

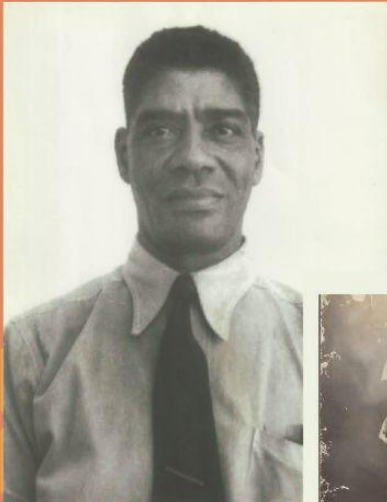
# FRESH ARTS

Nurturing Creativity

WINDRUSH  
DAY

Education Resources

# CHILDREN OF THE WINDRUSH GENERATION



## Overview

This project produced recorded testimonies of British Caribbeans who arrived in the UK as children as part of the Windrush generation. This project gives students an insight into the motivations for and the effects of parental migration on our participants as well as their experiences of integration and early life in the UK.

Arts-based teacher developmental materials are contained in this pack, exploring the stories and themes uncovered in these interviews. We will also explore the themes of movement and migration in the children's own lives.

We aim to recognise and celebrate the contributions of the Windrush generation by culminating in an arts festival with celebratory submissions of creative writing, performing and visual arts from participating children which will be shared online, allowing children to share their work with their families and local communities. Children can win a prize for their school.

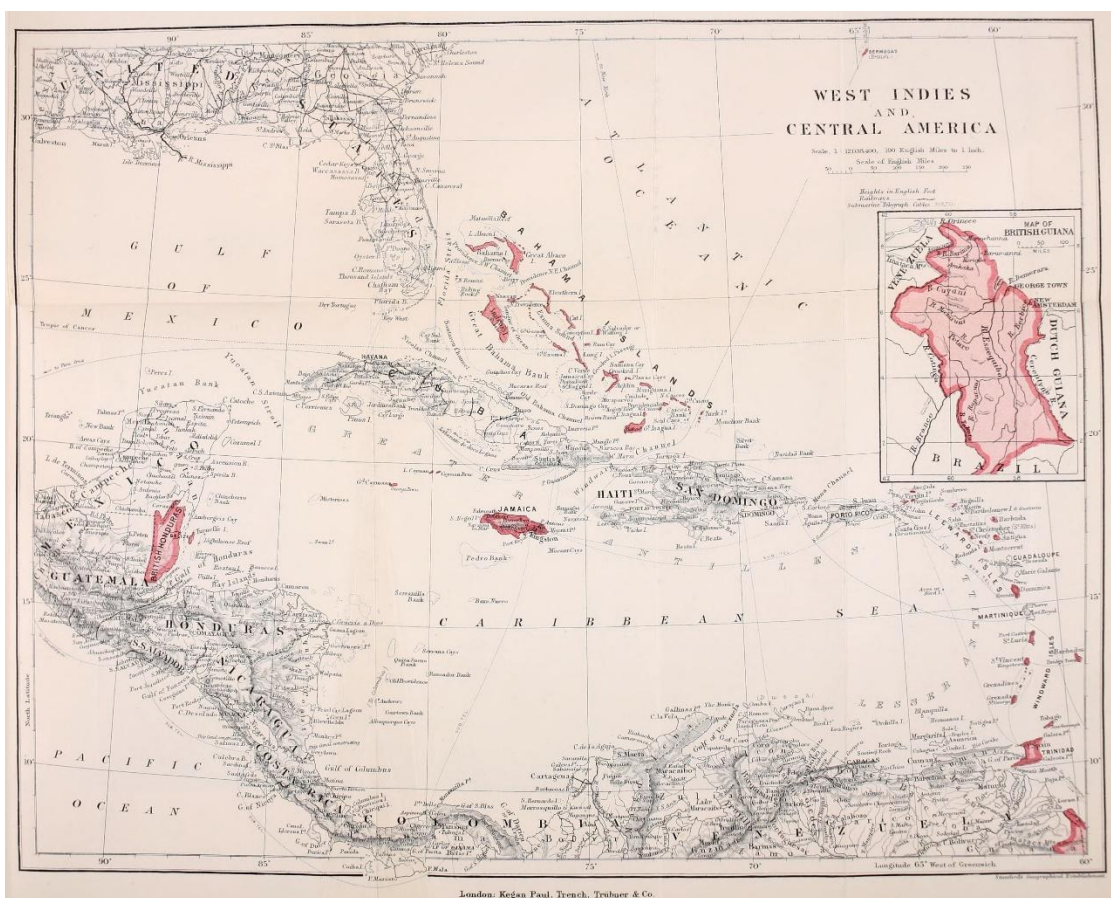
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# The Caribbean British Empire

The Caribbean is a region that consists of the Caribbean Sea, over 700 islands, islets, reefs and cays and its surrounding coast.

Europeans began colonising the islands in the 15th century, in search of gold and silver though there was little to be found. But due to the Caribbean's lush, fertile landscapes, the Europeans decided to cultivate the land and grow crops to send back home. By the 17th century, the four main colonial powers in the Caribbean were the Spanish, English, French and Dutch, all of whom had gone in search of wealth. Those under British Rule formed part of the British Empire which spanned the globe.



Unknown Author - The British Empire Series, Vol. III: British America. Keagan Paul, Trench, Trubner & Co. Ltd, London 1900.

In the mid-17th century, a group of Dutch traders introduced sugarcane to the English growers who successfully grew it on the islands. Sugarcane soon became highly sought after as it could be used to make sugar, molasses or treacle and rum and the plant itself could be used as roof thatching. It soon became known as 'white gold' and led to plantations and refining mills covering many of the islands. The demand for sugarcane was so great that 'planters', those who owned the plantations, relied on millions of enslaved people who were taken from their homes in Africa for its production.



International Slavery Museum in Liverpool

The rise in slavery drastically changed the demographic of the Caribbean, making the African population the new majority. The first colonisers had already endangered the indigenous Taino people due to war, enslavement and the spread of infectious diseases to which they had no immunity. The African people were treated as less than human, with European colonisers referring to them as an inferior race to justify their ownership and cruelty.

Near the end of the 18<sup>th</sup> century, anti-slavery movements had put pressure on colonial powers to abolish slavery and in the 19<sup>th</sup> century, The Slavery Abolition Act of 1833 made the purchase and ownership of slaves in the British Caribbean islands was made illegal. Unable to return home, the now free African people settled in the Caribbean. As years went by, the increase in self-governance of many territories within the British Empire led to the establishment of The British Commonwealth of Nations where countries that were formally colonised were now recognised, as stated in the Balfour Declaration of 1926, as 'equal in status' and 'united in common allegiance to the Crown'. Thereafter, the Caribbean people were taught they were British citizens and so referred to England as the 'Mother Country'.

### **Questions for discussion:**

1. What do you think life was like in the Caribbean after the abolition of slavery? Children can be prompted to think about cultural diversity, schooling and trade.
2. What does 'equal in status' mean?
3. What do you think the term 'Mother Country' means?

# WWII, The Call for Help and the Arrival of Windrush

The severity of World War II led Britain to call on all of its subjects and resources to support the war effort. More than 10,000 Caribbean men and women crossed the Atlantic, leaving their homes and families to [join the British Armed Forces](#). British citizens from around the world worked together and helped turn the tide and defeat the Nazis.

In the aftermath of the war, Britain was left depleted. It no longer had the money needed to maintain its empire and had accumulated a huge debt by borrowing money from the USA to fund the war. There were also not enough workers to run the country's essential services, leading to Britain once again calling for help and encouraging migration from its Commonwealth countries to help rebuild the economy.

The British Nationality Act of 1948 allowed all British subjects the right to travel and settle in the UK. This, together with British government campaigns in the Caribbean, led to a wave of immigration.

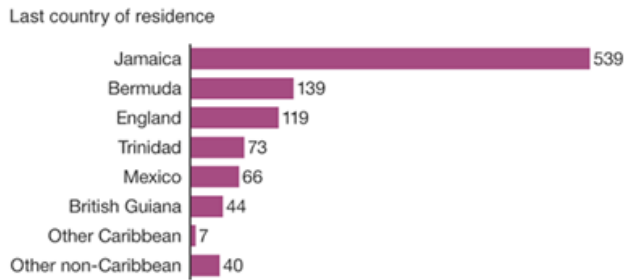


Getty Images

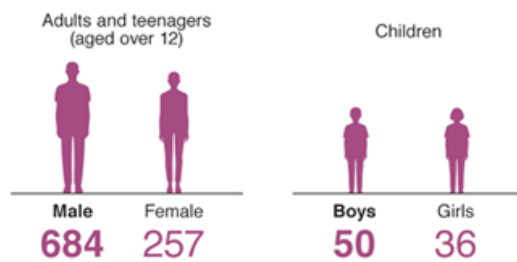
492 documented passengers boarded the Empire Windrush which set sail from Kingston, Jamaica on 24<sup>th</sup> May 1948 and came to England, as British citizens, in response to an advert in local Caribbean newspapers promoting job opportunities in Britain. Many had already served in the war, and some wished to re-join the forces. Each paid £28 (about £1000 today) for passage.

# Details of passengers on board

## Most gave Jamaica as their last country of residence



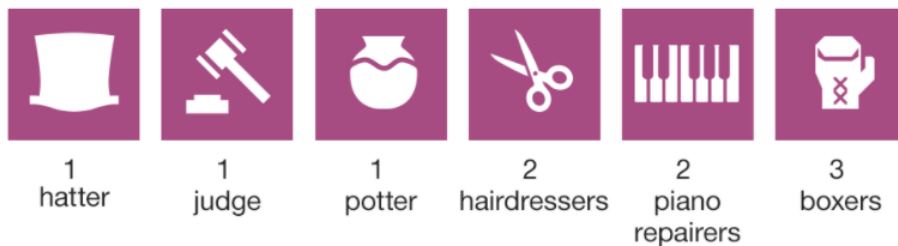
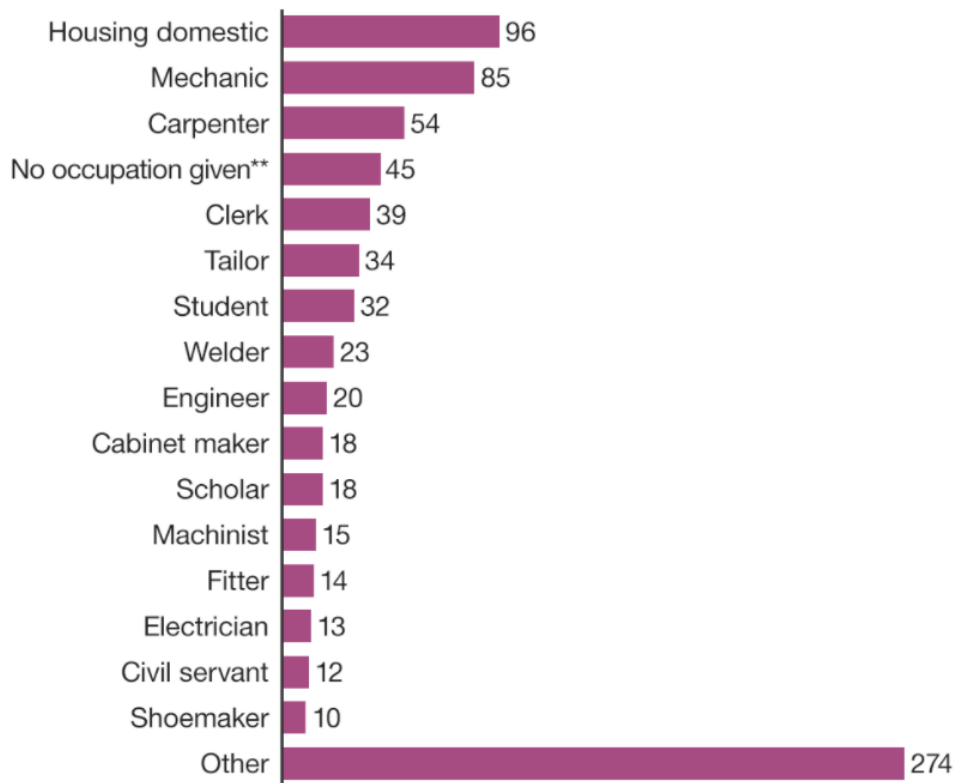
## Most of those on board were male



National Archives

## The skills of Caribbean passengers were varied

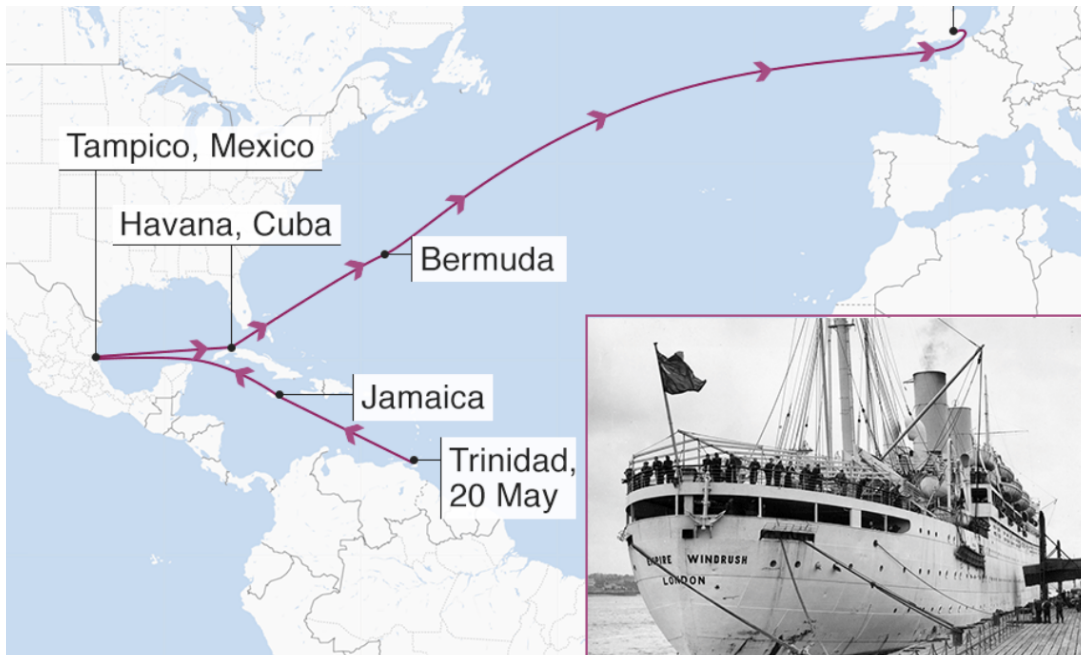
Occupation\*



\*For those giving a Caribbean last country of residence

The Empire Windrush arrived at the Port of Tilbury on 22<sup>nd</sup> June 1948. The ship's passengers later became known as the first members of the Windrush Generation, those who came to the UK to settle and work from 1948 to 1972.

### The Journey of Empire Windrush:



Lloyd's Shipping Index, National Maritime Museum

London was the most popular destination for those who arrived from the Caribbean. People also settled in Liverpool, Birmingham and Manchester though many gave no destination for future residence.

[Original Pathe news coverage](#) of the arrival of Empire Windrush shows the high expectations many had of the 'Mother Country'.

### **Questions for discussion:**

1. Why were the men dressed in suits?
2. What emotions do you think people were feeling on the journey?
3. How do you think they expected to be treated when they arrived in England?  
Consider their involvement in the British forces during the war.



## Life in the UK

Unfortunately, those who disembarked the Empire Windrush were not well received by the British public. The multicultural nature of the Caribbean people, together with their colonial education, meant that they were not prepared for the realities of post WWII Britain in which they faced prejudice, discrimination and racism. The ex-servicemen and women who had fought alongside the British noticed a change in attitudes towards them now they were no longer wearing military uniforms.

Before The Empire Windrush had left Jamaica, the British Prime Minister, Clement Attlee, considered diverting the ship to East Africa. Upon its arrival, colonial secretary Arthur Creech Jones is said to have reassured cabinet colleagues that the Caribbean people 'would not last one winter'.

Signs reading 'No Dogs, No Irish, No Blacks' were commonplace in many of London's boarding houses and some even included 'No Children', making it difficult to find somewhere to stay. Conditions were often cramped and those that had no jobs lined up and nowhere to live, over 200 people, found temporary accommodation in raid shelters as pictured below.



Clapham Shelter and canteen – Topfoto

Many who eventually found work went on to rent houses and rooms. Though skilled workers who managed to find jobs were often given low paying positions and those that required heavy lifting.

Despite the increased workforce bettering services such as the NHS and TFL, racism was widespread in both the workplace and in everyday life. There was a constant threat of abuse and violence. Racial tensions continued to escalate as many Caribbeans successfully set up home in England. This resulted in a number of racially motivated riots, including the Notting Hill Riots of 1958 which lasted from 29<sup>th</sup> August to 5<sup>th</sup> September.

To stem the flow of migrants, the British government passed various immigration acts in 1962, 1968 and 1971 in effort to discourage mass migration. Only those with work permits or those who had relatives already in the UK were permitted to enter the country and only certain subsets of the Commonwealth were allowed to live in the UK permanently. Despite these new restrictions, the Immigration Act of 1971 promised that anyone who had arrived in the UK from a Commonwealth country before 1973 was granted an automatic right permanently to remain.

It is estimated that nearly half a million people migrated from the Caribbean between 1948 and 1970.

**Questions for discussion:**

1. What do you think Arthur Creech Jones meant when he said the Caribbean migrants 'would not last one winter'?
2. How different do you think England was from the Caribbean?
3. Why do you think many of the Windrush generation stayed in the UK after such a hostile welcome?

# The Windrush Scandal

The UK Home Office hostile environment policy was introduced in 2012 and made it a legal requirement for landlords, employers, the NHS and banks to carry out identification checks on all individuals. If people could not prove they were living in the country legally, they were refused services which included hospital treatments. Anyone who offered services to those with no ID faced a fine of up to £10,000.

People who were considered illegal were losing their homes and their jobs. Some were placed in detention centres and some were deported while others were refused re-entry into the UK after coming home from abroad.

In 2013, the Home Office was made aware that the Windrush generation were being targeted and treated as illegal immigrants and by 2017, newspapers reported that the government had threatened to deport people who had arrived from Commonwealth countries before 1973.

This was in direct violation of the Immigration Act of 1971. Since the right to stay was automatic and they were categorised as British citizens, many migrants from the Windrush generation were never given or asked to provide any evidence of their UK residency. Children who came over later often used their parents' passports to do so. The only official evidence of much of the Windrush generation's arrival were the landing cards which were collected when they disembarked from ships in UK ports – thousands of which were destroyed by the Home Office in 2012 to minimise paper records.

In 2018, Parliament faced questions about a number of high-profile individual cases and started to refer to the effects of the hostile environment policy on the Caribbean people, particularly the now grown-up children of the generation, as "The Windrush Scandal."

Following investigations, it was revealed that over 80 people had been wrongfully deported and that 850 people in total had been 'mistakenly detained' between 2012 and 2017. The government is still processing compensation payments to victims of the scandal.

The Prime Minister at the time, Theresa May, has since apologised to Caribbean leaders and stated that no one from the Windrush generation will have to leave the UK and that Windrush migrants were a 'part of us'.

## **Questions for discussion:**

1. What do you think 'hostile environment' means? How does it make you feel?
2. What documents prove that you live in the UK legally?
3. How do you think the people who were wrongfully detained or deported and their families felt?
4. What do you think their lives would be like returning to the Caribbean after so many years away?

# Impact and Legacy of the Windrush generation

The Windrush generation and their descendants have made a lasting contribution to British society and culture.

The brave men, women and children who came to the aid of the UK not only stabilised previously struggling essential services, but they also helped them flourish. They persevered through racial discrimination and built strong communities which readily shared their food, fashion, music and entertainment with their neighbours.

[Notting Hill Carnival](#), for example, has taken place annually since 1966 and is one of the world's largest street festivals. Initially organised as a response to the Notting Hill Race Riots, it has grown to attract around 2 and a half million people, all from different ethnicities, each year and celebrates the diversity of the Afro-Caribbean culture within the UK.

In June 2018, Windrush Day was introduced to 'celebrate the diversity of Britain's history' and to 'recognise and honour the enormous contribution of those who stepped off the Tilbury docks' over 70 years ago. Though it is not considered a national holiday, it is an observed day that takes place annually on 22<sup>nd</sup> June, the anniversary of the first Windrush migration.

## **Questions for discussion:**

1. How would you celebrate Windrush Day?

## Children of the Windrush Generation



TopFoto/Retronaut/mediadrumimages.com

While some were able to travel with their families, many who boarded the Empire Windrush had to leave behind their children while they searched for work and saved enough money to bring them over to the UK. It could take up to 10 years to do this. These children were often left in the care of relatives, such as aunts, uncles, grandparents and even older siblings who may have only been teenagers themselves. Some never saw their parents again.

Many parents kept in contact with their families by sending letters or through phone calls. To support their children, they would often send back barrels filled with food, clothing, school supplies and other necessities which they may not have been able to provide if they had stayed in the Caribbean. Sometimes, entire households or communities were supported by people who had migrated to the UK. The barrels themselves were often repurposed and could be used for storage, to collect rainwater or halved and used to plant herb gardens.

Some children that were eventually reunited with their parents found it difficult to build a relationship with them, having had little physical contact with them for many years. Younger children often struggled to understand how they could be left behind and would often refer to the people who raised them as their mum and dad.

**Questions for discussion:**

1. Children who were left behind when their parents moved to the UK were referred to as 'barrel children'. Why do you think this is?
2. How would you feel if your parents went to find work in a different country and you could not go with them?

# Fitzroy Anderson



Fitzroy Anderson was born 1951 and lived in rural Jamaica with his aunt after both of his parents left to find work in England in the late '50's. By age 10, he was working the land and looking after the livestock when he was not at school.

While living with his aunt, he experienced colourism and was told not to play with his lighter skinned siblings as he was considered ugly due to his darker skin tone.

Fitzroy came to England in October 1964 knowing nothing of England apart from what his mother had told him – it was cold and dark.

## **Questions for discussion:**

1. What do you understand about colourism?  
Why do you think it exists particularly amongst Caribbean people?
2. Why do you think Fitzroy's describe London houses as soldier's barracks?
3. What was Fitzroy's experience of school like?
4. How did Fitzroy's parents and other members of the community afford to buy houses?

## Beverley Goddard-Brown



Beverley Goddard-Brown was born in 1959 in Font Hill, Saint Thomas, Jamaica. Her parents went to England when she was 9 months old, leaving her in the care of other family members. She lived predominantly with women on a large plot of land that had several houses they all shared.

Beverley hadn't thought much about her parents until she came to the UK in 1965. She looked to her Godmother as a mother figure while living in Jamaica and then to her grandmother when living in England. She didn't develop a maternal bond with her mother until later in life.

### Questions for discussion:

1. What was the first thing Beverley noticed when she came off the plane in England?
2. Why do you think it took a long time for Beverley to develop a relationship with her mother?
3. How did Beverley's experience of living in England differ from her mothers?



# Marcia Burke



Marcia Burke was born in 1959 in Saint Thomas, Jamaica and grew up in Port Antonio where cruise ships docked, and water sports were available. She lived in a house on stilts with a veranda and outdoor kitchen with her grandparents and had no memory of her parents growing up.

Marcia came to England, like many children of the Windrush generation, on a young passenger travelling alone ticket. She found it difficult to adjust to life in a new country with parents she didn't really know.

## Questions for discussion:

1. What expectations did Marcia have of England?
2. Why did Marcia feel betrayed by her grandmother?
3. Why do you think Marcia's parents encouraged her to speak with an English accent?
4. Why do you think it was difficult for Marcia to go back and visit Jamaica?

# Marie Anderson



Marie Anderson was born in 1951 in Kingston, the capital of Jamaica. She grew up in a large tenement yard with multiple families. There were lots of children to play with and lots of leisure facilities available.

Marie's mother left for England when Marie was 11 or 12 years old. She planned to work in the UK for 5 years, save money and return to Jamaica to build a better life for Marie and her brother. Marie missed her mother very much but received letters and gifts from her regularly.

## **Questions for discussion:**

1. How did Marie describe her mother's journey to London? How did this compare to Marie's own journey?
2. What was Marie's friendship circle like?
3. How does Marie's school experience differ from those we've heard so far?
4. Why did Marie's mother tell her not to work in a factory?

# Pauline Josephine Wedderburn



Pauline was born in 1960 in Kingston, Jamaica.

Her parents travelled to England when she was 4/5 years old, leaving her in the care of her grandparents until she came to England aged 8.

Pauline's parents initially had a 5-year employment plan that enabled them to move back to Jamaica but there was not much opportunity for them to progress due to systemic racism. Pauline remembers pondering with her mother on what life might have been like if they stayed in Jamaica.

## Questions for discussion:

1. What does Pauline mean when she says others did not 'break the illusion'? Why do you think that is the case?
2. How did Pauline initially cope with the loss of the relationship with her grandparents?
3. How did reading and listening to music help Pauline and her sister?

# Winsome Johnson



Born in 1959 in Kingston, Jamaica, Winsome Johnson moved to the countryside to live with her aunt when her parents left for England. There was no electricity or running water in the house and they relied on rainwater for drinking, cooking, cleaning and bathing. However, they lived off the land and had access to fresh produce and livestock. Her aunt grew her own coffee which she sold to other locals and tradesmen.

Winsome Johnson came to England alone as a child and had not met her parents beforehand.

## Questions for discussion:

1. What was Winsome referring to when she asked the airhostess "Is that the gold?"
2. Winsome excelled in school. Why did the head teacher remove her from her class?
3. How did Winsome contribute to her home? Is it any different to what you do at home?

# Godfrey Anderson



Godfrey was born in 1958 and lived in a small rural village in Saint Thomas where most of his extended family also lived. He grew up with his siblings under the care of his aunt and uncle.

Though he has no recollection of his parents before he came to England around the age of 7, he describes his life in Jamaica as 'idyllic'. His uncle gifted him with calves, foals and fillies and he enjoyed spending time outside playing with them.

He describes his childhood and teenage years as a time when he was bored and had no guidance. He and his friends were racially profiled, frequently harassed by police and criminalised.

Despite this, Godfrey became a successful businessman and has worked with people from all over the world as well as figures such as the Queen of England and Sheikh Mohammed bin Rashid Al Maktoum of the UAE.

## **Questions for discussion:**

1. What does the phrase "six of the best" refer to? Why do you think teachers were allowed to do this? Why was it banned?
2. The Sus Law permitted the police to stop and search, and even arrest, anyone found in a public place if they suspected that they intended to commit an offence. Why was this law problematic? Has its repeal stopped racial profiling today?
3. How did Godfrey's experience of racism differ from his Asian classmates? Why do you think that was the case?

# Lower Key Stage 2 Creative Writing Lesson 1

## Whole class input:

Thinking back to the video testimonies from the children of the Windrush generation, make a list of words and phrases used to describe their first impressions of England.

Consider how they felt at the time, having just disembarked a plane that many sat on alone, eating unfamiliar food and surrounded by strangers.

How did their reality contrast with their expectations of life in England?

## Individual task:

Imagine that you are a child of the Windrush generation.  
Write a diary entry, reflecting on your first day in England.

Consider the following when writing:

- Saying goodbye to family members and boarding the plane alone
- How the plane felt during take-off. How you were feeling during take-off.
- Talking to other child passengers/air hostesses.
- The look and taste of unfamiliar food.
- Meeting your parents for the first time at the airport in England.
- The journey to your new home. What you saw, smelt or heard on the way.
- How is your new home compared to your old one?

# Upper Key Stage 2 Creative Writing Lesson 1

## **Whole class input:**

Watch John Agard's performance of his poem [Windrush Child](#).

In your own words, describe what you think the poem is about.

Consider the following questions:

- What and who is the child leaving behind?
- What are they like?
- How do they feel about leaving?
- Why are certain phrases repeated in the poem?
- How does the poem make you feel?

## **Group activity:**

Read the printout of the poem (attached below).

Working together, identify any poetic features you are familiar with that you might want to include in your own poem.

Share with the class.

## **Individual activity:**

Write your own version of Windrush Child.

You can imagine yourself as a child of the Windrush generation, drawing on the video testimonies, or choose to write about leaving your own family and culture behind.

Consider how you might use your voice to bring the poem to life as John Agard does and share with the class.

## Windrush Child by John Agard

Behind you  
Windrush child  
palm trees wave goodbye

above you  
Windrush child  
seabirds asking why

around you  
Windrush child  
blue water rolling by

beside you  
Windrush child  
your Windrush mum and dad

think of storytime yard  
and mango mornings

and new beginnings  
doors closing and opening

will things turn out right?  
At least the ship will arrive  
in midsummer light

and you Windrush child  
think of grandmother  
telling you don't forget to write

and with one last hug  
walk good walk good  
and the sea's wheel carries on spinning

and from that place England  
you tell her in a letter  
of your Windrush adventure

stepping in a big ship  
not knowing how long the journey  
or that you're stepping into history

bringing your Caribbean eye  
to another horizon  
grandmother's words your shining beacon



learning how to fly  
the kite of your dreams  
in an English sky

Windrush child  
walking good walking good  
in a mind-opening  
meeting of snow and sun

# Lower Key Stage 2 Dance Lesson

## Whole class input:

Think back to Pauline's testimony and her love of music.  
What types of music did her and her sister enjoy listening to?  
Do you know of any famous Reggae Artists?

Listen to snippets of the following songs:

- Bob Marley's [Three Little Birds](#)
- Jimmy Cliff's [Many Rivers to Cross](#)
- Johnny Nash [I Can See Clearly Now](#)

## How does the music make you feel?

What images do you think of when you listen to the lyrics?  
How can we recreate these images and emotions through dance? What are the different elements we need to consider in creative movement?  
Discuss levels, locomotor or axial movement, direction, speed.

## Group activity:

In groups, create a song map depicting the emotions and story told in the lyrics of your chosen song. Make a note of the types of movement that could be used to communicate these?  
Choreograph an original dance to one of the above songs. Remember, the dance does not need to last the whole song.  
Share with the class and discuss what you were trying to convey with your dance.

# Upper Key Stage 2 Dance Lesson

## Whole class input:

Think back to Pauline's testimony and her love of music.

Why do we listen to music?

How does music make us feel? How can we show these emotions?

We can express our joy through movement. Sometimes through slight movements like tapping your feet or bobbing your head. Sometimes by moving our whole body to dance spontaneously to music.

Many Caribbean dances developed to include movements from the indigenous Caribbean people, Africans who were bought over during the slave trade and European settlers.

Watch this clip of [Les Ballet Negres](#), Europe's first black dance company that ran from 1946-1952. It was founded by Jamaican dancers Berto Pasuka and Richie Riley and included dancers from Jamaica, Trinidad, England, British Guiana, Ghana, Nigeria, and Germany.

Compare this with a clip of [Notting Hill Carnival](#).

What do you notice about the types of dances?

What do you notice about the formations?

How do the dancers use their bodies?

## Group activity:

Using the audio from the Les Ballet Negres clip, choreograph an original celebratory dance.

Consider:

- Levels
- Locomotor and axial movement
- Direction
- Speed
- Individual and group elements
- Space

Share with the class.

## Whole class challenge:

Can you combine your group pieces to create a whole class performance like that seen in the Ballet?

## Lower Key Stage 2 Art Lesson

### Whole class input:

In the video testimonies, Jamaica was described as having 'rich land'. What do you think was meant by this?

Make a list of the types of plants, trees, fruits and animals mentioned.

When the Windrush generation came to England, they brought with them a wealth of culture that they shared with the UK including food, flowers, music and clothing.

### Individual task:

On an enlarged outline of the UK (attached below), fill the space with drawings of Caribbean influences that now exist in the UK. Images can be overlapped to give the drawing more depth and can be coloured using a medium of your choice.



# Upper Key Stage 2 Art Lesson

## Whole class input:

Marcia Burke recalled how her parents often corrected how she spoke and behaved when she came to England. She explained her struggle to adjust to life in a new country and her reluctance to visit Jamaica during adulthood.

Many people who migrate experience a sense of loss. This can include a loss of culture, social norms, familial relationships and identity. It is often described, as we have heard, as a culture shock.

Together, make a list of the differences between the Caribbean and British environment/culture. Consider clothing, the landscape, house structures, transport, weather etc.

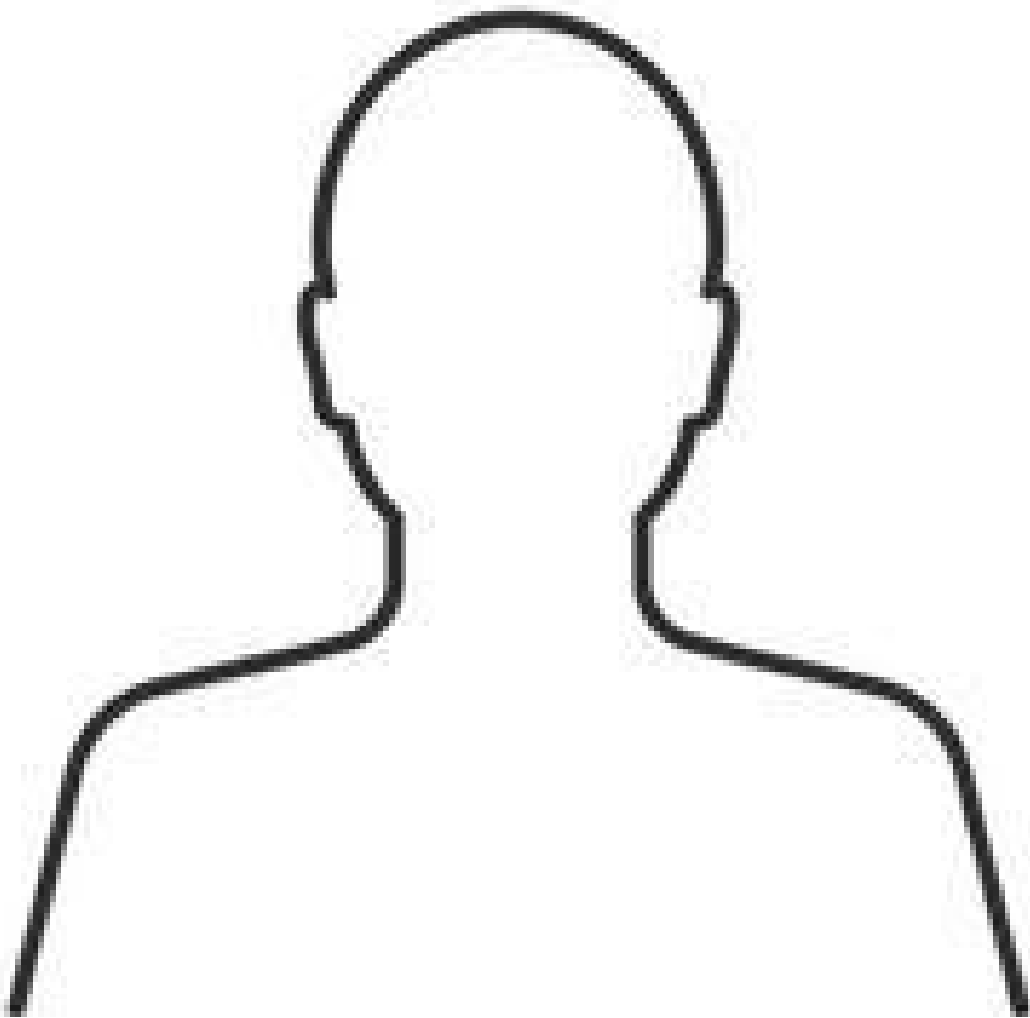
## Individual task:

Using the template given below, or created free hand, draw a self-portrait detailing your face only.

Fold the sheet in half vertically or draw a faint line down the middle of the page using a ruler.

Dress the left side of your portrait in traditional Caribbean clothing or summer clothing and the right side in traditional English or typically autumnal clothing. Using the descriptions of the land given in the testimonies, draw what you think a typical Caribbean street might look like on the left side of your paper. Contrast this with drawings of what you know of London on the right side.

When finished, the picture will depict yourself as being in the middle of two cultures. You can decide whether this looks balanced, by mirroring structures on each side of the page as closely as possible, or whether the picture depicts a complete clash.



# Lower Key Stage 2 Drama Lesson

## Whole class input:

Thinking back to the video testimonies and your diary entries, make a list of all the emotions that were or might have been experienced on the journey to England.

Practice showing these nonverbally through facial expressions, body language and gestures.

Take turns saying 'I'm leaving now' using your voice to convey these emotions. Experiment with different volumes, pitch, speed of delivery and pauses.

## Group activity:

Using elements from your diary entries, recreate the journey from the Caribbean to England from leaving and boarding the plane to arriving at your new home.

Think about:

- What cast to include. For example, grandparents, aunts, air hostesses, parents, passers-by.
- The dialogue. What conversations might take place at each stage of the journey?
- Body language. How will you express what each of your characters are feeling?
- How you will create the different settings such as the airport, a car or house.



# Upper Key Stage 2 Drama Lesson

## Whole class input:

Fitzroy Anderson shared his experience of colourism and racism. He found school life particularly difficult as he was called names and looked down on by his peers and teachers and was often in fights. He was bullied based on the colour of his skin.

Others have shared their experience of racism though this was later in life when they began working and it was much more subtle.

There are different types of racism:

- Systemic or institutional racism exists across society. Examples include racial profiling, housing discrimination, social segregation and hiring practices.
- Interpersonal or individual racism occurs between people. This is what most people think of when they use the term racism. It can be intentional and unintentional such as name calling, stereotyping, telling a racist joke or crossing to the other side of the road to avoid someone.
- 

Has there been a time where someone behaved unkindly to you in school? How did it make you feel?

## Group activity:

In a circle, take turns exploring different facial expressions and body postures that convey feeling sad, lonely, frightened and angry.

Then, take turns exploring those that convey superiority, mockery and dislike.

Discuss different types of bullying. Where might it take place? Who might be involved? Are there lots of individual bullies, a group of bullies or both?

Create a short, silent performance piece exploring racism and bullying in a school setting. The piece should end with some sort of resolution such as adult intervention, a child discouraging the bully or befriending the bullied.

Think about:

- Body language and facial expressions
- Exaggerated actions/gestures
- Mimed words
- Props

## Lower Key Stage 2 Creative Writing Lesson 2

### Whole class input:

Beverley and Marcia both said they found it difficult to form a close bond with their mothers. Unfortunately, this was the case with many migrant children as they were raised by other family members and had little contact with their parents.

Through our diary entries, we have explored what it might have felt like to arrive alone in a strange country from the perspective of a child of the Windrush generation.

What might have made them better prepared for the journey?

Do you think there is anything that could have been said that might have made the journey or transition easier for them?

What would you like to have been told if you were making the trip to England?

### Individual task:

Imagine that you came to England on the Empire Windrush. Your child is set to join you soon and you are writing home for the final time before they arrive.

Write a letter to your child.

Consider the following:

- Why you left
- The family member looking after them
- How much you miss them
- How much you are looking forward to seeing them
- Where they will be living when they arrive

## Upper Key Stage 2 Creative Writing Lesson 2

### Whole class input:

Winsome Johnson expressed her sadness towards how the Windrush generation was treated during the Windrush scandal. She is not alone in her feelings. Many people felt betrayed by the country they had called home for more than 50 years. Since the scandal, there have been many apologies issued by the British government:

- Amber Rudd, former British Home Secretary - "Frankly, how they have been treated has been wrong – has been appalling – and I am sorry."
- Sajid Javid, former British Home Secretary - "The experiences faced by some members of the Windrush generation are completely unacceptable and I am committed to righting the wrongs of the past."
- Priti Patel, British Home Secretary - "There is nothing I can say today that will undo the suffering ... On behalf of this and successive governments I am truly sorry."

How do you feel about these apologies? What else could have been said during and after the scandal?

How could the government have shown their gratitude for everything the Windrush generation and their children contributed to society?

What is the difference between a spoken and written thank you? Why write a letter?

### Group activity:

Thinking about everything you have learned, make a list of all the contributions made by the Windrush generation to British society and culture – none of which would have been possible without their bravery and sacrifice. Share with the class.

### Individual task:

Write a thank you speech addressed to the people of the Windrush generation.

Remember to structure as follows using first person form:

- Greeting and salutation
- Introduction/opening statement
- Main body
- Final statement
- Complimentary closing

# Big Art Display Ideas

## The Empire Windrush

Many of the Windrush generation listed Jamaica as their last country of residence though people came from all over the Caribbean to board the Empire Windrush.

- Create a collage of the Empire Windrush using flags of the Caribbean coloured in different mediums.
- Using various shapes of blue and green paper, draw around and cut out handprints. Layer these to create sea waves.
- On white paper, write key words associated with the Windrush generation (such as migration, opportunity, hope, family) and cut them out in the shape of clouds. Ripple these to create a 3D effect.

## The Journey to England

The Empire Windrush made a few stops before docking at Tilbury and the overall journey lasted 32 days. Recreate the Journey of the Empire Windrush.

- On a blue background and using the draw the outline of the Caribbean on the far left side and an outline of the UK on the far right.
- Fill each island using rolled up tissue paper in green, browns and yellows to reflect the landscape.
- Using string or thinly cut paper, map the journey of the Empire Windrush.
- Cut out a silhouette of the Empire Windrush and place this in the centre of the display.
- Surround the islands of the Caribbean with drawings, with resources of your choice, of things that represent the Caribbean culture. For example, musical notes, palm trees, exotic fruits, birds of paradise, carnival masks. Place a few of these drawings along the map to show their arrival and enrichment of British culture.