have a Romeo and Juliet speech salad as a dish at our Eid Feast. Other examples might be: Friendship falafels. Pitta's of kindness. Reading your favourite book pie, going for a walk with a friend sandwich etc.

Characters and resilience – 15 mins

- This exercise may be for slightly older children. It looks at how we care for others and care for ourselves when we are facing challenging situations.
- The group will need drawing materials for the second part of the exercise.
- Challenging situations that we find in the play:
 - Loss
 - Rejection
 - Injustice
 - Change
 - Confrontation
 - Being in the wrong.

Rap: 15/20 mins

- Split the group up into 6 groups and they learn a section of the rap and show this back. If you have less children it could be 3 groups that have two verses each.
- You have music to accompany it and you can give them creative control and add their own soundscapes etc. There are two versions of the rap – one with singing and one without. They run one after the other.
- Encourage them to storytell with physical actions. Embody the words.

Rap Text

Group 1

I'm a Jinn
I'm a Jinn
So I don't have skin
Having human flesh is my thing
But I'm living in a separate world
'Invisibility' is the word

Group 2

Similar to yours
Doing mum's chores
Early bedtime
Shortening ma playtime
Grumpy dad
Gettin grounded when I'm bad
Mm mm
No fun it makes me mad
Mm mm
No friends it makes me sad

Group 3

How'ma gonna play?
Alone in ma alleyway
A boring existence
Despite my persistence
Mm mm
I need some assistance
Mm mm
I'm needing some assistants

Group 4

A human friendship
To play in ma spaceship
Games till we're delirious

Fantastical experience

Freeze tag

Tunnel tag

Elbow tag

Turtle tag

Group 5

I'm a playful character

With max fun register

A fierce competitor

I'm quicker and slicker

Mm mm

In any games you might deliver

Mm mm

Group 6

But it wasn't gonna happen

Ma fantasy was shaken

Ma dreams were all broken

So I found a way

So I don't have to stay

A magical sequence

A secret password

The answer to ma dreams

And it goes like

It goes like

It goes like

All groups

Magic garlic, magic garlic do your magic

Magic garlic, magic garlic do your magic

Magic garlic, magic garlic do your magic

Animated Storyline for Jabala and the Jinn.

Jabala- A wave and says 'Assalaamu-alaycum' (peace be upon you)

Munir- 'You teach me shakuuusspeare' with a bold thespian hand gesture

Jinn / Sarah - Fusion and hand gesture

Dad - 'Jaballlaaaaa' hands up in the air

Spell – magic garlic, magic garlic, do your magic.

Jabala is getting ready for school. She is late. Shouting in a high pitched voice her **dad** tells her to hurry up. As she leaves she says "Assalaamu-alaycum" to the house as her mother used to.

At school **Jabala** is hoping to be friends with Amy the prettiest student, who the best at everything. **Munir** who is a refugee from the Yemen wants to be friends with **Jabala**. **Munir** tells her that he was a famous child actor in Yemen, loves Shakespeare and that his father was killed by a bomb. She feels sorry for him as she has lost her mum too and as she says. "It's not nice. It's made me quite sad. Very sad actually".

The next day **Jabala** is getting ready for school. She is late. Her **dad** is stressed. As she is leaving she says "Assalaamu-alaycum" to the house and a voice answers her – she wonders if it is her mother.

At school, for a trial period only, Amy has agreed to be friends with **Jabala**... provided she doesn't speak with "the refugee boy" and changes her name to "something more English". **Jabala** invites **Munir** to come to her house for an orange juice.

At the house **Jabala** tells **Munir** (our refugee hero) that she doesn't want to be his friend but that she needs him to speak Arabic. He speaks Arabic and a voice answers him. He is terrified. The voice tells them how to summon it to human form by saying the **spell** (magic garlic, magic garlic, do your magic the magic) three times. **The Jinn** appears. She introduces herself. She is a 7yr old girl, who in human years is 700 years old, she lives with her parents in a parallel dimension inside the house and her name is **Sarah**.

That night **Jabala** finds her **dad** looking for a bracelet that they both gave to her mother. It is nowhere to be found and he is very upset and sinks to the floor crying. She reminds him he said not to be sad. He says he's not but he clearly is. She comforts him. They read Matilda together.

At school our Shakespeare loving boy from Yemen and our eponymous heroine talk. She tells him about the missing bracelet and her father feeling sad and **Munir** suggests making a special meal to cheer him up. It is going to be the celebration Eid very soon.

Jabala and **Munir** say the **spell** (“magic garlic, magic garlic, do your magic the magic”) to summon **Sarah** to play a game. She tells them that she has actually met Shakespeare and used to play tricks on him and that she knows Romeo and Juliet off by heart. They act out some lines to the delight of **Munir**!

Back at the house **Munir** sees a bracelet on **Sarah’s** wrist. It is the missing bracelet. She pleads that she needs it to make a magic drink so that she can remain as a human and be their friend forever. **Jabala** demands she gives the bracelet back, which happens, but only after a big argument and threats being made by **Sarah**.

It is the morning of Eid and **Jabala** has prepared a special breakfast for her dad. **Munir** has prepared a speech from Romeo and Juliet. **Dad** loves the breakfast and Jabala presents him with the lost bracelet. He is very happy.

It is a school day. They are running late. **Dad** is in a hurry. Jabala grabs some garlic and puts it under a cup and says the **spell** (“magic garlic, magic garlic, do your magic the magic”) summoning **Sarah**. They say they’re sorry and make friends. They agree to see each other again later. **Dad** calls **Jabala**.

THE END



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