

AGES 6-9
PRIMARY

THE WADI TRIBE

Where Everyone Is Welcome!



Resource Pack

Welcome to Wadiland

Somewhere beyond the ordinary world lies WadiLand, a universe of colourful characters, unexpected adventures and stories where even the smallest hero can discover something extraordinary about themselves.

In Tach and the Cosanthor, we meet a little turtle who is much more comfortable listening to stories than facing danger. But when his village needs him, Tach discovers that courage isn't about never being afraid. It's about what you choose to do when fear arrives.



TACH

the small, timid turtle who loves stories and kale juice. He would much rather watch from the side than join a rough game, but his adventure will show him that being afraid doesn't mean you can't be brave.

In This Pack

Teachers will find:

- curriculum and SEL connections
- character introductions and pre-reading questions
- two classroom-ready lesson plans
- a cultural introduction to the Irish sport of hurling

About the Author

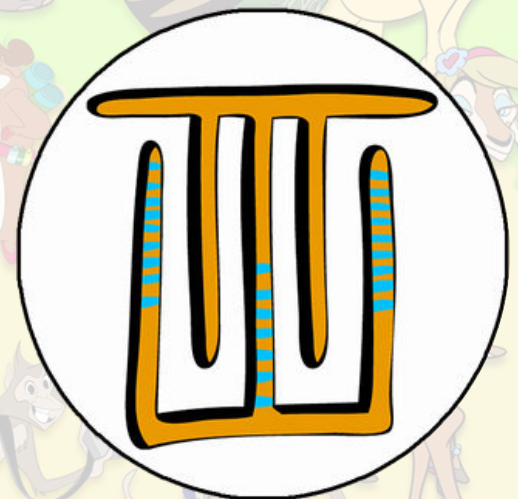
Meet the Author - Saniya Chughtai

Saniya Chughtai is an award-winning children's author, storyteller and founder of The Wadi Tribe. She has written more than fourteen books for young readers, translated into Arabic, Urdu and Irish, and recognised with honours including the TCK Publishing Readers Choice Award and the Royal and Purple Dragonfly Awards. Through The Wadi Tribe, Saniya creates imaginative stories that entertain first, while naturally exploring confidence, empathy, courage, friendship and belonging. Her school visits bring these stories to life through expressive storytelling, character voices and interactive workshops, helping children fall in love with books and discover the storyteller within themselves.



About The Wadi Tribe

The Wadi Tribe is a children's edutainment brand founded in Dubai in 2018, built around a universe of original characters, WadiLand, where every story is designed to help children feel seen, celebrated and inspired. Each character carries their own social and emotional value, from courage and self-acceptance to kindness and honest friendship, woven naturally into adventures full of humour, warmth and cultural discovery. Multicultural and inclusive at its core, The Wadi Tribe believes every child deserves stories that reflect the world they see around them, and grow the hearts of the children who read them.



Curriculum Links



TWT SEL Guiding Principles

Each Wadi Tribe title is developed against a specific social and emotional learning (SEL) competency, drawn from the CASEL 5 framework (Collaborative for Academic, Social, and Emotional Learning): Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

- **Self-Awareness**

Tach recognises his own fears and begins to understand that feeling afraid does not make him weak. Through the adventure, he discovers strengths in himself that he did not know he had.

- **Self-Management**

Tach learns that courage does not mean being free from fear. By focusing his attention on the task in front of him, he discovers a practical way to manage his fear and act when it matters.

- **Social Awareness**

Tach discovers that fear is something everyone experiences, even those who appear strong and brave. He begins to understand that courage can look different for different people.

- **Relationship Skills**

When the village is threatened, every character is given a role suited to their strengths. Tach learns that working together, trusting others and accepting support can make everyone stronger.

- **Responsible Decision-Making**

Renba's plan to protect the village relies on each character understanding their responsibility, following instructions and making choices that help keep the whole community safe.



Curriculum Links



KHDA Wellbeing Matters

Four domains of student wellbeing:

- **Psychological – recognising and managing fear**

(Tach facing his fears)

- **Cognitive – focus and problem-solving**

(Tach focusing under pressure)

- **Social – relationships and community**

(The village working together)

- **Physical – movement, coordination and confidence**

(Learning skills through hurling)

UAE Moral, Social and Cultural (MSC) Studies

Four pillars, per the UAE Ministry of Education:

- **Character and Morality – courage and responsibility**

(Tach acting despite his fear)

- **The Individual and the Community – belonging and teamwork**

(Everyone contributing their strengths)

- **Civic Studies – shared responsibility**

(Everyone having a role)

- **Cultural Studies – appreciating cultural traditions**

(Discovering Irish hurling)

UK National Curriculum - Relationships Education (KS1/KS2)

- **Characteristics of healthy relationships**

(Trusting others and accepting support)

- **Working and playing cooperatively**

(Working together as a team)

- **Recognising and managing emotions**

(Tach learning to manage fear)



Tach and the Cosanthor

About This Adventure

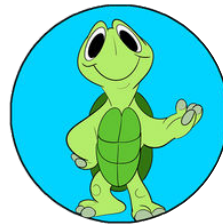
Tach is a small, timid turtle who would rather listen to Saltur's stories than join the village's rough stick-and-conker game. But when he falls through a secret tunnel, he meets Renba, the last known Cosanthor, an ancient warrior-defender. As wolves threaten the village, Tach and his friends help Renba prepare everyone for danger and discover a new game along the way: hurling. Tach soon learns that being brave does not mean never feeling afraid. It means choosing what to do when fear arrives.

Meet the Characters



Tach -

the timid little turtle who discovers his courage



Kaw -

Tach's energetic, adventurous friend



Renba -

the last known Cosanthor and Tach's unlikely mentor



Anya -

the sensible bobcat who knows more than she lets on

Also appearing: Turwa, Saltur, Babarro, Bua Bua, Tach's Mum & the wolf pack.

Pre-Reading Questions

- What does it mean to be brave?
- Can you feel scared and still be brave?
- Have you ever been nervous about joining a game?
- Have you heard of hurling before?
- Who do you think helps Tach become braver?

Lesson One: Focus Over Fear



Learning Objectives

- To recognise how fear can feel in the body
- To understand how focus can help manage fear
- To practise staying focused when distracted



Main Activity

Book reference: Chapter 7, p. 96

Revisit the moment when Tach faces the wolves. Renba explains that everyone has fears and that courage is about what we do with them.

Ask: How do we know when we are frightened?

- Discuss how fear can feel in the body, such as a racing heart, shaky hands or wanting to move away.
- In pairs, create a simple target using chalk, tape or a marker.
- One child rolls or gently tosses a soft ball or beanbag towards the target while their partner creates a mild distraction nearby.
- The thrower keeps their attention on the target and tries again.
- Discuss what helped them stay focused. Connect this to Tach focusing on the sliotar rather than the wolves.

NOTE: Keep distractions gentle. No touching or startling.



Reflection Questions

- What did fear feel like for Tach?
- What helped you stay focused?
- What could you focus on when you feel nervous?



Extension Task

Children create a “Courage Toolkit” by drawing or writing three things that can help them when they feel nervous, such as:

- focusing on one thing
- asking someone for help
- taking a calm breath

Lesson Two: Everyone Has a Role



Learning Objectives

- To understand why different roles help a team
- To identify strengths we can contribute to a group
- To recognise the value of giving and accepting help



Main Activity

Book reference: Chapter 6, pp. 89–93

Revisit the part where Renba prepares the village for danger, giving villagers different jobs based on their strengths.

Ask: Why doesn't Renba give everyone the same job?

- Discuss how different strengths help a team succeed.
- Divide the class into teams of four or five.
- Challenge each team to build the tallest freestanding paper tower in 10 minutes.
- Give each child a role: builder, materials collector, timekeeper or idea-checker.
- Afterwards, discuss what each person contributed.
- Connect this to Tach and the villagers working together to protect their community.



Reflection Questions

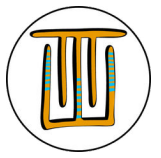
- Did having a role make the task easier?
- Which role suited you best?
- What strength did someone else bring?



Extension Task

Children choose four characters from the story and give each one a role for a new challenge. They draw or write what each character would contribute and why.

Bonus: Discover Hurling



Hurling Cultural Connection

What is Hurling?

Hurling is one of Ireland's traditional Gaelic games and one of the world's oldest field sports. Players use a wooden hurley (camán) to strike a small ball called a sliotar. It is a fast game built around skill, teamwork and coordination.

And What is Camogie?

Camogie is the women's form of hurling. It is played with a hurley and sliotar and shares the same Gaelic sporting tradition.

Words from the Game

Hurley / Camán: The wooden stick used to play the game.

Sliotar: The small ball used in hurling and camogie.

GAA: The Gaelic Athletic Association, which promotes Gaelic games including hurling.

DID YOU KNOW?

160 World GAA clubs run children's programmes, helping young players discover Gaelic games outside Ireland.

TRY IT!

What sport does hurling remind you of? Think about the stick, ball, teamwork and skills. What is similar and what is different?



Continue the Adventure

Thank you for exploring Tach and the Cosanthor with your class. We hope Tach's adventure encourages children to discover that courage can exist alongside fear, that everyone has something valuable to contribute, and that stories can open a window into cultures around the world.

CHILDREN'S BOOK

Keep Exploring

Discover more stories, classroom resources and author visits from **The Wadi Tribe**.



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Interested in an author visit?

Bring Saniya Chughtai and The Wadi Tribe to your school for storytelling, workshops and curriculum-linked activities.

Different
stories, a
brighter world

