



**PUFFIN SCHOOLS**

# **WINDRUSH DAY**

**WITH**

**Ages  
7+**



# **NATHAN BRYON**

**Educational activities for KS2**

Pack written by

**SHAPES**  
for schools

[www.puffinschools.co.uk](http://www.puffinschools.co.uk)

# WINDRUSH DAY

with Nathan Bryon



**Suitable for:** Ages 7+

**Includes:** Fun and engaging educational activities to celebrate Windrush Day on 22nd June

**Aim:** To understand and celebrate the legacy of Windrush Day!

**Use with:** Nathan Bryon's quick and fun video about Windrush Day

**Themes:**

✓ British Caribbean Communities    ✓ Black British History

✓ Identity, Culture and Heritage    ✓ Mary Seacole

**Subject Checklist:**

✓ Literacy    ✓ PHSE    ✓ Citizenship    ✓ Art, Design & Technology

✓ History    ✓ Geography

## Puffin Books Mentioned in This Resource

### ***Clean Up!* by Nathan Bryon and Dapo Adeola**

Join lovable, passionate Rocket as she sets off on a mission to save a Caribbean island from plastic pollution!

When Rocket goes for a holiday to visit her grandparents, she's shocked by the pollution that is spoiling their island home and putting the local sea life at risk. Can she think of a way to save the day?

This is a heartwarming, timely and empowering picture book, showing how we ALL can make a difference.



### ***The Extraordinary Life of Mary Seacole* by Alleanna Harris**

Mary Seacole is now known for her medical work in the Crimean War, and as a brilliant woman who combated the racial prejudice she experienced in her lifetime. But for a long time her story was lost.

From growing up in Kingston, Jamaica, as the daughter of a doctress to helping soldiers in the war, discover the details of the amazing life that Mary Seacole led in this beautifully illustrated book with real-life stories, timelines and facts.



# WINDRUSH DAY

with Nathan Bryon



## Contents:

1. WHAT IS WINDRUSH DAY? PAGES 4–8  
**Outcomes:** a map tracking the journey of the *SS Empire Windrush* ship;  
a letter from a passenger on board. Identification of difference in life  
between Britain and the Caribbean
  
2. NATHAN BRYON AND WINDRUSH DAY PAGES 9–13  
**Outcomes:** an ambassador statement;  
a personal profile celebrating identity, culture and heritage.  
Identify why Windrush Day is important.
  
3. EXTRAORDINARY BRITISH-JAMAICAN LIFE STORIES: MARY SEACOLE PAGES 14–18  
**Outcomes:** a factsheet about Mary Seacole;  
a mini-biography of Mary Seacole and another Black British person.  
Questions to ask of Mary Seacole to discover more.
  
4. REFLECTION ACTIVITIES PAGE 19



## Lesson 1: What is Windrush Day?

On 22 June 2021 we will mark the fourth national Windrush Day and the seventy-third anniversary since the SS *Empire Windrush* arrived at Tilbury Docks in Essex in 1948. On board were the first Caribbean migrants to the UK to help rebuild Britain after the Second World War.

Windrush Day shines a light on how the Windrush generation laid the foundations for the Black British society we know today. It also presents their astonishing legacy to all of British society and the contributions they made and continue to make today.

### Task 1:

The Windrush generation got on a ship that left the Caribbean to travel thousands of miles across the Atlantic.

Can you mark the journey of the SS *Empire Windrush* on the world map on the activity sheet? How long do you think it might have taken? Where do you think it stopped off?

### Task 2:

In the Caribbean, lots of young men and women had served in the British armed forces because at the time many Caribbean countries were still under British rule. After the war, some of these people answered an advert to come to Britain where there were lots of different jobs to do.

What do you know about life in Caribbean countries like Jamaica? What are the differences to life in Britain? Use the table on the activity sheet to note down your ideas.

### Task 3:

When the passengers arrived they didn't always get a friendly welcome. Many of them experienced racism and discrimination, and it wasn't always easy for them to find homes and jobs.

Try to step into the shoes of one of the passengers of the SS *Empire Windrush*. Use the activity sheet to write a letter home to a loved one still in the Caribbean about your journey, your experiences when you arrived, and the differences between British and Caribbean ways of life.

# WINDRUSH DAY

with Nathan Bryon



## Extension:

An estimated 500,000 people are now living in the UK who arrived between 1948 and 1971 from Caribbean countries. These people are called the Windrush generation.

The Windrush generation helped to rebuild British society after the war. They also brought with them an explosion of dance, art, writing and music which would transform British culture.

But some of the people who arrived in the UK as children were later told that they live here illegally.

In 2012 there was a change to immigration law and people were told they needed official documents to prove they could get things like free hospital treatment or benefits in this country. This led to some being sent to immigration detention centres and facing deportation – known as the Windrush scandal.

Write down or draw the different ways that Black Caribbean people have contributed to British society.

**Q.** What do you think of the Windrush scandal? Why is it unfair that the Windrush generation has been treated so badly after being part of British society for so long?

# WINDRUSH DAY

with Nathan Bryon



## Lesson 1: Task 1

The Windrush generation got on a ship that left the Caribbean to travel thousands of miles across the Atlantic. Can you mark the journey of the *SS Empire Windrush* on the world map below? How long do you think it might have taken? Where do you think it stopped off?



### NATHAN'S FUN-FACT 1!

**DYK:** the boat stopped off at FIVE different countries on the way – and over HALF the passengers were from Jamaica. How amazing is that?





# WINDRUSH DAY

with Nathan Bryon



## Lesson 1: Task 2

In the Caribbean, lots of young men and women had served in the British armed forces because at the time many Caribbean countries were still under British rule. After the war, some of these people answered an advert to come to Britain where there were lots of different jobs to do.

What do you know about life in Caribbean countries like Jamaica? What are the differences to life in Britain?

Use the table below to note down your ideas.



### NATHAN'S FUN-FACT 2!

**DYK:** most the passengers paid £28 to get to Britain but, back then, that was like paying £1,000! That is one expensive boat ride.

#### Britain

Climate:

Culture:

Food:

Way of Life:

#### Jamaica

Climate:

Culture:

Food:

Way of Life:



# WINDRUSH DAY

with Nathan Bryon



## Lesson 1: Task 3

When the passengers arrived they didn't always get a friendly welcome. Many of them experienced racism and discrimination, and it wasn't always easy for them to find homes and jobs.



Try to step into the shoes of one of the passengers of the SS *Empire Windrush*. Write a letter home to a loved one still in the Caribbean about your journey, your experiences when you arrived, and the differences between British and Caribbean ways of life.





# WINDRUSH DAY

with Nathan Bryon



## Lesson 2: Nathan Bryon and Windrush Day

### Task 1:

Look at the three words below. What do they mean? What do they mean to you?

#### Identity

#### Culture

#### Heritage

Create a word cloud or mood board or draw the different things that come into your head when you see these words.

### Task 2:

Watch Nathan's Windrush Day video again and see if you can answer the following questions:

1. Why does Windrush Day matter to Nathan?
2. Why does Nathan think that Windrush Day should matter to all of us?



### Task 3:

Nathan Bryon is the author of *Look Up!* and *Clean Up!* – which is set in the Caribbean island of Jamaica!

You can find out more about *Clean Up!* in the Puffin Inspiration Pack, Earth Day Pack and Empathy Day Pack on [www.puffinschools.co.uk](http://www.puffinschools.co.uk)!

Nathan is also the new Puffin World of Stories Ambassador. Nathan's mission is to promote diversity in children's books, and this mission is linked to his own identity, culture and heritage.

**Q.** If you were the ambassador for Puffin World of Stories, what would your mission be? How would your mission link to your identity, culture and heritage – and the things you care about?

### Task 4:

Take some time to think about your own identity, culture and heritage and how they influence you and your passions.

Complete the personal profile on the activity sheet by thinking more deeply about who you are.

For example, the boxes can be used for illustrations of you, your family members, and/or flags of places that are important to you, such as the country your grandparents or parents were born in, or a country/countries you have lived in or would like to live in. Put these passports on display in the classroom so that you can learn something new about one another.

### Extension Question:

Why is it important to celebrate each other's stories? How is this linked to Windrush Day?



# WINDRUSH DAY

with Nathan Bryon



## Lesson 2: Task 1

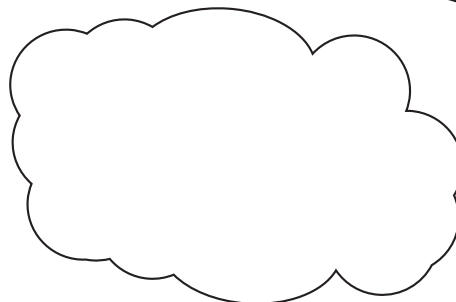
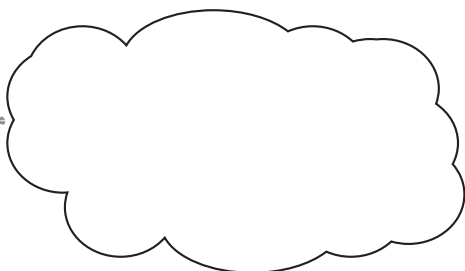
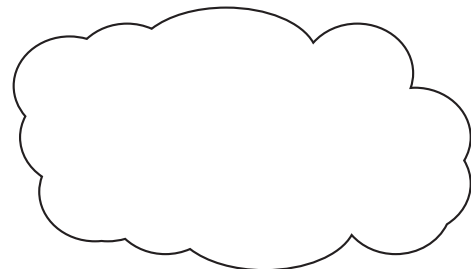
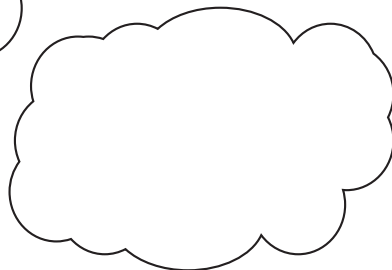
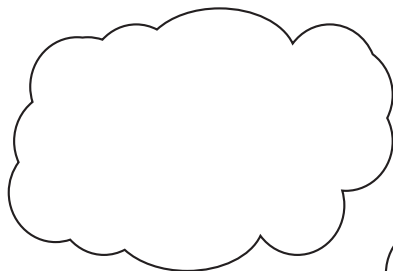
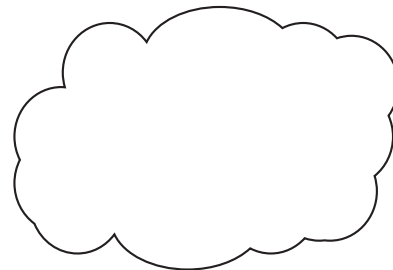
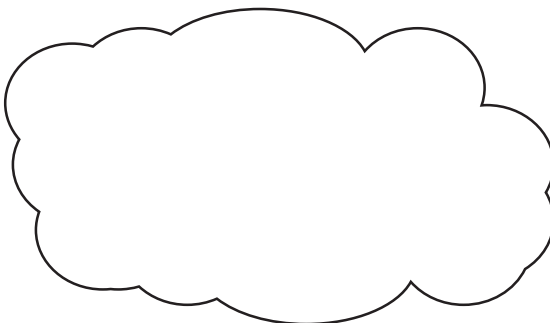
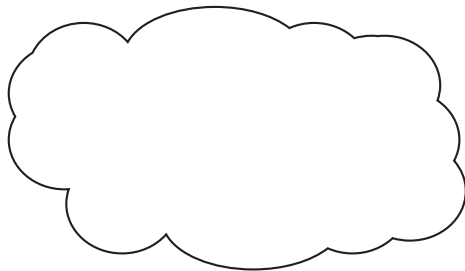
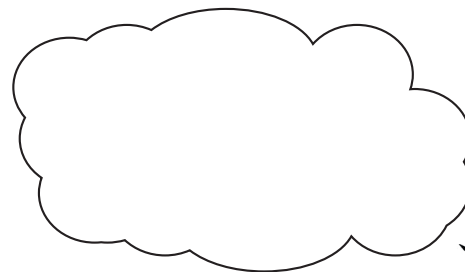
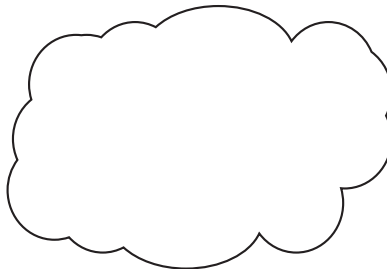
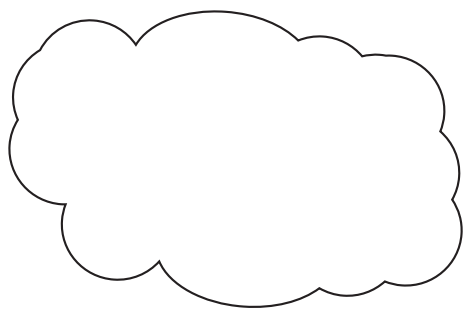
Look at the three words below. What do they mean? What do they mean to you?

**Identity**

**Culture**

**Heritage**

Create a word cloud or mood board or draw the different things that come into your head when you see these words.







# WINDRUSH DAY

with Nathan Bryon



## Lesson 2: Task 3

Nathan Bryon is the author of *Look Up!* and *Clean Up!* – which is set in the Caribbean island of Jamaica!

You can find out more about *Clean Up!* in the Puffin Inspiration Pack, Earth Day Pack and Empathy Day Pack on [www.puffinschools.co.uk](http://www.puffinschools.co.uk)!

Nathan is also the new Puffin World of Stories mbassador. Nathan's mission is to promote diversity in children's books, and this mission is linked to his own identity, culture and heritage.



**“ As ambassador, I've made it my mission to promote diversity in children's books. A book has the power to change anyone, so they must be available to everyone – with young people from all backgrounds able to feel excited and inspired by the characters they read about. ”**

**Nathan Bryon, Author**

**Q.** If you were the ambassador for Puffin World of Stories, what would your mission be? How would your mission link to your identity, culture and heritage – and the things you care about?



“

”





# WINDRUSH DAY

with Nathan Bryon



## Lesson 2: Task 4

Take some time to think about your own identity, culture and heritage and how they influence you and your passions.

Complete the personal profile below by thinking more deeply about who you are.

For example, the boxes can be used for illustrations of you, your family members, and/or flags of places that are important to you, such as the country your grandparents or parents were born in, or a country/countries you have lived in or would like to live in. Put these passports on display in the classroom so that you can learn something new about one another.



### My Personal Profile

Name and nickname if you have one:.....

An interesting fact about me:.....

.....

An interesting fact about my family:.....

.....



Some interesting information about my culture:.....

.....

Some interesting information about my heritage:.....

.....

What makes me different and unique:.....

.....



Things I care about:.....

.....

My favourite things:.....

.....







## Lesson 3: Extraordinary British-Jamaican Life Stories: Mary Seacole

### Starter Discussion:

1. Can you think of any historical figures from Jamaica that have inspired you? Why are they inspiring?
2. Have you heard of Mary Seacole? Who was she?
3. What do we mean by the term 'biography'? Why is it important to share the stories of extraordinary people?

### Task 1:

Nathan Bryon mentions Mary Seacole in his Windrush Day video. Let's learn a little bit more about her!

**Mary Seacole was born Mary Jane Grant on 23 November 1805 in Kingston, Jamaica. Her mother was Jamaican and a doctress, and her father was Scottish and an officer in the British Army. Jamaica was seized by the British in 1655, so by the time Mary was born, most Jamaicans worked as slaves for their British masters. However, like her mother, Mary was born free.**

The factsheet lists ten facts about Mary Seacole, taken from *The Extraordinary Life of Mary Seacole*.

Can you write down what the facts listed tell you about Mary's qualities, talents and skills – as well as the challenges she faced in her life?

### Task 2:

Use your factsheet to create a mini-biography of Mary Seacole in the template provided on the activity sheet. When you've finished, you might also want to create a mini-biography for Nathan Bryon or another inspiring British-Jamaican of your choice!

### Task 3:

When you have found out more information about Mary Seacole, come up with a list of three questions that you would like to ask her if you could interview her in real life.

# WINDRUSH DAY

with Nathan Bryon



## Lesson 3: Task 1 – Factsheet

Nathan Bryon mentions Mary Seacole in his Windrush Day video. Let's learn a little bit more about her!

**Mary Seacole was born Mary Jane Grant on 23 November 1805 in Kingston, Jamaica. Her mother was Jamaican and a doctress, and her father was Scottish and an officer in the British Army. Jamaica was seized by the British in 1655, so by the time Mary was born, most Jamaicans worked as slaves for their British masters. However, like her mother, Mary was born free.**

On the factsheet below are ten facts about Mary Seacole taken from *The Extraordinary Life of Mary Seacole*.

Can you write down what the facts listed tell you about Mary's qualities, talents and skills – as well as the challenges she faced in her life?



EXTRAORDINARY FACTS	POSSIBLE CHALLENGES FACED	QUALITIES, TALENTS & SKILLS
As well as being a female doctor who could cure illnesses with local herbs and medicines, Mary was also a businesswoman and set up hotels and shops throughout her life.		
Mary first travelled to England in 1821 when she was just 16 years old!		
In the 1800s, it was considered unusual for a woman to travel alone. However, Mary was very independent and ended up writing a book about all her solo travels. This became the first-ever autobiography published by a free black woman in the British empire.		
In 1836, Mary married Edwin Horatio Hamilton Seacole, a white British merchant. Edwin was the godson of Admiral Nelson! He passed away in 1844 and despite proposals from other men Mary never remarried.		



# WINDRUSH DAY

with Nathan Bryon



EXTRAORDINARY FACTS	POSSIBLE CHALLENGES FACED	QUALITIES, TALENTS & SKILLS
An outbreak of cholera hit Jamaica in 1850. Mary studied the disease, and learned a lot about how to treat those infected. She later treated a terrible epidemic of cholera in Cruces on the Isthmus of Panama, and caught a mild case of it herself!		
In 1852, a man made a speech to thank Mary for helping those who had been sick, but exclaimed that it was a shame her skin wasn't white as it would make her more acceptable. Mary could not allow this kind of prejudice to be ignored – so responded that her skin colour made no difference to all the work she had done.		
The Crimean War broke out in 1853 and by the next year Mary had arrived in London to offer her skills as a nurse. Mary was told that all the nursing positions had been filled and that she would not be chosen even if a vacancy came up. But Mary was determined to help the soldiers, so she paid her own way to the Crimea.		
Mary treated British, French and Sardinian soldiers – but she also tended to Russian soldiers, even though they were technically the enemy.		
Mary was forgotten about in history after her death in 1881. It was only in 1980 that her story was rediscovered by historians.		
A statue of Mary Seacole stands outside St Thomas' Hospital in London and is believed to be the first in the UK to honour a black woman.		



# WINDRUSH DAY

with Nathan Bryon



## Lesson 3: Task 2

Use your factsheet to create a mini-biography of Mary Seacole in the template provided below. When you've finished, you might also want to create a mini-biography for Nathan Bryon or another inspiring British-Jamaican of your choice!

### Mini-Biography: Mary Seacole



#### Facts: Early Life

Hometown:.....  
Culture:.....  
Region:.....  
Family:.....  
Education:.....  
.....

#### Facts: Later Life

Ambitions:.....  
Skills:.....  
Talents:.....  
Achievements:.....  
Identity:.....  
Personality traits:.....

#### Challenges Faced and Overcome:

.....  
.....  
.....  
.....  
.....  
.....

#### Impact on the World:

.....  
.....  
.....  
.....  
.....  
.....



# WINDRUSH DAY

with Nathan Bryon



## Lesson 3: Task 3

When you have found out more information about Mary Seacole, come up with a list of three questions that you would like to ask her if you could interview her in real life.



**Q1:**



---

---

---

---

---



**Q2:**



---

---

---

---

---



**Q3:**

---

---

---

---

---







# WINDRUSH DAY

with Nathan Bryon



## Windrush Day: Reflection Activities

Take a look at the work that you have completed.

With your partner, take turns to complete the following statements:

Some things I have learned about the Windrush generation are

---

---

It's important to remember and celebrate the legacy of the Windrush generation because

---

---

It's important to learn about Black British History because

---

---

I have been inspired by Mary Seacole and other Black British people like

---

---

The reasons they inspire me are

---

---

I will continue to celebrate and support British-Caribbean communities by

---

---

‘UNLESS I AM ALLOWED TO TELL  
*the story of my life*

IN MY OWN WAY, I CANNOT TELL IT AT ALL’

Mary Seacole

