

Randa
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OUR Stories



The
Very
Best
Doughnut

Amani
Haydar

TEACHERS' NOTES

LEARNING OUTCOMES

Students will:

- Reflect on what it means to share their culture with others.
- Discuss concepts of fasting and charity in relation to Ramadan and Islam.
- Explore cultural and religious festivals from around the world.
- Celebrate and communicate different aspects of their identity.
- Learn and discuss the reality of diverse stories taking place on Aboriginal land.
- Learn about diversity, empathy, inclusion and acceptance.

ABOUT THE STORY

Adam is in Year 3 and wants to fast for Ramadan for the first time, just like the rest of his family, which means no eating or drinking from sunrise to sunset. But the doughnut in his lunchbox is very tempting! With the support of his mother, his teacher, his best friend Jay, and even his older sister Hannah, Adam is able to get through the school day. When the sun goes down, his family breaks their fast with a feast – and Adam can finally have his doughnut.

BEFORE YOU READ THE STORY

Consider the front cover illustration and ask students how the illustrations of the doughnut make them feel, and how the illustrator makes it look so appealing. Read the back cover blurb and have students predict whether or not Adam will be able to wait for his doughnut.

QUESTIONS

1. Adam wakes up feeling very excited about Friday. What kinds of things happen while he is getting ready for school that show he is excited?
2. When Adam is hungry in class, he lies about the noise from his stomach. What does he blame? Why do you think Adam didn't want his class to know he was making the noise?
3. In the end, Adam decides to tell his class about fasting and Ramadan. How do his classmates react? How does it make him feel to share?
4. Adam explains that Ramadan is about giving up things that are special to you so you can feel what it's like to not have enough. What do you give up if you celebrate Ramadan, or what would you give up?
5. Adam tries very hard to be a fasting superhero, but he keeps getting tempted by his doughnut throughout the day. What strategies does he use to avoid eating his doughnut?
6. Compare the illustrations of the doughnut on pages 8, 41, 55, 77. What do you notice about the doughnut as the day goes on? Does it change?
7. At the end of the day, Adam and his family sit down together to have a big feast. Count how many types of food are on the table? If you had fasted all day, what would be on your feast wish list?
8. How does Adam's sister Hannah treat him at the start of the book? How does this change by the end?
9. On page 12, Adam's mum says that being mean is 'not the Ramadan spirit'. After reading the book, what do you think the Ramadan spirit is?
10. Read the note by the editor at the back of the book (page 81). 'Our Stories is told on land that was and always will be Aboriginal land.' What do you think this means?
11. In the note, the editor writes that the series is about 'inclusion' and 'diverse lives'. What's fun about diversity? Why do you think it's important to read stories about other people's lives? What steps can we take to make sure people feel included whatever their backgrounds? What makes you feel happy, safe and accepted?

ACTIVITIES

1. Research cultural and religious festivals from around the world and have students choose a festival to present to the class as an informational poster.
2. Reread pages 68–75 about Adam’s evening feast, and survey the class about favourite holiday or family celebration foods. Have students illustrate and label their food.
3. Have students practise public speaking by writing and presenting a short speech (30 seconds to 1 minute) about something that makes them unique.
4. Brainstorm as a class the students’ response to question 10: ‘Our Stories is told on land that was and always will be Aboriginal land.’ What do you think this means? (Point out the Aboriginal flag in the classroom illustration on page 22.)
5. Ask the class to individually look up what Aboriginal country their school is on, and what language is spoken there. On a big piece of cardboard put the school’s Aboriginal country and language in the centre, and then ask the class to write their own personal languages and countries of origin around it.
6. Making enough copies for each student, create a class roll call template with the names of each student in one column and a corresponding blank second column. Ask the students to look up the Aboriginal country and language of their home and write this in the blank space next to their name on the ‘roll call’. Then ask the students to fill in the rest of the blank spaces by asking their classmates to tell them the Aboriginal country and language of their home.
7. Divide the board into four columns corresponding to the four sub-questions of question 11, as below. Ask the students to write their responses on the board, and as a class discuss these.
 - What’s fun about diversity?
 - Why do you think it’s important to read stories about other people’s lives?
 - What steps can we take to make sure people feel included whatever their backgrounds?
 - What makes you feel happy, safe and accepted?

Ask the students to individually draw their happy, safe and accepted place on a piece of paper.