

Different Moons

Women's Workshop Teaching Pack

Introduction

These workshop plans were created as part of the Different Moons Arts and Heritage Project. Workshops were delivered in two hour slots, with language and other support staff as required. The workshops were designed by Shamshad Khan with input from Arry Nessa on workshops 4 -7. The workshops were delivered with some variation as required on the day.

The workshop space was set up with fresh flowers and printed cloths and other materials to create an inspiring and welcoming space.

Sessions were delivered in two series with additional creative art sessions including Papercut (Maryam Golubeva) and Arabic Calligraphy (Farzana Patel), and Henna support from Habiba Shenza.

The poems, letters and stories created as a result of these workshops are included in the Different Moons book which is available as a pdf on the Different Moons website www.differentmoons.org and as a hardback copy.

The materials are free to use and modify for educational purposes. We would appreciate it if you could make a reference and link back to the Different Moons Website. www.differentmoons.org

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Different Moons Women's Workshop 1

Shamshad with Habiba, Arry and Hameeda

(Habiba and Arry henna art; Hameeda and Arry language/support)

Session Objectives:

- introduce the Different Moons project
- enthuse them about their cultural heritage/ heritage of Rossendale Asians
- begin to build their self-esteem
- encourage participation in the future sessions.

Set up

- tables to the side of room with some chairs
- other chairs in a horse shoe/semi-circle
- paper, pen, paper plate and felt tip under chair
- doylies on floor in centre of space
- (FC) indicates pre-prepared flip chart

FC-welcome

0-10 – Welcome (10 mins) - Shamshad

- Introductions - Ask each participant to introduce themselves
 - i) Name and say which language(s) they speak

10-20 – Introduction (10 mins) - Shamshad

- Overview of project (FC)
- Plan for today's session (FC)

20-25 – Ground rules (5 mins) - Shamshad

- these are three of our rules (respect, okay to make mistakes, ask questions) (FC)

25- 40 - Henna activity (15 mins) Habiba and (Arezun possibly)

- start with one woman in the group- henna design and then carry on 'til all women have a little henna design by end of session

I ask: -what does the smell of henna remind you of? Think? Feel?

Full group discussion – what memories does it bring back for you?

40 – 50 (10 mins) Khubee/good qualities of women /all the strengths

Brainstorm in pairs – what women do/are good at

50 - 55 (5 mins) Bring discussion together

55 - 60 (5 mins) Introduce Samina's photo – play recording of poem/ read "Kaanch Ki Chudrian" ("Glass Bangles")

(later we will think more about women and their good qualities)

60 - 1 hr 5 (5 mins) Monitoring and Permission forms

(cont)

Different Moons Women's Workshop 1 (cont)

1 hr 5mins– 1hr 15 mins - (10 mins) BREAK

1hr 15 – 1hr 25 mins - (10 mins) Discuss in pairs

- Say 1 thing you are good at
- If we compare women/your partner to the moon (half, full, etc)
- Woman is like a moon because...
(make rough notes)

1hr 25 mins – 1hr 35 mins - (10 mins)

- Write in rough then in neat on doyle – in **felt** tip

1hr 35 – 1hr 40 (5 mins) Evaluation

- What did you like about today's session
- What did you learnt

Write up on flipchart/note

1hr 40- 1 hr 45 (5 mins) Task for next session

- Find out who was the first person/ first woman in your family to come to England
- When she came
- One other fact

Different Moons Resource 1
Poem “Kaanch Ki Chudrian Aur Aurat”

- “Ye jo main parr rahi hoon “Kaanch Ki Chudrian Aur Aurat”.
- *(The one I am reading is Glass Bangles and Woman.)*

- Aurat ki misaal kaanch ki chudrian jaise hotin hain.
- *(Women can be compared to glass bangles.)*
- Jaise kaanch ki chudrian mein bohoth se rang hote hain, aurat ke bhi bohoth se roop hote hain.
- *(Like glass bangles have lots of colours, women have lots of qualities.)*
- Kabhi wo maan banke apni aulaad ki parwarish karti hai.
- *(Sometimes in the form of a mother she nurtures her children.)*
- Tou kabhi bhain bankar, bhai par wari sadqay hoti nazar aati hai.
- *(Sometimes she is seen in the form of a sister giving blessings to a brother.)*
- Beti bankar maan baap ki khidmat karti hai,
- *(As a daughter she cares for her mother and father,)*
- aur biwi bankar shohar ke liyae jannat zameen par utaar laati hai.
- *(and as a wife she brings heaven down for her husband on earth.)*
- Laikin ye sab kutch haasil karnay ke liyae aurat ke jazbat ka ehssaas karna bohoth zaroori hai.
- *(But for all of this to happen it is important that a woman’s feelings are respected.)*
- Jis taran kaanch ki chudrian mukhtalif rangon mein jhilmilaati rehti hain, aur kaano mein jaltaran bajti rehti hain,
- *(Just like bangles shine and shimmer with different colours, and create music for our ears,)*
- wese hi aurat bhi mukhtalif rishton mein dubhi rehti hai.
- *(in the same way a women is drowned in different relationships.)*
- Wo in rishton mein kho kar apna ehssaas dilwati hai.
- *(She loses herself and shows her care in these relationships.)*
- Kaanch ki chudrian ko toot ne se bachanay ke liyae jaise unn ki hifazath ki jaati hai, wese hi aurat ki aisasaath ka khayal rakna chae’yea.
- *(Just as we keep glass bangles safe from being broken, in the same way we should consider a woman’s feelings.)*
- Uske jazbaath ki hifazath karni chae’yea, Chaa’ye kyon ke uske aisasaath zari si thais se toot kar chakna choor ho jaate hain.
- *(We should keep her feelings safe because her feelings can be shattered like glass.)*
- Lihaza aurat ke maamlay mein ehthyath se kaam layna chae’yea kyon ke uss ke jazbaath bhi kaanch ki chudrian jaise hote hain.”
- *(In our relations with women we should take care as a woman’s feelings are as delicate as glass bangles.)*

Different Moons Women's Workshop 2

Shamshad with Arry and Hameeda

Session Objectives:

- introduce the Different Moons project
- enthuse them about their cultural heritage/ heritage of Rossendale Asians
- begin to build their self-esteem
- women role models and poetry.

Set up

- tables and chairs in a horse shoe/semi-circle
- paper, pen on table
- (FC) indicates pre-prepared flip chart

FC-welcome

0-20 – Welcome (20 mins) - Shamshad

- Your name
- First woman to come to Rossendale – who/when/what did....for later writing (keep)
- Recap from last session

20 - 25 Plan for today's session (FC)

25- 30 Collect any new Permission Forms

30 - 40 – Women Role Models (10 mins) - Shamshad

- In centre on doylies
- Photos/info on 5 Asian women (Samina Hussain and Farida Munir plus others)

Ask: make a note of 3 things you are proud of having done (ask volunteers)

40- 45 - Read Bengali/ English poem “A Bengali woman in Britain” by Safuran Ara translated by Debjani Chatterjee (5 mins)

45 – 60 (15 mins) Read in group/s the English. Read full poem/ Then in groups of 3/4 read choose one Verse A, B, C. Discuss what you like about the verse.

1 hr – 1hr 10 mins - BREAK (10 mins)

1hr 10 – 1hr 40 mins - (30 mins) Write a Couplet or verse

- About being an Asian woman in Haslingden
- Use Safuran's poem to inspire- but use your own words
- Can use rhyme of ghazal form

1hr 40 – 1hr 50 mins - Reading / listening to your writing (10 mins)

1hr 50 – 1hr 55 (5 mins) Evaluation

- What did you like about today's session
- What did you learn



Farida Munir photo by Bob Frith



Samina Hussain photo by Bob Frith

Different Moons Women's Workshop 3

Shamshad with Arry and Hameeda

Session Objectives:

- introduce the Different Moons project
- enthuse them about their cultural heritage/ heritage of Rossendale Asians
- begin to build their self-esteem
- women role models and poetry.

Set up

- **tables to the side of room with some chairs**
- **paper, pen, paper plate and felt tip under chair**
- **carpet in centre**
- **(FC) indicates pre-prepared flip chart**

FC-welcome - sitting around the carpet –

0-10 – introduction and recap and plan for session (10 mins) - Shamshad

10 - 25 - in pairs -Name and saying in other language (mention sayings Samina/Farida)

share with full group

- Record a few of the women if possible – **Arry**

25 - 35 Carpet - Confidence (10 mins)

- Sit one at a time on carpet.... can take in turns during the session
- Imagine it fills you with confidence
- If you had 100% confidence
 - i) how would you feel?
 - ii) What would you do?

50- 60 - Imagination (10 mins)

Each person sits on carpet with eyes closed, visualization, calming, lifting, floating....

Moon and fountain picture

Chaand aur paani

1 hr – 1hr 10 mins - BREAK (10 mins)

1hr 10 – 1hr 40 mins - (30 mins) Writing (FC)

- What the water said to the moon
- The moon's reply

Mention/ read flower Ghazal by Basir Kazmi from “Passing Through” ask them to write a couplet (see above)

1hr 40 – 1hr 50 mins - Reading / listening to your writing (10 mins)

1hr 50 – 1hr 55 (5 mins) Evaluation

- What did you like about today's session
- What did you learn

Different Moons Women's Workshop 4

Shamshad with Arry, Hameeda, Elisa

Session Objectives:

- introduce the Different Moons project
- enthuse them about their cultural heritage/ heritage of Rossendale Asians
- begin to build their self-esteem and writing skills
- Themes: father – daughter relationships / education/ rules and values

Set up

- **tables to the side of room with some chairs**
- **other chairs in a horse shoe/semi-circle**
- **paper, pen, paper plate and felt tip under chair**
- **moon book**
- **(FC) indicates pre-prepared flip chart**

FC-welcome

0-10 – Welcome (10 mins) - Shamshad

- Introduce ourselves and Ask each participant to introduce themselves
 - i) Name and their favourite Asian film

10-20 – Introduction (10 mins) - Shamshad

- Overview of project (what do they know about it?)
- Plan for today's session

20-25 – Ground rules (5 mins) - Shamshad/Elisa

- these are three of our rules (respect, okay to make mistakes, ask questions) **(FC)**

25- 40 - Show Moon Book – (15 mins) - read one or two poems

Discuss what they like about the poem/ why it works

40 – 50 Play clip of Farida's interview (10 mins) about father and education- (or read out).

Full group discussion – any feelings/ thoughts?

50 – 1 hr 5 (15 mins) Small group Discussion – Seek education.... To China

Discuss their father's views on education. Was education for girls and women encouraged? What was allowed, what the family rules and values were?

(show photo of me and my father)

1 hr 5mins– 1hr 15 mins - (10 mins) BREAK - Monitoring and Permission forms

1hr 15 – 1hr 25 mins - (10 mins) Discuss in pairs

- **my father thinks education for girls is....**
- **I think education is like.....(simile/metaphor)**

(cont)

Different Moons Women's Workshop 4 (cont)

- **what do you know about your father's life**
- **does it help you understand your relationship with him**

(write down what your partner says- the exact words if you can)

1hr 25 mins – 1hr 35 mins - (10 mins) - Sharing one line each to make a joint piece

1hr 35 – 1hr 40 (5 mins) Evaluation

- What did you like about today's session
- What did you learn

Write up on flipchart/note

1hr 40- 1 hr 45 (5 mins) Task for next session

- Find out facts about your father's or mother's journey to Haslingden/England.
- What was the one most important thing they learnt when they came?

Different Moons Resource 2

Clip from Farida Munir interview

Clip 1 (0-5 mins)

Farida: In Pakistan I was studying in metric, which was a career entry into O-Level and I was in my last year when I got engaged. I was 16 when I got married, and I just gave my exam and straight away I came here. When I was 16 in February 1967 I came to this country. So to me it seems I've have just spent my childhood in Pakistan, because I was so young and was not involved in any house work or anything you know.

Clip 2 (33-35)

Farida: Kath hai mere dad ke. Wo abhi bhi mere paas hai.

(I have my father's letters. Those I still have with me.)

Shamshad: Ok so you've got letters that your dad wrote. And he wrote them to you in Punjabi or Urdu?

Farida: Urdu.

Shamshad: In Urdu. And you've got them, are they up in the loft as well?

Farida: Er... I think so, say maybe in my suitcase somewhere.....And all of the pipe burst in the loft and is flooded my house. And those letters were in my suitcase with all my clothes, and then because it's been flooding all the letters was destroyed. I've got only have a few left which I saved,

Shamshad: Aap ko yaad hai wo kath mein kehse kehse likthe thay?

(Can you remember how he used to write in the letters?)

Farida : Yes, he was used to write it down on all we are happy. Hope you are happy in England.

Clip 3

(34-35.00)

Farida : Everything, because our daughters to dad is like a very good friends. And he was used to tell us and everything, he was very proud of me. Specially, he was very, very proud of me, because when I was in Metriculation (*School exams- equivalent to....*) I was used to bring very good report and everything. He was used to say she's my son not a daughter because she's so good and everything. And then when I got married I didn't say a word, you know only I was saying, I don't want to leave my education I want to do. And he said never mind, it's where you going that is very good education there you can get. When you go back, when you go to England, just carry on your education, do A-level and everything there. And carry on don't stop your education.

Different Moons Women's Workshop 5

Shamshad with Arry, Hameeda and Elisa

Session Objectives:

- enthuse them about their cultural heritage/ heritage of Rossendale Asians
- build their self-esteem and writing skills
- listening to and discussing poems and stories on father- daughter theme.

Set up

- tables and chairs in a horse shoe/semi-circle
- paper, pen on table
- (FC) indicates pre-prepared flip chart

FC-welcome

0-20 – Welcome (20 mins) - Shamshad

- Your name – and some knowledge you have about the moon, education, the world
- Anything new found out about your father's journey/ most important thing he learnt
- Recap from last session (read joint poem)

20 - 25 Ground rules (FC) - Elisa

25- 30 Collect any new Permission Forms

30 - 40 – Farida's story (the king, the princess and salt) (10 mins) - Shamshad / Arry read

40- 50 - Discuss – (10 mins) have you heard it before, what do you like about the story and why? What is the message? Misunderstanding/banishment/love

50 – 1 hr 5 (15 mins) Read Imtiaz Dharker's "Never cut a pomegranate" poem

Read full poem. Then in groups of 3/4 read. Discuss what you like about the poem.

1 hr 5 – 1hr 10 mins - BREAK (10 mins)

1hr 10 – 1hr 20 mins - (10 mins) in pairs discuss -father's gift Elisa/ Shamshad

- What 1 thing did your father teach you?
- What did you learn from your father/ indirectly?
- What physical or other gift did he give you

Full group- share some of above before do writing- **Shamshad**

1 hr 20– 1 hr 40 mins (20 mins) - Begin to write your own poem/story about your father

- Use Imtiaz Dharker's poem/ or the salt story to inspire- but use your own words
- Include a gift/object?
- Add a taste/ sound that your father likes

1hr 40 – 1hr 50 mins - Reading / listening to your writing (10 mins) -Shamshad

Different Moons resource 3

Story of the king, the princess and salt

“Meri daadi bohooth hamain kahani sunnaya kartiin thiin. Shahzadon ki, shahzadian ki.
(My grandma used to tell me lots of stories. Of princes and princesses.)

Wo ek baadshah tha, uss ki teen betiyan thi, aur ke paanch betiyan thi.
(There was a king, who had 3 daughters, and or five daughters.)

Tou wo sab se bohooth pyar kiya kartha tha. Tou Betiyan kehti thi ham bohooth pyar karte hai aap se. Ham bohooth pyar karte hai.
(He loved them all very dearly. And his daughters used to love him and say that we love you. We love you very much.)

Tou usko, baadshah ko meetha bohooth passand tha. Tou har ek beti na uske, meetha koi kehti hai, mujhe aap gulaab jaman ki taran meethi...acche lagtay hai.
(So he, the king liked sweets a lot. So each of his daughters, said something sweet, I think you are as sweet as ... I like you like gulaab jaman (oval sweet in syrup), I like you that much.)

Dusri kehti hai mujhe kheer ke taran acche lagtay hain. Dusri kehti hai ke mujhe aap zarde ki taran aap acche lagtay hain. Koi kehti barfi ke taran acche lagtay hai.
(The other says I like you like kheer (sweet rice pudding). The other says I like you like zarda (sweet saffron rice). Another says I like you like barfi (a coconut sweet).)

Iss taran meetha kehte hain. Wo sab se jo chohti hain na, kehti ke dad aap mujhe na. Jaise namak accha hota hai na. Mujhe aap namak ke taran acche lagtay ho.
(In this way they say how sweet. Then the youngest daughter, says that you know dad how salt is good. I like you like that, as much as salt.)

Tou dad ko bohooth ghussa aa jaata hai. Kehta hai ke dekho ye mujhe itna hai ke namak ke taran sab se, kuch bhi nahin uss mein. Aur ye namak ke taran mujhe pyar karti hai.
(So the dad got very angry. He says, look, just like, as much as salt, and there is nothing in salt. And she loves me like salt.)

Aur ye mujhe itna accha pyar karte hai. Kitne acche acche cheezain unno ne batain hai.
(And they love me so well. How many lovely things they have said, (they love me like).)

Tou uss ko, khud naraz ho ke, uski shaadi kar de ta hai. Kehta hai ke main ne, iss ke saath nahin...iss ko mere saath pyar nahin hai.
(So he, being offended, gets her married. He says I won't have her (here)...she does not love me.)

Tou wo chalee jaati hai dusre shehyr, muhlik mein. Shahzade ke saath rehti hai.
(So she goes away, to a different city, country. She lives with the prince.)

Tou ek din usko khayal aa ti (ta) hai ke, uss baadshah ko. Usko nahin pata tha meri beti, bar ke usko nikaal de tha na muhlik se. Tou usko ek shahzada lay jaata hai, tou uske saath.
(Then one day, that king has a thought. He doesn't know it's his daughter. In fact he had banished her from the country. So a prince takes her away, (so) with him.) (cont)

Different Moons resource 3 (cont)

Tou uss ko khayal aata hai ke uss shahzada ko, apne uss baadshah ko apne muhlik mein dawat deti hai.

(So she has a thought, (that prince(cess)), that she would invite the king to her country.)

Tou baadshah ko ek hafte ke liyae dawat deti hai. Tou har roz kabhi gulaab jaman, kabhi kheer. Har meethi cheeze koi namak wali cheeze ban aake nahin rakti na. Tou har meetha, meetha, meetha, meetha. Tou then, chaar din ke baad wo baadshah na, thang aa jaa ta hai. Tou kehta hai, ye tou har cheeze. meethi hai tou, main tou thang aa gaya hoon. Main meethi cheeze nahin kaunga.

(So she invites the king to stay for a week. So every day she serves gulaab jaaman, sometimes kheer. Every sweet thing she makes and serves, but nothing (savoury) salty. Everything sweet, sweet, sweet. So after three or four days, that king was really fed up. So he says, everything here is sweet, I'm fed up. I'm not going to eat anything sweet.)

Tou aur phir apne naukar ke haath usko paigham bhaj thi hai. Ke jao usko kaho ke ek mouqa tha aap ki beti aap ko namak ke taran pyar karti thi.

(So then she sends a message in the hand of her servant. That go, tell him there was a time your daughter loved you like salt.)

Tou namak ke (ka) matlab ye, ke aap har roz bhi namkeen cheezain khao tou aap thang nahin hoinge.

(So the meaning of salt is, that every day you can eat salty things, and you will never be fed up.)

Tou wo iss taran pyar karti thi, Aur aap ne usko ghar se nikaal diya tha aur saza de di ti.

(So she loved you like this. And you banished her from home and punished her.)

Ke wo itna kam pyar karti hai. Tou jo meethi cheezain hai, aap unse jaldi thang aa jaa thay ho. Tou namkeen cheeze se aap kabhi bhi nahin thang aate.

(That she loves you so little. But sweet things you get fed up of them quickly. Salty things you never get fed up of.)

Tou phir baadshah bohoth roya, tou kehta meri beti wakihe bohoth sachi thi. Tou gaya, tou phir iss taran wo beti ke saath milta hai.

(To then the king cried a lot, and said, truly my daughter spoke the truth. So he went, and that is how they got back together.)

And then they lived happily ever after." *(laughter)*

Different Moons Women's Workshop 6

Shamshad with Arry and Hameeda

Session Objectives:

- enthuse them about their cultural heritage/ heritage of Rossendale Asians
- build their self-esteem and writing skills
- complete solo and joint poems

Set up

- tables to the side of room with some chairs
- paper, pen, paper plate and felt tip under chair
- (FC) indicates pre-prepared flip chart

FC- Welcome – name and favourite Asian song

0-10 – **Introduction and recap** from last week and plan for session (10 mins)

10 – 20 **Read poems** written last session and feedback (10 mins)

Complete writing, use model of pomegranate poem, choose one line each to make a shared poem..... This may take a lot of the session- below extra plan if time allows.

20 - 40 show Hafez calligraphy book, read poem “Falcon” by Hafez /discuss (20 mins)

40-1 hr **20 Draw and write** (40 mins)

- Draw outline of an animal/bird
- Write one line about the creature
- Add a question
- Fill in, carry on writing
- Edit... choice of words...unusual, different

- **BREAK (10 mins)** – as and when

1hr 40 – 1hr 50 mins - **Reading** / listening to your writing (10 mins)

1hr 50 – 1hr 55 (5 mins) **Evaluation**

- What did you like about today's session
- What did you learn

For Next session: Listen out for bird sounds, when and what do you hear?

Different Moons Women's Workshop 7

Shamshad with Arry, Hameeda, Elisa

Session Objectives:

- enthuse them about their cultural heritage/ heritage of Rossendale Asians
- how we can/ women have made a difference/ build self esteem
- complete / more writing

Set up

- laptop and projector to show samina's animation
- tables to the side of room with some chairs
- other chairs in a horse shoe/semi-circle

0-10 – Welcome and recap (10 mins) developing writing re: father's - **Shamshad**

10 - 15 - Name and did they listen to bird sound- what did they think the bird was saying.

- **An affirmation** is a statement we say to ourselves to help us believe something positive

And to help us do it. Present tense (as though it is already happening); feeling word and the specifics. "I am confidently reading aloud/ writing a good poem" -**say this out loud**

Plan for session

- **read out writing -complete and edit** writing about fathers- use thesaurus, rhyming dictionary/ translate Bengali. - **Shamshad**

- **read Hafez "Falcon" poem** – calligraphy link/ bird theme - **Elisa**

- **create a joint piece** about father's choose your favourite line - **Elisa**

- **show animation** of Women's forum – Samina's story (**discuss**) - **Shamshad**

- What else they have heard about how things used to be

- Who has made a difference in Haslingden

- How do they make a difference

- What could they do solo or as a group (**mention possible "pop up" shop**) – **Arry?**

- **start a new poem/writing** inspired by Animation/ poem about bird by Hafez

(5 mins) Evaluation – what you liked and what you learnt – give "post its"