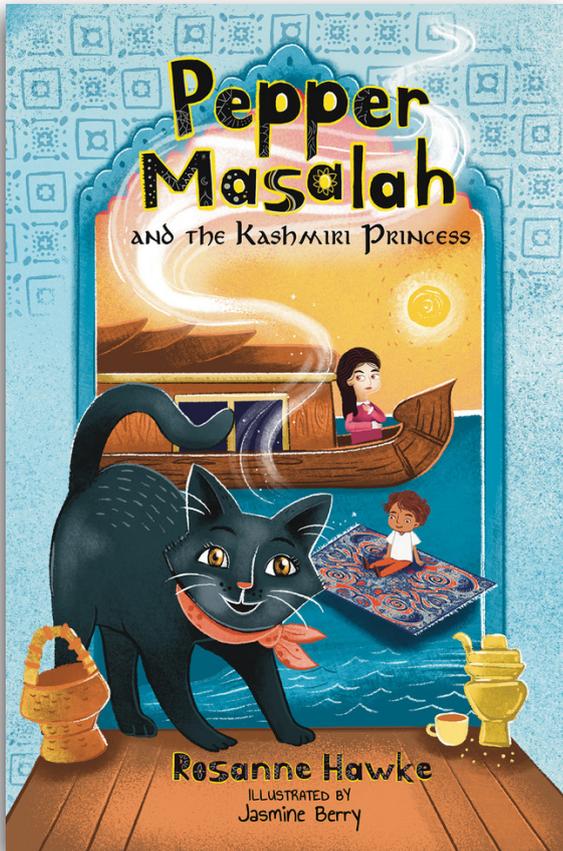


Teachers' Notes



PEPPER MASALAH AND THE KASHMIRI PRINCESS

Rosanne Hawke / Jasmine Berry

ISBN: 9781761111730

Recommended retail: \$12.99

Reading level: 6 to 8

BOOK SUMMARY

When Pepper is kidnapped in Azad Kashmir, they meet Princess Jani who lives in a houseboat on a lake. She knows a secret and is in great danger. Can they solve the mystery of the stolen animals and keep everyone safe? Will they ever return home to Australia?

In the 5th book, the carpet flies Pepper Masalah and Zamir to Kashmir and lands in the aftermath of a modern-day earthquake. When Pepper is kidnapped and locked in an animal shelter by some thieves, she meets a snow leopard, a cat, and a woman named Jani, who reminds her of Zamir's Dadi. Despite Pepper's clever plan to release the animals and reunite with Zamir, the new group cannot evade the thieves. It seems only Jani will be able to help. Will Zamir and Pepper find a way to escape? Or will Jani's secret change everything?

THEMES

Natural disasters (Earthquakes) • Azad Kashmir culture • Geography of Kashmir • Friendship and kindness • Bombay/British shorthair cats • Fantasy/adventure

CONTENTS

Book Summary.....	1
Themes.....	1
About the Author.....	3
About the Illustrator.....	4
Reasons For Studying This Book.....	5
Key Curriculum Areas.....	5
Teaching Points and Activities.....	6
Knowledge and Literal Understanding.....	6
Discussion Questions.....	7
Activities.....	10
Word Search.....	11

DISCLAIMER: These notes may be reproduced free of charge for use and study within schools and other educational institutions, but they may not be reproduced (either in whole or in part) and offered for commercial sale.

Light the Dark Pty Ltd, Trading as Wombat Books
Wombat Books, PO Box 302, Chinchilla, Queensland 4413

ABN: 30 137 345 941
admin@wombathriza.com.au

**Rosanne Hawke is available for author talks and workshops.
Contact Wombat Books for more information.**

Pepper Masalah Teachers' Notes can be used in schools (independent learning, small groups, and whole classes); at home with caregivers; and as part of mental health support programs facilitated by counsellors, psychologists, children's charities, etc.



Connect with Wombat Books

www.wombathriza.com.au
www.facebook.com/wombatbooks

Stories you'll want to Share

WOMBAT BOOKS **RHIZA PRESS** **RHIZA EDGE**

These notes may be reproduced free of charge for use within schools, but not offered for commercial sale.

ABOUT THE AUTHOR



Author Rosanne Hawke has been a teacher, a creative writing lecturer and a volunteer/aidworker in Pakistan and the UAE from 1981 to 1991. She spent two years in Al Ain, UAE (near the Omani border) between 1983-1985. She returned to Pakistan in 2006 on an Asialink Fellowship. She began writing in Pakistan and has over 35 books published.

Many of her books are set in Pakistan, Afghanistan, Azad Kashmir or about Afghans and Pakistanis in Australia. These include *Shahana*, *Soraya the Storyteller*, *Beyond Borders* and *Kelsey and the Quest of the Lost Doll*. Rosanne lives in rural South Australia and loves walking, reading and cats; she has been kissed by a camel.

AUTHOR NOTES

I went to Azad Kashmir when I was on an Asia Link Fellowship in 2006. There had been an earthquake the year before. People were still living in green tents in rows and rows and children went to school in square tents and sat on carpets. Thousands of children died in the earthquake. It happened on a Saturday morning at 9am when the children were in school.

When I stood looking at the desolation, a boy came up to me asked me to come 'home' for a cup of chai. I was touched that even at a difficult time he still knew that the hospitable and kind thing to do was to ask me to his tent for chai.

My love of cats grew from childhood. I remember eating from the cat's bowl, trying to be a cat. We always had a farm cat, usually an orange tabby tom. They were always called Tom. The cats I've had in the last 20 years have helped inspire the Pepper Masalah series. Q, a tuxedo cat was clever and collected hairpins and could open certain doors. Harry was an easy-going farm cat and went missing after a freak storm! That was when I first thought of Pepper's story. My daughter helped me think up a good name for a cat in the story. We came up with Pepper Masalah. Then I bought a black cat. I looked at Bombay cats first, then decided on a British Shorthair. I named the kitten Pepper Masalah. He was beautiful, intelligent and had a purr like a generator. And he loved carpets. You can find out more about my cats here:

<https://www.rosannehawke.com/bg-pepper-masalah>

These notes may be reproduced free of charge for use within schools, but not offered for commercial sale.

ABOUT THE ILLUSTRATOR



Jasmine Berry grew up in beautiful Albany, Western Australia. She has been drawing to impress the other kids, since she was old enough to hold a colouring pencil.

But lately, she crafts these exciting and magical worlds with her computer, iPad and many coffees.

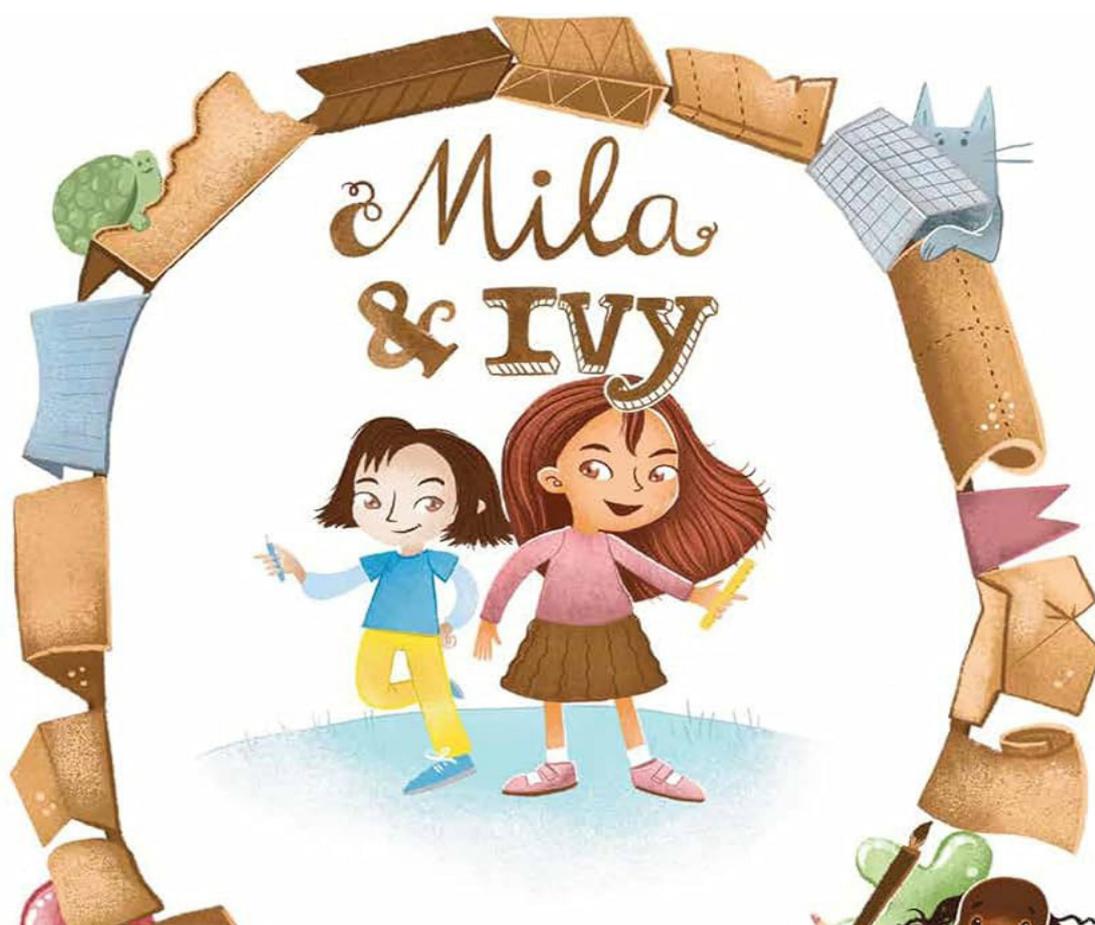
She lives in Perth with her husband and with two adorable cats, and a rather large collection of succulents.

You can find Jasmine at any of the links below! On Jasmine's website she has some freebies you can access for her Pepper Masalah books.

Instagram: [@jasmineberryart](https://www.instagram.com/jasmineberryart)

Twitter: [@jasmineberryart](https://twitter.com/jasmineberryart)

Web: www.jasmineberryart.com



Jasmine has also illustrated the picture book *Mila & Ivy* for Wombat.

These notes may be reproduced free of charge for use within schools, but not offered for commercial sale.

REASONS FOR STUDYING THIS BOOK

Pepper Masalah is a series promoting friendship and kindness. But it uses its themes of fantasy and adventure to also explore culture, the environment and different real world issues. In this book it explores themes of child and bonded labour in an age appropriate way. Additionally, it teaches children about the different cultures and geography about the regions Pepper and Zam go to. In this book it introduces the region of Kashmir in an age appropriate and fun story.

KEY CURRICULUM AREAS

YEAR ONE

English

AC9E1LE02 - Discuss literary texts and share responses by making connections with students' own experiences.

AC9E1LE03 - Discuss plot, character, and setting, which are features of stories.

HASS (Humanities and Social Science)

AC9HS1S04 - Discuss perspectives related to objects, people, places, and events.

YEAR TWO

English

AC9E2LA01 - Investigate how interpersonal language choices vary depending on the context.

AC9E2LE03 - Discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways.

AC9E2LA02 - Explore how language can be used for appreciating texts and providing reasons for preferences.

AC9E2LY01 - Identify how similar topics and information are presented in different types of texts.

HASS (Humanities and Social Science)

AC9HS1S04 - Discuss perspectives related to objects, people, places, and events.

YEAR THREE

English

AC9E3LE02 - Discuss connections between personal experiences and character experiences in literary texts and share personal preferences.

AC9E3LY02 - Use interaction skills to contribute to conversations and discussions to share information and ideas.

AC9E3LY05 - Use comprehension strategies when listening and viewing to build literal and inferred meaning.

AC9E3LA09 - Identify how images extend the meaning of a text.

AC9E3LE03 - Discuss how an author uses language and illustrations to portray characters and settings.

AC9E3LE04 - Discuss the effects of literary devices used to enhance meaning and shape the reader's reaction.

AC9E3LY01 - Recognise how texts can be created for similar purposes but different audiences.

These notes may be reproduced free of charge for use within schools, but not offered for commercial sale.

TEACHING POINTS AND ACTIVITIES

This book may be used in whole class, small group or independent learning activities in schools.

Please note, the following suggestions and activities are suited to a variety of year levels spanning Foundation to Year 6 primary aged children. Some activities may be applicable to early secondary school students, as well.

KNOWLEDGE AND LITERAL UNDERSTANDING

PRE-READING QUESTIONS

1. Show the cover to the class and ask the students what they think the book might be about.
2. Read the back cover blurb. Does this give them more of an idea of what the book could be about?
3. Ask students if they can recognize the setting of this story from the cover image.

AFTER-READING QUESTIONS

1. Ask students if Pepper or Zam remind them of anyone they know: a friend, a sibling, their pet, themselves perhaps.
2. After several stories now with Pepper Masalah and Zam how has your impression of them changed from their first story till now?
3. What do the challenges of the story do to change Pepper and Zam's characters? Do they become wiser? More resilient?
4. Ask students how they perceive Pepper and Zam's situation. Do they come through in the end?
5. Pepper's flying carpet has taken them somewhere new. Where (or when) have they landed this time?
6. What adventures would you like Pepper and Zam to have next? Where could they go and what might they do there?
7. What does the class know about the country and culture of Kashmir? What did they learn during the course of the story?
8. Ask students if they had their own flying carpet, where would they want it to take them.

These notes may be reproduced free of charge for use within schools, but not offered for commercial sale.

AZAD JAMMU AND KASHMIR

OVERVIEW

Azad Jammu and Kashmir is a fascinating region that combines parts of the historical Jammu state and the beautiful Kashmir Valley. This area is administered by Pakistan, meaning it is mostly governed by its own people, with Muzaffarabad as its capital. The term "Azad Kashmir" means "Free Kashmir." This region was created as a response to the desire of the Muslims in Jammu and Kashmir to have a separate homeland during the formation of Pakistan. The creation of Azad Jammu and Kashmir came after the 1949 cease-fire agreement between India and Pakistan.

GEOGRAPHY

Azad Jammu and Kashmir is divided into three main parts: Muzaffarabad, Mirpur, and Poonch. The geography is quite diverse! In this area, you can find tall, snow-covered peaks, dense forests, and winding rivers. The climate varies too; the mountains can be cold while the valleys are warmer and more humid.

Azad Jammu and Kashmir is home to part of the Himalayas, which are some of the tallest mountains in the world! These mountains are not only beautiful but also provide a habitat for various wildlife.

The region has many rivers, including the Neelum and Jhelum Rivers. These rivers are important for irrigation and are popular spots for fishing and enjoying nature.

LANGUAGES

In Azad Jammu and Kashmir, people speak several languages, including Urdu, Pahari, Pothwari, Hindko, Gojri, Kashmiri (also known as Koshur), and Punjabi. Pahari, which means "mountain language," is particularly common in the Jammu region, such as in Mirpur and Poonch. In places like Muzaffarabad and Neelum Valley, people often speak Kashmiri. Pahari has different dialects that are similar enough for people to understand each other. This means that even if someone speaks a different version of Pahari, they can still communicate easily.

CULTURAL DIVERSITY

This region is home to various tribes, including Gujjars, Sudhans, Jats, Rajputs, Mughals, Awans, Dhund, Skardu, Gilgitis, and Kashmiris. Each of these tribes has its own customs, cultures, and histories. Some of these groups migrated to Azad Jammu and Kashmir over decades or centuries. Ethnic Kashmiri people mostly reside in Kashmir Valley.

The majority of people in Azad Jammu and Kashmir practice Islam, which is different from the Indian-controlled areas nearby, where Hinduism and Buddhism are equally common.

FOOD AND TRADITIONS:

Many families in Azad Jammu and Kashmir have their own farms, growing corn, wheat, vegetables, and rice, and raising buffalos.

The region is famous for its beautifully woven carpets, shawls, woodwork, and pottery. The food here is delicious and varied! Popular dishes include biryanis (a flavorful rice dish), kebabs (grilled meat), and sweet treats like phirni (a rice

These notes may be reproduced free of charge for use within schools, but not offered for commercial sale.

pudding) and gajrela (a sweet carrot dish). While some names might be similar to dishes from India and Pakistan, each has its own special twist. The food here uses a variety of spices, including saffron, which is one of the most expensive spices in the world and is often grown in this region. A special drink from this region is Kashmiri chai, a unique pink tea that is made with salt!

The people often wear colorful traditional clothes. Both men and women wear *phiran* or *pheran*. The *phiran* is a warm, woolen garment worn during winter. With wide sleeves and a roomy design, it allows for easy movement and layering. Its length varies from ankle-length to just below the knee. Men prefer to wear plain *phirans*. The more fancy *phirans*, usually worn by women, can have intricate embroidery.

Kashmiri women also wear a *salwar kameez*, which is distinguished from other regions by its intricate hand-embroidery, featuring beautiful motifs inspired by nature, such as flowers, chinar leaves, and paisley patterns. Outfits also include the intricately designed headpieces called 'taranga' for Hindu women and 'kasaba' for Muslim women. Men usually wear woolen *phirans* over *shalwar* or *churidaar* pants and a *kurta*. A *kurta* is a loose collarless shirt and *shalwars* are trousers which are wide at the waist and cuffed at the bottom. *Churidaars* are tightly fitting trousers. Hindu men often wear the *churidaar*, while Muslim men like the Pathani suit (which has a *kurta* and wide *salwar* pants). This outfit is often paired with a short waistcoat and a turban or skull cap. Many also wear laceless shoes.

FESTIVALS AND CULTURAL PRACTICES:

People in Azad Jammu and Kashmir celebrate traditional Islamic festivals, such as Eid al-Fitr, which marks the end of Ramadan. Ramadan is a month of fasting, and Eid al-Fitr is a joyful time for family gatherings, feasting, and giving to those in need. The Rouf dance is a popular women's dance, typically performed during harvest celebrations and weddings. This dance form is practiced on festive occasions like Eid and features notable footwork.

Besides Islamic festivals like Eid, some tribes have their own special celebrations and customs. For example, the Gujjars celebrate the arrival of spring with local songs and dances. In and around the mountains the Kud dance is performed during rainy seasons at night to give thanks to the gods for protecting their farms and families.

INTERESTING FACTS

Azad Jammu and Kashmir should not be confused with the territory to its east called Jammu and Kashmir, which is under Indian control. The north and western division of Kashmir is drawn based upon what areas were controlled by India and Pakistan at the time of the cease-fire. While Azad Jammu and Kashmir has been fought over by India and Pakistan for decades, another part in the south of the larger Kashmir region under Indian control has also been a subject of dispute between India and China for over 50 years.

The region is home to diverse wildlife, including snow leopards and various bird species. The rich forests are filled with unique plants and flowers.

Azad Jammu and Kashmir has many historical landmarks, such as ancient forts and shrines, reflecting its rich history and culture.

Persian and Central Asian cultures have left evident influence in art, clothing, food, music, and architecture.

Sources: [Azad Kashmir - Kashmiri Culture](#), [Discovering Azad Kashmir's Cultural Legacy](#), [Exploring the Socio-Economic Conditions of Azad Jammu and Kashmir](#), [All about Kashmiri pheran](#), [The Traditional Attire of Kashmir](#), [Dances of Kashmir](#)

These notes may be reproduced free of charge for use within schools, but not offered for commercial sale.

DISCUSSION QUESTIONS

DISCOVER

- Draw a map. What countries are next to Azad Jammu and Kashmir?
- AJK is a self-governing state under which nation? Can you describe what that means in your own words?
- After reading the information provided consider the following questions:
 - How do people in Azad Jammu and Kashmir live?
 - What do they wear?
 - What do they eat?
 - How does their lifestyle differ from yours?
 - What is the most interesting part of what you read? What do you want to know more about?
 - Can you find any facts or information not listed? Find at least one and share with your class.
- Research the Kashmiri earthquake of 2005. Discover ways that help can be given to people at such a difficult time.
- Is there a particular Kashmiri food you would like to make? Create a shopping list for that food to share with your family.
- What do you think makes British Shorthair cats special? Can you describe their appearance and personality? How do they differ from other cat breeds you know?
- Many cultures have superstitions about cats. Can you find any stories of cat superstitions in South Asia?
- Research a local legend or folktale from Azad Jammu and Kashmir. How does it compare to the story you read? Does it have any similarities and what are the differences?

CREATE

- Would you like to live in a boat on a lake like Jani? Who would you meet? Could there be a problem? Write a story.
- If you had a magical carpet that could take you anywhere, where would you want to go and what adventure would you like to have? Would you take anyone with you? Explain why. Then come up with a way to present your idea of this adventure, whether through a story, a picture, a performance or a song.
- Why is Jani living on the boat/donga? Make a donga out of cardboard or thick paper.
- What sort of life do you think the snow leopard and Sheherazade have now that they are free from the pet rescue place? Write a poem or paint a picture.
- What is different about the rescue centre in the story and pet rescue centres in Australia? Have you been to one to choose a pet? Visit a rescue centre online and pretend you are going to choose a pet. Draw a picture of the one you like best. Or write a list of reasons you like that one.

These notes may be reproduced free of charge for use within schools, but not offered for commercial sale.

-
- Create a map of Pepper and Zamir's journey. Include important locations like the houseboat and the animal shelter, and draw symbols to represent key events.
 - If Pepper and Zamir could meet a new animal in AJK, what would it be? Draw your animal and write a short description of its special abilities.
 - Imagine you could write a letter to Princess Jani. What would you want to ask her about her secret or her life on the houseboat?
 - Write a short story about a secret that your own character keeps and how it affects their relationships. Share your story in small groups to discuss themes of trust and honesty, and how your story unfolded versus Jani's.
 -

DISCUSSION

- How does the geography of Azad Jammu and Kashmir influence the story? What specific locations play important roles in the characters' adventures?
- What cultural traditions or practices from Azad Jammu and Kashmir are depicted in the story? How do these traditions shape the characters and their experiences?
- What do you think it would be like living on a donga?
- How long do you think you'd like to live in a tent? After the fun wears off, what would be the disadvantages?
- British Shorthairs are known for being friendly. Does that reflect in Pepper's character?
- How does Pepper, as a cat, play an important role in Zamir's life? What do you think pets can teach us about friendship and loyalty?
- Can you identify specific moments where magic enhances the characters' journeys?
- If you could experience one magical element from the Pepper Masalah series in real life, what would it be and why?
- Why do some people take food to sell when others are hungry and don't have money to buy food?
- What does it mean that snow leopards are protected? Why are they protected? Look up some pictures and information from www.snowleopard.org
- How is Pepper kind to the snow leopard?
- Can you identify moments in the story where other characters show kindness or selflessness? Why are these actions important in the context of the adventure?
- In the other books Pepper says she doesn't like the smell of hessian bags. Do you know why now?
- What do you discover about Zam's family? What does Zam say about his mother that even Pepper didn't know?
- How does the earthquake change the environment and the lives of the people in Azad Kashmir? What challenges do Pepper and Zamir face because of this?
- How does the story help you understand the challenges faced by communities after a natural disaster?
- Considering how our characters act throughout this book and the Pepper Masalah series would you

These notes may be reproduced free of charge for use within schools, but not offered for commercial sale.

agree that teamwork is important? Can you think of any specific moments where teamwork is important in the series?

- What do you think makes Princess Jani a special character? How does she contribute to the story, and what do you think her secret might be?
- How does the idea of secrets add to the mystery of the story? Why do you think characters sometimes keep secrets?
- How does Pepper's kidnapping affect Zamir? What emotions do you think he experiences? How does this situation test their friendship?
- When Pepper meets Princess Jani, what similarities do you notice between her and Zamir's grandmother (Dadi)? How do these connections influence Pepper's experience in Kashmir?
- What qualities and attributes do you think make Jani a helpful ally for Pepper?
- Why do you think the stolen animals are significant to the story? What message do you think the author is conveying about animals and their well-being?
- How does the friendship between Pepper and Zamir help them during tough times? What does the story teach us about the importance of friends? Can you think of a time when you helped a friend in a difficult situation?
- How do the characters demonstrate bravery and compassion? What specific actions show these qualities? Why do you think these traits are important for children to learn?
- How does the author create suspense in the story? What moments made you feel excited or worried for the characters? How else could the author have created suspense? Write down the ways you might have created suspense in this story.
- What aspects of Kashmiri culture can you identify in the story? How do these elements add to your understanding of the characters and their experiences? What role does Kashmiri culture have within the story and within Princess Jani's character?
- Could this story have been created without setting it in Kashmir? Why or why not?
- What clever plan does Pepper come up with to escape the animal shelter? Can you think of another way she might have solved the problem?
- What are some problem-solving strategies you think are important when facing a challenge?
- How do you think Zamir's relationship with his grandmother influences his actions and decisions during their adventure? What role do family traditions play in shaping who we are?
- If you could go on an adventure like Pepper and Zamir, where would you want to travel, and what would you hope to discover?
- How do Pepper and Zamir grow or change by the end of the story? What lessons do they learn from their experiences in Azad Kashmir?
- Can you give examples of specific cultural elements you learned about in this book?
- How does creativity play a role in overcoming obstacles in the story?

These notes may be reproduced free of charge for use within schools, but not offered for commercial sale.

ACTIVITIES

KINDNESS TREE

Create a Kindness Tree in your classroom or home. Each person can write down acts of kindness they've done or witnessed on paper leaves.

When the tree is full sit down together and discuss how these actions impact others. Consider how Pepper's life has been deeply changed by acts of kindness, and how you can reflect that in your own life.

Because kindness to animals is also a theme you can go further and create a Kindness Calendar with daily acts of kindness you could do for your pets or animals in your community. If you like you could modify this to be a Kindness Calendar for friends, family, or other people in your community like the elderly.

ANIMAL SHELTER

Animal shelters are important places where animals who need help can have a safe place to go.

In small groups take on roles as the animals, the thieves, and Pepper from the story or come up with a new animal shelter scenario to act out together. Explore questions about animal safety and animal rights.

Alternatively, you can design a rescue plan for Pepper and the stolen animals. Take care to outline steps and strategies to help escape from the animal shelter. You can later decide on a plan as a group and act that out specifically.

ANIMAL ADVOCACY

Create posters advocating for animal rights, either solo or in a group. They can include facts and drawings to raise awareness, and information specific to the local environment or wildlife.

EARTHQUAKES

Research what to do before, during, and after an earthquake and create a campaign to inform your community. Try to find information specific to your country and state, and consider how you could present this to your friends, family, and loved ones. What do you need to prepare and what will keep you safe in this crisis? Is there important information about what the government will do and what resources are available that you should include?

CAT CHARACTER

- Create a collage about how to take care of a British Shorthair cat. Include images and words that represent feeding, grooming, and playtime. Discuss the importance of responsible pet ownership.
- Draw your favourite cat breed, including British Shorthairs. You can use coloured pencils, markers, or paint.
- Create a character profile for a fictional British Shorthair cat. Include a name, favourite activities, likes/dislikes, and a short backstory!
- Imagine you are a British Shorthair cats for a day. Write diary entries about your adventures, including any thoughts about your human friends.

PINK TEA

Here are some Kashmiri Chai recipes to try!

- [Tea for Tumeric's Recipe](#) (20 mins)
- [Chili to Choc's Recipe](#) (35 mins)
- [Flour and Spice's Recipe](#) (1 hour, 10 mins)

RECIPES

KASHMIRI DAAL CHAWAL RECIPE

This comforting staple in Kashmiri cuisine is often served during special occasions.

INGREDIENTS:

For Daal:

- 1 cup split red lentils (masoor daal)
- 4 cups water
- 2 tablespoons ghee or oil
- 1 onion, chopped
- 2 cloves garlic, minced
- 1 inch ginger, grated
- 1 teaspoon cumin powder
- 1 teaspoon coriander powder
- 1/2 teaspoon turmeric powder
- Salt as needed

For Chawal:

- 2 cups basmati rice
- 4 cups water
- 1 tablespoon ghee or oil
- Salt, to taste

Instructions:

1. Begin by cooking the lentils with water, adding ghee or oil, along with chopped onion, garlic, ginger, cumin powder, coriander powder, turmeric powder, and salt. Cook until the lentils are tender.
2. In a separate pot, cook the rice with water, adding ghee or oil and salt until it becomes fluffy.
3. Once both the lentils and rice are ready, serve the lentils over the rice for a delicious meal!

[You can find the original recipe here.](#)

RECIPES

KASHMIRI DUM ALOO RECIPE

Dum aloo is a favourite comfort food in Kashmir, and it is always served during celebrations, gatherings, weddings or parties.

Ingredients:

- 14 baby potato
- 2 de seeded red chilli
- 1 teaspoon crushed garlic
- 3 green cardamom
- 1/4 teaspoon turmeric
- 1 cup refined oil
- 1 pinch powdered black pepper
- 3/4 cup yoghurt
- 1 teaspoon crushed ginger
- 4 cashews
- 1/4 teaspoon fennel seeds
- 1 1/2 teaspoon cumin seeds
- Salt as needed
- 1 cup water

For Garnishing

- 1/4 teaspoon garam masala powder
- 1 handful coriander leaves

Instructions:

1. Start by washing the potatoes thoroughly, then prick them lightly with a fork while keeping the skin on.
2. Soak the potatoes in lukewarm salted water for about 10 minutes. Then drain them and gently pat them dry.
3. In a pan, heat some oil and fry the baby potatoes over low heat until they turn golden brown.
4. Once cooked, remove the potatoes and place them on a plate lined with absorbent paper.
5. In a separate bowl, grind together red chillies, cashew nuts, green cardamoms, and cumin seeds.
6. In another bowl, mix red chillies, ginger, garlic, cashew nuts, green cardamom, fennel seeds, turmeric powder, and cumin seeds thoroughly with yogurt.
7. Heat 1 tablespoon of oil in a pan over medium heat. Add the yogurt and spice mixture and sauté for about a minute until it starts to leave the sides of the pan.
8. Next, add the fried baby potatoes to the pan. Mix in one cup of water and cook until the potatoes absorb the water, resulting in a thick gravy. Season with salt and pepper, mixing well.
9. Finally, transfer the dish to a serving bowl and garnish with garam masala and fresh green coriander. This delicious recipe is perfect to enjoy with naan or roti for lunch or dinner! [You can find the original recipe here.](#)

These notes may be reproduced free of charge for use within schools, but not offered for commercial sale.