Abdullah's Bear Needs a Name!

Teachers Resource Pack & Activities

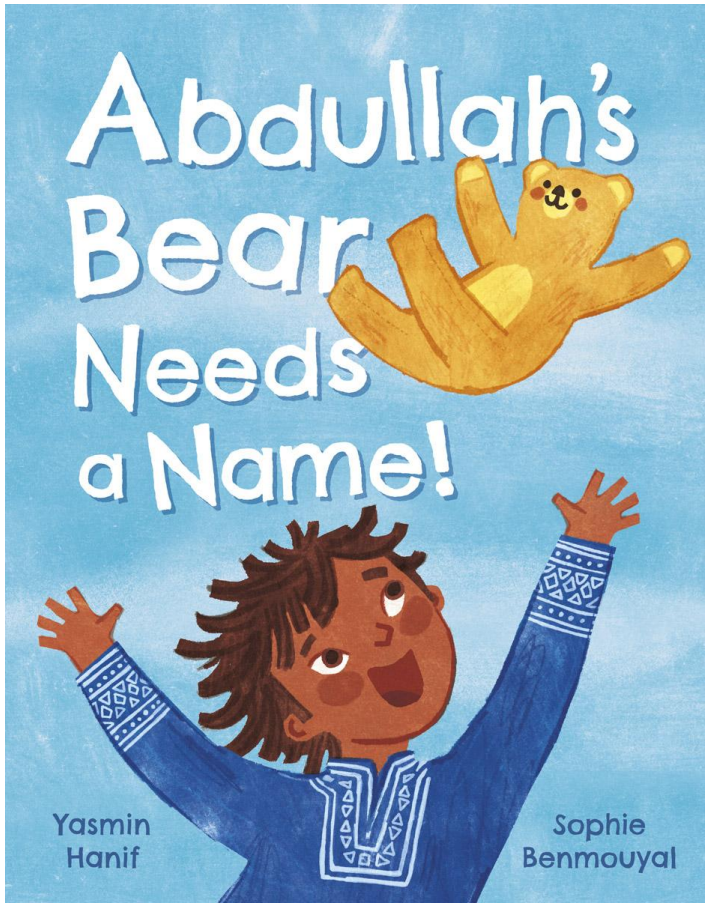


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Resource pack based on picture book, *Abdullah's Bear Needs A Name!* by Yasmin Hanif & Sophie Benmouyal



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Available to buy (click the links below):

- DiscoverKelpies (Direct from publisher)
- Waterstones
- Bookshop.org
- Amazon.co.uk

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Curriculum Links:

- **RME**: Festivals, Eid, family, community
- **Health and Wellbeing**: Identity, self-esteem, relationships
- **Literacy**: Character study, inference, descriptive language
- **Social Studies**: Family structures, cultural diversity

Key Learning Outcomes – children will be able to:

1. Recognise key features of Eid and other festivals
2. Understand that identity has many layers
3. Share personal stories and experiences confidently
4. Build empathy for different cultures and traditions



Topics covered in pack:

1: Festivals/Celebrations — Eid
2: Identity (Place and Language)
3: Names and Meanings



How to use this pack:

- It can be used as standalone lessons/ activities as well as a framework and structure for further learning.
- Each topic contains several activities.
- The pack is designed for you to pick and choose activities, although you can use it consecutively too over the course of one or several lessons.
- There is a Curriculum for Excellence Experience and Outcomes section at the end of this pack on pages 33 to 38.



Topic 1: Celebrations/ Festivals - Eid

Discussion Starter: using pages 1 - 2 in the book *(also on next page - Abdullah's family celebrating Eid),* invite children to look closely at the illustration and describe what they notice.

There are **question prompts** to help lead the discussion on **page 7.**



Abdullah loved celebrating Eid, and he couldn't wait to open his presents.

"Happy Eid!" said his ammi.

"Eid Mubarak!" said his abba. "This is from us."

Abdullah jumped up to take the gift.

He carefully unwrapped the paper to find...



Topic 1: Celebrations/ Festivals - Eid

Questions to lead the discussion:

1. What do you see happening?
2. How do you think Abdullah feels?
3. What clues tell us this is a celebration?
4. What festivals do you celebrate?
5. What happens on those days?
6. Why do families celebrate festivals?

Let's take a closer look

Celebrating Eid











Topic 1: Celebrations/ Festivals - Eid



What is Eid?

- Eid is a happy time when Muslim families get together.
- There are two Eids every year, and both are special days full of joy.
- On Eid, families often wear nice clothes, pray a special Eid prayer, visit loved ones, eat tasty food, give to charity and say "Eid Mubarak!" which means *Happy Eid!*
- It's a day for sharing, smiling, and being kind.



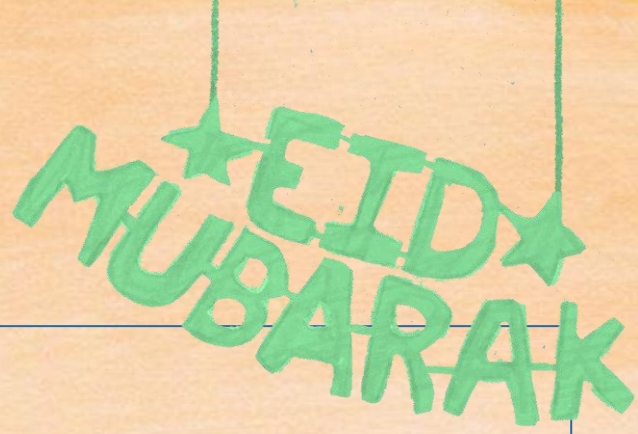
Topic 1: Celebrations/ Festivals - Eid

Optional: Read author, Yasmin Hanif's short **blog** on Eid here or use the QR code below:

https://discoverkelpies.co.uk/2026/03/what-is-eid-guest-post-by-yasmin-hanif/



Topic 1: Celebrations/ Festivals - Eid



What is Eid in more detail?

- **Eid al-Fitr** — comes after the month of Ramadan. During Ramadan, grown-ups fast in the daytime to practise patience, kindness, and gratitude.
- **Eid al-Adha** — this happens later in the year. It remembers the story of Prophet Ibrahim (peace be upon him) and his trust in Allah.
- Both Eids are about kindness, family, helping others, and being thankful. Children often get treats or ***Eidi*** *(usually money from elders),* and everyone enjoys being together.



Topic 1: Celebrations/ Festivals - Eid



Additional activities:

1. Eid Spot & Share
Give children a sheet with different images related to Eid *(template on page 13)*. Ask them to point out the ones they see in the book and talk about why they matter. Feel free to include additional images such as praying and Zakat.

2. Design Your Own Festival Plate
Children draw or collage a plate of food they'd have at a festival they celebrate. Encourage cultural pride and sharing. *Template on page 14.*

3. Eid Card Making
Children design Eid cards using: Crescent moons, stars, lanterns, family scenes, food plates

4. Festival Role Play Corner
Set up a small area with play food, gift boxes, scarves/ hats, prayer mats etc. Children act out a festival morning.

Eid Spot & Share













Design Your Own Festival Plate





Topic 2: Identity

Discussion Starter: using pages 7 - 8 in the book *(also on next page – Abdullah's week)* invite children to look closely at the illustration and think about the various places Abdullah visits. *(There are also other places Abdullah visits further on in the book).*

There are **question prompts** to help lead the discussion on **page 17.**

Abdullah loved the bear more and more each day.
He took it everywhere with him.

On Monday they went shopping.



On Tuesday they went to classes at the madrasa.



On Wednesday they cooked dinner with Auntie Fatima.



On Thursday they played cricket at the park.





Topic 2: Identity

Questions to lead discussion:

1. What do you notice about Abdullah's clothes in the different places he visits?
2. Think about yourself. What are the places you visit in your life?
3. Do you act or feel different at home, school or somewhere else? How? Why?
4. What parts of Abdullah stay the same everywhere?
5. What parts of *you* stay the same everywhere?



Topic 2: Identity

Activity: My Different Selves

Children draw three self-portraits, each with one heading: 'Me at school', 'Me at home', and 'Me with family/ friends'

Under each self-portrait, they write or draw:

- What they wear
- How they feel
- What they do
- Who they're with



Topic 2: Identity

Me at school



- What I wear
- How I feel
- What I'm doing
- Who I'm with

Me at home



- What I wear
- How I feel
- What I'm doing
- Who I'm with

Me with family/ friends



- What I wear
- How I feel
- What I'm doing
- Who I'm with

Me at school	Me at home	Me with family/ friends



Topic 2: Identity

Additional activities:

1. Special item or photo
Children bring in or draw something that is important to them such as a favourite toy, photo, book, piece of clothing.
Each child labels their items: *"This shows who I am because..."*
The children can share with others why the item/ picture represents them or is important to them.

2. Identity Collage
Children cut and stick images that represent their culture, hobbies, favourite foods, family and celebrations.

3. Languages
Ask children if they can speak or know anyone else who speaks another language(s), and which ones.

Refer to the book, and find words from other languages (the back of the book has a mini glossary) which explains what the words mean.



Topic 3: Names and Meanings

Discussion Starter: using the book throughout with special attention to pages 19 – 20 (also on next page) invite children to consider their names.

There are **question prompts** to help lead the discussion on **page 24.**

"I think the bear has a name like mine!"

Abdullah's heart thumped.



He chanted names from stories he'd heard at home:

"Muzaar Zaida Malik"

Names he'd read in the Quran:

"Maryam Yusuf Daud"

And those of his family and friends:

"Farah Aslam Musa"

Then he said a name from one of Abba's stories:

"Nadeem!"



Topic 3: Names and Meanings

Questions to lead discussion:

- Why are names important?
- Do you know what your name means? *Can get the children to research it online if appropriate.*
- Who chose your name? Why?
- Do you like your name? Why? Why not?



Topic 3: Names and Meanings

Optional way to lead the activity:

MY Name Story

Using the template on pages 26-27, children create a fold-out 'My Name Story'.

On the front cover, children write their name. Inside, children can write about:

- What their name means (if known)
- Who chose their name
- Why they like their name
- A drawing of something that represents them
- Anything else they would like to share about their name

→

Printing note: Print the template double-sided, with the reverse side aligned so that the 'My Name Story' cover appears on the outside when folded.

Extension: Name Gallery

Fold the card along the perforated lines and display all name cards in a classroom gallery celebrating identity.



My Name Story



My name means:

My name was chosen by:

I like my name because:



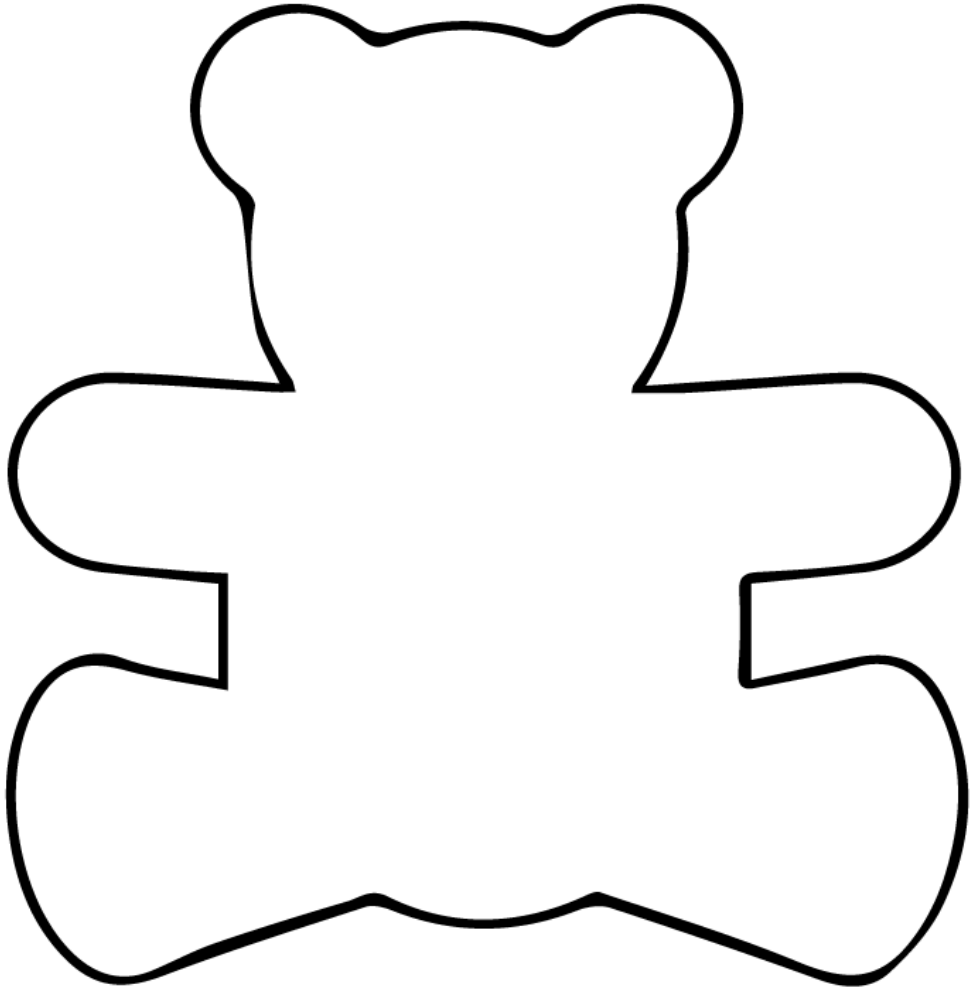
Topic 3: Names and Meanings

Activity: Colour and draw their own bear

Using the template on the next page, the children colour in and name their bear. Encourage them to think critically and choose a name that feels unique to their bear, rather than automatically picking a familiar or common name. Refer back to the book *(e.g. page 23 of this pack)* to remind the children of some of the names in the book.

Get the children to consider their bear's attributes, personality, likes/ dislikes etc. Ask the children to share why they chose that name for their bear.

Colour & Draw Your Own Bear!





Name your bear!

Abdullah

Aisha

Bertie

Roger



Hercules

Ismail

Khadija

Humpty Dumpty

Archibald

Other books you may find useful:

1: Festivals and Celebrations — Eid

Can You Find My Eid Presents? by A. M. Dassu & Junissa Bianda
The Best Eid Ever by Sufiya Ahmed & Hazem Asif
The Most Exciting Eid by Zeba Talkhani
Moon's Ramadan by Natasha Khan Kazi



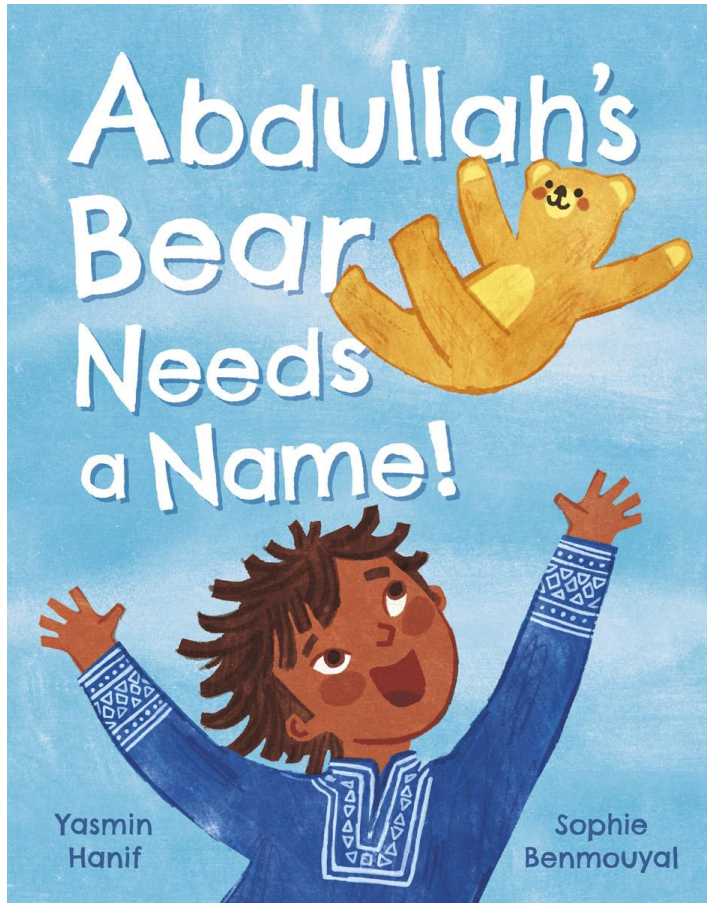
2: Identity (Place and Language)

My Grandma and Me by Mina Javaherbin
Lulu Meets the Bees by Rachel Rooney

3: Names and Meanings

Your Name is a Song by Jamilah Thompkins-Bigelow
The Name Jar by Yangsook Choi
Alma and How She Got Her Name by Juana Martinez-Neal

Please get in touch with author Yasmin Hanif for a workshop, session, reading or event for your school. Her details are below:



www.yasminhanif.com

https://www.instagram.com/yhwrites/

Scottish Book Trust's Live Literature database: https://www.scottishbooktrust.com/authors/author/yasmin-hanif/

Scottish Book Trust can help towards fees. Find out more on their website.

Curriculum for Excellence Experiences and Outcomes

Topic 1: Celebrations and Festivals (Eid)

Activity	Curriculum Area	Relevant Experiences and Outcomes
Discussion about Eid, other celebrations, family traditions and cultural similarities/ differences	Religious and Moral Education	Developing respect and understanding for beliefs, values and practices of others
Exploring why people celebrate festivals and what is important to families	Social Studies	Understanding customs, traditions and ways of life
Sharing experiences of celebrations	Literacy and English (Listening & Talking)	Sharing experiences, ideas and feelings with others
Festival role play and discussion	Health & Wellbeing	Recognising and valuing individuals within the school community

Curriculum for Excellence Experiences and Outcome

Topic 1: Celebrations and Festivals (Eid)

Evidence of Learning

- Children can discuss similarities and differences between celebrations.
- Children can explain key features of Eid.
- Children show respect for traditions that may be different from their own.

Notes:

Curriculum for Excellence Experiences and Outcomes

Topic 2: Identity, Place and Language

Activity	Curriculum Area	Relevant Experiences and Outcomes
Discussing how identity changes across different settings	Health & Wellbeing	Understanding feelings, behaviour and personal development
'My Different Selves' activity	Health & Wellbeing	Expressing feelings and developing awareness of self
Identity collage and special object activity	Health & Wellbeing	Recognising that every individual is unique and valued
Exploring languages spoken at home and in the community	Health & Wellbeing	Communicating, responding and interacting with others

Curriculum for Excellence Experiences and Outcome

Topic 2: Identity, Place and Language

Evidence of Learning

- Children can identify different aspects of their identity.
- Children can discuss similarities and differences between themselves and others.
- Children demonstrate respect for different languages, cultures and experiences.

Notes:

Curriculum for Excellence Experiences and Outcomes

Topic 3: Names and Meanings

Activity	Curriculum Area	Relevant Experiences and Outcomes
Discussing personal names and their significance	Health & Wellbeing	Recognising individuality and promoting inclusion
'My Name Story' activity	Literacy and English (Writing)	Creating texts to share experiences, thoughts and information
Name gallery and presentations	Literacy and English (Listening & Talking)	Sharing experiences and ideas with an audience
Naming and creating a bear character	Literacy and English	Creating characters and imaginative responses to texts

Curriculum for Excellence Experiences and Outcome

Topic 3: Names and Meanings

Evidence of Learning

- Children can explain the significance of their name.
- Children can communicate personal information confidently.
- Children demonstrate understanding that names and identities are important and valued.

Notes:



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