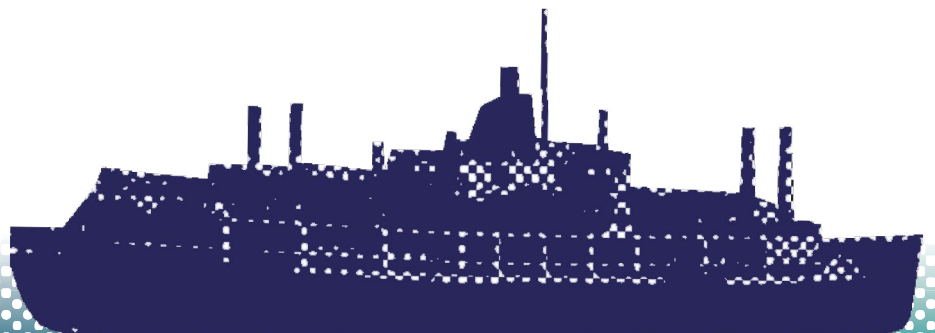




Teacher's Notes

Leadership on a Journey: Migration Stories



Introduction

Leadership on a Journey was an exhibition held at Wesley's Chapel & Leysian Mission in late 2021/early 2022. It explored the experiences of leaders from the Black British, Asian and global Methodist family. The leaders shared their experiences within the Methodist church and society generally, including their stories of migration and journeys.

It is these experiences that we have used to create this workshop.

Profiles of leaders included in this workshop:



Norman Mullings

Norman Mullings is a leading community worker in north west London, he is an active member of Harlesden Methodist Church.

He was born in Jamaica and grew up in a Methodist family. He moved to Britain in 1958, aged 18, in order to study to be a teacher. He joined Harlesden Methodist Church shortly after arriving in London and has been a member ever since. He was one of the founders of the International Friendship Council and The Learie Constantine West Indian Association, supporting members of the local community. He has also served in a number of public roles, consistently calling for equality, an experience shaped by the racism he has faced.



Rev. Dr. Inderjit Bhogal

Inderjit Bhogal is a former President of Conference (the highest position within the Methodist Church), interfaith campaigner and was awarded the Methodist World Peace Award in 2018.

Inderjit was born in Kenya to an Indian Sikh family. He moved to Dudley as a teenager with his family in 1967. After experiencing racism at school and in society, he was welcomed into his local Methodist church and from there his work around interfaith relations and protecting those seeking asylum began. He is the founder of the 'City of Sanctuary' and 'Church of Sanctuary' movement which aims to provide support and advice for those people seeking sanctuary in the UK.

Overview

This workshop has been created in line with the GCSE module: 'Britain: migration, empires and the people c790 to the present day'.

The lesson should take approximately 1 hour.

Learning aims:

- Awareness of key dates linked to 20th century immigration policy
- Consideration of different reasons for migration
- Consider how experiences can impact outcomes
- Encourage empathy for those that have faced/face migration in their life

Slide 1 – 3: Introduction

Summary of the following:

What time period the workshop is looking at (20th century, post-war).

Two leaders from the 'Leadership on a Journey' exhibition are featured in the workshop; they will be introduced later.

The workshop will look at the experiences, impact and outcomes for the leaders featured.

The British Government looked to increase migration to the UK to help 'rebuild' the country after World War II.

Slide 4: Timeline

The timeline is also printed in the students' workbook. You may want students to spend a few minutes looking at the timeline. It details some of the government acts passed in relation to immigration since 1948 until the early 2000s, and related developments within the Methodist Church. It also highlights some of the driving forces behind migration since 1948.

Slide 5: See, Think, Wonder exercise (complete in workbook)

In groups, students should look at the photo on page 3 of the workbook.

This exercise is designed to allow students to spend longer examining sources and encouraging them to think creatively. By spending longer examining the images, students are encouraged to look deeply at them to pick up details and information that might otherwise be missed.

Some questions they ask might not have answers, but the questions can be used for further work such as creative writing or drama.

See: Spend a few minutes looking at the photo. Write down what you can see (page 4 in workbook). Don't make assumptions at this point, just write down what is actually in the photo, facts.

Examples for this image:

- There are more than 10 people in the photo
- The people are smartly dressed
- They are not carrying lots of luggage
- The people are walking off a boat

Think: What do you think? Students can spend a few minutes writing down what they think might be happening in the photo, this might be informed by prior knowledge (such as knowledge of the Windrush generation).

Examples: Thinking about the date the photo was taken by looking at clothes, clues to the location, clues from the clothes people are wearing (such as uniforms).

Wonder: This exercise can help with further work such as creative writing or drama. Students should think about questions that have occurred to them by studying the photo such as:

How does a particular person in the photo feel? What are the relationships between people in the photo? Why was the photo taken? Who took the photo? Which country are the people coming off the boat visiting? Are the people in the photo visiting or migrating?

The photo shows a family disembarking the Begona Liner in 1962 at Southampton. The ship docked not long before the 1962 Commonwealth Immigrants Act came into force, which required prospective immigrants to apply for an employment voucher. In 1948 the British Government had passed the British Nationality Act which conferred the status of British Citizen on all Commonwealth subjects, recognising their right to work and settle in the UK. The 1962 Commonwealth Immigrant Act was the first act passed that saw restrictions placed on the rights of Commonwealth citizens since 1948.

Slide 6

Introduction to Norman Mullings.

At the age of 18, in 1958, Norman decided to come to the UK to study in order to become a teacher. As Jamaica was a commonwealth country, Norman had British citizenship with the right to live and work in the UK.

Norman grew up in Jamaica and was a member of the Methodist Church. He remembers ministers, mainly men, coming from England to Jamaica and the reverence with which they were held.

Play the audio on slide 6 before loading the second paragraph.

Audio clip transcript:

“ When you worship in Jamaica, you had ministers from England who came to Jamaica. When the ministers came to Jamaica, I remember my grandmother and my parents, they usually treated them with utter respect. The best thing we grew, would be for the minister. At harvest time whatever we had we took to the church and that is how we treated the ministers when they came. Indeed, the majority of us had to walk miles to church but, the first thing we normally did, is to do some fundraising to make sure we had a small vehicle for the minister to drive to church. ”

Expectations exercise (complete in workbook, page 5).

Using their thoughts from the ‘see, think, wonder’ exercise and Norman’s audio about the Methodist Church in Jamaica, alongside how they might feel moving to a new country at the age of 18, students will be asked to think of three words linked to Norman’s expectations or feelings when leaving his home to start a new chapter in the UK.

Slide 7

Click for first sentence on slide and play audio.

Norman was turned away from the first Methodist Church he attended because he was black. This was a huge shock to him coming from a Methodist family.

Audio clip transcript:

“ It was a shock! Because I couldn’t believe that was a Christian person. We’re supposed to be good Christians. ‘Love thy neighbour as yourself’, you know, ‘love one another’. What sort of a neighbour am I? But it didn’t strike me that because you’re black? That’s the reason! I thought, well, I haven’t gone in there... I haven’t said anything, I haven’t sung out of tune. I haven’t done anything wrong. But see what he said, you know: “Just don’t come back because you may not feel comfortable.” It’s for me to feel whether I’m comfortable or not. Not for you to tell me. He was deciding what is right for me, and he said: “You may feel you may not feel comfortable, so it’s best not to come back.” But if many of us don’t go there then I will never feel comfortable. So then I decided, I think I went it wasn’t the following Sunday, it was some Sundays after, but then I decide you know what, I have a friend in Harlesden, let me go to Harlesden, and that’s when it started. So, we went to Harlesden and the reception was a bit better and there were a few more black people in the congregation. ”

Click for questions relating to the audio clip. Allow time for a short discussion in pairs about their reaction to this story. Students can write their thoughts down on page 6 of the workbook.

Click for Outcomes – Norman was determined to find a place of worship and did, Harlesden Methodist Church where he is still a member today.

He also became an active member of his local community acting as a school governor, magistrate and helping to found organisations to support community members such as the International Friendship Council and The Learie Constantine West Indian Association. Both of these latter organisations support members of the West Indian community in north London.

Slide 8

Introduction to Rev. Dr. Inderjit Bhogal.

Slide 9

Using the information sheets in their workbooks, students will complete a venn diagram looking at where the stories of Norman and Inderjit diverge and converge.

Some outcomes from the exercise might be:

- Understanding different motivations behind migration stories
- Experiences (both positive and negative) feeding into outcomes in a person's community life
- Differing reactions from established organisations, in this case the Methodist Church, to migration in the past

Where Norman's and Inderjit's stories converge:

- Both have British citizenship, which influenced why they chose to move here
- Even though they faced different reactions from their local churches, the impact this had influenced their work throughout their lives
- Both played important roles in their local communities and further afield
- The negative experiences both men faced when they moved to the UK, led to them working to support people in similar situations. With Norman through the local community groups he helped to establish and with Inderjit through his interfaith work, such as 'Cities of Sanctuary'

Where they diverge:

- They came to the UK for different reasons; Norman to study and Inderjit because his family were facing persecution
- Norman was not welcomed by the first Methodist church he attended, Inderjit was
- Norman was brought up as a Methodist
- Inderjit became a Methodist, but was born into an Indian Sikh family

Slide 10: Reflection activity

Click slide for audio, image and quote from the audio.

Audio clip transcript:

“ I remember as a boy growing up in the Caribbean, in the rural parts of Jamaica, I was blessed to have my grandmother as part of our household. And I remember my grandmother one day saying to me she said: ‘Norman, there’s hardly a tree you don’t climb, you climb the mango tree, you climb the breadfruit tree, you climb the pear tree, you climb every tree...did you plant any of them?’ ‘No Grandma, I didn’t plant them, the trees are here and I climb them.’ She said ‘Well, before you leave this world, make sure you leave something that somebody else can benefit from.’ That was her message. That is how I have lived my life, you must leave something for those coming after you. ”

Click to load activity information. Students will use the leaf template on page 10 of their workbook to think and reflect about something they could do to leave a legacy of positivity.

Extension activity:

If there is time, or if students finish before others, they can begin drafting a short video of an imagined migration story. Questions and thoughts from the 'See, Think, Wonder' exercise can be used, as well as the stories of the leaders featured in the workshop.

Useful links and further information

<https://cityofsanctuary.org/>

<https://inderjitbhogal.com/>

<https://www.kilburntimes.co.uk/news/new-life-for-willesden-charity-8306130>

<https://www.methodist.org.uk/about-us/the-methodist-church/the-inclusive-methodist-church/racial-justice/black-history-month-2021/stories-for-black-history-month-2021/racial-justice-a-task-for-all/>

Statement from President of Methodist Conference (2020) in response to George Floyd killing and Church's response to racism historically:

<https://www.methodist.org.uk/about-us/news/latest-news/all-news/a-personal-message-from-the-president-of-the-methodist-conference-the-revd-dr-barbara-glasson/>

More information about the 'Leadership on a Journey' exhibition, and the leaders featured, can be found here:

<https://www.wesleysheritage.org.uk/exhibits/leadership-on-a-journey/>

Brief introduction to those who feature in the images on slide 3.

Asquith Xavier came to the UK as part of the Windrush generation and successfully campaigned to end the colour bar to become the first black train guard. This campaign contributed to the Commission for Racial Equality and the strengthening of the Race Relations Act (1968).

<https://www.blackhistorymonth.org.uk/article/section/bhm-firsts/omitted-from-history-asquith-xavier/>

An image of Louise Da-Cocodia MBE is also featured on the slide. She came to the UK in 1955 and joined the NHS. Throughout her career she campaigned tirelessly against racism. She became Assistant Superintendent of District Nurses, the first Black senior nursing officer in Manchester.

<https://www.dacocodiatrust.org.uk/our-founder>

Sybil Phoenix OBE is a Methodist, community worker and foster parent in the Lewisham area. She helped establish several youth groups which provided vital support for young people in the area. In 1977, a youth club she had established, 'The Moonshot', was burned down by the National Front. She campaigned to have it re-built: 'My name is Phoenix, and so help me God, out of the ashes, I will rebuild Moonshot.' Prince Charles opened the new Moonshot in 1981.

<https://windrushfoundation.com/community-champions/sybil-phoenix/>

(Asquith Xavier and Louise Da-Cocodia are not Methodist)