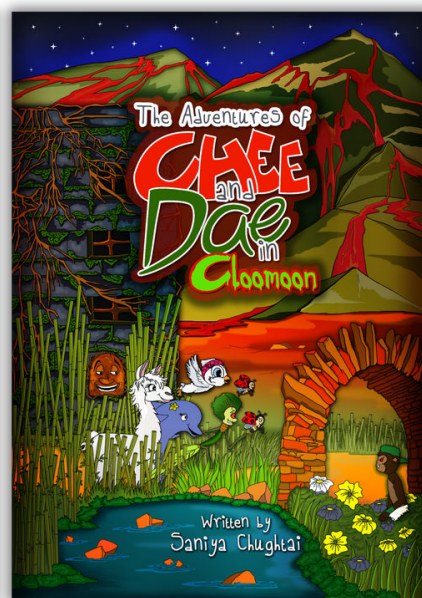
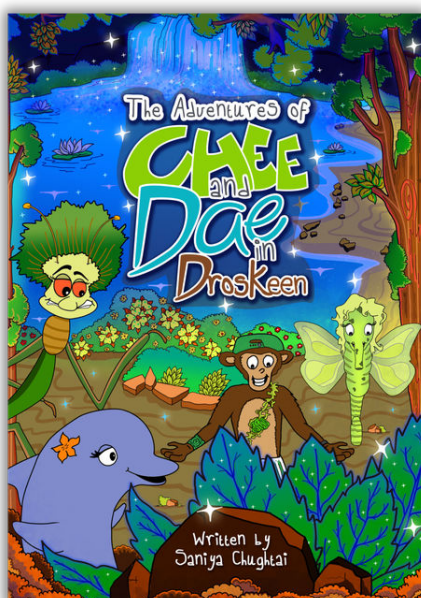
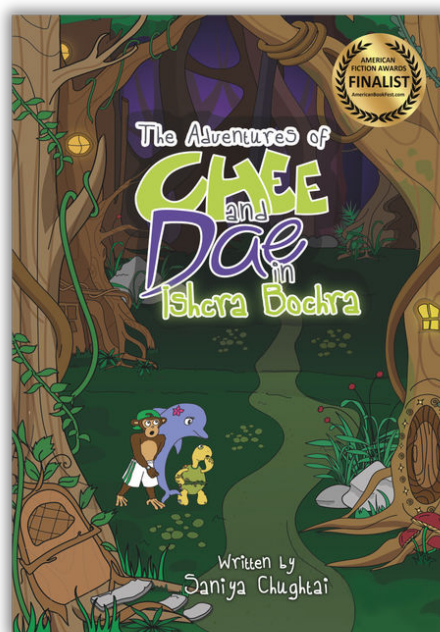
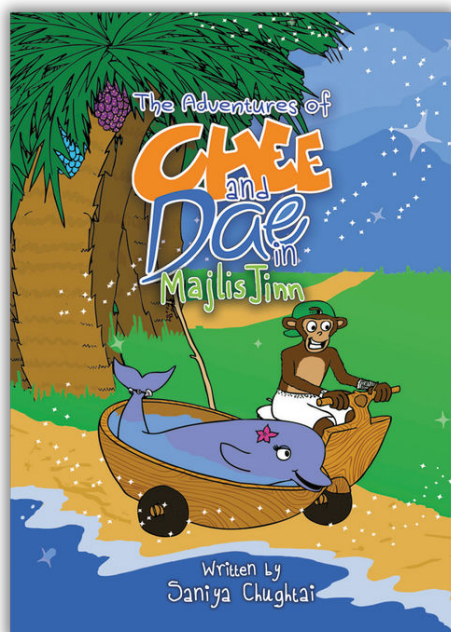


AGES 6-9
PRIMARY

THE LAD TRIBE

Where Everyone Is Welcome!



Resource Pack

Welcome to Wadiland

Somewhere beyond the ordinary world, hidden behind waterfalls, down secret mudslides, and through magical tunnels, lies WadiLand: a universe of enchanted lands, each with its own wonders, its own troubles, and its own unforgettable cast of characters.

At the heart of every adventure are two unlikely best friends, travelling between worlds aboard the CP Train.

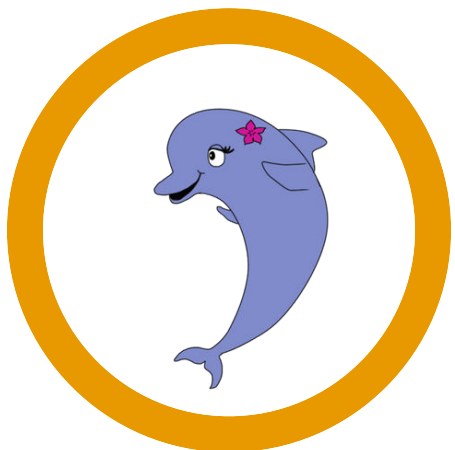
In every story, our heroes meet new friends, face new challenges, and learn that courage doesn't mean not being scared, that friendship means showing up for each other, and that the things which make us different are very often the things that make us special.

Turn the page to meet the cast of each adventure, one land at a time.



Chee -

the cheeky chimp, curious, kind-hearted, and always ready for the next adventure



Dae -

the daisy dolphin, brave, kind and quick-thinking, Chee's best friend

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): Relationship Skills, Social Awareness, Self-Awareness, Self-Management, and Responsible Decision-Making.

- **Relationship Skills (Majlis Jinn)**

Chee and Dae's friendship is tested and strengthened as they band together with new friends to outwit the RaRa sisters, learning that trust and teamwork carry them through danger.

- **Responsible Decision-Making (Ishcra-Bochra)**

Chee and Dae take on the protection of newborn Gugu, learning what it means to be patient and accountable for something vulnerable until it's ready to look after itself.

- **Self-Awareness (Droskeen)**

Aruna believes her green wings are a curse to be cured, until she discovers they were never a flaw, but the source of her own strength.

- **Self-Management (Fropola)**

Abe the bumblebee turns every obstacle into a game, modelling how reframing a hard task can help us cope and keep going.

- **Social Awareness (Cloomoon)**

Dae never gives up on Chee, even when a spell changes how he looks and acts, showing what it means to support a friend through something hard, without judgement.



Curriculum Links

KHDA Wellbeing Matters

Four domains of student wellbeing:

- **Psychological** - self-acceptance and identity

(Droskeen, Aruna's wings)

- **Cognitive** - problem-solving

(Ishcra-Bochra, weighing up a difficult decision)

- **Social** - relationships and community

(Cloomoon, supporting a friend)

- **Physical** - coping with challenge

(Fropola, Abe's game-based coping)

UAE Moral, Social and Cultural (MSC) Studies

Four pillars, per the UAE Ministry of Education:

- **Character and Morality** - fairness and compassion

(Cloomoon, supporting a friend)

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

(Fropola, Dae noticing what Abe needed to help him act)

- **Civic Studies** - shared responsibility

(Ishcra-Bochra, caring for Gugu)

- **Cultural Studies** - appreciating difference

(Droskeen, Aruna's self-acceptance)

UK National Curriculum - Relationships Education (KS1/KS2)

- **Characteristics of friendship**

(Majlis Jinn, Chee and Dae's teamwork)

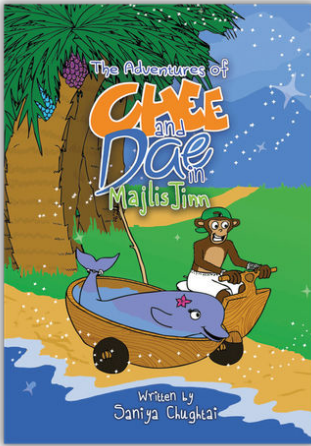
- **Behaviour and its effect on others**

(Ishcra-Bochra, caring for Gugu)

- **Working and playing cooperatively**

(Fropola, Abe's game-based coping)

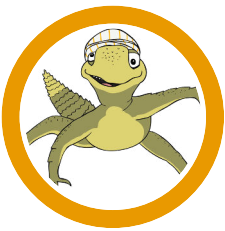
The Adventures of Chee and Dae in Majlis Jinn



About This Adventure

When Chee slips down a hidden mudslide one rainy evening, he discovers a secret cave and a new best friend, Dae the dolphin. Together they board the magical CP Train and travel to Majlis Jinn, a land under threat from the RaRa sisters, who are stealing magic and taking control by force. With new friends by their side, Chee and Dae must find the courage to stand up for a world that isn't even their own.

Meet the Characters



Dhiz the Liz -

the crazy desert lizard, Chee and Dae's chaotic new friend



Sherf -

the little green turtle whose head fills with water when he's excited, their guide through Majlis Jinn



Sul Haffah -

the great wise turtle who shifts shape to rule and protect Majlis Jinn



The RaRa Sisters -

made of black dust, who fly on magic carpets and threaten the land

Also appearing: Qersh the shark guard, Finfish, Haf and Fah, Zarfe and Hippo

Pre-Reading Questions

- Have you ever found a hiding place or a secret spot that felt like your own? What made it special?
- Look at the cover. Who do you think Chee and Dae are, and what kind of world do you think they're about to enter?
- Have you ever needed a friend to help you do something brave?
- Do you think it's possible to be scared and brave at the same time?

Lesson One: Who Helped Whom?



Learning Objectives

- To identify who helps Chee and Dae on their journey
- To explain how different kinds of help support a team
- To recall a time someone's help made a difference



Main Activity

Read back over the characters Chee and Dae meet on their journey throughout the book to Majlis Jinn, Dhiz, Sherf, Sul Haffah, Qersh.

Ask: What did each character do to help Chee and Dae along the way?

- As a class, build a simple sequencing chart on the board, mapping who helped whom, and how, from the mudslide to the RaRa sisters' defeat.
- Discuss the different kinds of help each character gave, some gave information, some gave protection, some gave companionship, and note that help doesn't always look the same.
- In pairs, children choose two characters from the story and discuss what would have happened if that character hadn't helped.
- Bring the class back together to share ideas and discuss whether one kind of help mattered more than another.



Reflection Questions

- Why did Chee and Dae need so many people to help them?
- What different kinds of help are there?
- Who has helped you recently, and how?



Extension Task

Children choose one character, Dhiz, Sherf, Sul Haffah or Qersh, and write a short diary entry from their point of view, describing what it felt like to help Chee and Dae.

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Lesson Two: Standing Together



Learning Objectives

- To identify what trust looks like in a friendship
- To explain why teamwork helps us face hard challenges
- To recall a time we relied on a friend



Main Activity

Read the passage where the RaRa sisters try to trade Dhiz's safety for Majlis Jinn's freedom, and Dae refuses, saying "Majlis Jinn belongs to everyone!" (pp. 86-87)

Ask: *Why do you think Dae made that choice?*

- Choose one pupil to sit in the "hotseat" as Dae. The class ask her questions such as: What were you thinking when the RaRa sisters made their offer? What made it a hard decision? How did it feel to say no? Rotate so a few pupils have a turn.
- Discuss as a class what trust means, and why it matters in a friendship or a team.
- In small groups, children think of a challenge that would be much harder to face alone than with friends, then discuss who could help, and how.
- Groups feed back as a class, comparing what came up.



Reflection Questions

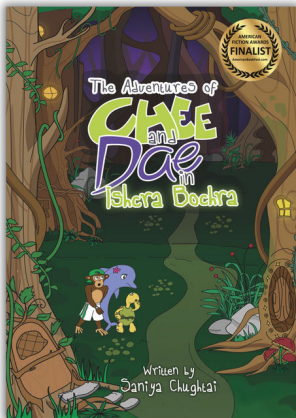
- Why is it hard to choose what helps everyone?
- What does trust look like between friends?
- Why could Chee, Dae and Sherf win together, but not alone?



Extension Task

Children write a short comic strip showing Dae's choice to refuse the RaRa sisters' offer, the moment she was tested, and the moment her friends stood by her.

The Adventures of Chee and Dae in Ishcra-Bochra



About This Adventure

When the Meepa Tree's dates turn blue, Chee and Dae learn a magical newborn has been born, one whose powers could change Ishcra-Bochra forever if they fall into the wrong hands. With new friends by their side, Chee and Dae must protect baby Gugu from Shishi and Shaya, facing fear, danger and difficult choices along the way.

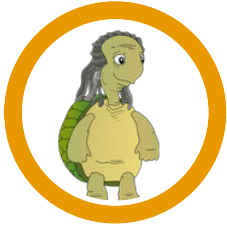
Meet the Characters



Shishi -
the evil red panda
hunting Gugu's powers



Shaya -
the dark shadow
creature Shishi serves



Ghailum -
an old wise turtle who
guides Chee and Dae,
secretly Sul Haffah in
disguise



Gugu -
the newborn magical
panda at the heart of
the story

Also appearing: Coba the sea cow, Mama Mo and Papa Muga, Mancha the goat, Loroc the lobster

Pre-Reading Questions

- Have you ever had to look after something or someone smaller or more vulnerable than you? What was that like?
- What do you think it means to be patient?
- Look at the cover. What do you think Chee and Dae might have to protect in this story?
- Have you ever had to trust someone, even when you couldn't see what was ahead?

Lesson Three: Something to Protect



Learning Objectives

- To explain what responsibility means
- To identify why patience matters when caring for others
- To recall a time we looked after something or someone



Main Activity

Read the passage where Chee and Dae learn about baby Gugu and choose to protect him until his powers are ready (p. 96).

Ask: What did Chee and Dae have to think about before deciding to protect Gugu?

- Discuss as a class what it means to take on responsibility for something vulnerable, and what Chee and Dae risked by saying yes.
- In small groups, give pupils a short decision scenario (for example: you find an injured bird, do you take it home, tell an adult, or leave it be?). Groups discuss the possible choices and consequences of each.
- Groups feed back their decision and reasoning to the class.
- As a class, connect this back to Chee and Dae, what did they weigh up before deciding to help Gugu, and would you have made the same choice?



Reflection Questions

- Why does protecting something vulnerable take patience as well as courage?
- What does responsibility feel like?
- Who or what are you responsible for in your own life?



Extension Task

Children choose something that needs looking after, a pet, a plant, a younger sibling, and write a short set of instructions for how to care for it well, thinking about what Chee and Dae had to consider when they took on Gugu.

Lesson Four: Crossing the Bridge



Learning Objectives

- To explain how trust helps us face our fears
- To identify what it means to be brave for someone
- To recall a time we did something hard for someone we cared about



Main Activity

Read the passage where Chee, Coba and Ghailum travel on to cross the black rope bridge, while Mancha, Sherf and Dae stay behind to guard the Poposas' house. Ghailum tells Chee to close his eyes and trust that the planks will appear beneath his feet, "You have to be brave, for Gugu's sake" (pp. 111-112)

Ask: *Why do you think Chee found the courage to cross, even though he was terrified?*

- Choose one pupil to sit in the "hotseat" as Chee. The class ask questions such as: What were you thinking before you closed your eyes? What helped you take the first step? Rotate so a few pupils have a turn.
- Discuss as a class what it means to trust someone else's guidance.
- In pairs, children discuss a time they did something difficult because it mattered to someone else.



Reflection Questions

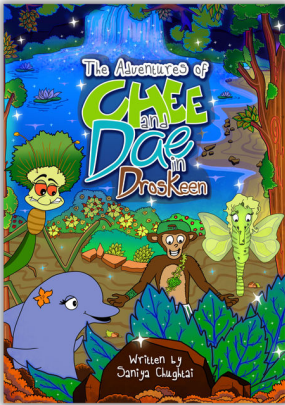
- *Why did thinking about Gugu help Chee find his courage?*
- *What does it mean to trust someone else's guidance?*
- *Is it easier to be brave for ourselves, or for someone we care about?*



Extension Task

Children write about their own "rope bridge" moment, something difficult or frightening they did because it mattered to someone else. They should describe what helped them find the courage, and how it felt once it was done.

The Adventures of Chee and Dae in Droskeen



About This Adventure

When a storm floods the Hawa cave, the CP Train carries Chee and Dae into a new underwater world. There they meet Aruna, a seahorse who believes she is cursed and must be cured, and Tambo, who claims to want to help her. But not everyone in Droskeen is who they seem, and Chee and Dae must help Aruna discover the truth before it's too late.

Meet the Characters



Aruna -

a seahorse with green wings, who believes she is cursed



Tambo -

a seahorse who pretends to help Aruna, secretly working for Tabukh



Tabukh -

an evil octopus who wants to steal Aruna's true magic



Mato -

a "tic tic"-speaking stick insect who helps Chee and Dae

Also appearing: Faras the baby seahorse, Raven the giant raven, the Mist Butterfly

Pre-Reading Questions

- Have you ever felt like something about you was wrong, when really it was just different?
- What does it mean to be a good friend, even when someone else is being unkind or unfair?
- Look at the cover. What do you think might make Aruna believe she is cursed?
- Have you ever changed your mind about something you were sure of?

Lesson Five:

Not Cursed, Just Different



Learning Objectives

- To explain the difference between different and wrong
- To identify something unique about ourselves
- To recall a time we misjudged ourselves or someone else



Main Activity

Read the passage where Aruna believes she is cursed because of her wings, and later discovers they were never a curse at all (pp. 137-138).

Ask: Why do you think Aruna believed something was wrong with her?

- Discuss as a class the difference between something being different and something being wrong.
- As a class, build a large collaborative pair of wings, one side plain green, one side bright and colourful. Each pupil adds a small drawing or symbol to the colourful side, showing something that makes them, or Aruna, different in a good way.
- Pupils write a short first-person passage as Aruna, describing how her wings felt before, and how they feel now.
- Share the finished wings and a few passages as a class.



Reflection Questions

- *Why did Aruna think her wings were a curse?*
- *Have you ever felt different was wrong?*
- *What's the difference between different and wrong?*



Extension Task

Children draw their own 'before and after' wings, showing something they once doubted about themselves on one side, and how they see it now on the other. They can add words, colours or patterns to show what changed.

Lesson Six: Seeing Clearly



Learning Objectives

- To explain how peer pressure can affect our choices
- To identify the moment someone recognises a mistake
- To recall a time we changed our mind about something



Main Activity

Read the passage where Tambo, having pretended to help Tabukh, turns against him at the last moment and helps free Aruna (pp. 133-134).

Ask: What do you think changed in Tambo's mind at that moment?

- Discuss as a class what peer pressure means, and how it might have shaped Tambo's earlier choices.
- In pairs, pupils role-play a short conversation between Tambo and his conscience, one pupil voices Tambo's fear of Tabukh, the other voices what Tambo knows is right. They perform their conversation for another pair.
- As a class, discuss what finally tipped the balance for Tambo, and what that tells us about standing up to pressure.



Reflection Questions

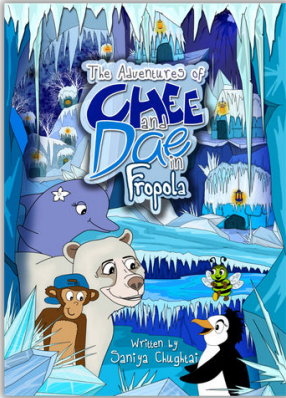
- *Why did Tambo go along with Tabukh at first?*
- *What helped Tambo see things clearly?*
- *Why is it hard to admit a mistake?*



Extension Task

Children find and copy out the exact line or moment in the text where Tambo's mind changes, then write a short letter of apology from Tambo to Aruna, explaining what he was afraid of and what he now understands about his own choices.

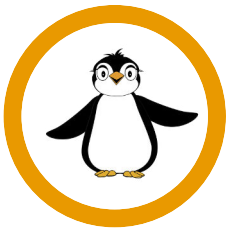
The Adventures of Chee and Dae in Fropola



About This Adventure

Bored and looking for adventure, Chee and Dae find themselves aboard the CP Train once more, arriving in Fropola, a frozen land under threat from Alme and his seal gang. When they rescue a baby penguin who has lost her memory and her way home, Chee and Dae must team up with new friends, including a bumblebee who turns every problem into a game, to save Fropola before it's too late.

Meet the Characters



Penguina -

a baby penguin who has lost her memory, rescued by Chee and Dae



Alme -

leader of the ribbon seal gang, hunting the magical Fawdan Flower



Abe -

an Arctic bumblebee who turns every challenge into a game



Rab -

a wandering polar bear who joins the mission

Also appearing: Parto the parrot, Gwen (Penguina's mother), Uncle Brogin and Aunt Adele, Alme's Gang

Pre-Reading Questions

- Have you ever turned something difficult into a game to make it easier?
- What do you think it means to "reframe" a problem?
- Look at the cover. What kind of world do you think Chee and Dae are about to explore?
- Have you ever borrowed an idea from a friend to help solve a problem?

Lesson Seven:

Turning It Into a Game



Learning Objectives

- To explain how reframing a problem can help us cope
- To identify a strategy we use when something feels hard
- To recall a time turning something into a game helped us



Main Activity

Read the passage where Abe turns the mission to rescue Penguina and unfreeze Fropola into a game (pp. 80-81).

Ask: Why do you think Abe wanted to make it a game, rather than just a rescue mission?

- Discuss as a class what it means to ‘reframe’ a problem, looking at something hard in a different, more manageable way.
- Talk through a few real examples together, and how turning them into a game can change how they feel.
- The teacher poses a tricky situation to each small group (tidying a messy room, practising something new, waiting your turn). Groups discuss how they could turn it into a game.
- Groups share their ideas with the class, and vote on their favourite from another group.



Reflection Questions

- *Why did turning the rescue into a game help Abe?*
- *What's a strategy you use when something feels hard?*
- *Does making something into a game always help?*



Extension Task

Children write their own ‘unfreeze’-style game for a task they find difficult, explaining the rules and how it would help. They should think about what made Abe's game work so well for Penguina and the frozen creatures of Fropola.

Lesson Eight: Dae's New Game



Learning Objectives

- To describe how Dae used a coping strategy on purpose
- To observe a strategy someone else uses that we could try
- To recall a time we borrowed a friend's idea to solve a problem



Main Activity

Read the passage where Dae invents the game "Unfreeze" to convince Abe to help (pp. 82-83).

Ask: *Why do you think Dae chose to speak to Abe in his own language, through a game?*

- Discuss the difference between Abe's natural reframing and Dae's, done on purpose, under pressure.
- In pairs, pupils interview each other: "What helps you when things feel hard?"
- Give pairs a fiddly, mildly frustrating task (e.g. threading string through a small hole). Partway through, ask them to try their partner's strategy to finish.
- Discuss as a class what it felt like to use someone else's strategy in the moment.



Reflection Questions

- *Why did Dae speak to Abe in a way he would understand?*
- *What was it like to use a strategy that wasn't originally yours?*
- *Why is it useful to notice how other people cope?*



Extension Task

Children write a short scene where they use a friend's coping strategy to help them through something difficult, just as Dae used Abe's love of games. They should show what the problem was, which strategy they borrowed, and how it helped.

The Adventures of Chee and Dae in Cloomoon



About This Adventure

When Chee goes missing before a planned playdate, Dae and Mato set off to find him, only to discover he has been changed by a strange red power from the sacred Bleeding Mountain, and is now working against them. With new friends by their side, Dae and Mato must stay by Chee's side, even when he no longer seems like himself, to find a way to bring him home.

Meet the Characters



Arya -

a llama who believes her short neck needs fixing



Mato -

the "tic tic"-speaking stick insect, a loyal friend



Rose -

a wise owl who helps guide the search for Chee



Sabu -

leader of an army of black slugs, seeking the power of the Bleeding Mountain

Also appearing: Belle, Gob the goat, Samy the myna bird

Pre-Reading Questions

- Have you ever had a friend go through something difficult, where they didn't seem like themselves?
- What does it mean to support someone without judging them?
- Look at the cover. What do you think might have happened to Chee?
- Have you ever noticed what a friend needed, even before they asked for help?

Lesson Nine:

Standing By a Friend



Learning Objectives

- To explain what it means to support someone without judgement
- To identify kind and unkind ways to respond
- To recall a time someone stood by us, or we stood by them



Main Activity

Read the passage where Dae insists on finding and saving Chee, no matter what (pp. 79-80).

Ask: *Why do you think Dae and Mato didn't just leave Chee behind?*

- Discuss as a class what it means to support someone "without judgement."
- Mark one side of the room "helpful" and the other "unhelpful." Read out a series of things people might say or do when a friend is struggling. Pupils move to the side they think fits, then a few explain their choice.
- For any response the class disagrees on, pause and discuss both points of view before moving on.
- As a class, discuss what the helpful responses had in common.



Reflection Questions

- Why did Dae and Mato keep trying to help Chee?
- What makes a response feel judgemental, even if it's meant kindly?
- Who has stood by you when things were hard?



Extension Task

Pose a short scenario of a friend having a difficult day (e.g. my friend didn't want to play with me at lunch). Children write an 'agony aunt' style reply, using what they've learned about supporting without judgement.

Lesson Ten:

Noticing What Someone Needs



Learning Objectives

- To notice what someone needs without being told
- To identify small actions that help before someone asks
- To recall a time we were helped without asking



Main Activity

Read the passage where Dae quietly takes the healing root from Arya's fur and places it on Chee, hoping it will help him, without a word, and without Chee even knowing (pp. 113-114).

Ask: How did Dae know what Chee needed, when he couldn't ask for help himself?

- Discuss as a class what it means to notice someone's needs without being told, and why that's a different skill from simply asking "are you okay?"
- In pairs, pupils take turns silently acting out a small everyday need (feeling cold, struggling to carry something, feeling left out), while their partner tries to spot it and respond, without speaking.
- Bring the class together to discuss what clues helped them notice, body language, facial expressions, behaviour.



Reflection Questions

- How did Dae know what Chee needed?
- What clues can help us notice when someone needs help?
- Has anyone ever helped you before you had to ask?



Extension Task

Children write a short newspaper report about Chee's rescue, focusing on how his friends noticed what he needed and worked together to help him. They should include a headline, and explain what happened to someone who wasn't there.

Series Reflection

Now you've journeyed through all five WadiLand adventures with Chee and Dae, take a moment to look back across the series as a whole.

- Aruna, in Droskeen, believed her wings made her cursed. Arya, in Cloomoon, believed her short neck needed fixing. What do these two stories have in common? What do they teach us about being different?
- Chee and Dae relied on a different kind of help in every story, sometimes trust, sometimes patience, sometimes friendship. Which kind of help do you think mattered most, and why?
- Across the series, Chee and Dae never gave up on a friend, even when it was hard, frightening, or inconvenient. Can you think of a moment from each book where that was true?
- If you could travel to any of the five lands in WadiLand, which would you choose, and why?
- What is one thing Chee and Dae taught you that you'd like to try in your own life?
- Chee and Dae changed a little in every story they visited. Which change do you think mattered most?

