



**TEACHERS
ACTIVITY PACK**

CONTENT

Windrush 2022 Education Resource

- The Windrush Story
- Schools Resource
- Social Media & Communications
- Suitability
- Before Starting
- Scope & Timings
- Main Aims
- National Curriculum Links

Activities

- We Are Here
- Around The Caribbean Islands
- Dominoes Game
- Poetic Unity Windrush Poem by Aaron James
- Create Your Own Windrush Poem
- Windrush Collage
- Design Your Own Statue
- Write a Letter Home
- Oxygen Arts Activity
- White Allies Activity
- Windrush Heroes
- Cooking Together
- Bunting
- Growing Roots
- Presenting Windrush
- Windrush Song

Appendix

- Song Sheet
- Windrush Poem by Aaron James
- Reading List
- Further Reading
- Colouring in Templates
- Dominoes Template
- Recipes

THE WINDRUSH STORY

Between 1948 and 1971, West Indian migrants travelled to the UK to advance their socio-economic opportunities for themselves and their families remaining in the Caribbean. This group of people, known as The Windrush Generation, responded to an invitation from English officials to begin a month-long journey to England, the 'Motherland'.

Here, they have contributed to the rebuilding of England after the Second World War, immensely impacting British culture and shaping the diverse society that we live in today. With many Caribbean migrants settling in Lambeth, it soon became their home and has remained the biggest community for their generation and their descendants.

Windrush Day on the 22nd June is a national commemoration of the first arrival of the 1027 passengers on board the HMT Windrush. Windrush Festival 2022 in Lambeth will be a whole community celebration that will serve as a meaningful, educational and joyful tribute to the immense contribution to British life by the Windrush Generation and their descendants.

This year's theme is We Are Here. We Are Here invites us to learn about the history, stories, and experiences of the Windrush generation and their descendants, ensuring their legacy is recognised and celebrated across Lambeth.

Lambeth's Windrush celebrations will acknowledge and amplify the presence of the Windrush generation and their descendants within Lambeth, highlighting the contribution they continue to make to our community.

A proud and joyous reclamation of Black Britishness, We Are Here re-asserts what it means to belong, with Windrush stories taking centre stage in Lambeth's buildings, streets, and landmark institutions.

Whilst many aspects of Caribbean culture have been absorbed into mainstream British society, We Are Here challenges us to dig deeper into the rich and nuanced histories the Windrush generation brought with them, making visible their legacy in Lambeth's cultural fabric and our shared local DNA.

Find out more here: www.lambeth.gov.uk/windrush2022

WELCOME LETTER FROM Cllr Jacqui Dyer MBE



Despite the restrictions of the Covid-19 pandemic, last year thousands of residents came together to celebrate and commemorate Windrush Day. This annual celebration remembers and honours the arrival of the HMT Empire Windrush, its passengers and descendants who have made a huge contribution to Lambeth and the UK's cultural, social, and economic life over the decades. Lambeth is proud to be home to the Windrush generation and their legacy.

Lambeth is the key location for Windrush Day celebrations and the council, alongside community organisations, schools, businesses, and so many more, have developed a cultural programme of events to celebrate this occasion. The Windrush Day programme is a celebratory, educational, and joyful tribute, with tens of thousands of Lambeth residents and Lambeth schools taking part and hundreds of thousands more reached online through social media.

The theme for Lambeth's cross-borough Windrush celebrations 2022 is **We Are Here**. This theme invites us to learn about the history, stories, and experiences of the Windrush generation and their descendants, ensuring their legacy is recognised and celebrated across Lambeth. This will include a broad spectrum of events over 17th – 26th June, with Windrush Day on 22nd June forming the pinnacle of the week. Details of the exciting programme can be found [here](#).

I hope that everyone will be able to get involved and join us again, all throughout the borough and beyond, to explore and celebrate the Windrush generation at this time of immense social change and as we look towards the significant 75th anniversary of the arrival of the HMT Empire Windrush in 2023.

*Cllr Jacqui Dyer MBE
Deputy Leader of the Council (Inclusive Economy and Equalities)
Lambeth*

SCHOOLS RESOURCE

This resource pack consists of useful and educational activities that explore the theme of 'We Are Here'. It will encourage students to engage with the theme and allows them to participate in Windrush 2022 celebrations and remembrance.

Social Media & Communications

Please do tag any activity your school participates in on socials @WindrushLambeth using the tags #WeAreHereWindrush #IAmHereWindrush #Windrush2022 #lambethELEVATE

Please ensure images shared cohere with your schools safeguarding policies. We assume permission to share any images we are tagged in.

Suitability

This scheme of work is suitable for Key Stage 1, 2, 3 & 4, A Level pupils and pupils with SEND. Many of the activities can be adapted to suit older or younger children.

Before Starting

Before starting the activities, it would be helpful to educate the students on the history and legacy of the Windrush generation (see Appendix for Reading List), and why it is necessary to celebrate and important to remember.

Scope and Timings

Timings are rough estimations and activity length may vary depending on the student's abilities.

Main Aims

The overall aim of these activities is to help students engage with and learn about the history of the Windrush Generation and its importance in a current context. It will allow the Windrush Generation to be celebrated and the students to engage with the 2022 theme 'We Are Here' in a thoughtful and educational way that supports the empowerment of young people in changing the future narrative.

National Curriculum Links

Literacy: Presenting, speaking and listening, oral story telling.

PSHE: Economical, environmental, social, political significance, social injustice.

History: Familial and area history.

Geography: Location, maps, cities.

English: Writing skills, poetry.

Art: Pattern and color drawing, collage.

Home Tech: Following and cooking a recipe.

Science: Biology of food.

Music: Composition, singing.

Drama: Acting and production.



ACTIVITIES

WE ARE HERE

Appropriate for: Key stage's 2, 3 & 4, A Levels, SEND

Duration of Activity: 1 - 2 hours

National Curriculum Links: Art, Geography, History, PSHE

Objectives: For students to explore the meaning and importance of belonging

Outcomes/ Outputs: For students to creatively think about and express their view of their community

Resources: Templates (see Place emblem templates in Appendix) paper, art materials such as pens/paints/colouring pencils, collage materials such as magazines/photos, scissors

Description: Individual place emblems will be designed by each student to reflect their idea of the place they call home. Whilst designing these emblems, students will be encouraged to think about the influence of Caribbean culture in their communities and infrastructure. What are the key buildings that make you think of your area? What landmarks do you think of when you think of home?

Adaptation: Adaptation for Key Stage 3 and above could be encouraged to highlight the richness and diversity of the diaspora.



AROUND THE CARIBBEAN ISLANDS

Appropriate for: Key stage's 1, 2, 3 & 4, A Levels, SEND

Duration of Activity: 30 Minutes - 1 hour

National Curriculum Links: Geography, History

Objectives: To learn the names of the Caribbean Islands

Outcomes/ Outputs: Building on the students memory skills and methods and geographical knowledge

Resources: Map of islands without the Island names

Description: The students will stand behind their chairs, the objective of this game being to remain standing. Ask each student to name an island in the Caribbean, if they name one Caribbean island that has not already been said, they will remain standing then you ask the next student. If anyone answers the question incorrectly or if a student repeats another answer, they must sit. The aim of the game is for all students to remain standing in 'Around the Caribbean'!

Adaptation (optional): Key Stage 3 and above can answer these questions about the countries

Is it a dependent/independent country?

What is the country's population?

Can you name the capital city?

Can you describe or draw this country's flag?

Can you draw the outline of the Island?

DOMINOES GAME

Appropriate for: Key stage's 1, 2, 3 & 4, A Levels

Duration of Activity: 45 Minutes - 1 hour

National Curriculum Links: Maths

Objectives: Learn how to play a tactful and strategic game

Outcomes/ Outputs: For the children to practice probabilities and numerical skills.

Resources: Domino templates (see Appendix), scissors

Description: Students will cut out the domino templates (in the Appendix). Either read the rules below aloud to the students or print them out for the students to read themselves. Finally, begin to play dominoes in groups of four or below! Watch [this](#) short video about the Dominoes culture in Brixton and Lambeth, and read about the history of the Brixton Immortals Dominoes, based in the Lloyd Leon Community Centre in Brixton.

1. Place all of the dominoes face-down on a table and shuffle well
2. Each player takes seven dominoes (For games of more people, the group will decide how much is taken).
3. The player with the highest double goes first. It is placed vertically.
4. The player to the right of the first player should play next (each domino is placed horizontally, except for doubles).
5. The next player will play a domino with the same value next to the first domino. Make sure the same values are always touching.
6. If you don't have a domino that corresponds to the ones on the layout, you must pass.
7. The first person to run out of dominoes wins. If no person can play a tile, the winner is the person with the lowest score. Count your score by the number of dots on the tiles in your hand.
8. To win the game, you must win 6 times in a row.

POETIC UNITY WINDRUSH POEM BY AARON JAMES

Appropriate for: Key stage's 1, 2, 3 & 4, A Levels, SEND

Duration of Activity: 1 hour

National Curriculum Links: English

Objectives: To recite the Windrush Poem as a class in commemoration of the Windrush generation.

Outcomes/ Outputs: Communal remembrance

Resources: Windrush Poem sheet (see in Appendix)

CREATE YOUR OWN WINDRUSH POEM

Appropriate for: Key stage's 1, 2, 3 & 4, A Levels, SEND

Duration of Activity: 1 hour

National Curriculum Links: English

Objectives: To creatively express the narrative of the Windrush generation, and their descendants through poetry.

Outcomes/ Outputs: To be able to abstractly think about events and situations, being able to express these thoughts with meaning.

Resources: Pen or pencil, paper, see appendix for our Windrush Poem for inspiration.

Description: Discuss the lives of the Windrush generation and their descendants, the journey they endeavoured and the changes to their lives as they knew it. After a short discussion, ask the students to write a poem to express their thoughts and feelings. Take the students through different types of poems they could produce e.g acrostic and haiku.

WINDRUSH COLLAGE

Appropriate for: Key stage's 1, 2, 3 & 4, A Levels, SEND

Duration of Activity: 1 - 2 hours

National Curriculum Links: Art

Objectives: To visually piece together the Windrush story, using creative skills in collage.

Outcomes/ Outputs: To be able to express ideas through art and explain reasons behind art mediums and methods.

Resources: Old magazines and newspapers, scissors, paper, glue

Description: Provide the students with the old/unused magazines and newspapers to cut and shape into collages using photographic, film and audio stimuli of the windrush to stimulate their imagination.

Adaptation (optional): Students will write a short paragraph or poem about their collage, and share them with classmates in small groups

DESIGN YOUR OWN STATUE

Appropriate for: Key stage's 1, 2, 3 & 4, A Levels, SEND

Duration of Activity: 1 - 2 Hours

National Curriculum Links: Art, History, PSHE

Objectives: Placing the conversations around Windrush in current context

Outcomes/ Outputs: Insightful and educational discussions that will help the students to think about both the past and present. A design for public artwork commemorating the Windrush Generation.

Resources: Paper and art materials

Description: Design a piece of public art responding to the theme 'We are Here' - this can be a mural, statue, installation or whatever! Begin the session with a discussion about the [new Windrush sculpture](#) that will be launched in Waterloo Station on Windrush Day this year. Think about the significance in the light of removals and erections in the light of Black Lives Matter and its aftermath, and about the current monuments in London - who is and who isn't represented.

WRITE A LETTER HOME

Appropriate for: Key stage's 3 & 4, A Levels

Duration of Activity: 1 - 2 hours

National Curriculum Links: English, History, Politics

Objectives: Research skills, historical reflection

Outcomes/ Outputs: Ability for the students to research historical figures and facts whilst engaging in an educational discussion

Resources: Film link

Description: [Watch this clip](#) from the play 'Small Island' as a class and imagine you have just arrived in London from the Caribbean. Write a letter home about what you have seen on your journey and what you have experienced so far in England.

OXYGEN ARTS ACTIVITY

Appropriate for: Key stage's 2, 3 & 4

Duration of Activity: 1 - 2 hours

National Curriculum Links: English, History, PSHE

Objectives: To explore how a range of Black people have experienced race in Britain.

Outcomes/ Outputs: Increased understanding of African and African Caribbean communities in London through writing, recording, presenting and discussion.

Resources: Pen and paper or phone recorder.

Description: Watch the 10m version of Two and a Half questions: www.youtube.com/watch?v=v0V3sxtw004

Split into pairs and ask your partner the questions from the film:

1. How has your race impacted your life?
2. What are your hopes for the future?
3. How old are you?

Record the responses either in writing or audio and then feed your partner's replies back to the class. As homework, students could also ask a family member/friend these questions and write a short article or blog post on their response.

WHITE ALLIES ACTIVITY

Appropriate for: Key stage's 3 & 4, A Levels

Duration of Activity: 1 - 2 hours

National Curriculum Links: PSHE, English

Objectives: Political thinking, social and personal reflection

Outcomes/ Outputs: Ability for the students to reflect on their experiences and think sociologically and politically.

Resources: White Allies website [here](#)

Description: Take a look at the White Allies website in the resource link above. Read about the aims and actions of this organisation and think about a time that you have witnessed or experienced racism or become aware of privilege. Write down a short story of this experience and discuss these experiences and their implications in small groups or your class.

WINDRUSH HEROES

Appropriate for: Key stage's 1, 2, 3 & 4, A Levels, SEND

Duration of Activity: 1 - 2 hours

National Curriculum Links: History

Objectives: Research skills, historical reflection

Outcomes/ Outputs: Ability for the students to research historical figures and facts whilst engaging in an educational discussion

Description: Students will be split into groups of around 4 to research Windrush heroes and Caribbean figures in history books or online. They will then create a profile card on them to learn about their lives and experiences.

Some facts to write about the hero could be their:

- Date of Birth
- Birthplace
- Profession
- Achievements

COOKING TOGETHER

Appropriate for: Key Stage's 3 & 4, SEND

Duration of Activity: 2+ hours

National Curriculum Links: Home Tech, History, PSHE

Objectives: To create a meal from scratch, whilst learning about the history of the ingredients and the recipes.

Outcomes/ Outputs: Understanding how to create nutritious meals in school and at home which spark discussions around the history of Empire Windrush.

Resources: Ingredients (listed in Appendix) and cooking equipment

Description: Take your whole class on a short trip to Electric Avenue (if possible) to collect ingredients listed below (the sensory experience is particularly recommended with SEND pupils). (Or pre buy the food for the students). If not, go straight into making the recipe together! Finally sit together as a class and discuss the theme 'We Are Here' and what it means to each student.

Adaptation (optional): Map out the destinations the ingredients come from

BUNTING

Appropriate for: Key stage's 1, 2, 3 & 4, SEND

Duration of Activity: 1 - 2 hours

National Curriculum Links: Art

Objectives: For children to create visual bunting decorations to display around their school or home to act as a way of celebrating Windrush this year

Outcomes/ Outputs: Visual Windrush celebration

Resources: Templates (see template in appendix) Paper, sting, scissors, glue, masking tape, art supplies

Description: Create bunting collectively as a class to decorate your classrooms, schools and homes. Print out (or copy) and decorate either the flag templates or the 'WINDRUSH 2022' template, attached to string and decorate your classrooms with them!

PRESENTING WINDRUSH

Appropriate for: Key stage's 1, 2, 3 & 4, A Levels, SEND

Duration of Activity: 1 hour

National Curriculum Links: Literacy

Objectives: To practice literacy skills such as presenting to multiple people simultaneously.

Outcomes/ Outputs: To build childrens presenting and speaking skills.

Resources: All work that has been completed by students throughout the day.

Description: Divide the class into small groups of around 4 - 5 students. Ask each group to create a presentation to demonstrate what they have learned throughout the day and to revise all of the topics learned so far. Discuss as a whole class the significance of the Windrush generation and explore ways that we could celebrate other cultures in Britain.

WINDRUSH SONG

Appropriate for: Key stage's 1, 2, 3 & 4, A Levels, SEND

Duration of Activity: 1 hour

National Curriculum Links: Music

Objectives: For everyone to raise their voices in unity to celebrate the Windrush Generation

Outcomes/ Outputs: Communal call to action.

Resources: Song sheet (see in Appendix and link [here](#) to example song)

Description: Raise you voice and be heard in a tribute to the people of Windrush! A unique version of Desmond Dekker's song 'You Can Get It If You Really Want It' has been created, so join in with the rest of Lambeth and sing this song at 10:27am on Windrush Day, Wednesday the 22nd June 2022.

We wish to get as many people from the community to raise their voices and join us in song to make a collective sound of solidarity - at 10.27am - to mark the 1027 passengers that arrived on the Empire Windrush.

Encourage your pupils or students to share this and the song sheet with their families and communities so we can all share a moment of solidarity together wherever they are!

Please remind them to share their 10.27am Windrush moments with us. Don't forget to tag @WindrushLambeth!



APPENDIX

You can get it if you really want

Intro

Chorus

You can get it if you really want

You can get it if you really want

You can get it if you really want

But you must try, try and try

Try and try, you'll succeed at last

Verse

Rome was not built in a day

Opposition will come your way

But the hotter the battle you see

It's the sweeter the victory, now

Chorus

You can get it if you really want

You can get it if you really want

You can get it if you really want

But you must try, try and try

Try and try, you'll succeed at last

POETIC UNITY WINDRUSH POEM BY AARON JAMES

Where it all began, on a boat from home
I was just a baby and my parents were all alone
No family did travel, just them by themselves
Dreaming of a new world, where they could build their own wealth
Running to the future, that was the plan
Using all they had, to come onto new land
Sometimes it was hard but they showed real graft
Hope was the power, at the centre of their hearts.

READING LIST

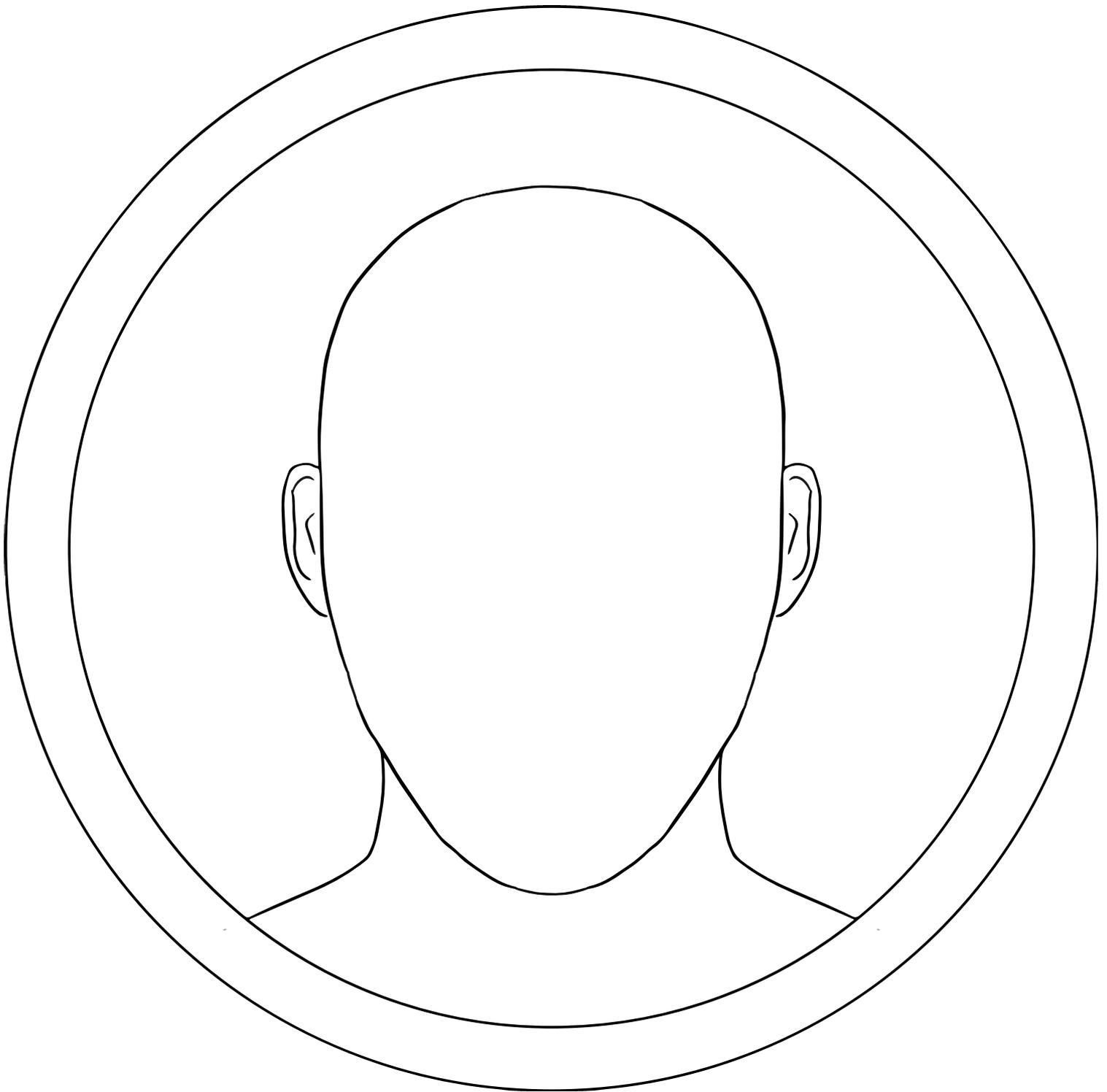
- The Windrush Betrayal: Exposing the Hostile Environment by Amelia Gentleman
- Windrush by Mike Phillips
- Windrush Child by Benjamin Zephaniah
- Small Island by Andrea Levy
- Brit(ish) by Afua Hirsch
- Coming to England: An Inspiring True Story Celebrating the Windrush Generation by Floella Benjamin

FURTHER READING:

- Revisited: the Windrush scandal isn't over - <https://bit.ly/37wfUPB>
- How to deconstruct racism, one headline at a time - <https://bit.ly/37v1Wxc>
- How Do Race And Ethnicity Affect Identity? - <https://bit.ly/3M5K62Y>
- Witness History: Witness Black History - <https://bit.ly/3kWPrxz>

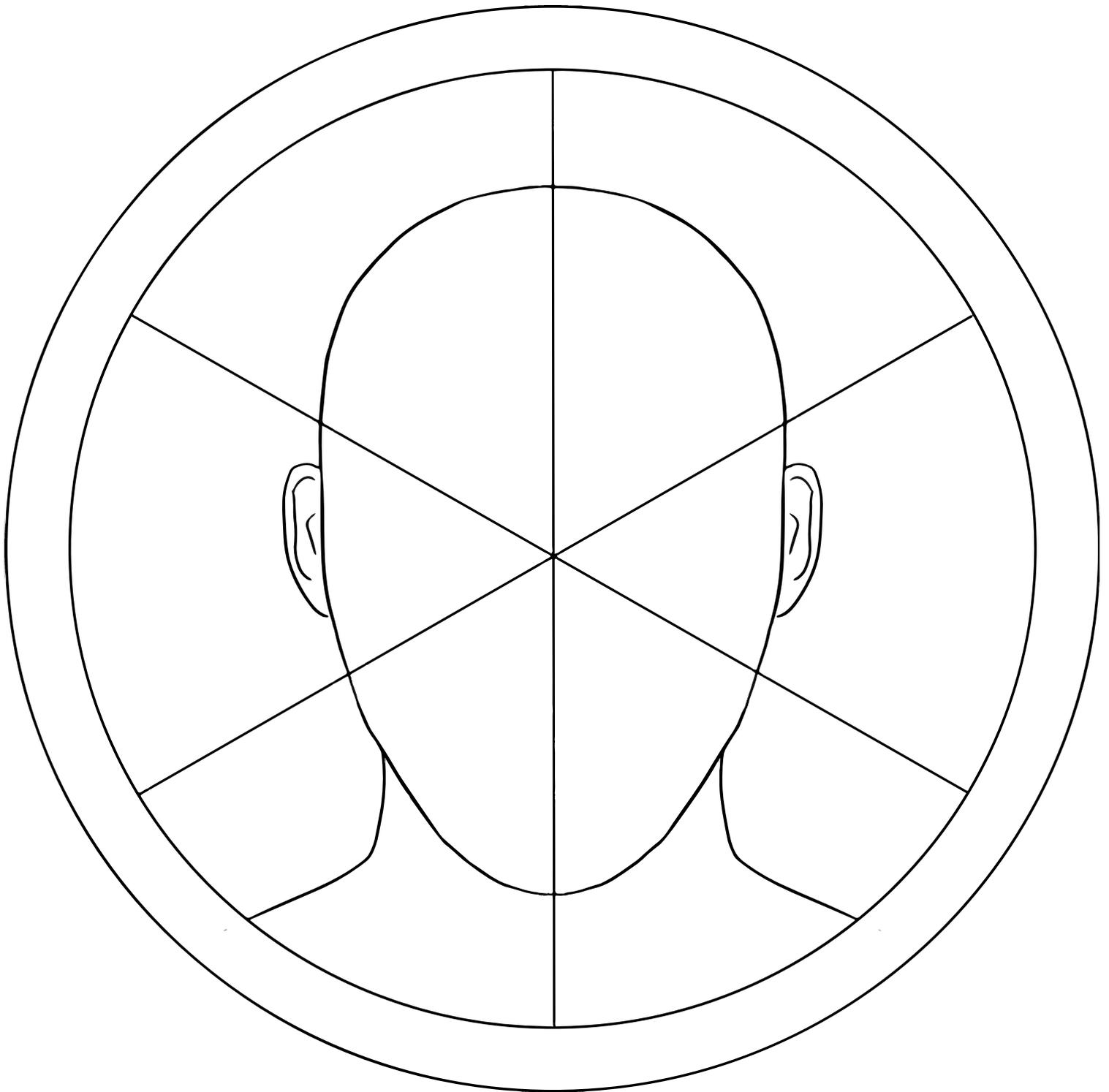
I Am Here

Print on the Black/White setting

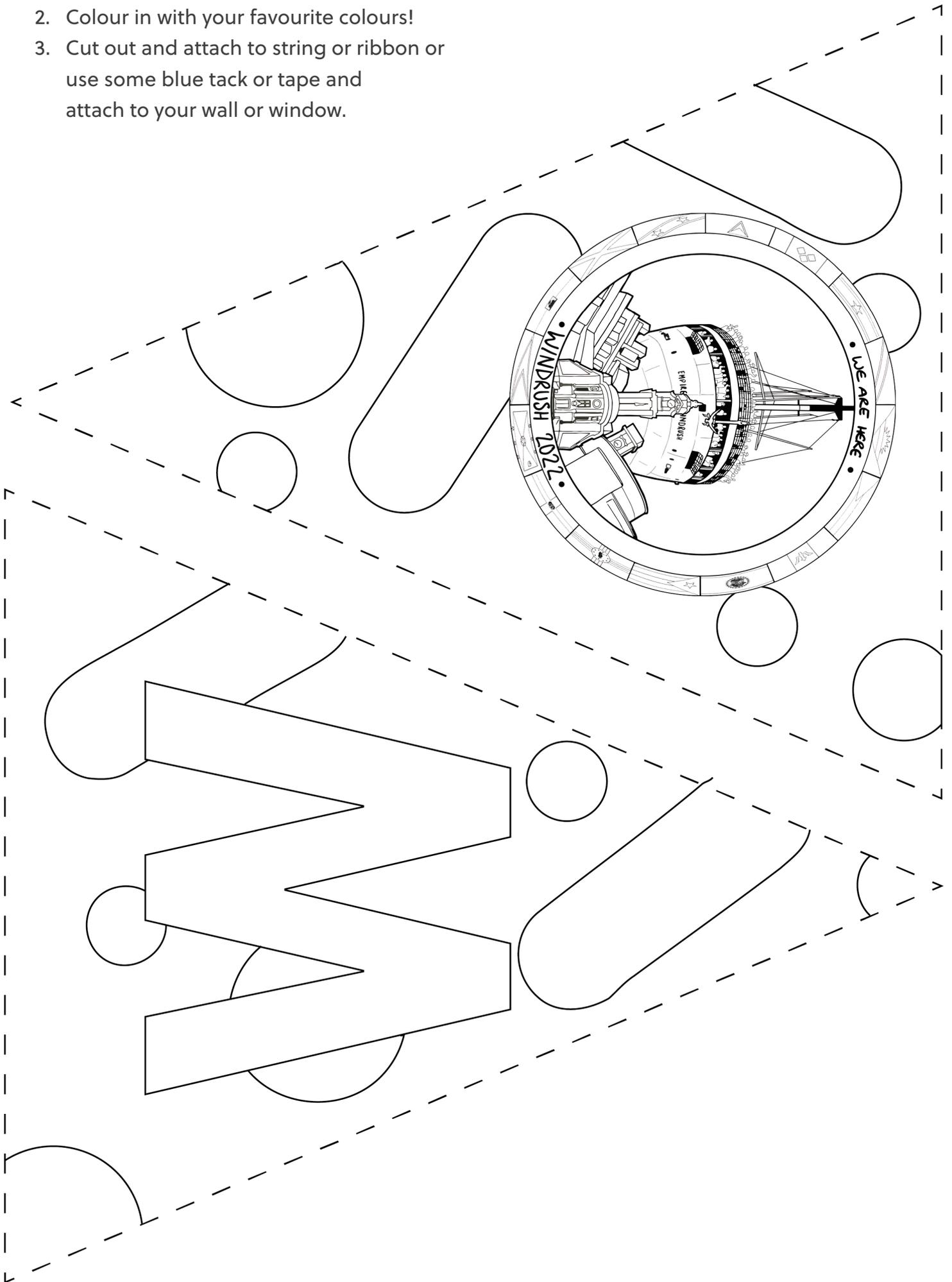


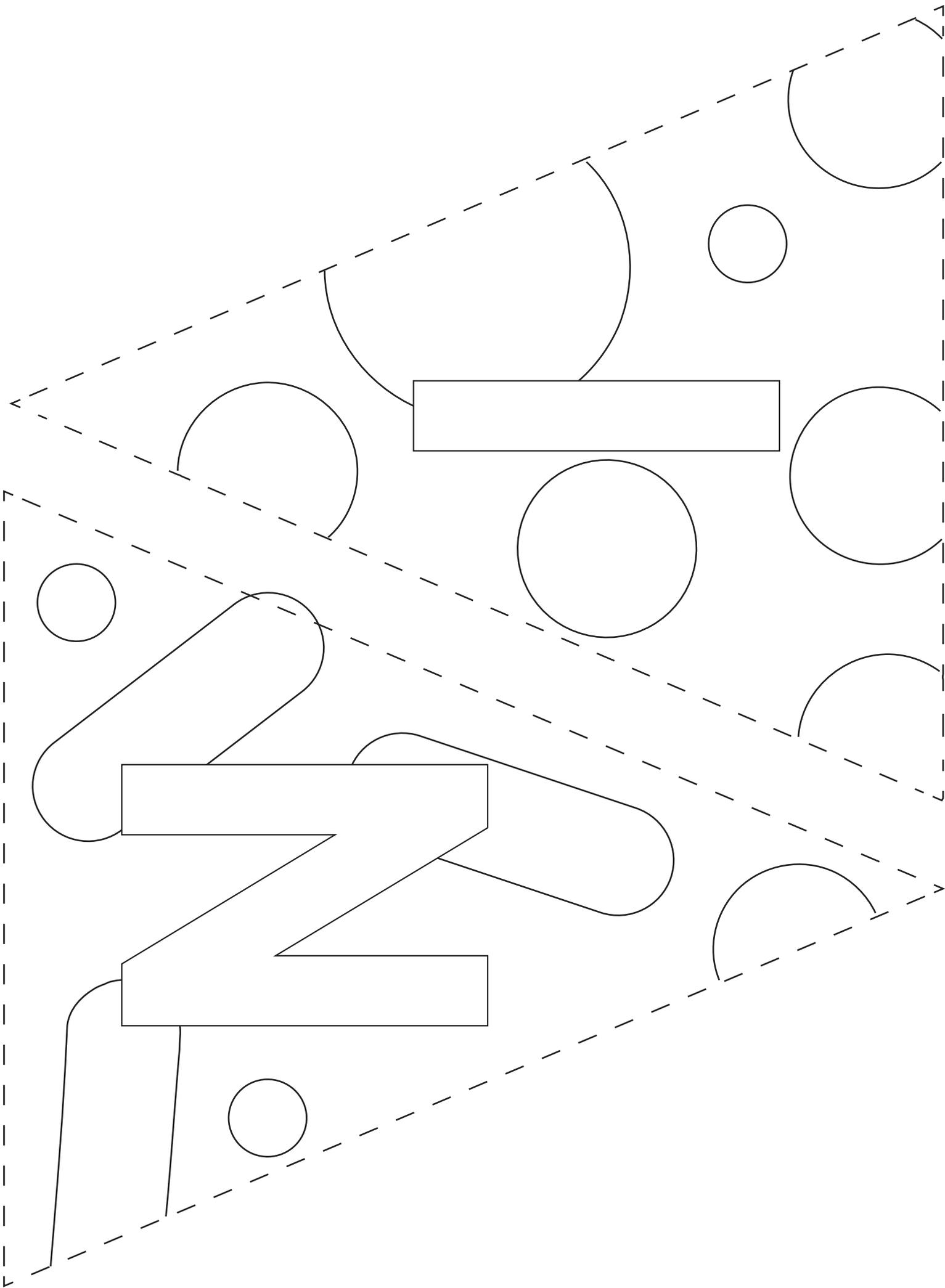
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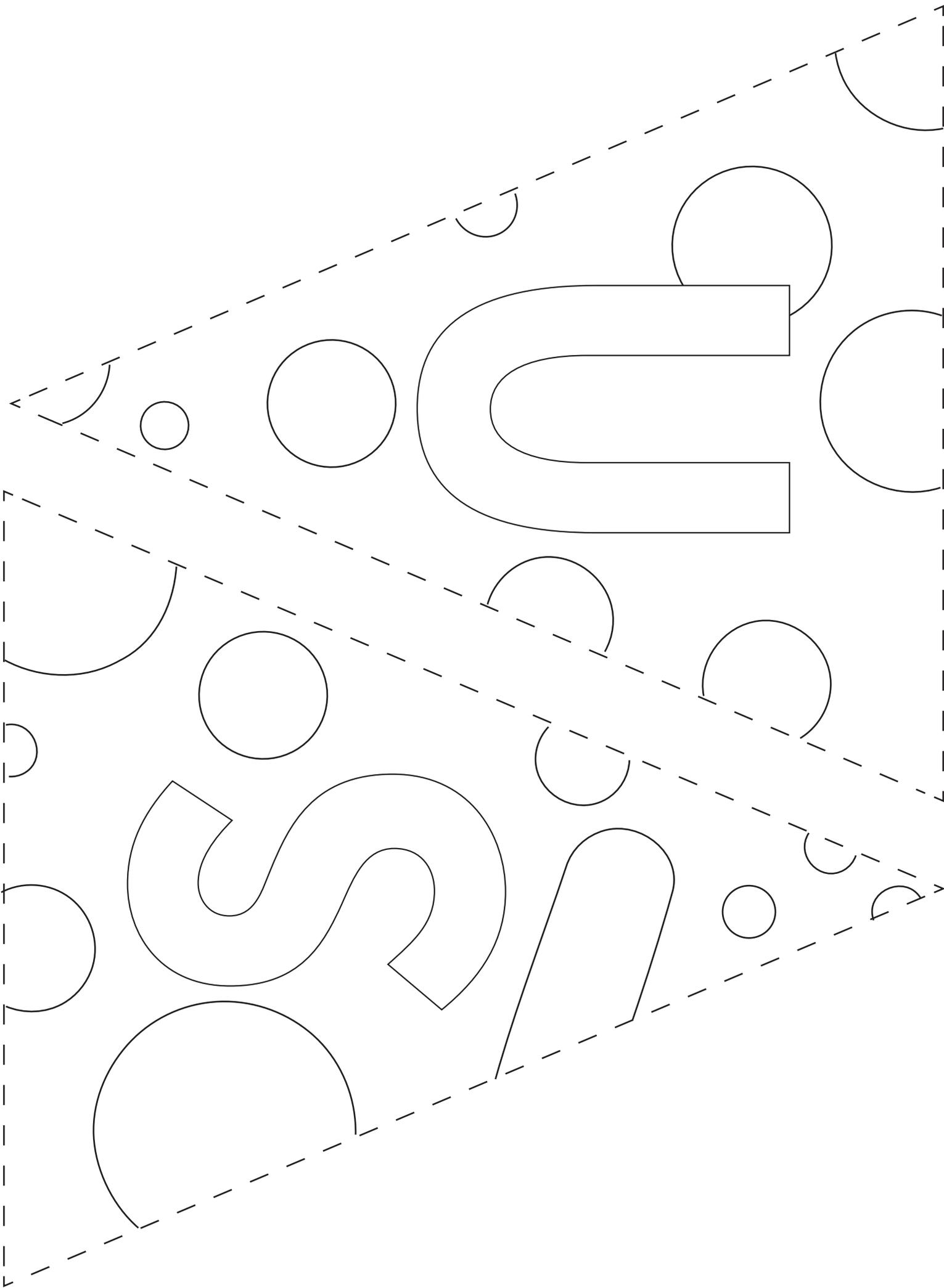
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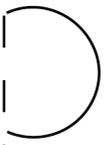
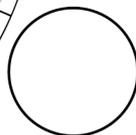
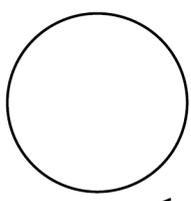
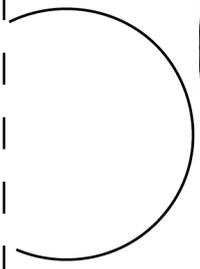
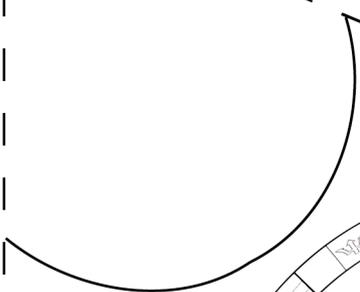
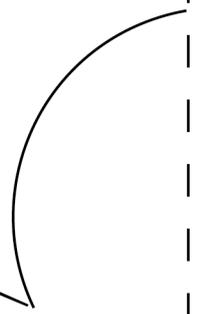
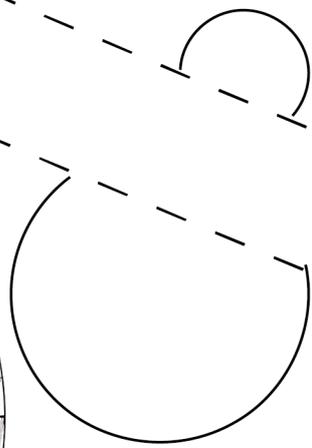
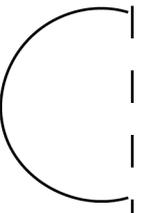
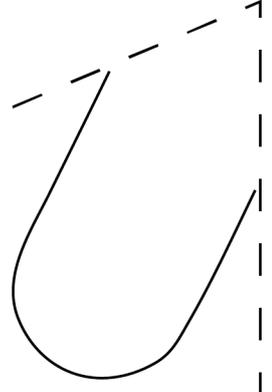
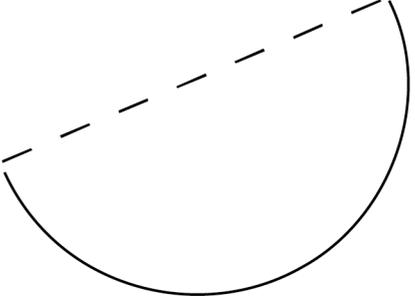
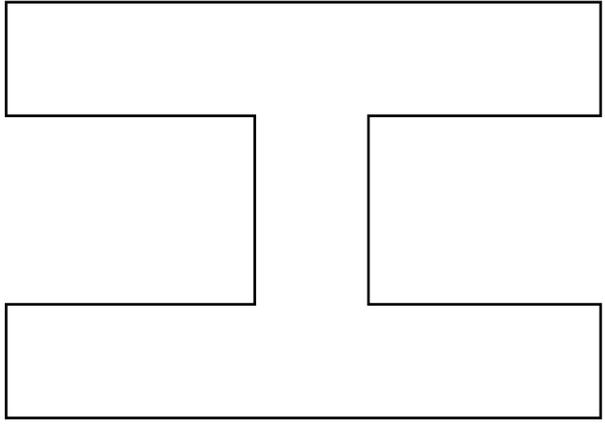


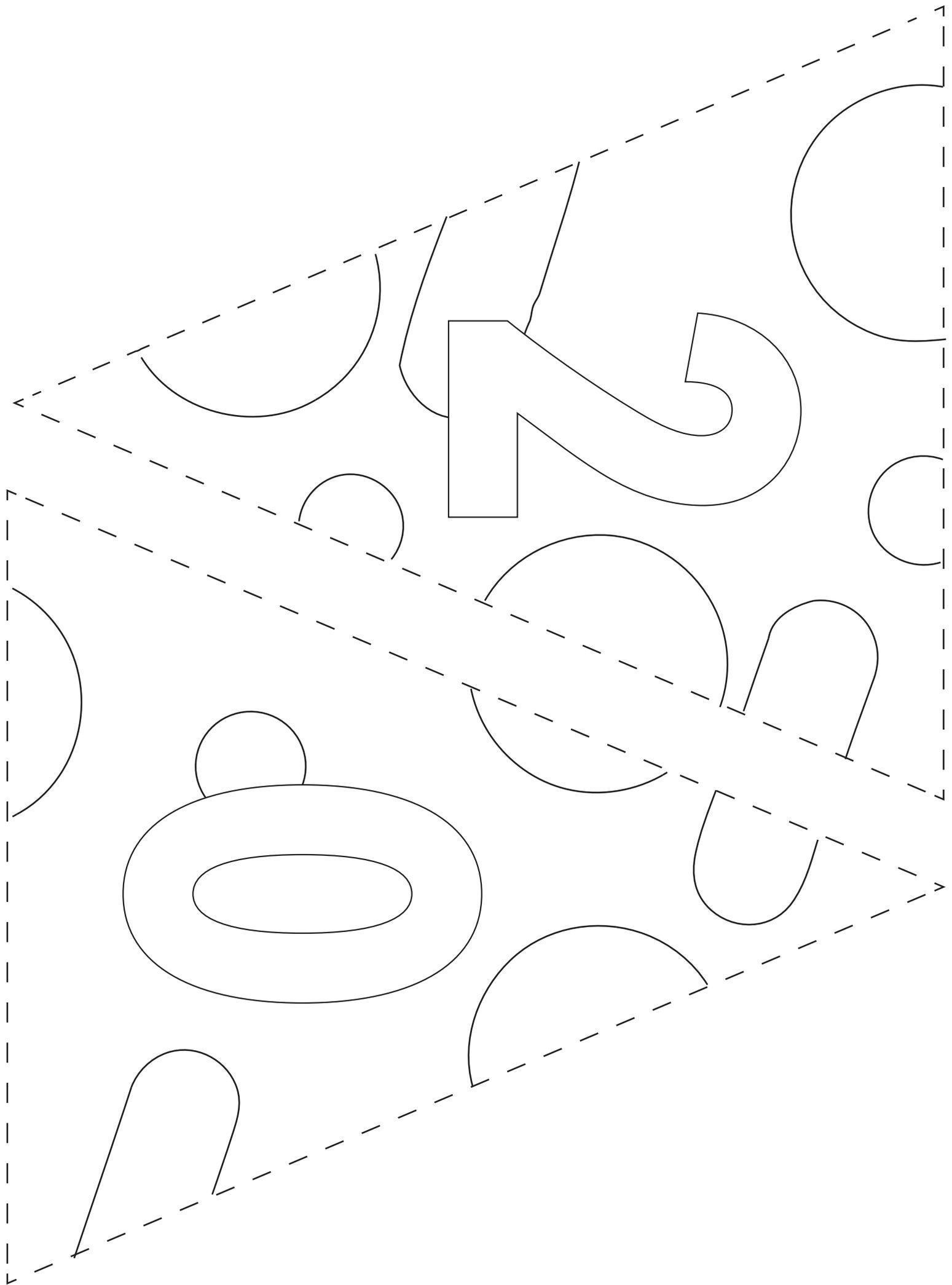
1. Fit to page (A4)
2. Colour in with your favourite colours!
3. Cut out and attach to string or ribbon or use some blue tack or tape and attach to your wall or window.

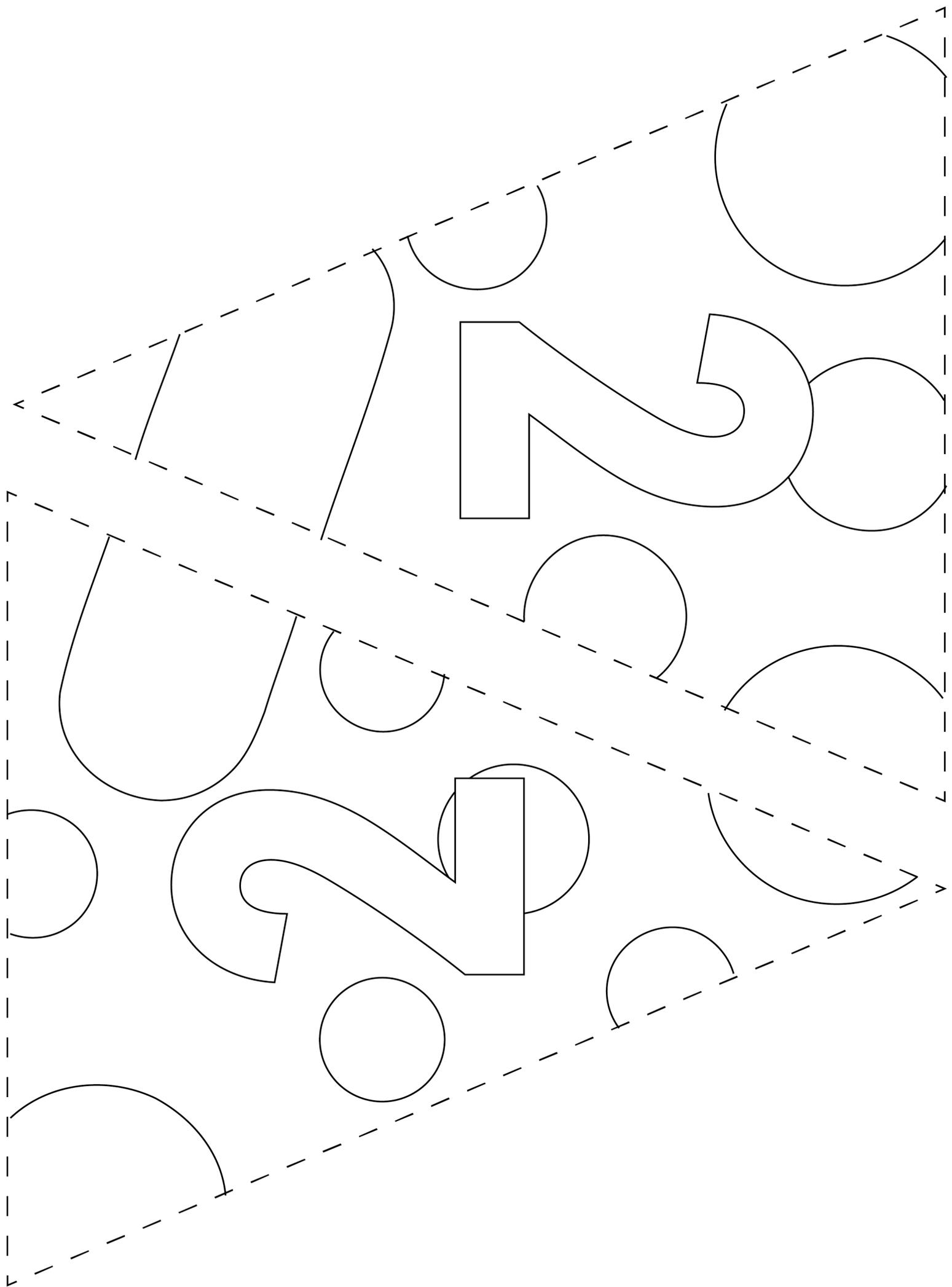












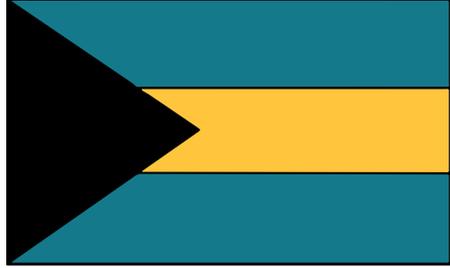
Caribbean Flags Colour Guidance

Use sheet for reference for colouring in.

BARBADOS



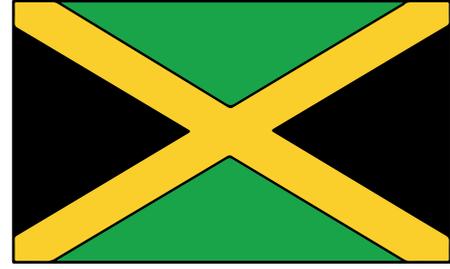
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**ANTIGUA AND
BARBUDA**



JAMAICA



GUYANA



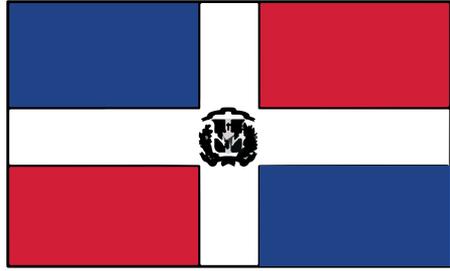
GRENADA



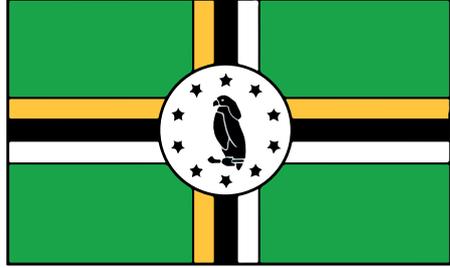
**TRINIDAD AND
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DOMINICA



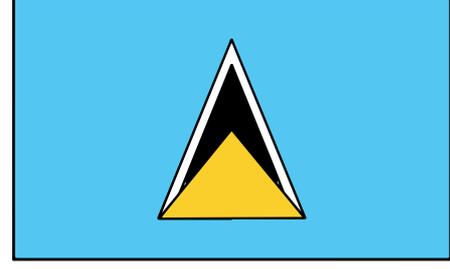
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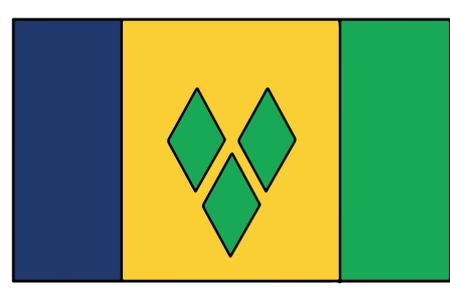
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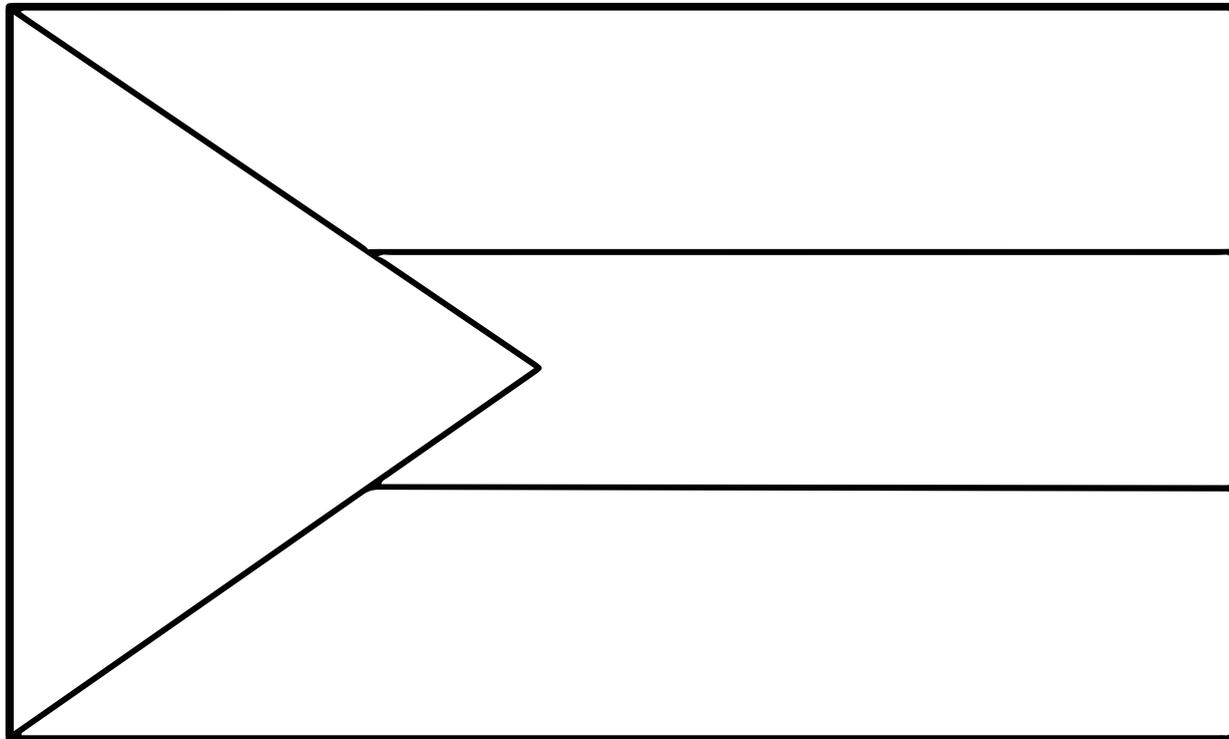


**ST VINCENT AND
THE GRENADINES**

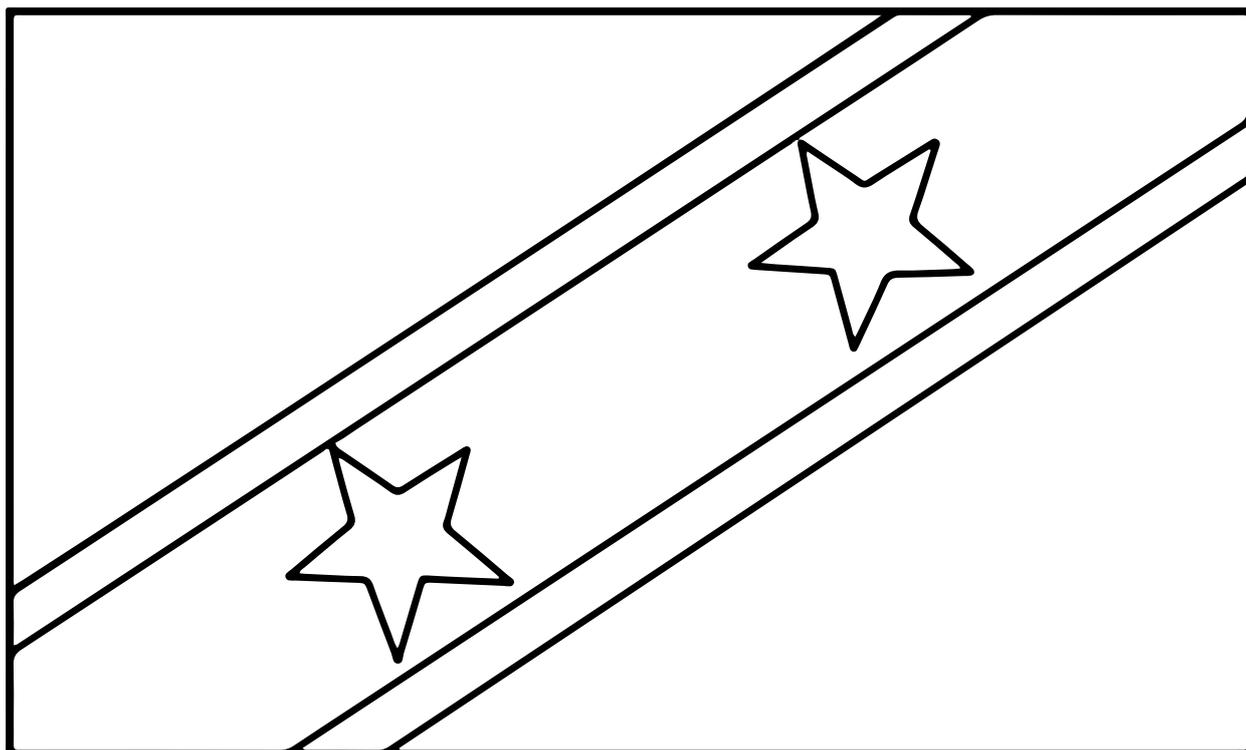


1. Fit to page (A4)
2. Colour in the flags colours - see reference sheet
3. Cut out and attach to string or ribbon or use some blue tack or tape and attach to your wall or window.

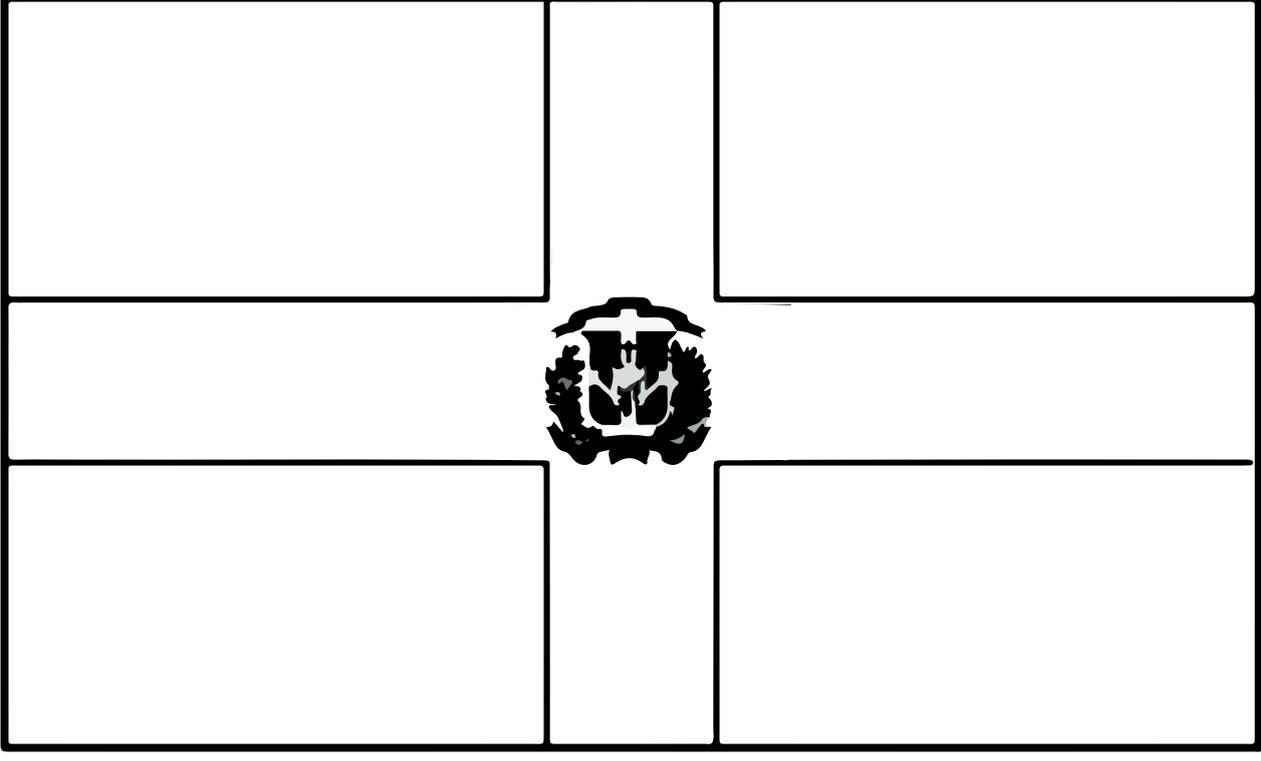
BAHAMAS



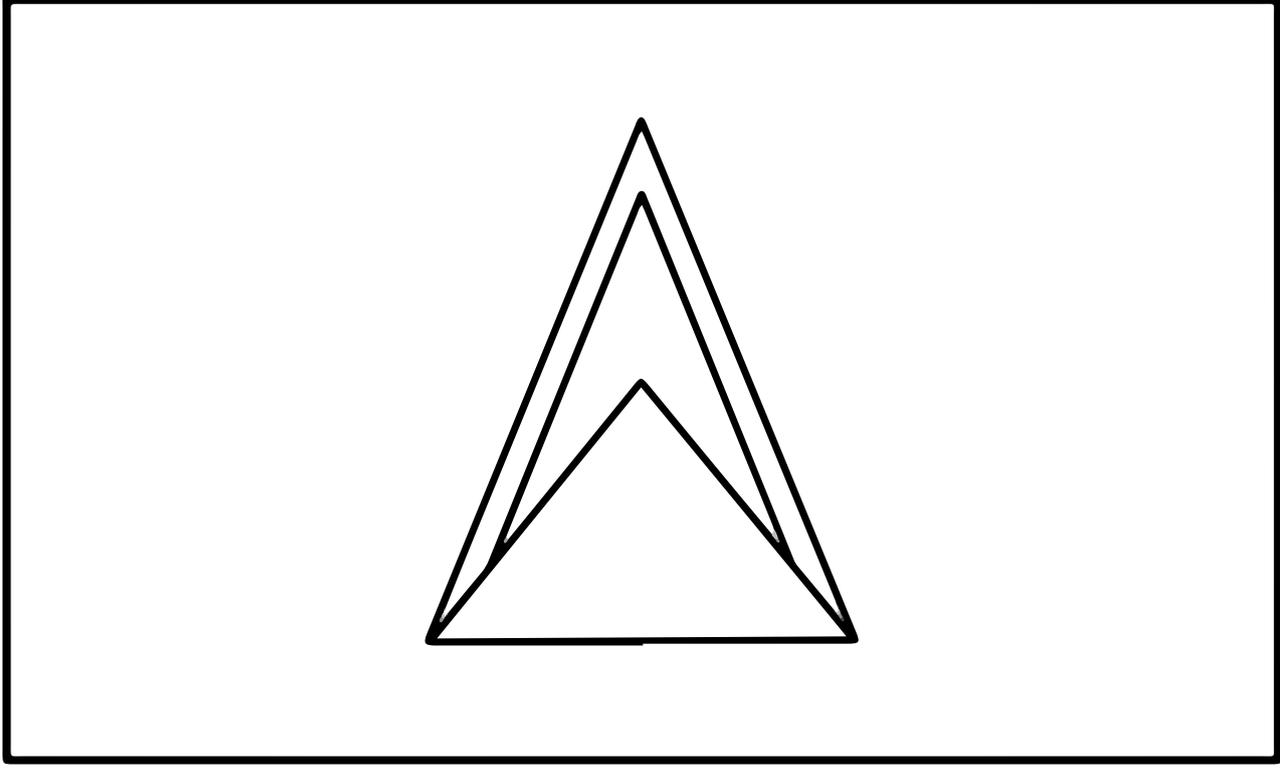
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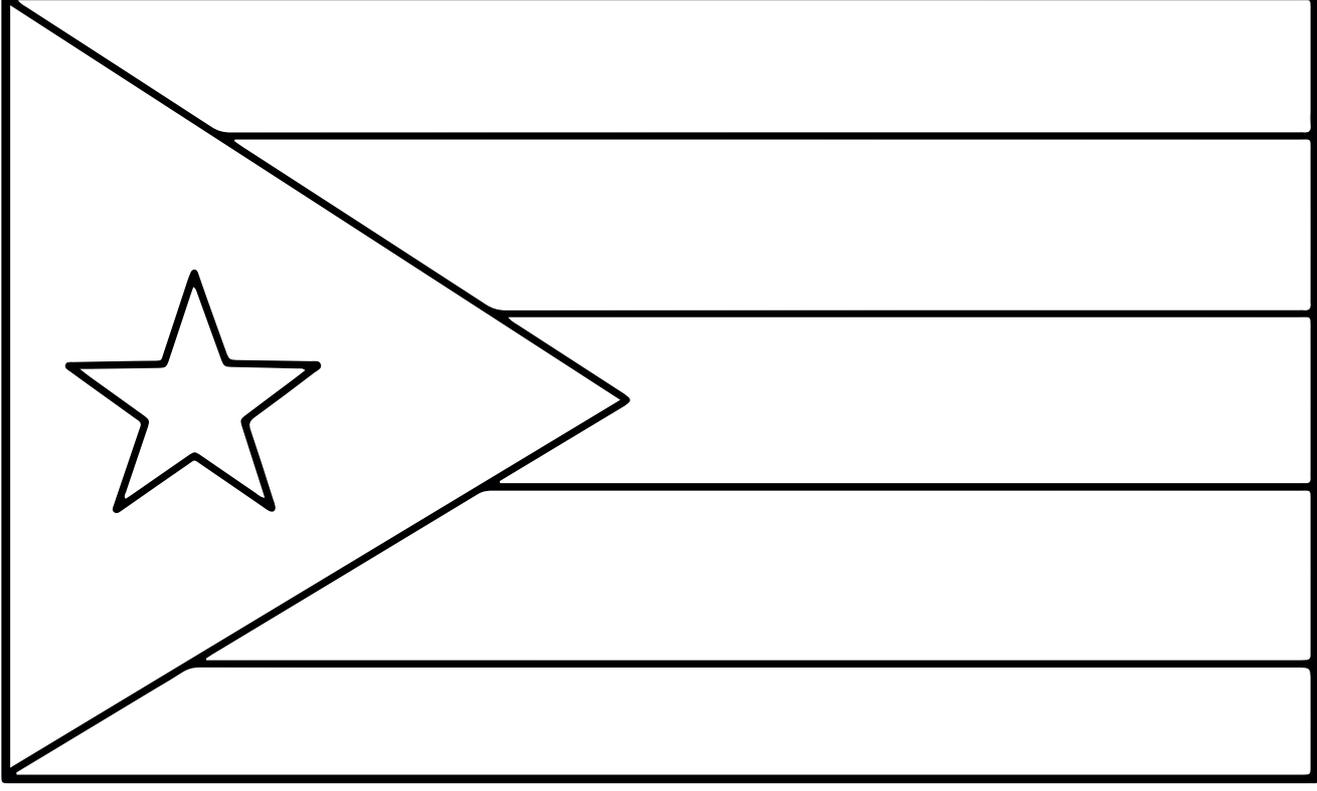
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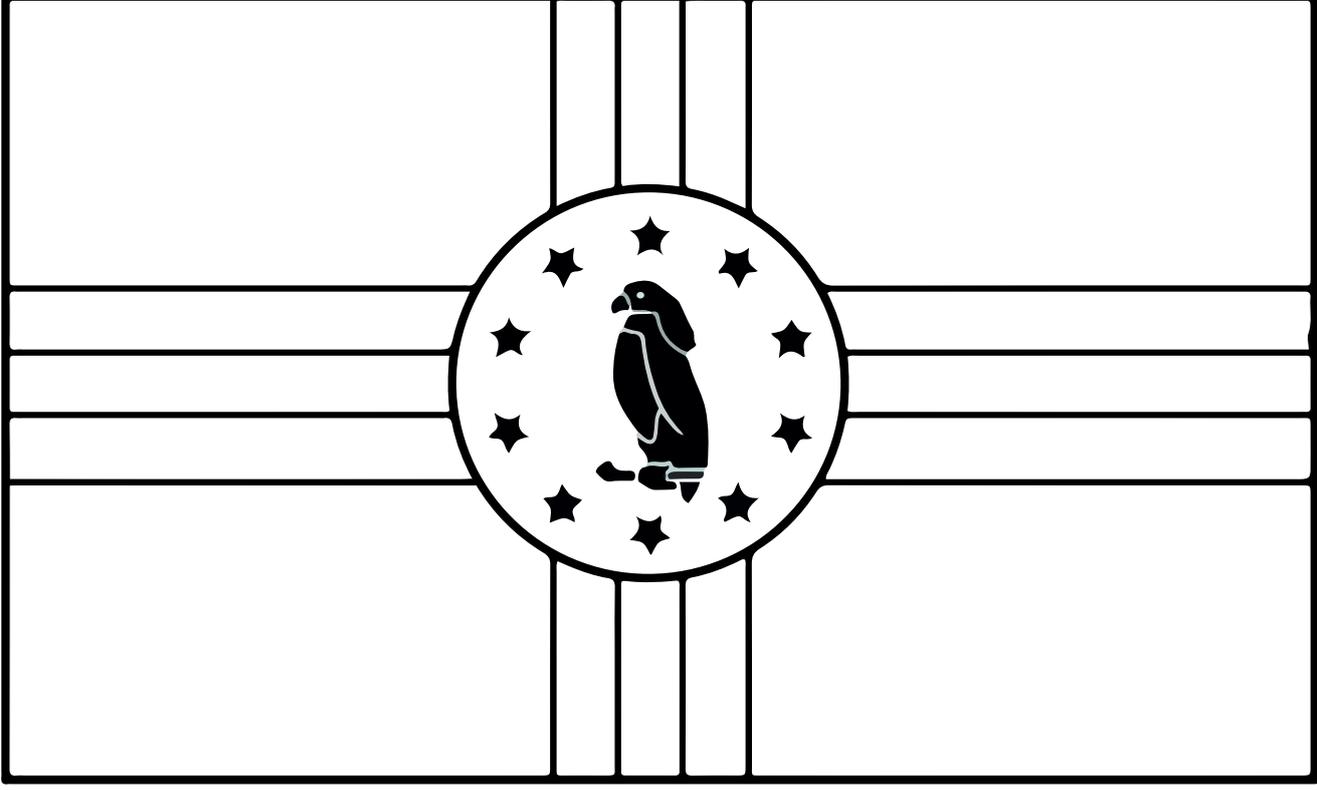
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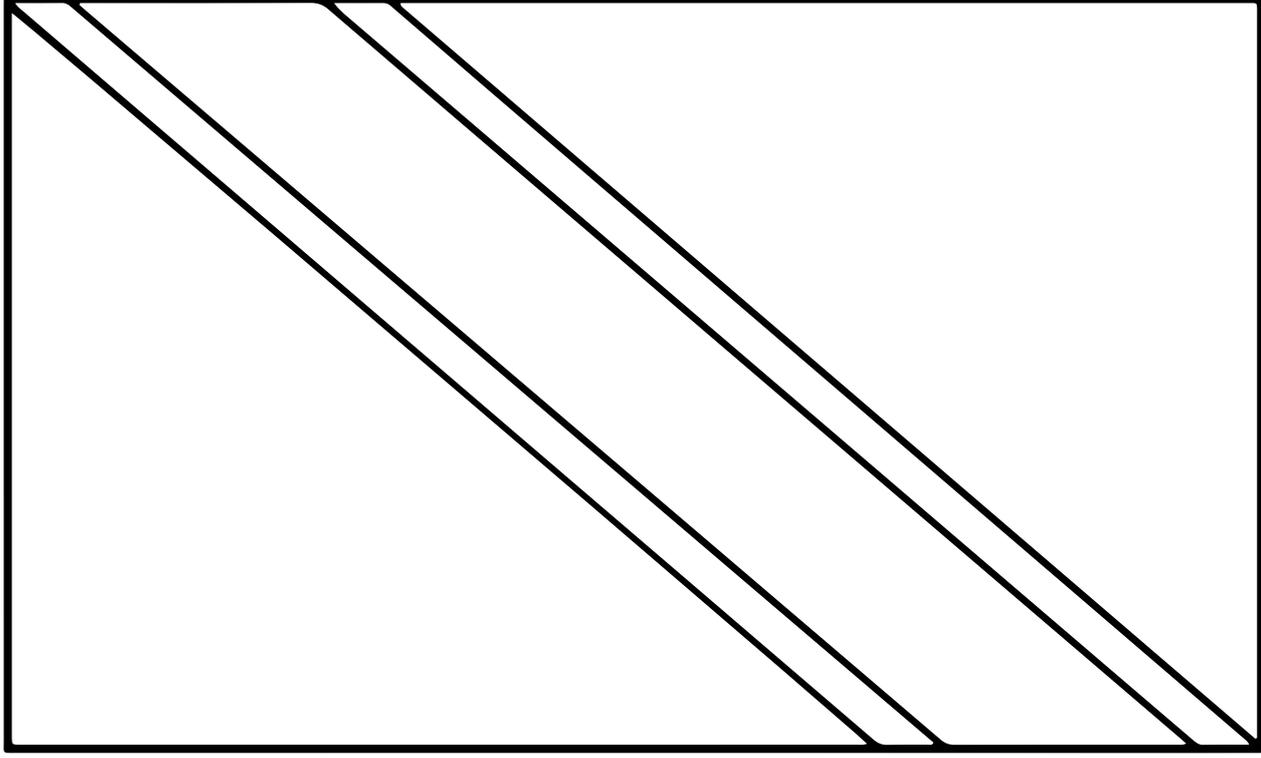
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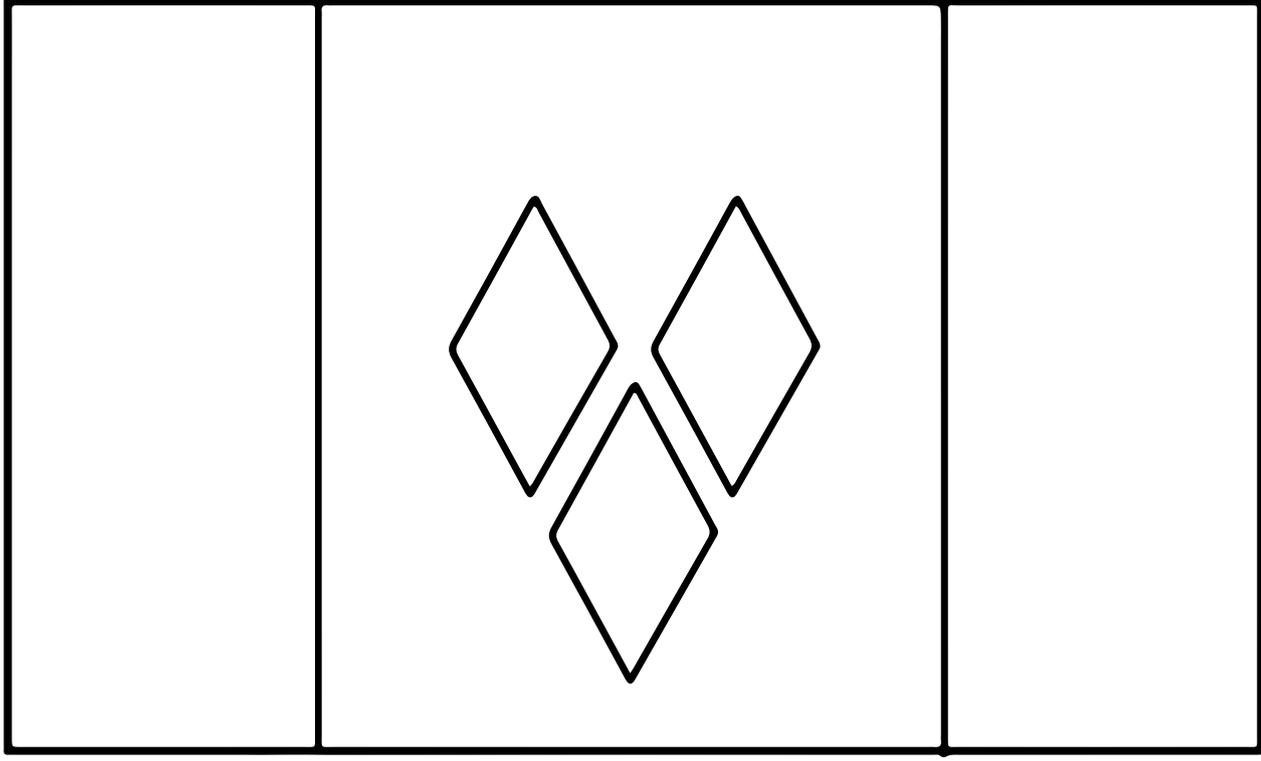
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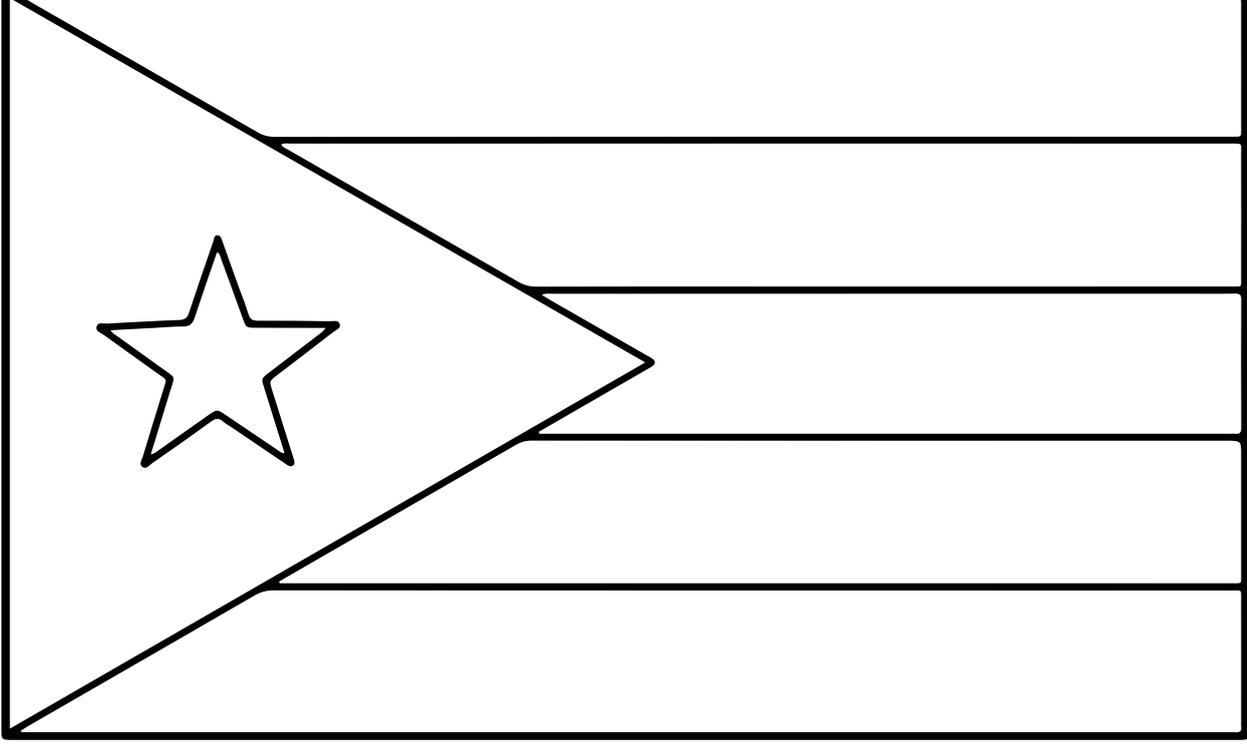
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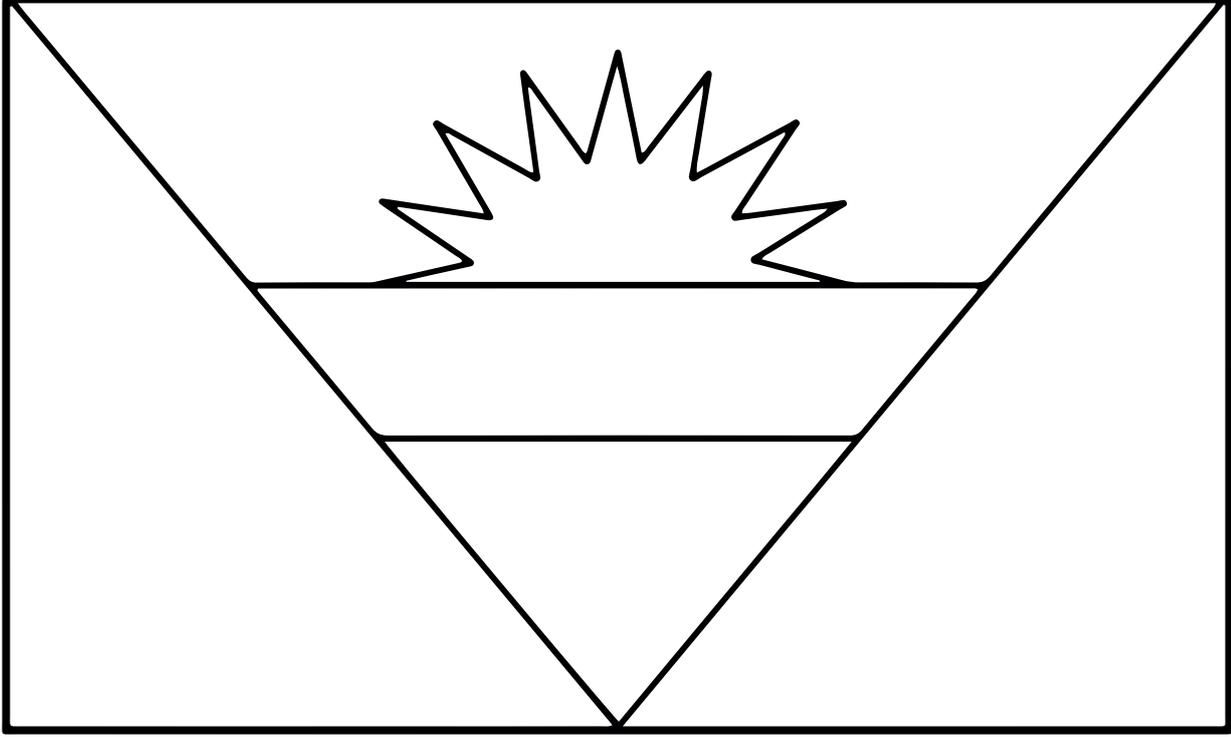
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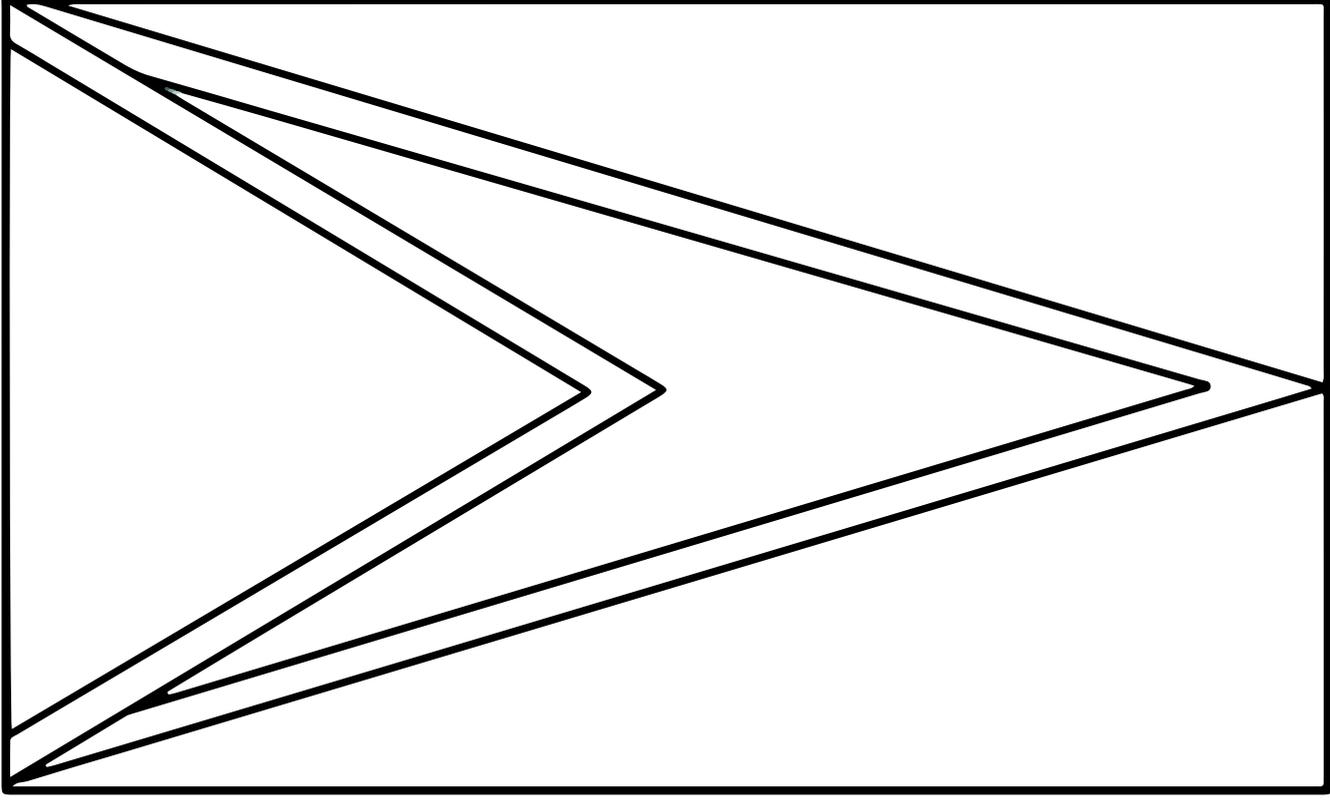
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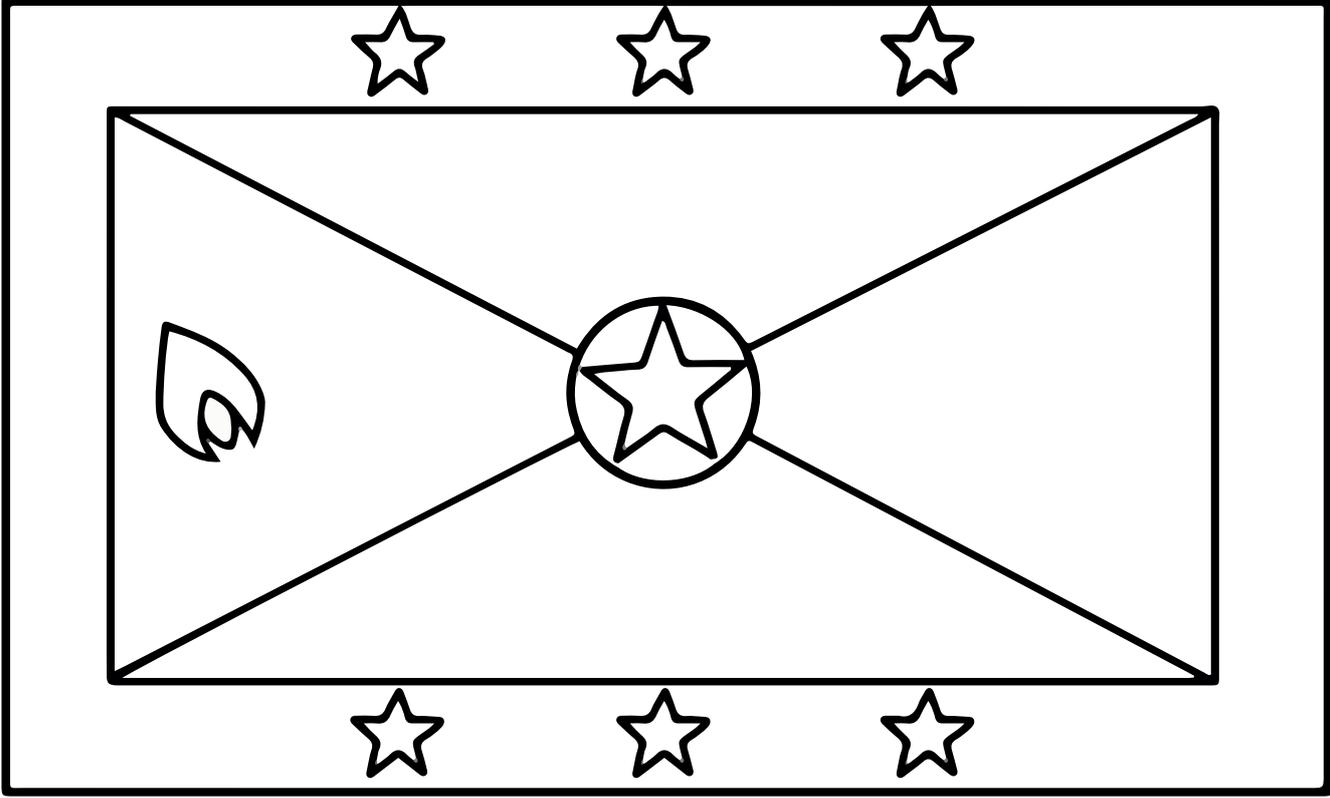
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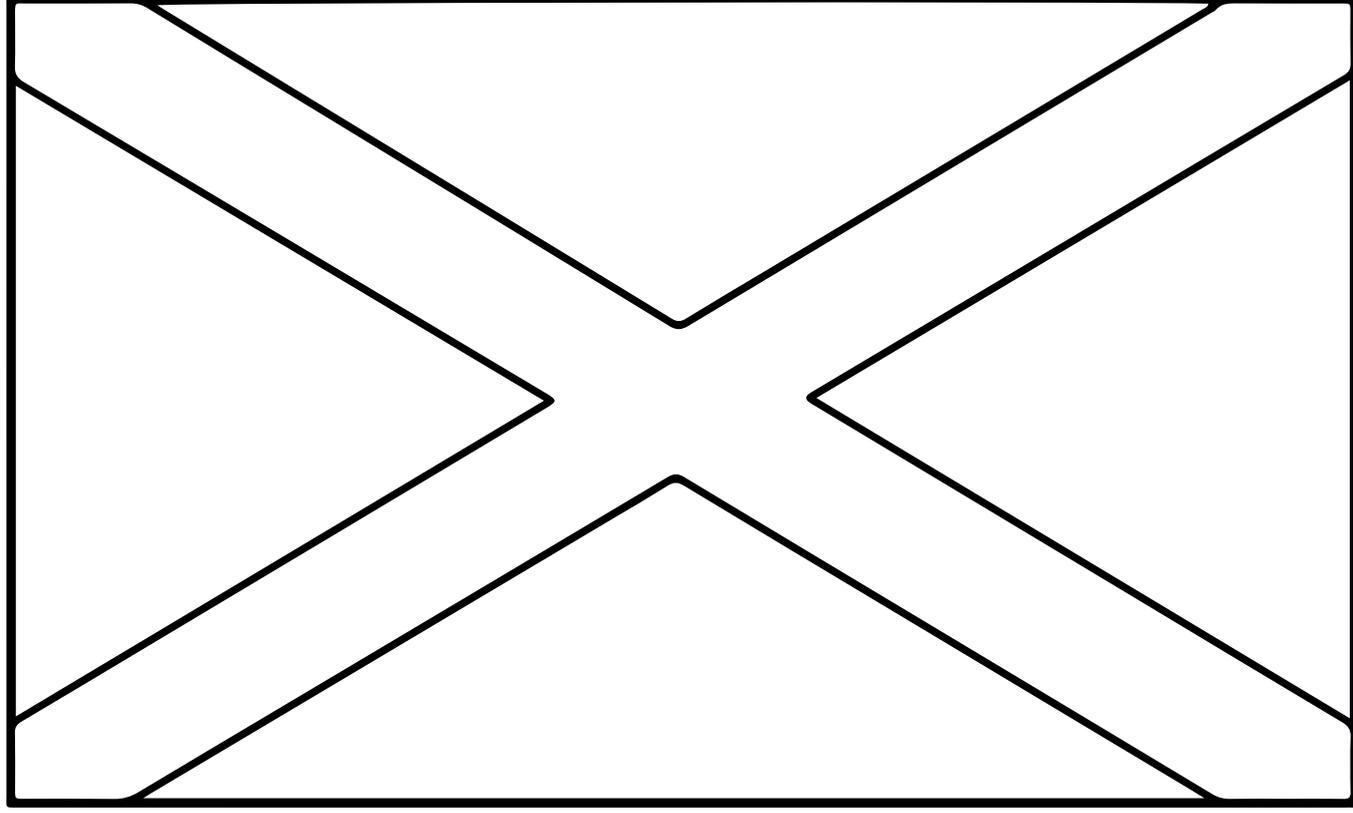
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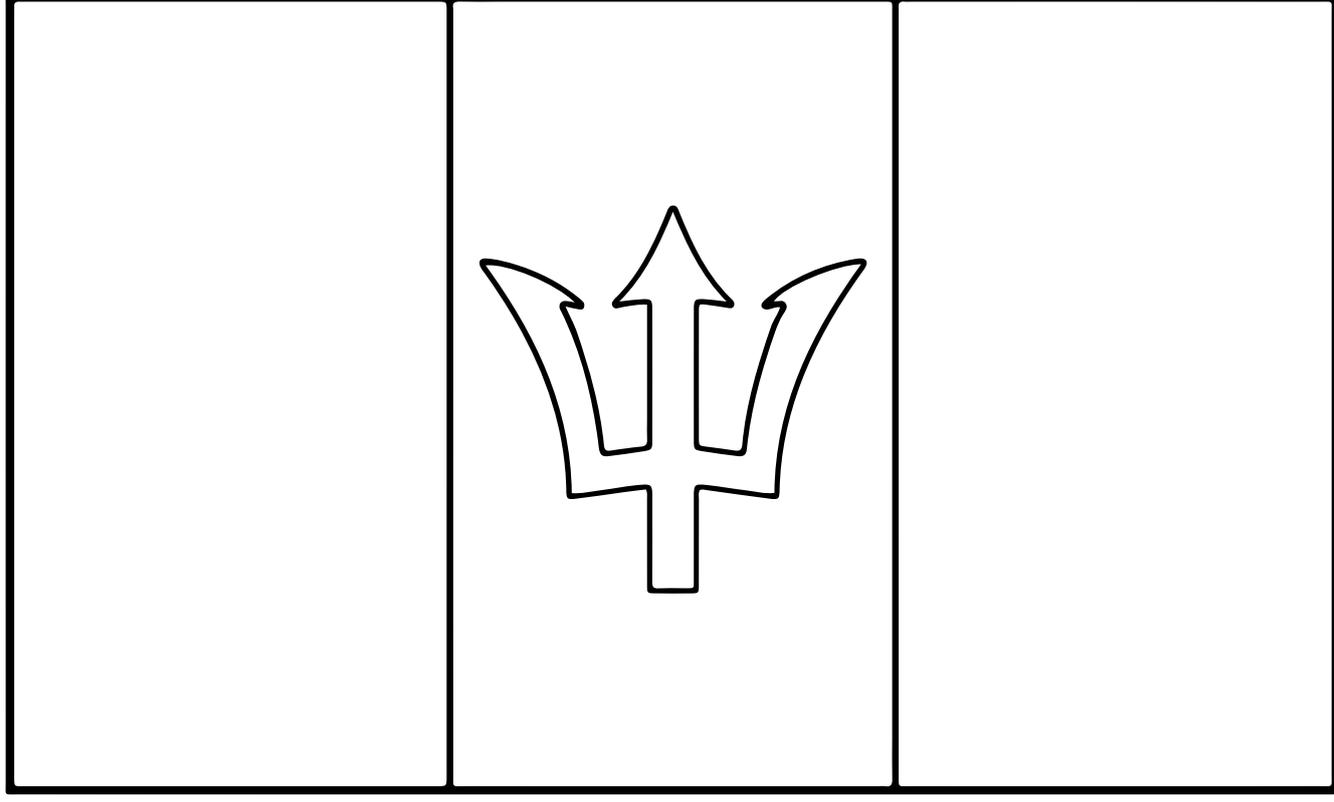
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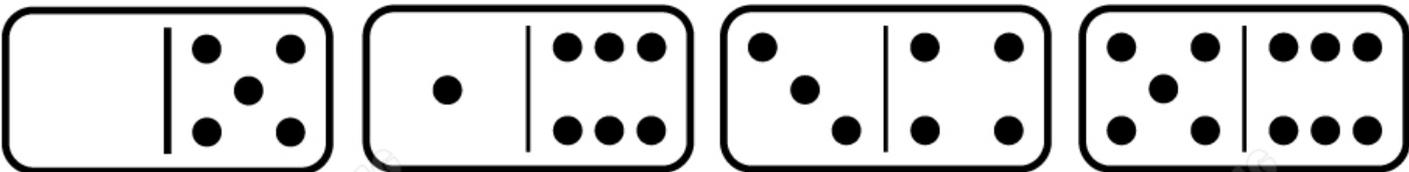
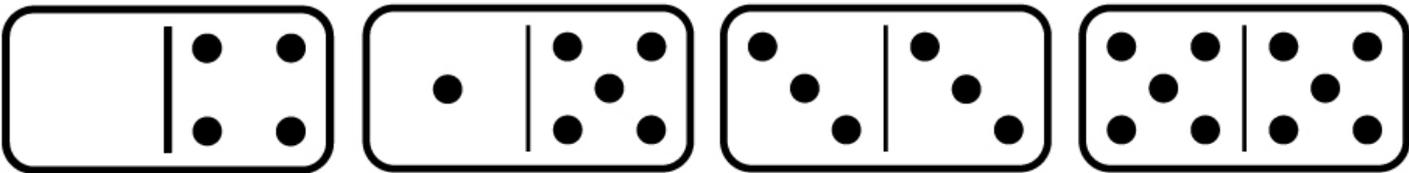
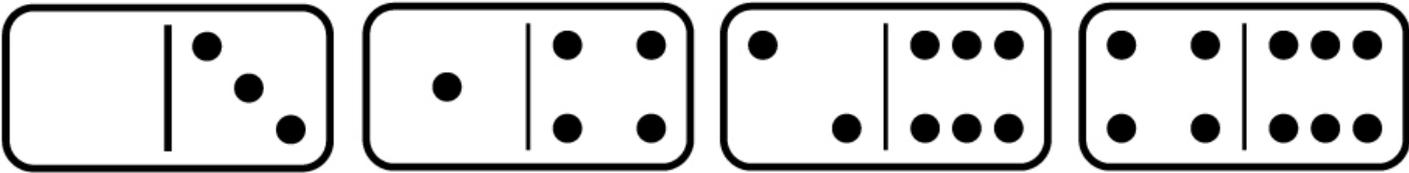


JAMAICA



BARBADOS





HEALTHY EATERS RECIPE

Ackee & Saltfish (Jamaica's national dish) with boiled provisions - Serves 4



Ingredients

- 250g skinless and boneless salted cod fish
- Dee's Caribbean canned Ackee 540g (or similar preferred brand)
- 2 tablespoons neutral oil, such as rapeseed oil or ground nut
- 2 heaped tablespoons (28g) diced red bell pepper
- 2 heaped tablespoons (28g) diced green bell pepper
- 1 teaspoon scotch bonnet chili, stemmed, seeded and finely chopped
- 1 spring onion (10g) thinly sliced
- 1 onion (28g) cut in rings
- 1 teaspoon ground black pepper
- 2 fingers ripe plantains with end tips removed and each cut in halves. Tip (should sink slightly to a gentle squeeze)
- 500g yellow yam
- 1 lemon
- 1/2 level teaspoon salt
- 1 large ripe avocado

Method

Rinse salted cod under cold running water until surface salt is washed away.

Place cod in a bowl and cover with fresh water for 1 hour, for best results place in refrigerator overnight. Discard soaking water, transfer cod to a small pot and cover with fresh water and bring to a boil for 10 minutes and drain water. If cod is still salty, repeat boiling process with fresh water until desired taste is acquired.

Careful not to over cook. Drain water from cod and flake into 1/2 to 1-inch pieces discarding any bones and silvery membranes.

In a ten inch frying pan heat oil over medium heat until shimmering. Add bell peppers, onions, hot chilli and spring onion stirring occasionally for 1 minute.

Add ackee, add cod evenly over the top of ackee and lightly sprinkle black pepper evenly over the preparation.

Gently stir with more of a flip action from the bottom of preparation to the top taking care not to break the Ackee kernels to avoid getting mushy.

Allow to simmer until Ackee is heated through for about 3 minutes . A little water can be added before the simmer if a more gravy structure is required.

Bring a small stock pot to boil with 2 litres of water.

Add salt, cut lemon and squeeze juice into boiling pot.

Peel yam, wash and cut into 4 ring slices, place immediately in boiling water.

Wash and make two length wise incisions on opposite sides in the skin of the plantains just barely scarring the fruit beneath the skin, add to the pot and allow contents to boil for twenty minutes.

Carefully remove skin from plantain and serve on a platter, drain and remove yam from pot and place on platter.

Serve ackee on platter, slice avocado lengthwise, peel back skin and serve on the side.

HOME-COOKED RECIPE

Rice & Peas

- 1 cup dried kidney beans—rinsed, soaked overnight and drained
- 3 cups water
- 3 garlic cloves, minced
- 1 small onion, finely chopped
- 2 scallions, finely chopped
- 5 allspice berries
- 5 thyme sprigs
- 1 Scotch bonnet pepper
- Kosher salt
- Black pepper
- One 13.5-ounce can unsweetened coconut milk
- 2 cups long-grain white rice

Using a large saucepan, pour 3 cups of water over the dried kidney beans and bring to a boil over a high heat.

Stir in the garlic, onion, scallions, allspice, thyme, scotch bonnet, 2 teaspoons salt and 1 teaspoon pepper then stir in the coconut milk slowly whilst bringing the pot to a simmer.

Leave the pot simmering for approximately 1 hour then check if the kidney beans are soft. When the beans are soft, turn the heat lower to maintain a low and slow simmer.

Next stir the rice into the pot then cover and simmer on a low heat until the rice is soft and has absorbed the liquid in the pot.

Take the pot off the heat and leave to steam for the final 10 minutes before taking the remaining scotch bonnet, thyme and allspice berries out of the rice. Serve hot and enjoy!

WINDRUSH 2022



ELEVATE.



HEALTHY EATERS

