

WINDRUSH 2021



TEACHERS ACTIVITY PACK

CONTENT

Windrush 2021 Education Resource

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

Activities

.....	I Am Here
.....	We Are Here
.....	They Are Here
.....	Windrush Song
.....	Live Lyrically
.....	Story Chain
.....	I Belong
.....	The Journey
.....	London is the Place for Me
.....	Design Your Own Statue
.....	Manifesto for Change
.....	Food for Thought
.....	Cooking Together
.....	Growing Roots
.....	Verbatim Theatre
.....	Bunting

Appendix

.....	Reading List
.....	Templates
.....	Song Sheet
.....	Recipe
.....	Song-Writing Guide

A New Windrush Anthem

Acknowledgements

THE WINDRUSH STORY

Windrush Day is a national celebration to commemorate the arrival of the Empire Windrush and its passengers at Tilbury Docks on June 22nd, 1948, following a month-long journey from the Caribbean.

It's 1027 passengers and those that continued to migrate to the UK from the Caribbean between 1948-1973, became known as the Windrush Generation in recognition of the significance of that initial journey. The influence and contribution of the Windrush Generation and their descendants continue to shape the UK culturally and economically.

Clapham was the first temporary accommodation for many of the Windrush passengers who went on to settle in Brixton and surrounding areas and so Windrush has become synonymous with Lambeth.

Since 2018 Lambeth Council have made a yearly commitment to commemorate the people of Windrush and in recent years to amplify the story that has significantly impacted the experience of black British people.

In 2020 celebrations took place during the first lockdown and saw 35,000 Lambeth residents, school children and businesses participating in activities, learning and storytelling to highlight the poignant connection of the devastating impact of COVID on the lives of the black communities and exceptional contribution of the people of Windrush working in the NHS and across public services in managing the pandemic.

2021 is a time of continuing change. Black Lives Matter movement continues to challenge racism across the world' and here in the UK Windrush descendants continue to fight for recognition as legal citizens for the UK after decades of contribution to the UK economy. Lambeth Council's Cabinet member for Equalities and Culture, Cllr Sonia Winifred continues to lead efforts to support and help fight for justice for the Windrush Generation in Lambeth.

This year theme 'I Am Here' is a call for all Lambeth residents to stand together in recognition and celebration of the spirit and fortitude of Windrush people; and to make a personal commitment to driving change for our future generations here in Lambeth.

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

SCHOOLS RESOURCE

This resource pack consists of useful and educational activities that explore the theme of 'I Am Here'. It will encourage students to engage with the theme and allows them to participate in Windrush 2021 celebrations and remembrance.

Social Media & Communications

Please do tag any activity your school participates in on socials @WindrushLambeth using the tags #IamhereWindrush #Windrush2021 #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's 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 2021 theme 'I Am Here' in a thoughtful and educational way, that supports the empowerment of young people in changing the future narrative.

We want to make Windrush 2021 a visual celebration for the whole community, as well as decorating your classrooms, please encourage your pupils/students to take the activities with them to decorate their homes.

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.

The background is a solid teal color. Overlaid on this are several large, organic, rounded shapes in shades of yellow and orange. One large yellow shape is in the top left, another in the top right. A large orange shape is in the bottom left, and another in the bottom right. A medium-sized yellow circle is on the right side, and a medium-sized orange circle is on the left side. The word "ACTIVITIES" is centered in white, bold, uppercase letters.

ACTIVITIES

I AM HERE

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

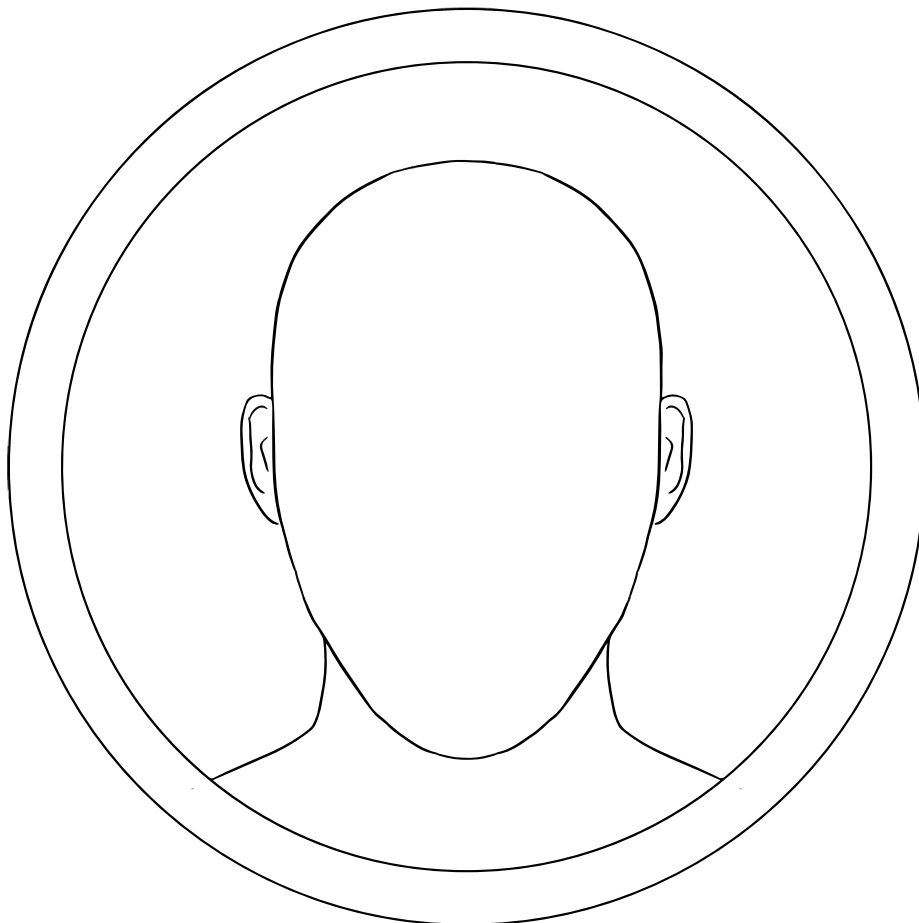
Duration of Activity: 1 - 2 hours

National Curriculum Links: Art

Objectives: For everyone to see themselves represented by the 'I Am Here' motif.

Outcomes/ Outputs: Artistic input into the motif, creative thinking.
Resources: A stencil of the 'I am Here' motif (see template in Appendix), coloring pencils, paint, etc.

Description: Using a mirror invite students to draw themselves into the motif. This can then be colored in, painted, collaged – whatever materials they prefer. Pupils could even move beyond the stencil to create a mosaic version or go 3D and build a clay model of themselves.



WE ARE HERE

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

Duration of Activity: 1- 2 hours

National Curriculum Links: Art

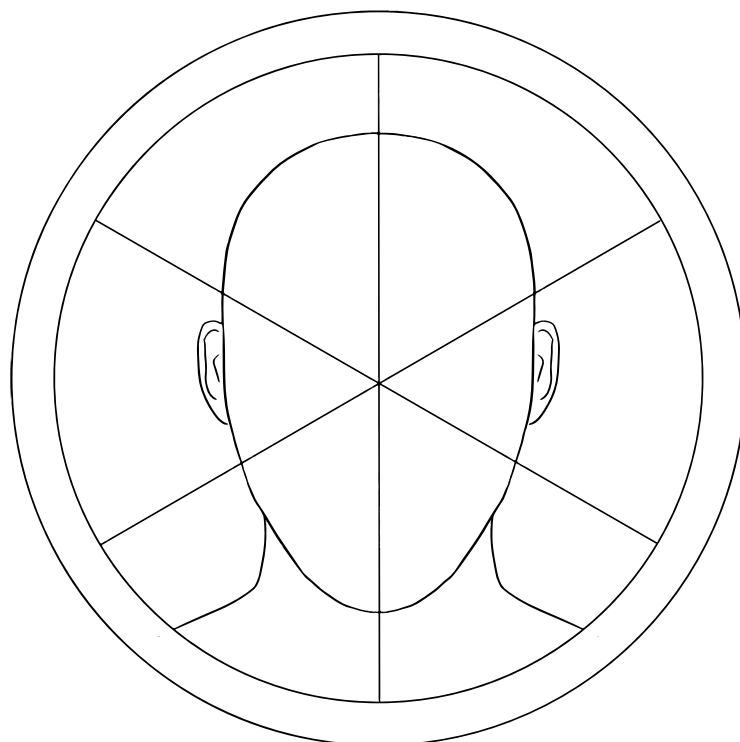
Objectives: For everyone to see themselves represented by the 'I Am Here' motif. For students to think about their friends and families experiences as well as their own.

Outcomes/ Outputs: Creative thinking, familial history, centering the students' voices.

Resources: Templates (see template in Appendix), paper, art materials such as pens, markers, paints, coloring pencils, collage materials such as magazines, photos, scissors.

Description: Similarly, to the 'I Am HERE' exercise – this activity encourages pupils to fill in their own version of the emblem this time including their friends, family (or objects or words if suitable)- people that make up their experience of here, their home.

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



THEY ARE HERE

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

Duration of Activity: 2+ Hours

National Curriculum Links: English

Objectives: Reflective and critical thinking, allowing the students to write and think creatively.

Outcomes/ Outputs: Ability for the students to write 6 short stories.
Resources: Outline of how to write a fictional story (see a guide [here](#)), notebook and pen, historical context of Windrush (see Reading List in Appendix), print out of the 'I Am Here' motif (see motif in Appendix).

Description: Task students with writing six short stories from the fictional perspectives of each of the individuals that make up the face of the 'I Am Here' emblem. Give them names, stories, personalities, hopes and dreams. They can be set in the past, present or future. What are their stories of here? When thinking of your future character what would be their wisdom for a younger person.

Adaption: Adapted for Key Stage 1 & 2 - Write one story (1 hr)



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 your 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, Tuesday the 22nd June 2021.

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.

Please 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!

LIVE LYRICALLY

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

Duration of Activity: 1 – 2 Hours

National Curriculum Links: Music, English, PSHE

Objectives: For the students to create their own song reflecting on the theme 'I Am Here'.

Outcomes/ Outputs: Individual songs that are influenced by the Windrush theme and generation.

Resources: Song-Writing Guide from Des Oliver (see in Appendix).

Description: Students can compose their own song called 'I Am Here' in your favourite contemporary genre of music using the guide created by Des Oliver. Oliver studied composition at the Guildhall School of Music and Drama, won a scholarship at the Royal Academy of Music and participated in the 2015 composer - choreographer collaboration funded by the RPS Drummond Fund at Rambert Dance Company.

This year Des has been commissioned by Pegasus Opera to compose a new anthem for Windrush. The piece, entitled 'Rush' will launch at 2pm on Windrush Day and create a legacy anthem for future commemoration. Please find more information on Rush after the appendix.

He has taught composition at a plethora of renowned universities and was a Senior Lecturer in composition and music production at the Academy of Contemporary Music (ACM), Guildford. Following the completion of his doctorate in composition and critical writing he was recently appointed as Jerwood Composer-in-Residence at the London Symphony Orchestra.

STORY CHAIN

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

Duration of Activity: 1 hour

National Curriculum Links: English

Objectives: Collaborative storytelling and working together in a group

Outcomes/Outputs: A story created by the students collaboratively that incorporates past and present and centers the history of Windrush in both perspectives.

Resources: Prompts if needed - 2 pieces of paper for each student.

Description: Oral storytelling - Discuss the significance of oral storytelling and listen to excerpts from the Black Cultural Archive's digitised oral history collection of Windrush (see [here](#)). Following this, children can sit in a circle and tell a tale of someone from the Windrush Generation time travelling to the future to explore Brixton, Lambeth, etc. with a descendant. The story is told collectively by the group by each child telling one sentence at a time. Prompts can be supplied if needed - each child could be given two pieces of paper; one where they write down an object that reminds them of home (i.e. TV, teaspoon) and one that they associate with Windrush Generation (Fedora) - they are collected in, and each child reselects two randomly - whatever two objects are picked by the child has to be then be incorporated into their part of the storytelling.

I BELONG

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

Duration of Activity: 1 - 2 Hours

National Curriculum Links: English

Objectives: For the students to practice their poetic writing skills and for them to think about the idea of belonging and home.

Outcomes/ Outputs: A collection of poems written by students reflecting on the idea of belonging and home which can be tied into the theme 'I Am Here'.

Resources: Notebook and pen. Examples of different types of poetry (see [here](#)).

Description: Write an affirmational poem about belonging, home and being here - can be Acrostic, Rhymed poetry, Free verse, Narrative poetry, Haiku, or Sonnet.

THE JOURNEY

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

Duration of Activity: 1 Hour

National Curriculum Links: History, PSHE, Literacy

Objectives: Placing the conversations around Windrush into a personal context.

Outcomes/ Outputs: For the students to have an educational discussion with their family about their history.

Resources: A device to record the interviews

Description: Homework for children especially with family members who came to Britain from the Caribbean as part of the Windrush generation; to interview a family member about their experience and document it and share as part of the online campaign to amplify the Windrush Generation's stories. If children don't have family members who are – is there a teacher etc who could be interviewed.

Possible questions to answer:

- Date you travelled?
- Can you remember what you packed for your journey?
- Can you remember how you felt?
- How long did it take you travel here and what was it like?
- What was the first thing that you remember about coming here?
- How did you feel about leaving your family?
- What was your job? What was the weather like?
- Which area did you move to?
- Can you remember your first meal?

Please upload on your socials and tag @WindrushLambeth using the hashtags #IamhereWindrush #Windrush2021 #lambethELEVATE

LONDON IS THE PLACE FOR ME

Appropriate for: Key Stage's 2 & 3

Duration of Activity: 2 Hours

National Curriculum Links: Art, Local Geography, Local History

Objectives: To have the student think critically about what it means to belong.

Outcomes/ Outputs: Individual maps created by each student reflecting their idea of home and belonging. Each map is completely individual to them.

Resources: Reference maps for the students (If needed teachers can create a map of Lambeth to print out using [My Maps](#)), collage materials, coloring pencils, markers, paper, paint.

Description: Help students to create a map of their local area in Lambeth, highlighting places that are significant to them and make up their home. They can highlight where their school is, where their favorite shop is, where their nan lives etc. They can then decorate it with things that make up their feeling of home and belonging i.e., their favorite after school snack from their local shop. Use collage, paint, pens – whatever!

Adaption: Key Stage's 4 and above - listen to the song '[London is the Place for Me](#)' and read extracts from Kennetta Hammond Perry's text; London Is the Place for Me: Black Britons, Citizenship, and the Politics of Race to for students to consider while making their map. Review of the book [here](#).

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 a current context.

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

Resources: Paper and art materials.

Description: Design a piece of public art responding to theme 'I Am Here' – This can be a mural, statue, installation, plaque, whatever! Begin the session with a discussion about monuments and their significance in light of the removal and erection of statues during BLM and its aftermath. Look at the monuments located in Windrush Square and who is and isn't represented there.

Adaption: Key Stages 3 and above should research why they are looking at statues – get them to find out what happened to Colston in Bristol last year.

MANIFESTO FOR CHANGE

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

Duration of Activity: 1 Hour

National Curriculum Links: PSHE

Objectives: Manifesto writing skills, political thinking.

Outcomes/ Outputs: Ability for the students to successfully write their own manifestos and think politically.

Resources: Manifesto examples, education of the BLM movement.

Description: Students to write a manifesto for change - a new game plan mapping out their response to the Windrush Scandal and the Black Lives Matter movement. It should propose how we can move forward as a society through collective action (whether that be grassroot or change of policy). Look at other examples of manifestos for inspiration.

FOOD FOR THOUGHT

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

Duration of Activity: 1 Hour

National Curriculum Links: History, PSHE

Objectives: Critical thinking, learning about the history and significance of food.

Outcomes/ Outputs: For the students to have an open and educational discussion.

Resources: Historical background of where food comes from.

Description: Critically discuss where food comes from and the impact its import has on countries it is extracted from and sent to (economical, environmental, social, political). Why are some foods significant (religious reasons, resistance reasons, cultural reasons?).

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, while learning about the history of the ingredients and the recipes.

Outcomes/ Outputs: Engaging with local businesses, creating nutritious meals that can be made at home.

Resources: See recipe and list of ingredients in the Appendix.

Description: Cook a fantastic meal as a class according to a delicious recipe supplied by local restauranter Stafford Geohagen, founder of [Healthy Eaters](#); As a class, venture to Electric Avenue (if possible) to collect the ingredients listed below (the sensory experience is particularly recommended with some SEND pupils). If not just dive right into making the recipe together! Afterwards sit down and enjoy the meal created collectively by the class and discuss the theme 'we are here' and what it means to each student.

VERBATIM THEATRE

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

Duration of Activity: 2 - 4 Hours

National Curriculum Links: Drama, English, PSHE, History

Objectives: For the students to create a short performance based on discussions on music.

Outcomes/ Outputs: A theatric celebration of a family members connection with music.

Resources: Paper and pen to record the interview or a device to record voice notes.

Description: For homework encourage students to interview their family members or someone they live with, about the music they liked when they were younger. In class this account can be written up into a piece of verbatim theatre to act out their story.

Prompts for the interview:

- Students should interview someone in their family about a song or musician they liked when they were younger?
- They should ask their interviewee to play the song to them?
- They should write down the answers given and three things they remember being said about why they chose the song?
- They should record the answer (if possible) and transcribe their answer.
- They should include all the umms and errs that occur in natural speech. Even write (pause) when they pause to think.

Adaption: Adaption for Key Stage 4 and A Levels - Perform their speech but add a character. Top tip – students can pretend to be someone else e.g. a market stall seller, a chef, an artist, a dancer or perform whilst miming an action, boxing, typing, cleaning or change their voice, create an accent or use a lower tone in their voices.



BUNTING

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

Duration of Activity: 1 - 2 Hours

National Curriculum Links: Art

Objectives: For the students to create decorative bunting that can be placed around their schools or home to act as a way of celebrating Windrush Day this year.

Outcomes/ Outputs: Visual Windrush Day celebration.

Resources: Paper, scissors, glue, masking tape, art supplies and templates for stencils (see templates in Appendix).

Description: Create bunting with the class to decorate the classroom. Print out (or copy) and decorate either the flag templates or 'WINDRUSH 2021' template, attached to string and decorate your classroom with!

GROWING ROOTS

Appropriate for: Key Stage's 2 & 3, SEND

Duration of Activity: 1 - 2 Hours

National Curriculum Links: Home Tech, History, PSHE, Biology

Objectives: Learn how to plant and nurture food, while also learning about the significance of where food comes from.

Outcomes/ Outputs: For the students to learn how to grow their own fruit and veg.

Resources: Seed trays, seeds, soil, paper towels, water.

Description: Discuss the importance of having food from different cultures here in London whilst understanding the environmental impact of importing food and the growing need for sustainability. After this do some planting of your own with your class - learn about the conditions your fruit and veg need to thrive. Once grown the class can take their share of fruit and veg home with them (try growing scotch bonnets, peppers, callaloo, tomatoes etc).

The background is a solid teal color. It features several large, overlapping organic shapes in orange and yellow. In the top left, a large orange shape with a rounded end extends diagonally. In the top right, a yellow circle is partially visible. In the center, a large olive-green circle contains the word 'APPENDIX'. In the bottom left, a yellow circle is partially visible. In the bottom right, a large orange shape with a rounded end extends diagonally.

APPENDIX

READING LIST

A few helpful resources to help contextualise the history of Windrush.

[Black Cultural Archives](#)

- Search their online collection, listen to their newly digitized Windrush Generation Oral Histories and view their online exhibition 'From War to Windrush'.

[National Archives](#)

- The National Archives has papers and documents in their collection which relate directly to Empire Windrush.
- They also have online teaching resources entitled 'Bound for Britain', exploring the experiences of immigration to the UK between 1948 and 1970.

[British Library](#)

- The British Library online resource, based around their Windrush Collection, can be found on their website.
- The online resource is curated around the theme of explorations of race, migration & culture.
- They also have additional teaching resources available.

[Lambeth Archives](#)

- Love Lambeth has their Windrush Archives

[Reading Museum](#)

- The Reading Museum have a collection of Windrush learning and teaching resources

[Ancestry Talks](#)

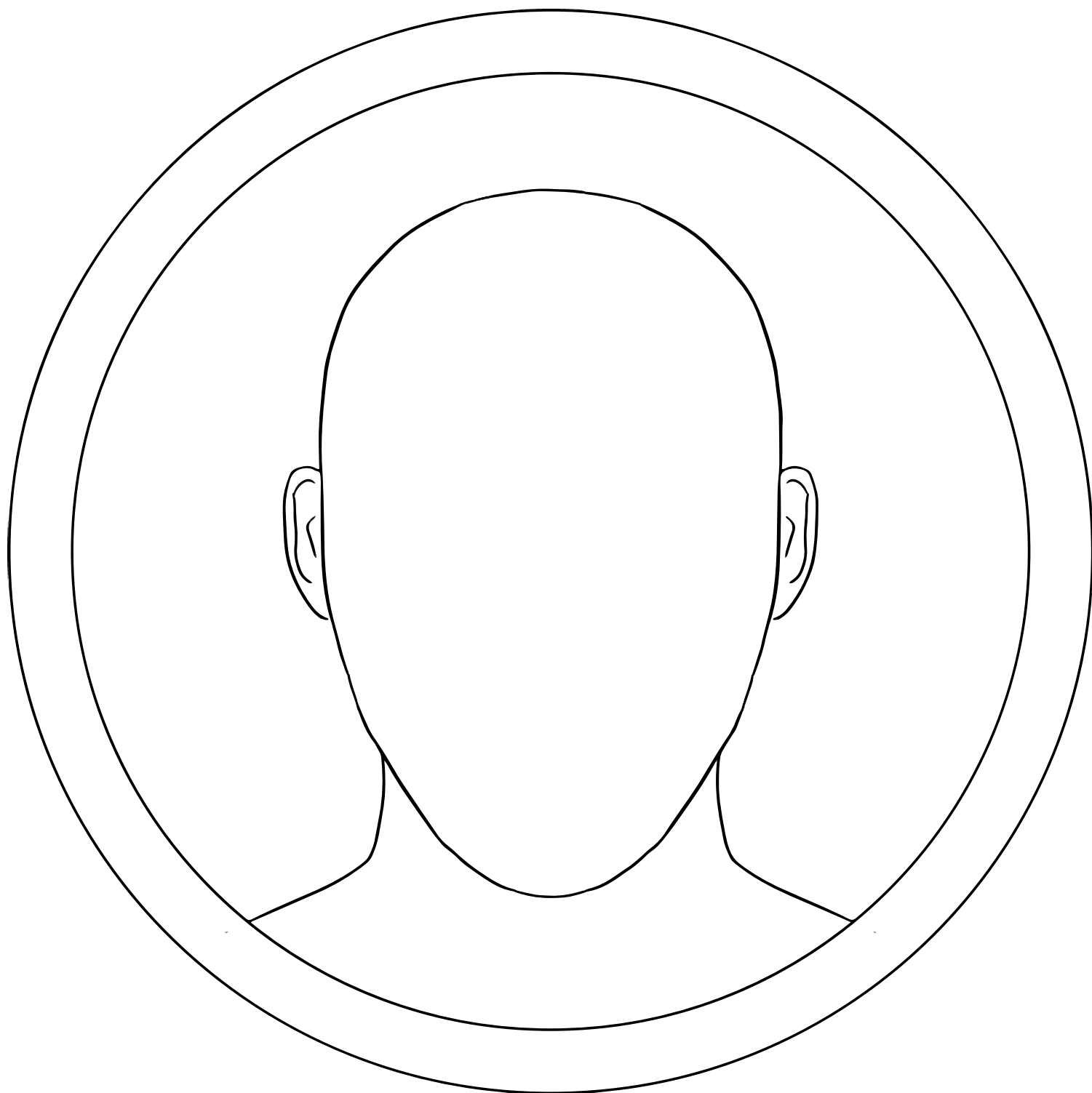
- Ancestry Talks is a site specialising in African Caribbean genealogy - as well as multiple resources Paul Crooks, the founder, offers sessions for school.

FURTHER READING:

- Home Coming Voices of the Windrush Generation by Colin Grant
- Windrush by Mike Phillips
- Mother Country: Real Stories of the Windrush Children
- The Story of the Windrush by K.N Chimbiri
- Voices of the Windrush Generation: The Real Story Told by the People
- Coming to England: An Inspiring True Story Celebrating the Windrush Generation by Baroness Floella Benjamin
- Windrush Child by Benjamin Zephaniah
- Guides to respectful conversations: <https://werepair.org/wp-content/uploads/2017/05/Guide-to-Respectful-Conversations.pdf>
- Talking About Race: <https://nmaahc.si.edu/learn/talking-about-race/audiences/educator>
- Amnesty Freedom Park - Introducing Human Rights: <https://thelinkingnetwork.org.uk/resource/everybody-born-free>
- Let's Talk about Race - Jelani Memory youtube video of the author reading his book <https://www.youtube.com/watch?v=LnaltG5N8nE>
- Small Axe Series - BBC iplayer <https://www.bbc.co.uk/iplayer/episodes/p08vxt33/small-axe>
- How to deconstruct racism TED Talk: https://www.ted.com/talks/baratunde_thurston_how_to_deconstruct_racism_one_headline_at_a_time
- Blog post - Renni-Eddo Lodge, Why I'm No Longer Talking to White People about Race, 2014 <https://renieddolodge.co.uk/why-im-no-longer-talking-to-white-people-about-race>
- Windrush stories podcast <https://open.spotify.com/show/1J5bvnLs7ZMprymOcXhdX7?si=Z-IX51WrSqzMvfgtuSjEg&nd=1>
- A Free-Thinking discussion in which Bernardine Evaristo, Keith Piper, Miranda Kaufmann and Kehinde Andrews look at Black British History <https://www.bbc.co.uk/programmes/b081tkr9>

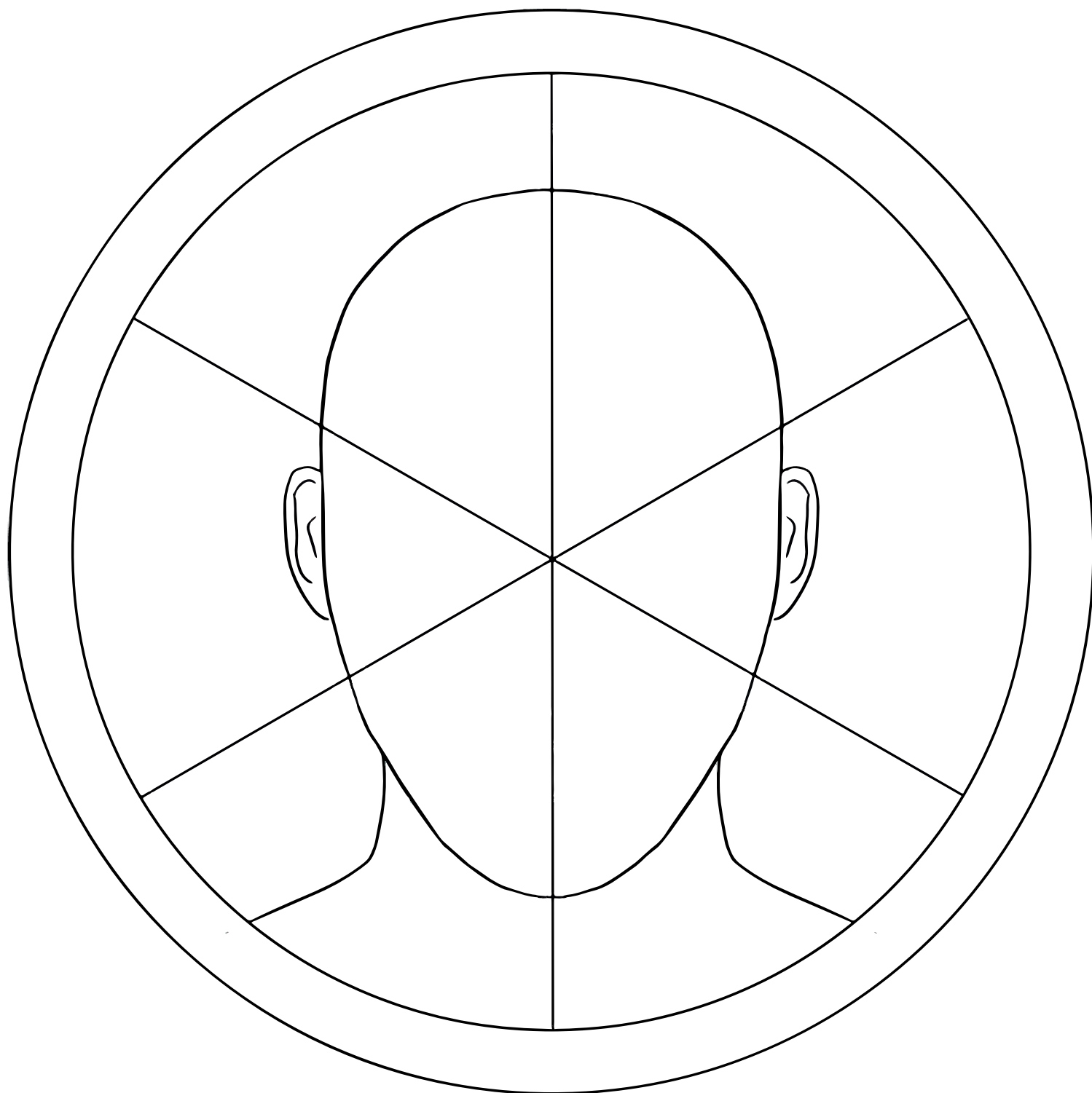
I Am Here

Print on the Black/White setting



We Are Here

Print on the Black/White setting

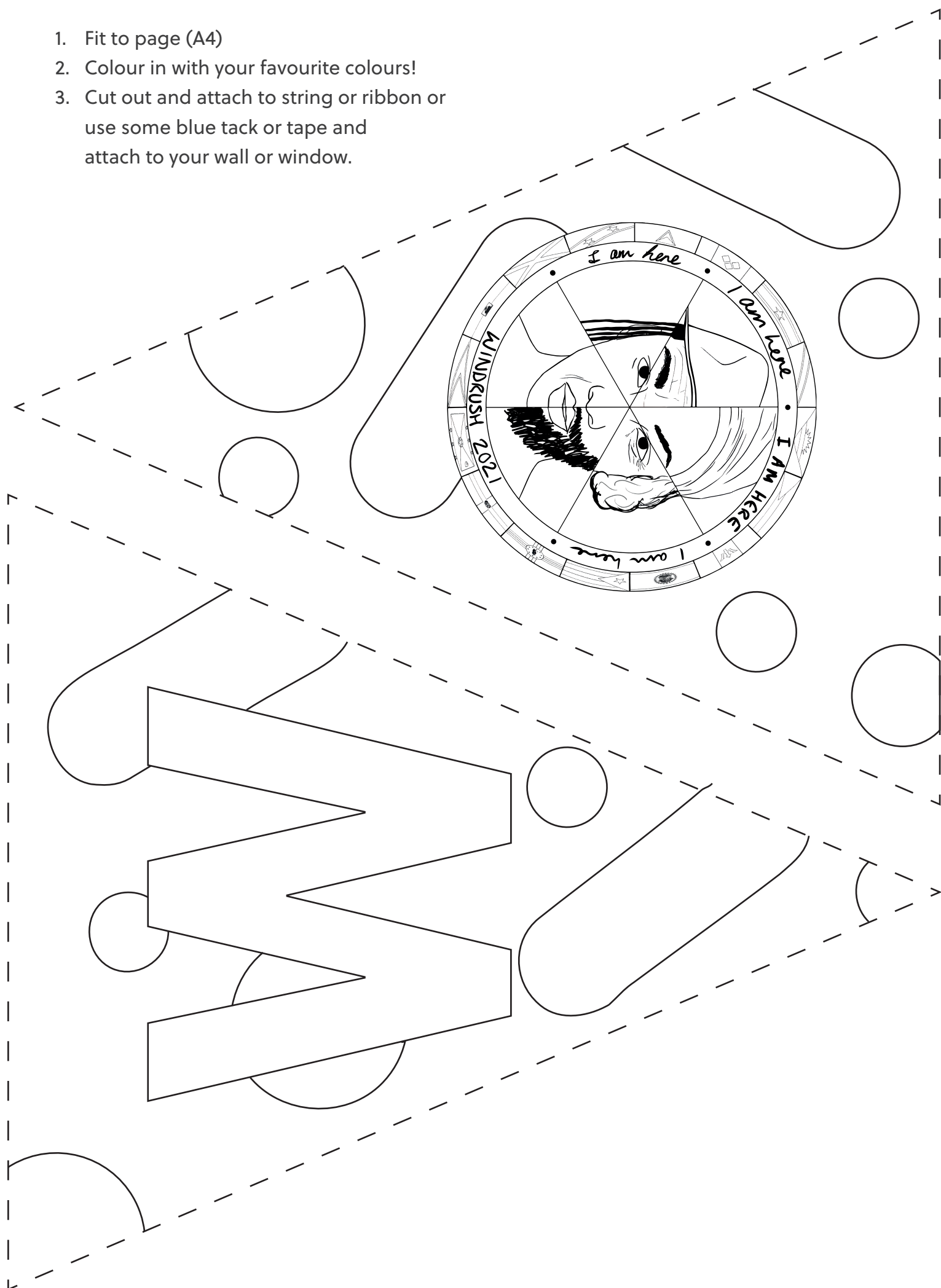


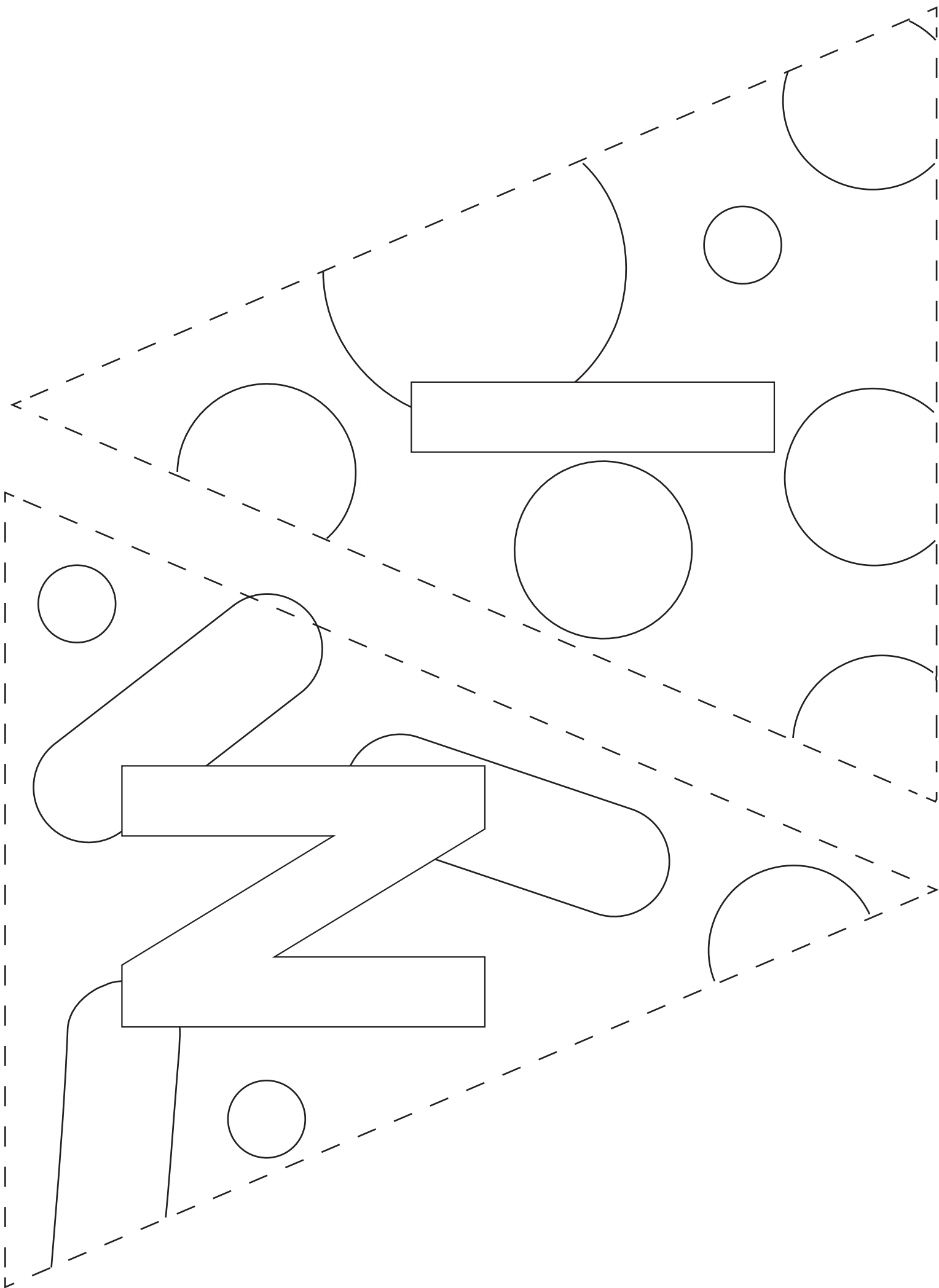
They Are Here

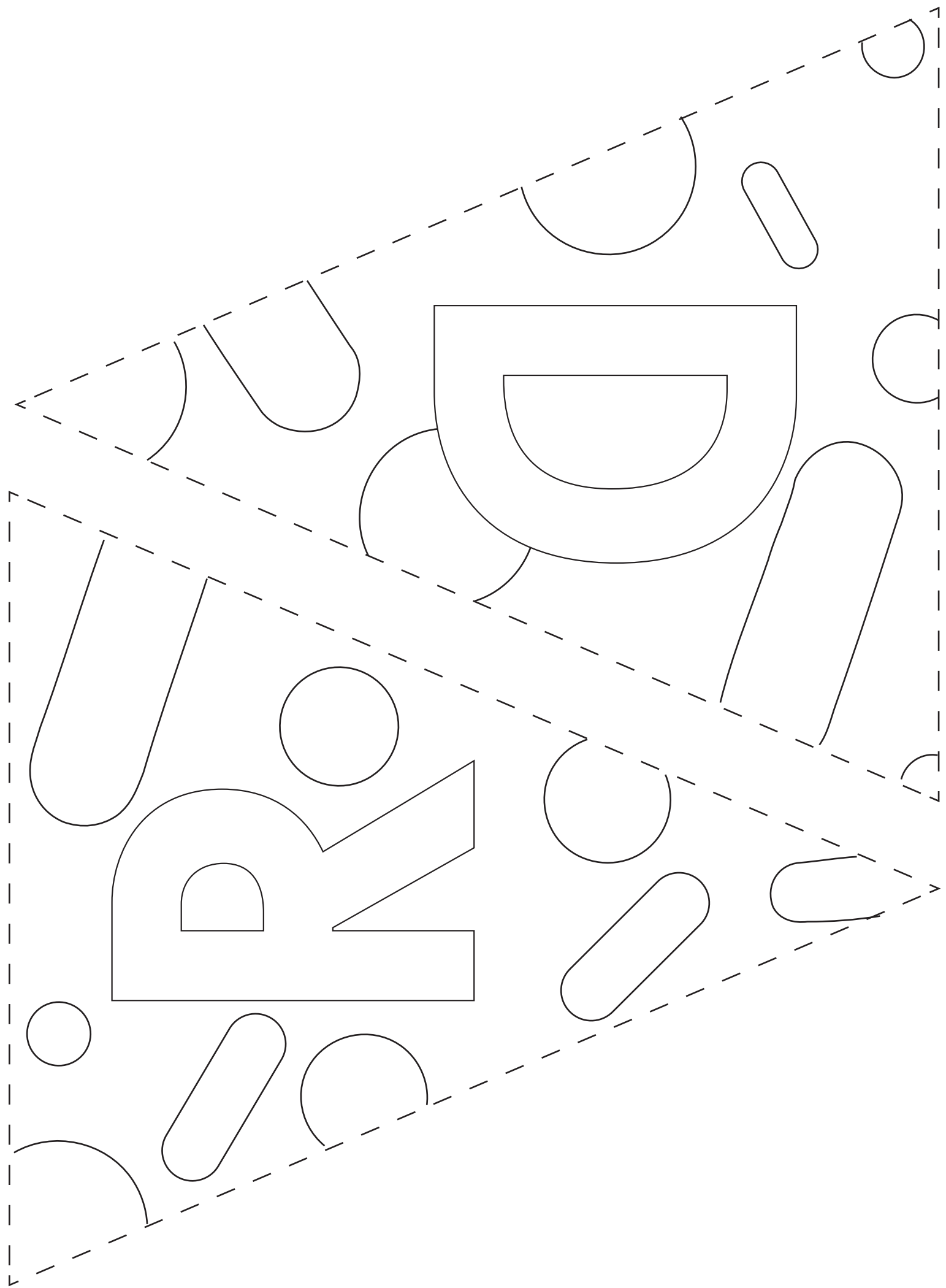
Print on the Black/White setting

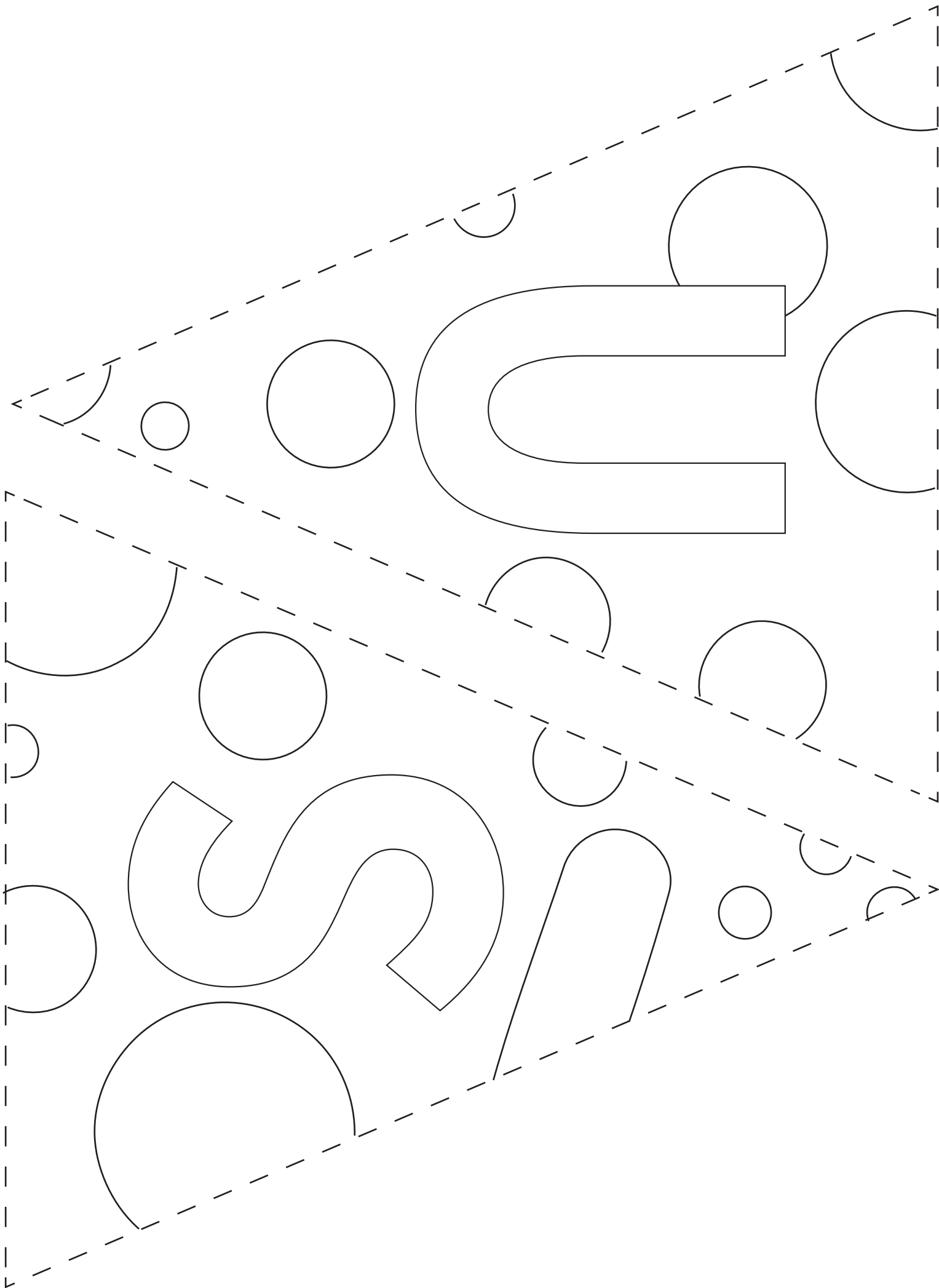


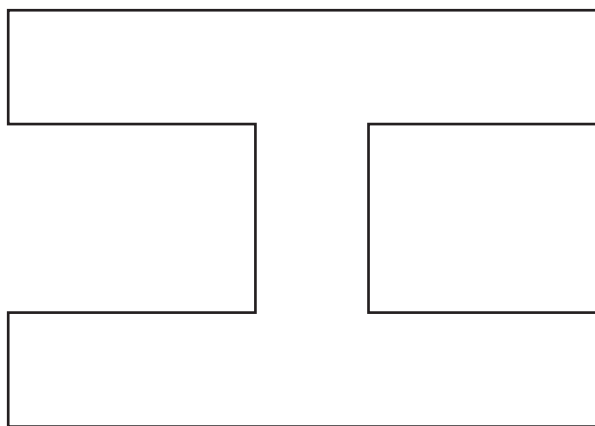
1. Fit to page (A4)
2. Colour in with your favourite colours!
3. Cut out and attach to string or ribbon or use some blue tack or tape and attach to your wall or window.

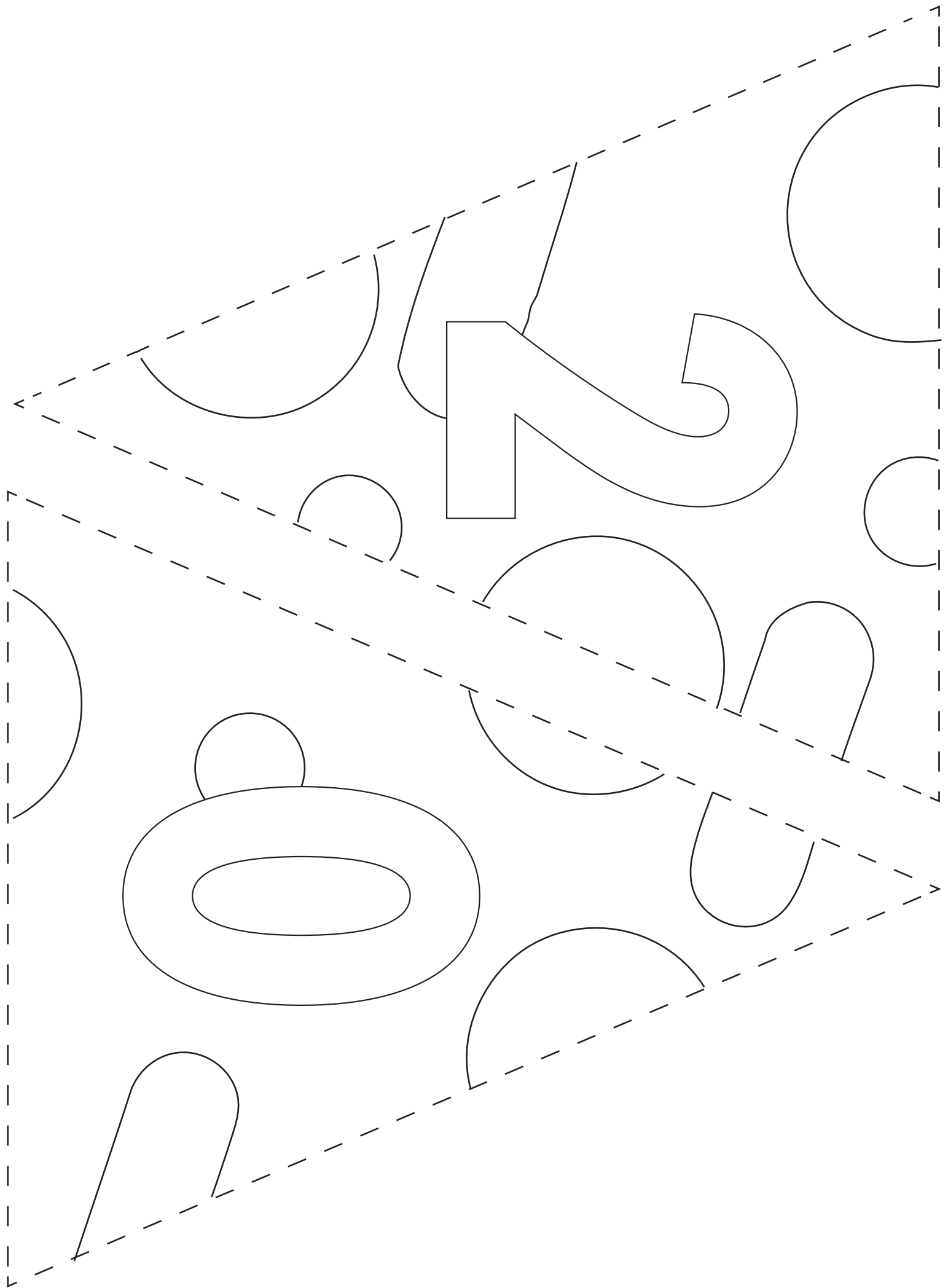


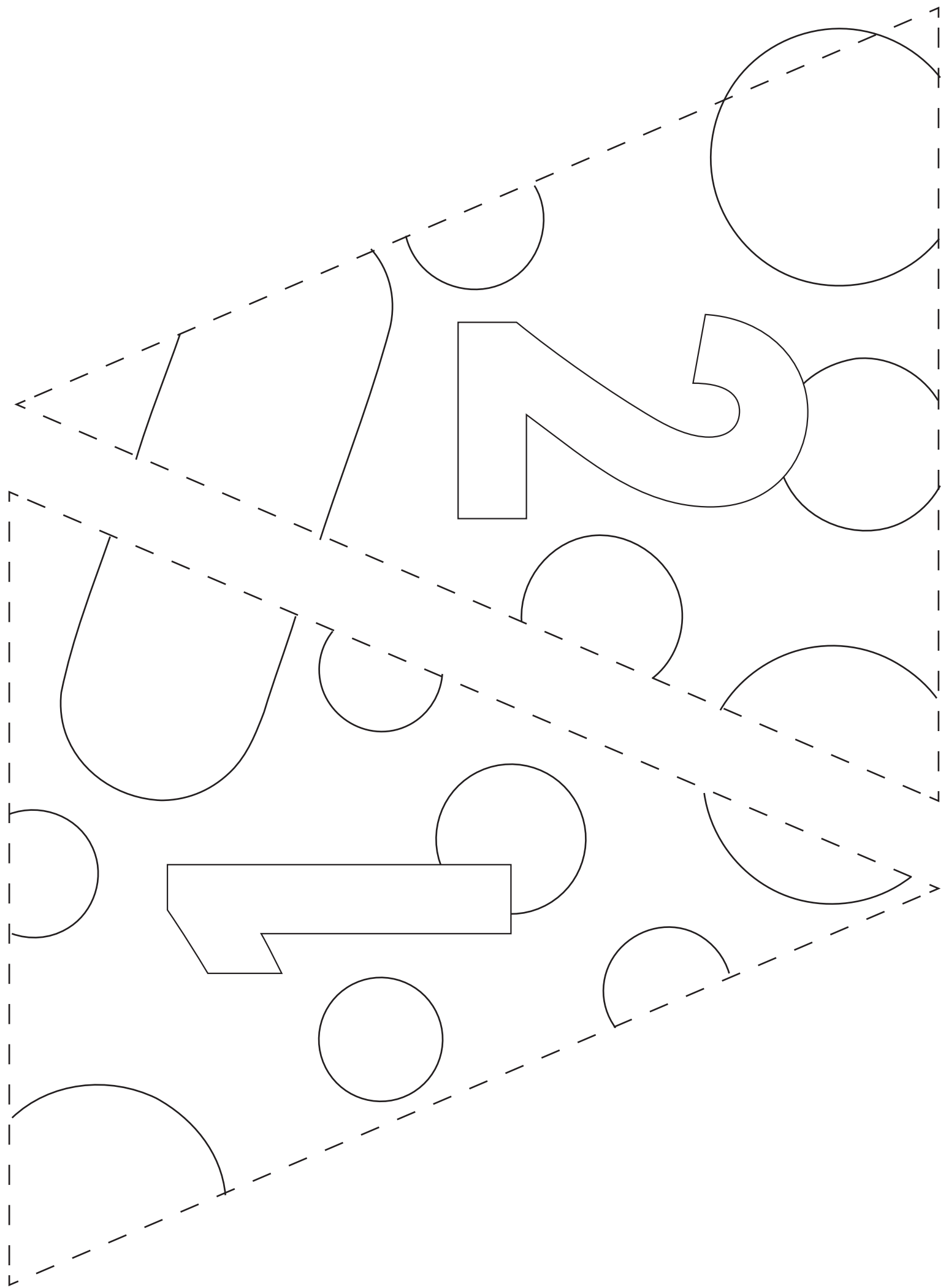












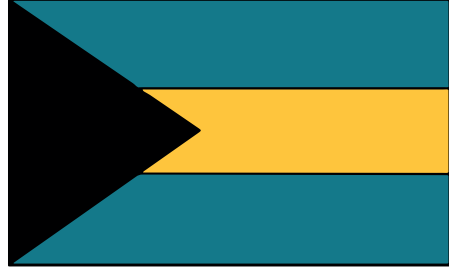
Caribbean Flags Colour Guidance

Use sheet for reference for colouring in.

BARBADOS



BAHAMAS



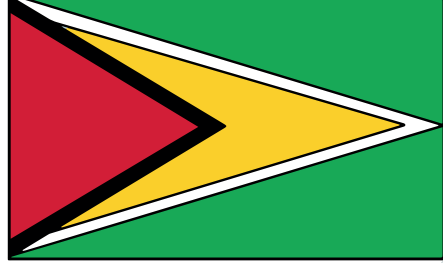
**ANTIGUA AND
BARBUDA**



JAMAICA



GUYANA



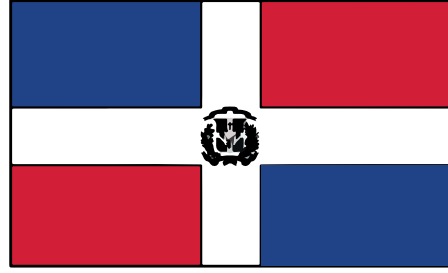
GRENADA



**TRINIDAD AND
TOBAGO**



**DOMINICAN
REPUBLIC**



DOMINICA



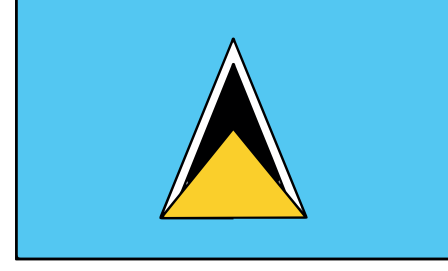
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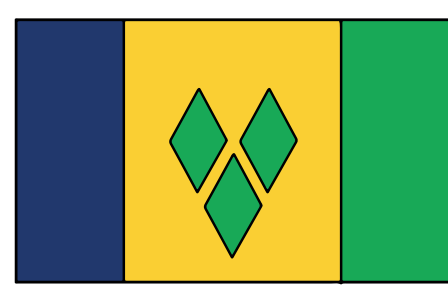
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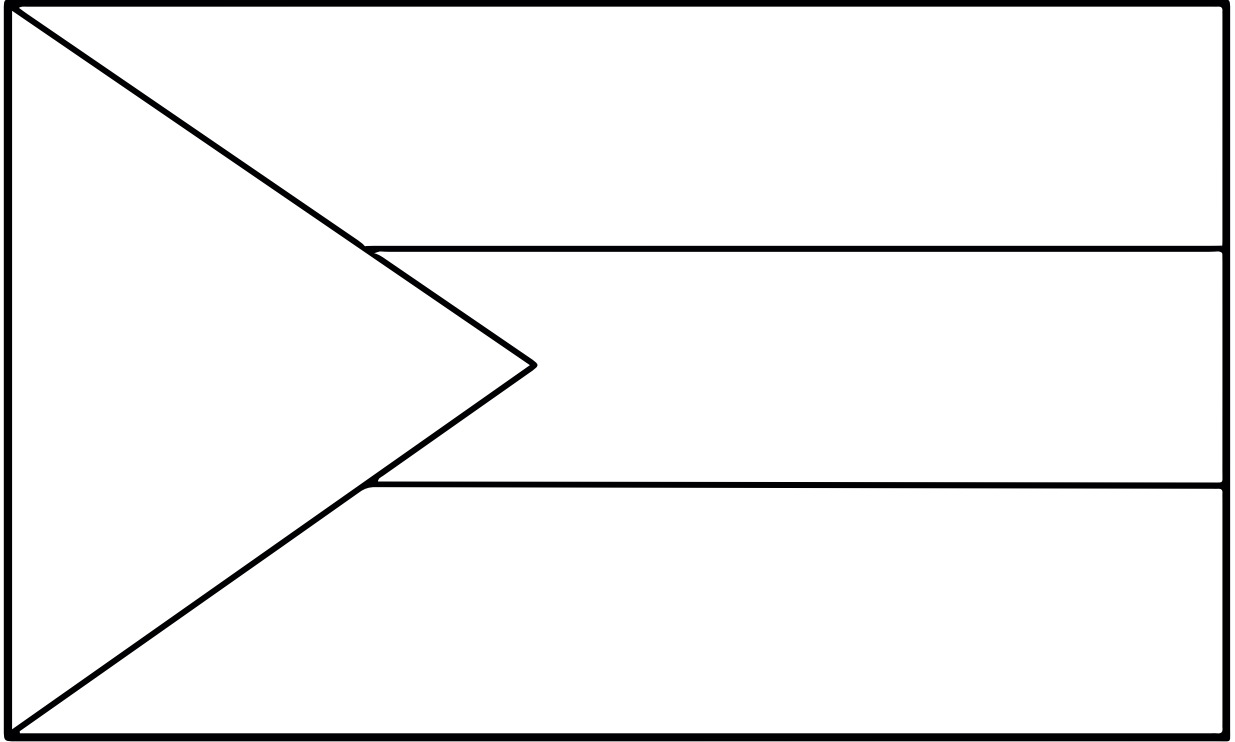


**ST VINCENT AND
THE GRENADINES**

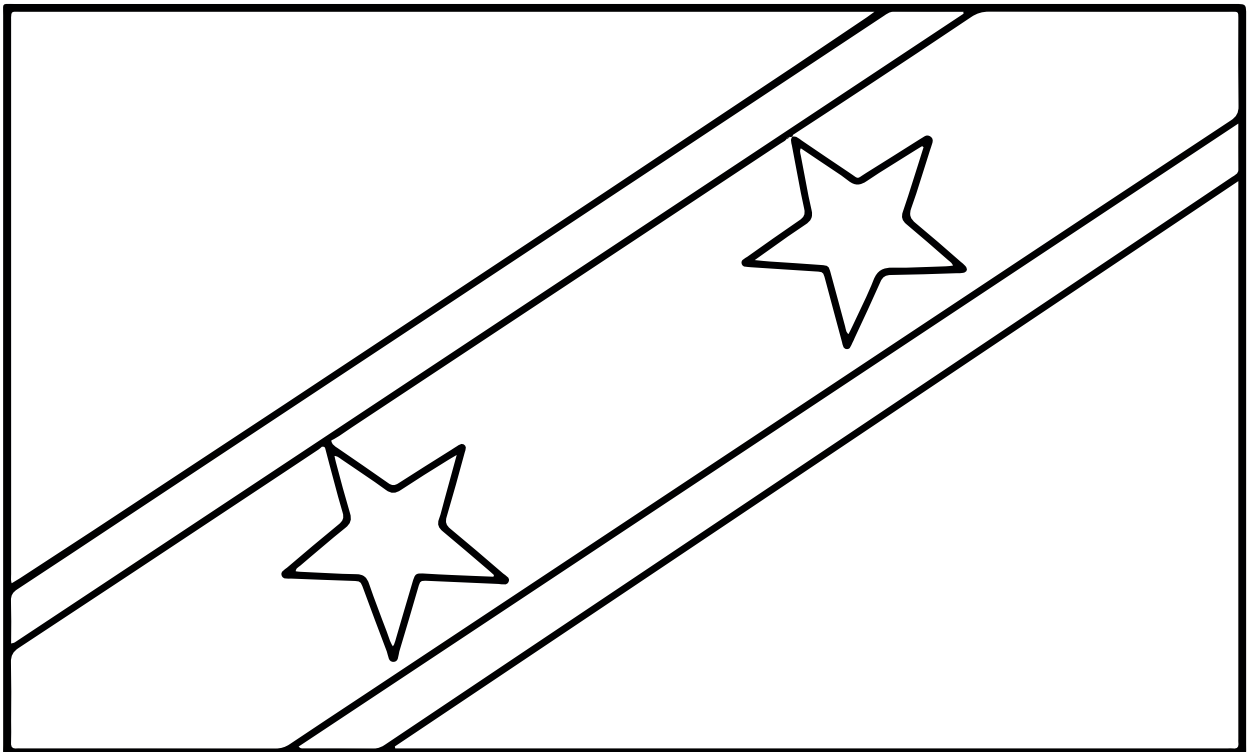


1. Fit to page (A4)
2. Colour in the flags colours - see reference sheet
3. Cut out and attach to string or ribbon or use some blue tack or tape and attach to your wall or window.

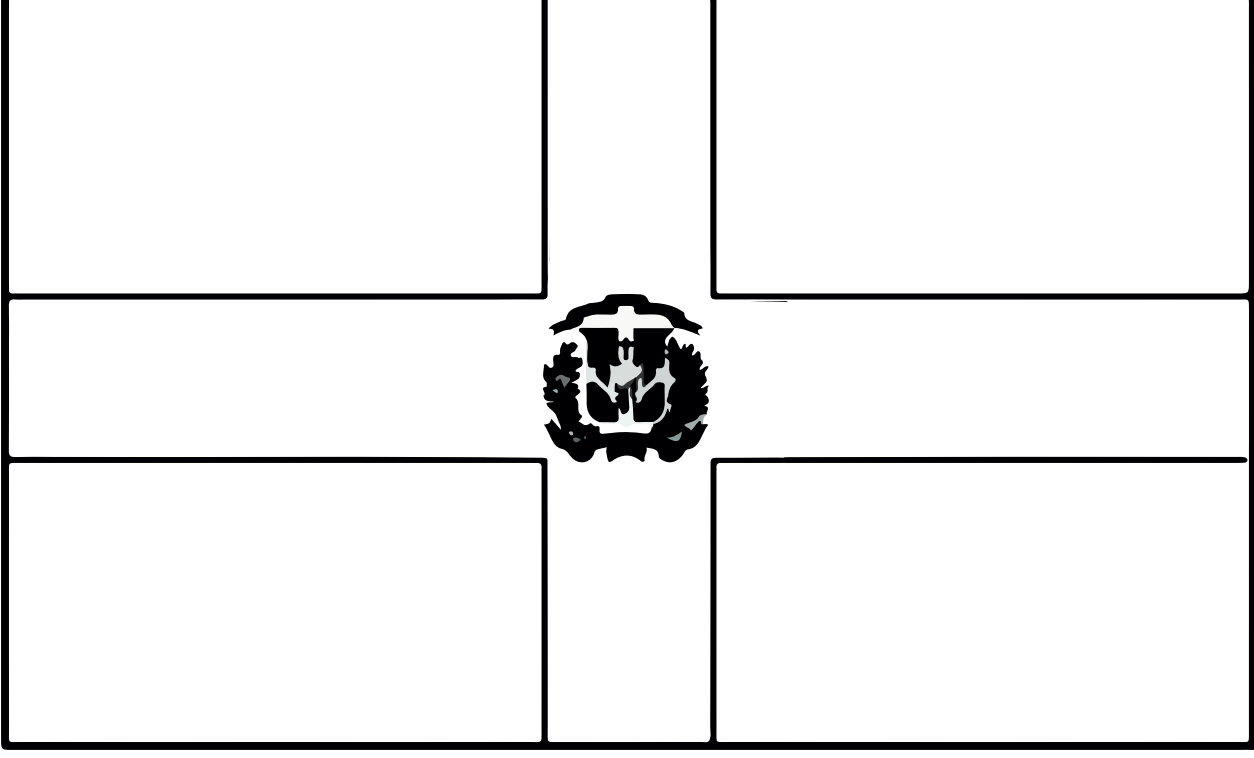
BAHAMAS



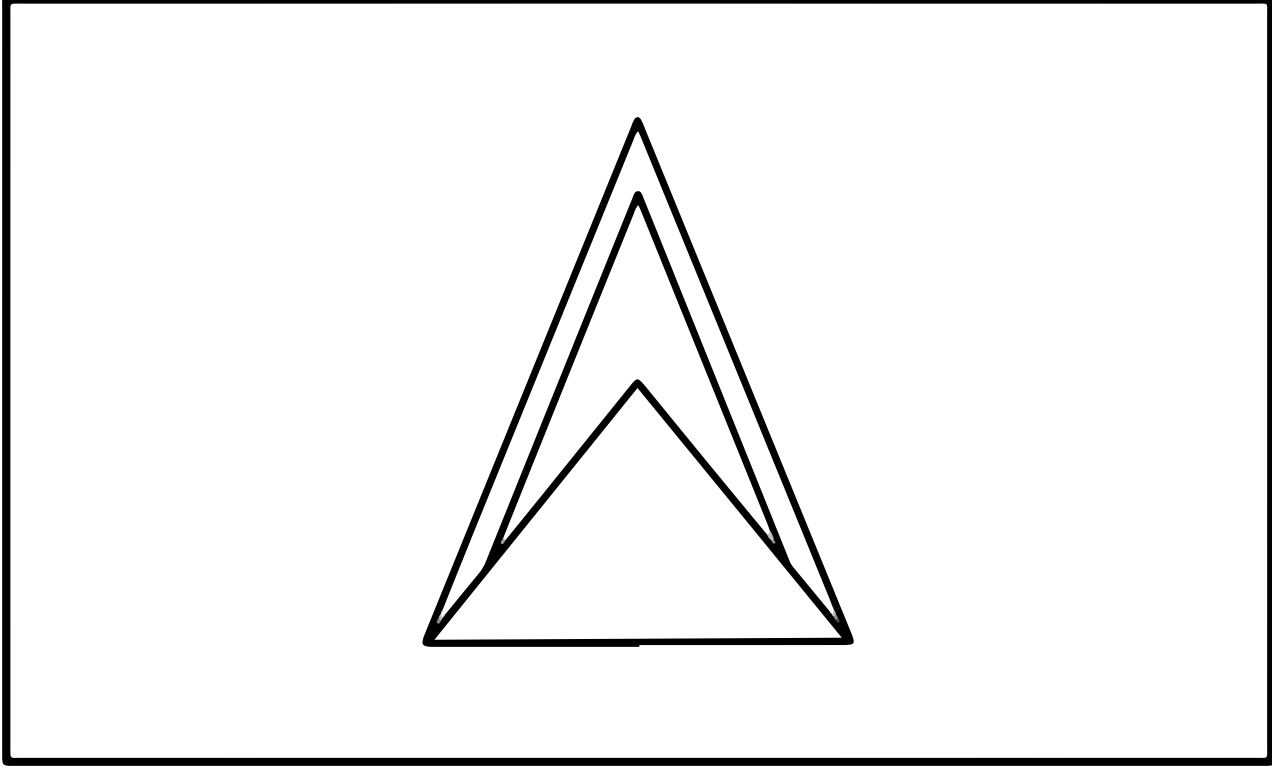
ST KITTS AND NEVIS



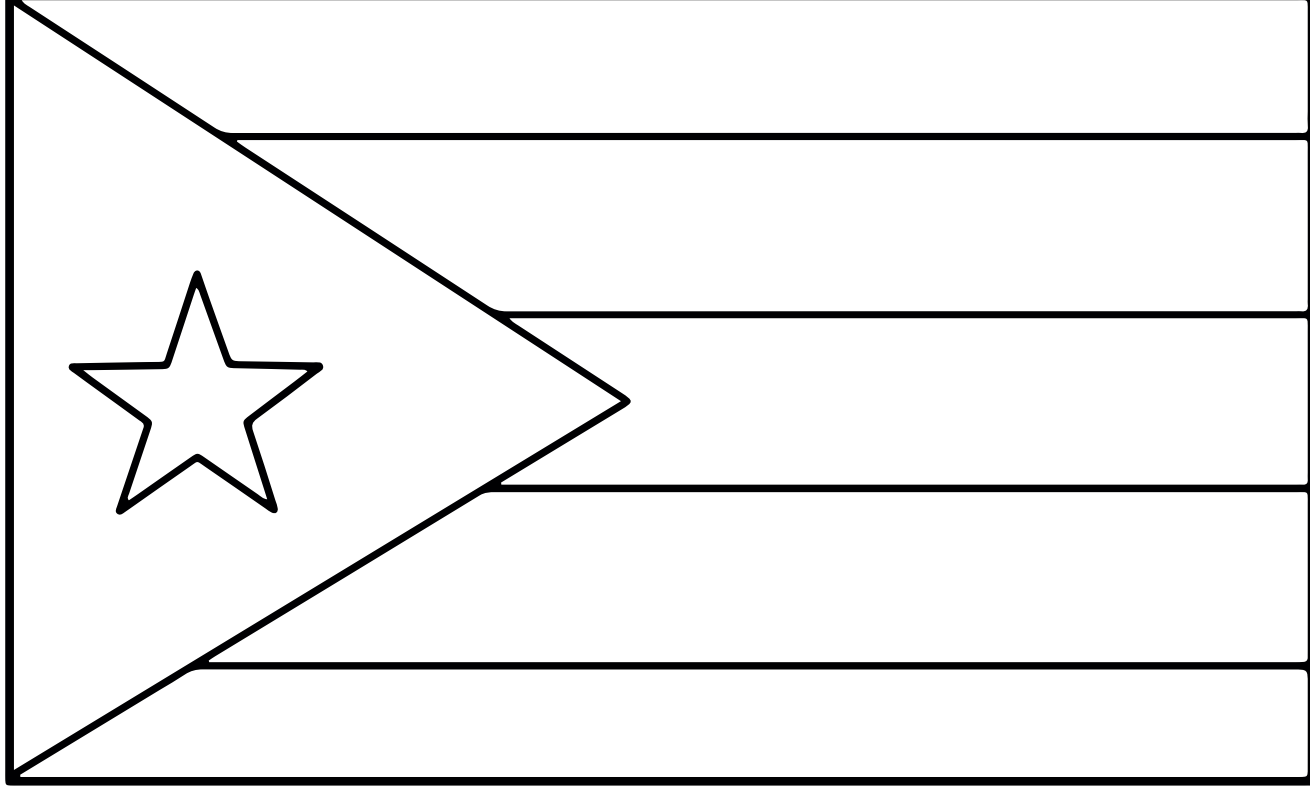
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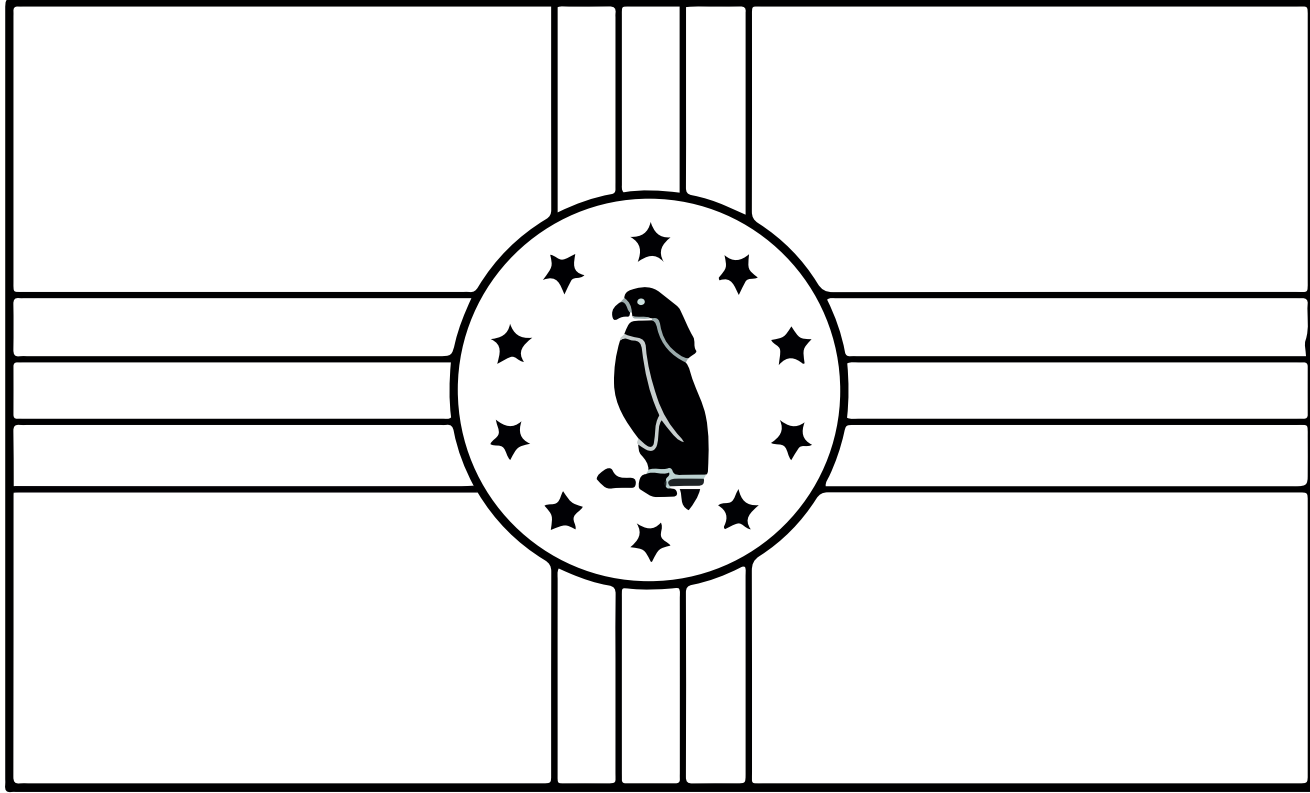
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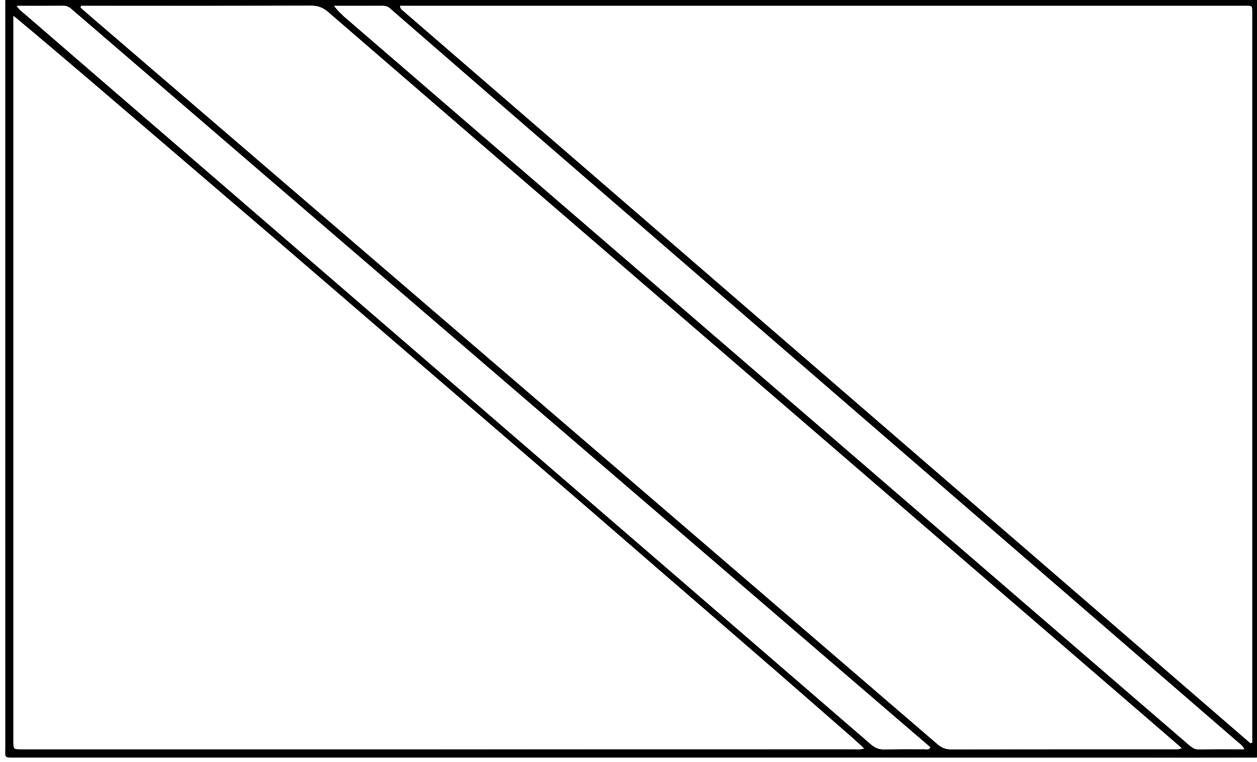
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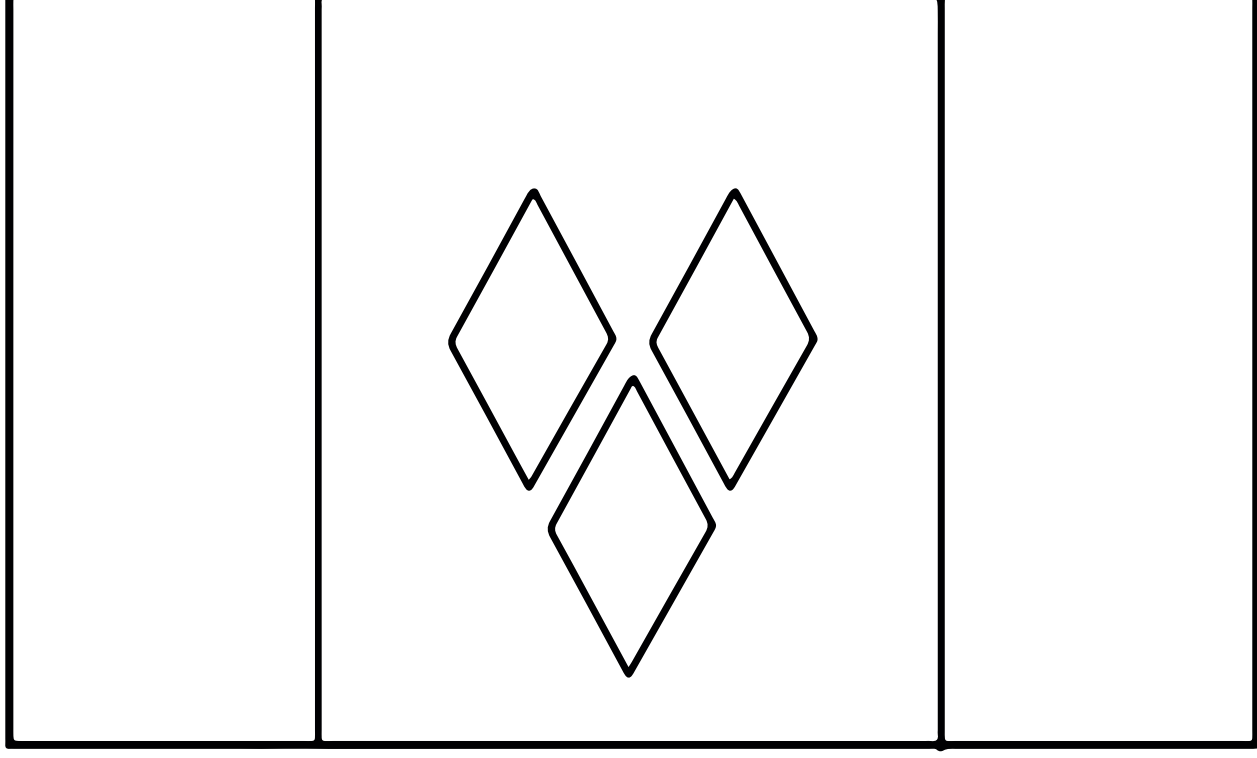
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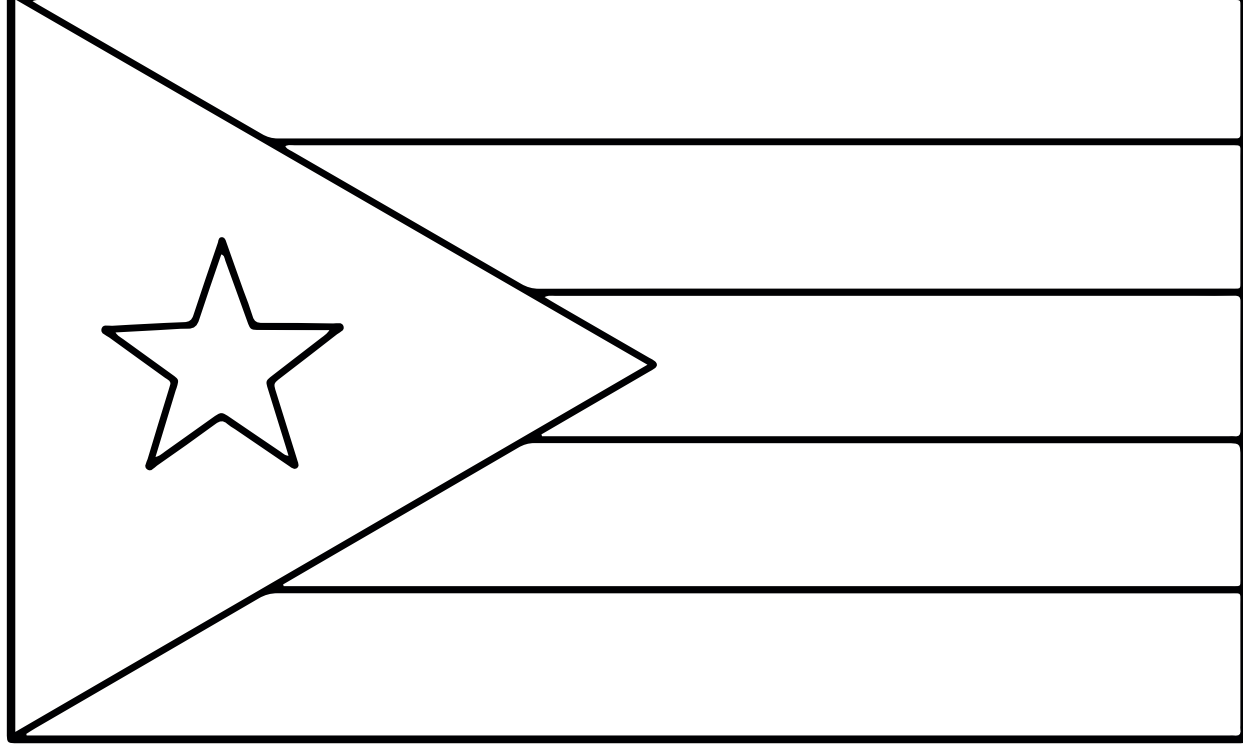
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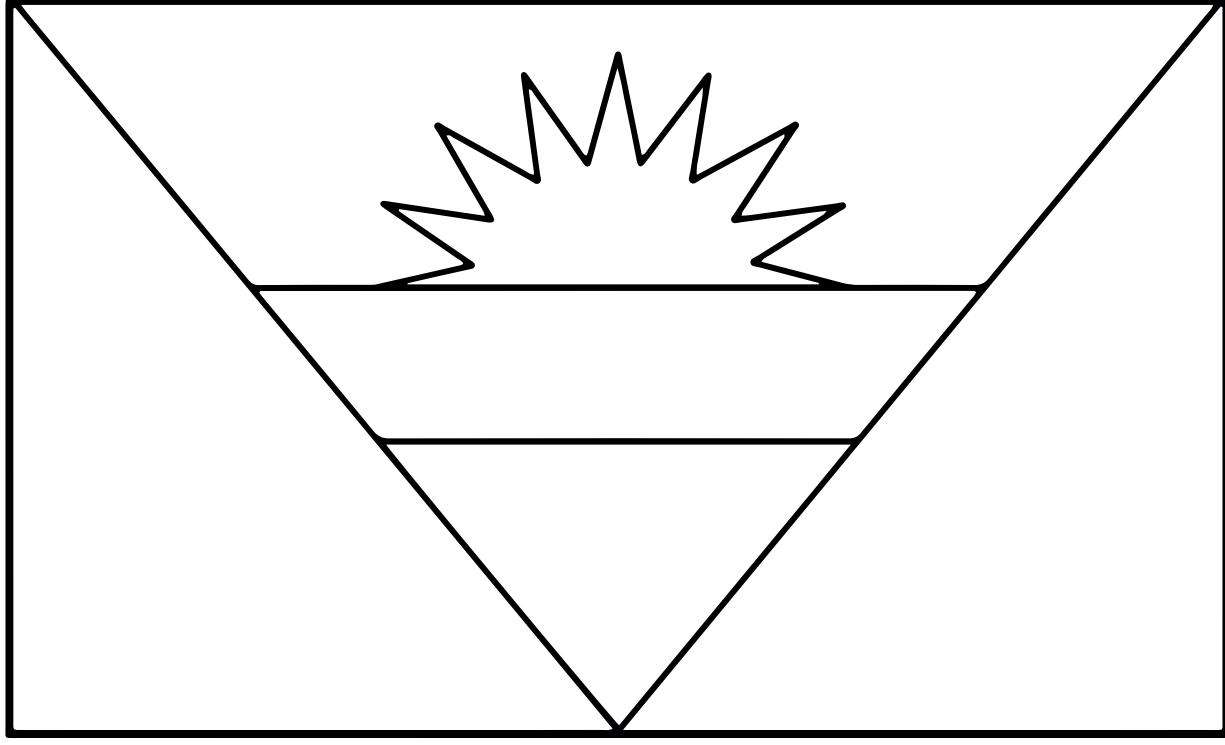
**ST VINCENT AND
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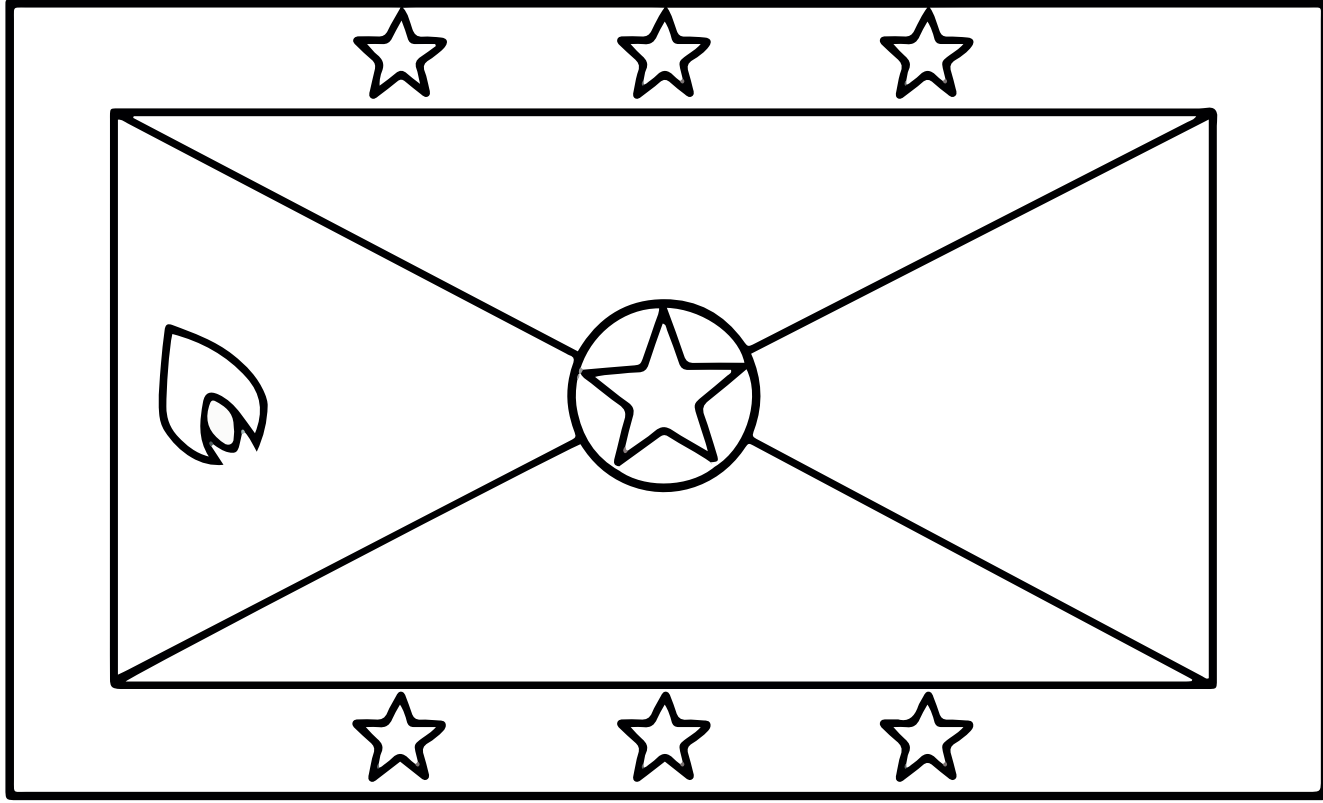
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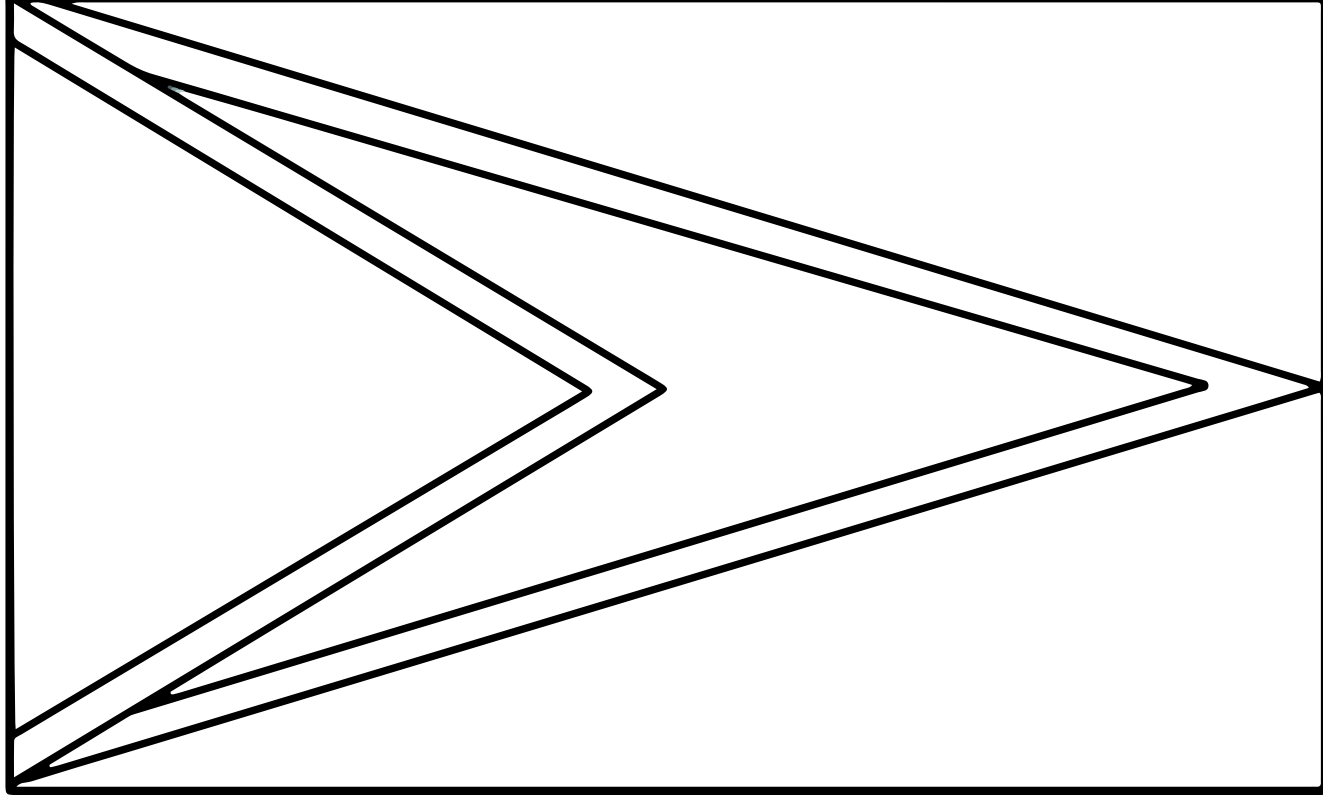
**ANTIGUA AND
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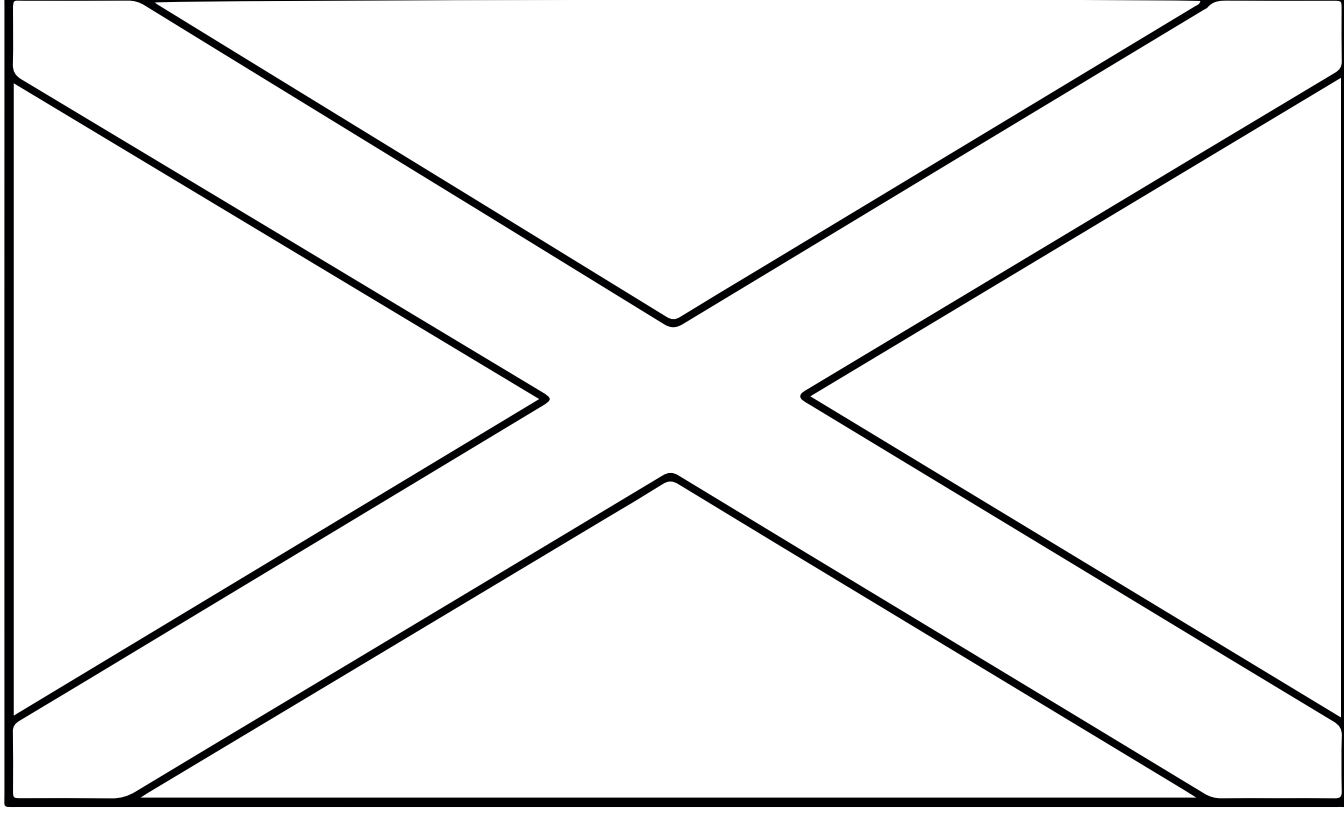
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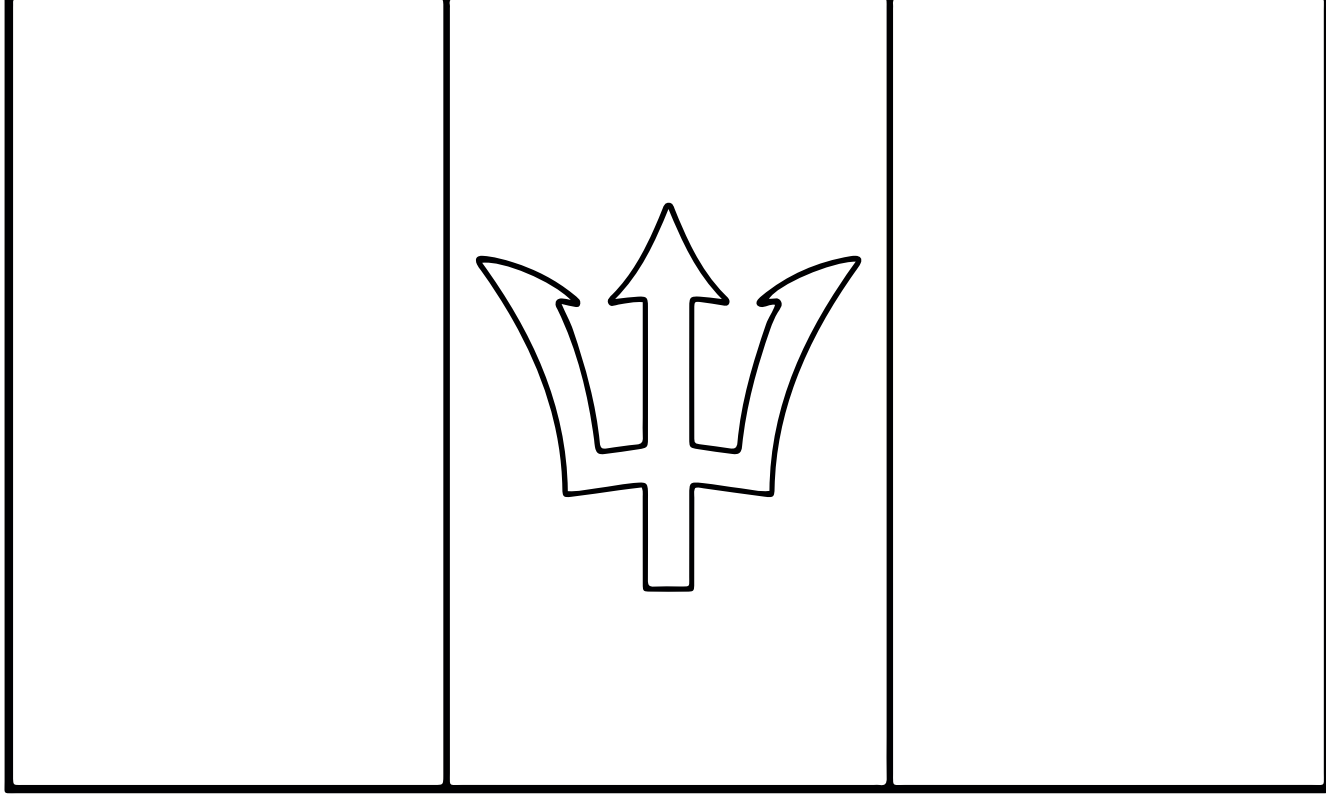
GUYANA



JAMAICA



BARBADOS



Sing at 10.27am 22 June 2021

SONG SHEET

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



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.

SONG-WRITING GUIDE FROM DES OLIVER

What do you think makes a successful song?

Regardless of the style of music—Hip-hop, Motown, Jazz, Rock, Blues, EDM, Classical—a great song always reflect the individuality of its creator. These are songs that connect with people; these are the songs that stay with us!

What do you think are the key components of a song?

Many pop songs consist of a melody (often sung); a rhythmic pattern or a drum groove; a bass-line; harmony (chords acting as a bed for the melody line), and lyrics that tell a story or depict a situation.

However, the main components of any good song are originality and authenticity. By all means, draw influence from other artists or songs you love, but any good song should reflect the unique personality of its creator!

Where do you start when composing a song?

If I am writing a song that has words, I always start with lyrics first and then work on the music later on. I find this way, my melodies flow outward from the natural rhythms and stresses of my words. However, methods differ between songwriters and composers, and many find a music-first approach works best. So, be open to experimentation and when you are creating, and be mindful of what approach works best for you.

The best way to get started... is to start! I always begin with whatever inspires me the most. Sometimes, that might be a drum rhythm, a chord, a bass line, or a simple tune. Other times, I play around at the piano or sing, and sometimes I compose at my computer. If ever I get stuck, I change my approach and try something new. It's always good to vary your working method as a way of staying motivated and keeping your ideas fresh.

Can you give some tips on structuring a song?

The structure of pop songs vary greatly between musical styles, many (not all!) typically have verses and choruses. Some songs will have an intro (a few bars of instrumental music before the main melody appears); an instrumental break (a brief instrumental section between the verse and chorus); a bridge (which connects to parts of a song such as a verse and chorus); middle 8 (typically 8-bars of new material providing contrast/variety to the song), or an outro (a concluding section placed at the end of a song).

Most songs will not feature all of these different sections, but minimally, songs tend to include contrasting verse and chorus material. Some examples of songs with unusual song structures might include: (see next page)

Bob Marley — Is this Love?

[Intro, Verse 1, Bridge, Chorus, Verse 2, Bridge, Chorus, Verse 3 (fade out)]

The Edwin Hawkins Singers — Oh Happy Day

[Intro, Verse 1, Chorus, Verse 2, Chorus, Verse 3 (repeated ad. lib), verse 4]

Soul II Soul — Back to Life

[Verse 1, Chorus, instrumental break, Verse 2 (shorter), chorus (longer), middle 8 (for 9 bars), Chorus (shorter), instrumental break, verse 3 (short), double chorus (fade)]

Activity: Listen to some of your favourite songs and using a pen and a piece of paper draw a diagram of what you think the structure is? You can then use this as the structure for your own song. You can label the different sections alphabetically (a, b, a, c etc) or (verse, chorus, verse 2, bridge etc).

Although song structures can be quite different from one another, what they almost always have in common is contrast. If the chorus were the daytime, then the verse would be at night. Contrast can be achieved in several different ways, these might include:

- A change in the lyrics (choruses tend to use fewer words than verses)
- A change of mood, emotion, or colour
- A change in the character of the melody. If the verse melody is low and repetitive, the chorus might be higher, and more varied. Or, vice versa.
- A change in dynamics (how soft or loud the music is)
- A change in the rhythm.
- Using a different chord or chords between sections
- Changing the number of instruments/sounds playing at the same time.

You don't need to change all of these elements, just experiment with two or three and see what happens.

Are there any rules when it comes to writing lyrics?

There are no rules as such, but your lyrics should always be about something. Instead of focusing on **how** to say something, focus first of all on **what** it is you want to say? Are you telling a story about someone you know, a character from a film or book for example, are you the main character of the lyrics (is the song about you, or something that happened to you in real life) or is the person entirely from your imagination, someone you know, or someone famous? Or, are you writing about a faraway destination? If you are stuck for ideas, think of a scene from a movie and describe it from the viewpoint of one of the characters.

A well-written lyric can make your listeners feel happy, angry, excited or surprised so it's important to think about the mood you want your song to convey, is it sadness, euphoria, or does the mood change over time?

Do you have any tips on writing lyrics?

The five senses can be your greatest allies in lyric writing because they help to place the listener in the situation you are portraying. When describing a situation think about sight, sound, smell, taste, and touch, as well as emotional feelings. For example, imagine you are standing in a beautiful garden:

- *What do you see?*
- *What can you feel (is it raining, are you cold, or can you feel the warm sun on your skin)?*
- *What can you hear (chirping birds, the wind in the trees, rustling leaves)?*
- *And, how do you feel emotionally (joy, fear, melancholy)?*
- You don't need to use them all, but one or two well-placed senses (a colour, a sound, a smell) can help breathe life into your lyrics.
- Without judgement, allow your imagination to wander freely (it doesn't need to make sense), don't try to write a lyric, just tell the story or describe the situation, and then you can go back and fine-tune what you have written. Think about ways you can move the story along, for example:
- *Why are you standing in the garden?*
- *Are you waiting for someone, or have you always been alone?*

Activity: *If you are really stuck on how to get started, a good trick is to create a spider diagram. Place a word in the middle of a blank piece of paper (it could be the name of a person, a destination, or an object) and use as many descriptive words as possible. Think about what the word reminds you of, and do the same with the new word, and so on. When you run out of ideas, go back to the original word and start again.*

Rhyme

Not every lyric needs to rhyme but the sounds of the words should complement each other. Don't be afraid to say or sing your lyrics out loud, (even if you think you are a "bad" singer) this is the best way to know whether the words feel nice for someone else to sing. How do the words feel in your mouth when you speak them, are they comfortable to say?

If you are writing a song for a singer, a common mistake is to make the lyrics too wordy (i.e. there too many syllables in each line). Think about if there are any words in the sentence that you could do without? Don't be afraid of simplicity, because some of the most spellbinding songs have very few lines.

The background is a solid teal color. It features several large, abstract shapes in orange and yellow. In the top left, there is a large orange shape with a rounded end. In the top right, there is a yellow circle. In the center, there is a large olive-green circle. In the bottom left, there is a yellow circle. In the bottom right, there is a large orange shape with a rounded end.

WINDRUSH ANTHEM

A NEW WINDRUSH ANTHEM

This year Pegasus Opera has commissioned the composer Des Oliver to create the first ever anthem for Windrush.

The anthem will stand as a legacy to be performed every year in commemoration. It will be premiered online on Windrush Day, June 22nd at 2pm.

We are encouraging schools to start learning the song as Lambeth's official Windrush anthem.

There are resources to help your school learn:

- the whole or part of the song
- the clapping rhythm
- a part titled the treble.

Resources

1. Rush Track with vocals
(soprano part sung by Artistic Director, Alison Buchanan)
2. Rush Music Score
3. Rush Lyric Sheet (alto & bass -Lower voices)
4. Rush Lyric Sheet (soprano & tenor – higher voices)
5. Video: Part 1 - Learning the clapping rhythm.
6. Video: Part 2 - The clapping rhythm in the context of the song

All of the resources can be accessed and downloaded from the drive listed [here](#).



ACKNOWLEDGEMENTS

Lambeth Council have worked in partnership with Elevate, The Brixton Project, Pegasus Opera Company and Black Cultural Archives to develop the Lambeth Windrush 2021 engagement programme of which this Teachers Pack is part of..

With thanks to:

Hakim Taylor
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Stockwell Primary

Sally Taylor
Michael Tippett School

WINDRUSH
2021

