

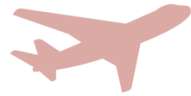


Workbook

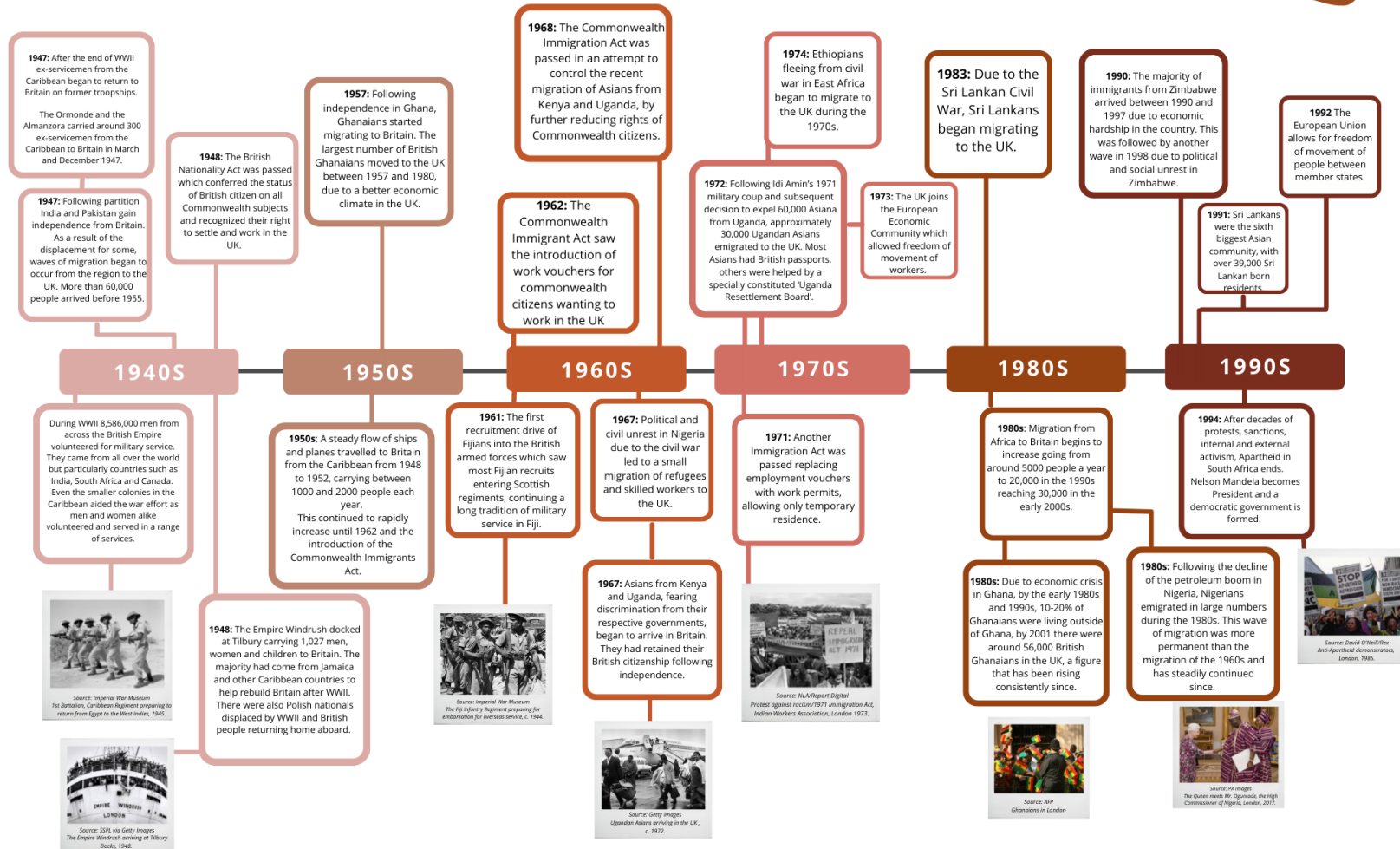
Leadership on a Journey: Migration Stories



Timeline



MIGRATION TO BRITAIN



See, think, wonder



What do you see?

Remember to list only what you can see, don't make assumptions, write down facts.

What do you think?

Can you use prior knowledge to think about when, where and why the photo was taken? Do you think anything about the photo dates it?

What do you wonder?

What questions do you have about the photo?

Norman Mullings came to the UK from Jamaica in 1958. As Jamaica was part of the commonwealth, Norman travelled as a British citizen with the right to enter, work and remain in the UK.

Using some of your thinking from the 'see, think, wonder' exercise, as well as Norman's experiences of welcoming Methodist ministers from England, write down three things Norman might have felt or expected when he arrived in the UK:

1.

2.

3.

Unfortunately, Norman did not face a warm welcome from his local Methodist church. He was turned away because of the colour of his skin.

What do you think Norman did?

In pairs, discuss what you think Norman did in response.

Write your thoughts here:



Rev. Dr. Inderjit Bhogal

Inderjit grew up in Kenya, in an Indian Sikh family. He left with his family, age 13, as they were facing persecution as Indian Africans. This displacement at a young age influenced outcomes in his later life, particularly linked to improving the rights of those seeking asylum in the UK.

After arriving in the UK, Inderjit's experiences in school were negative and he faced racism from the local community.

His local Methodist church provided him a warm welcome, this had a big impact on him. His family were Sikh, but he became a Methodist.

The impact the church's welcome had on him was important; it was one factor that shaped Inderjit's interfaith work in later life.

Inderjit does lots of interfaith work. He founded the 'City of Sanctuary' movement which aims to provide welcome to asylum seekers when they arrive in new cities.

Inderjit walked from Sheffield to London in 1997 to highlight the issues facing those people coming to the UK seeking sanctuary.

Inderjit is a Methodist minister, and was President of Conference (the highest position in the Methodist church) from 2000-2001.

As his family were originally from India, which was a British colony between 1848 and 1947, Inderjit had British Citizenship, which give him the right to live and work in the UK.



Norman Mullings MBE

Norman grew up in Jamaica, and attended a Methodist church there throughout his life.

Norman came to the UK aged 18, to study to become a teacher.

Norman faced racism from the first church he attended when he moved to the UK, as did many people of his generation. He did find a church, Harlesden Methodist Church, that welcomed him and he is an active member to this day.

The impact of the church's reaction to him, as well as society's, led Norman to fight against racism throughout his life.

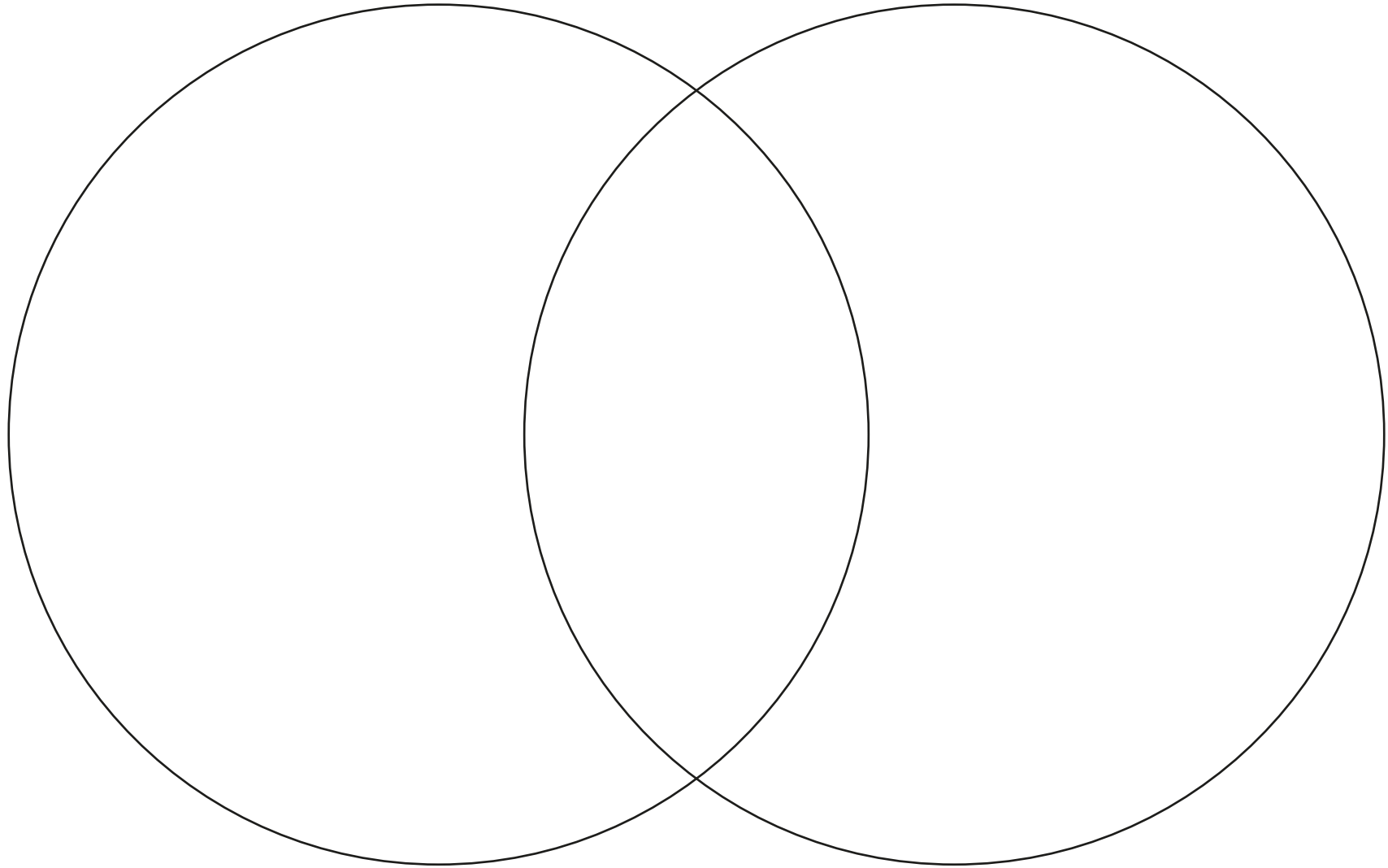
Harlesden Methodist Church, where Norman is a member, maintains strong links with the Caribbean, regularly fundraising for projects there.

Outcomes resulting from Norman's experiences include helping to establish the International Friendship Council and the The Learie Constantine West Indian Association. Both groups offer support and advice to the West Indian community where Norman lives.

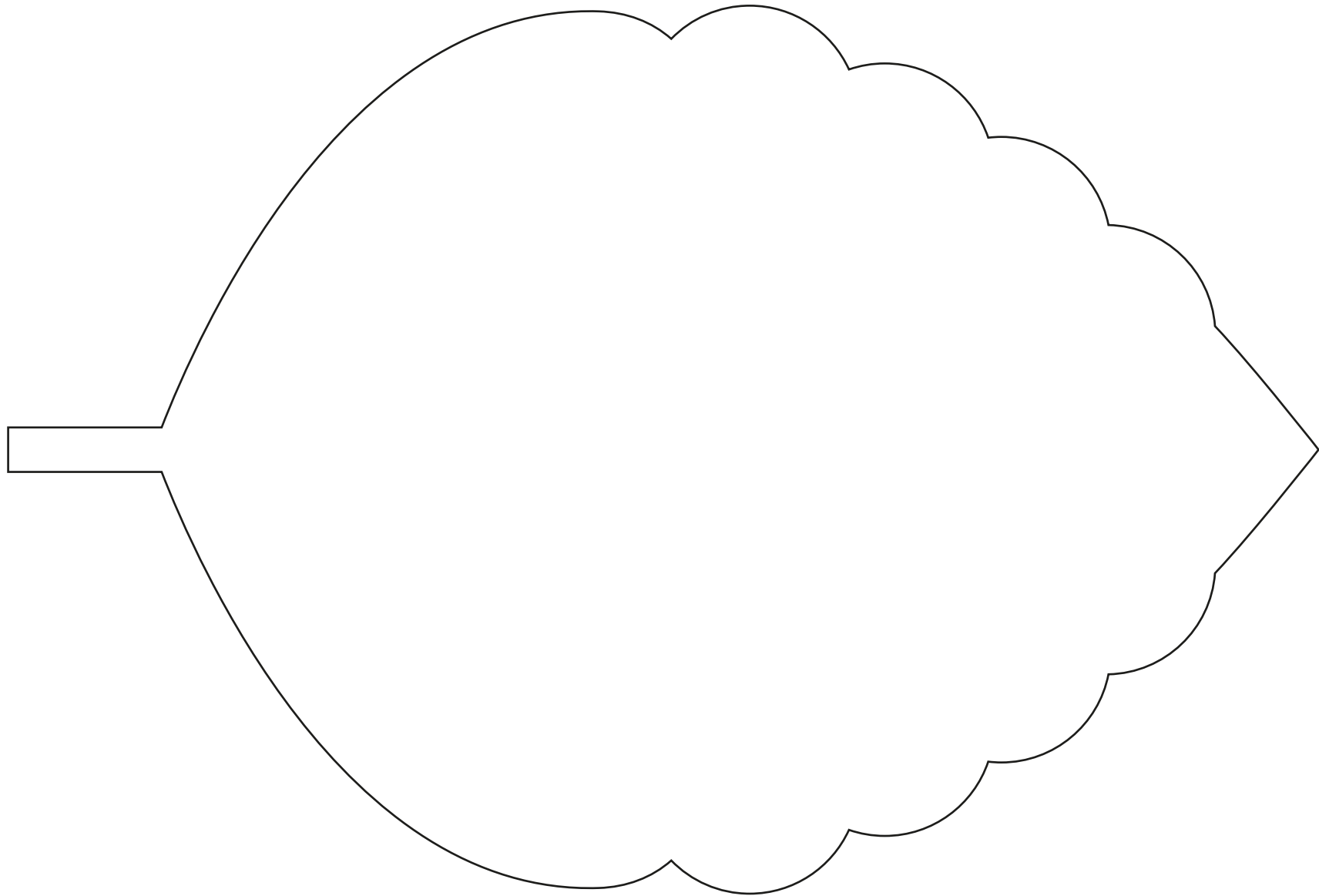
Norman worked in a number of public service roles in his community. He has served as a school governor and a magistrate, consistently vocalising his calls for equality.

As Jamaica was a commonwealth country, Norman had British Citizenship, which gave him the right to live and work in the UK.

Where do Inderjit's and Norman's experiences diverge and converge?



Reflection



Further activity (if time allows)

Create a plan for a 3 minute video telling an imagined migration story.

Use the space below to plan your video. You could include: how you travelled, who you met, what you brought with you, how you were treated.

The image contains two identical horizontal film strip templates. Each template is a dark grey border with a series of small white squares along the top and bottom edges, resembling film sprocket holes. The interior of each template is divided into four large, empty rectangular frames by thin grey lines, intended for students to sketch or write their video plan.