

GRENFELL EDUCATION MEETING

7th June, 2024



FOOD AND DRINKS ARE OUTSIDE!

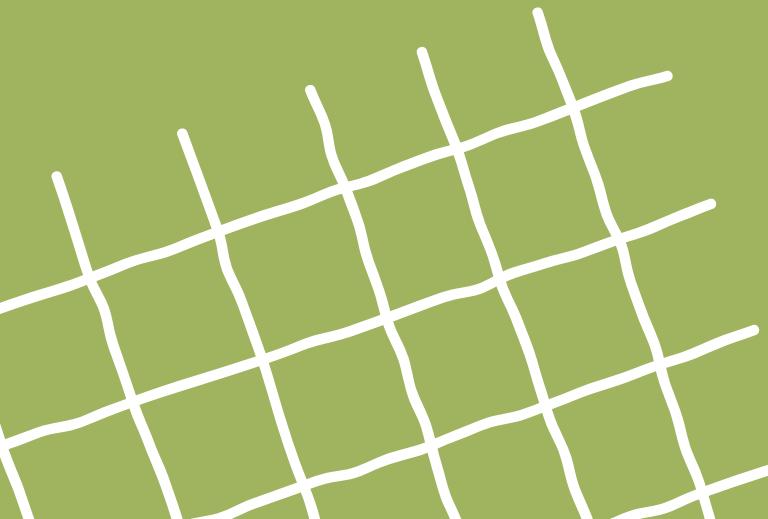




THE PROJECT

How can we help people remember disasters like
Grenfell through education?

What can we do to help schools and teachers
teach about Grenfell?





THE TEAM



Wonyong



Nigel



Arzhia



Hanan



Ruaa

... and all of you!





WHAT WE ARE DOING



Step 1

We've talked to the Grenfell community members and educators about their views of education.



Step 2

Based on these ideas, we have four Grenfell Education Meetings to think together about education.



Step 3

We will summarise the discussion and get your feedback.

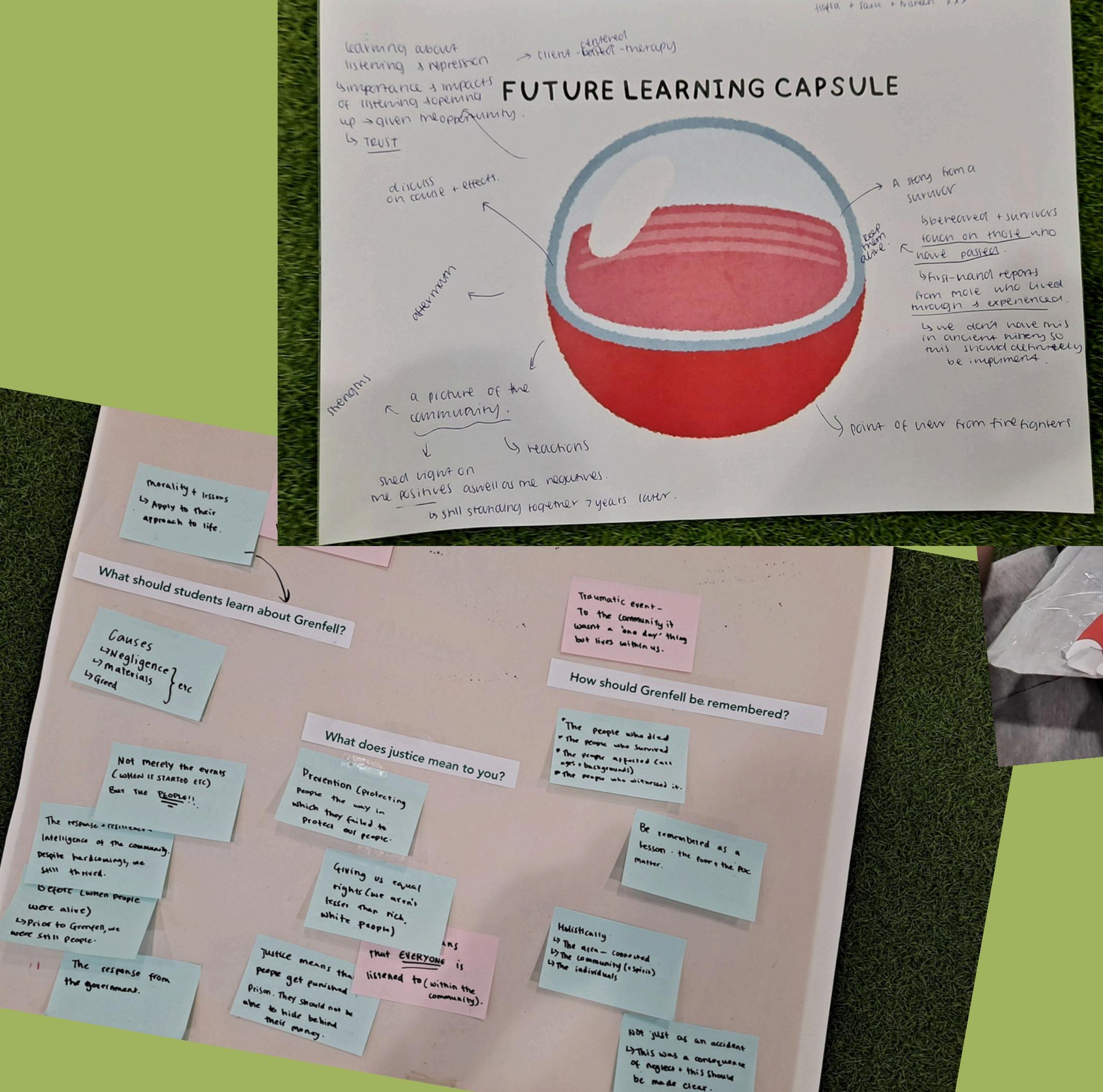


Step 4

We will send the summary to schools, teacher educators, and education policymakers.



OUR FIRST TWO MEETINGS WITH YOUNG PEOPLE



CONSENT FORMS

The meeting will be recorded to help us write things up and share them with more people.

We will write about the ideas from the meeting and may use some quotes, but we will not identify who said them.

We want to make sure you are happy with this.





BEFORE WE START...

We will not use sensitive images or bring up upsetting stories.

But certain things might be difficult for some of us.

Please feel free to take a moment outside when you need.



INTRODUCTIONS



GROUP BRAINSTORM

(25 minutes)

- What should students learn about Grenfell?
- How should Grenfell be remembered?
- What does justice mean to you?



QUOTE REFLECTION

(30 minutes)



- Each card has a quote about Grenfell and education.
- Take a moment to read your card, and then read it to your group.
- What does the quote suggest in terms of education about Grenfell?
- Do we all agree with the quote?

* Some quotes were paraphrased to protect identity.

FUTURE LEARNING CAPSULES

(40 minutes)



A Future Learning Capsule includes items and ideas that symbolise the key lessons and values we want future students to learn from Grenfell.

Think about and write down 3-5 items or ideas you want to place in the Future Learning Capsule.



Share the items or ideas with your group members.

Why is it important for future learning?

How can it inspire students to learn about and Grenfell?

What actions can it motivate students to take in their own communities?



DISCUSSING GRENFELL RESOURCES

(40-60 minutes)

Teachers across the country have talked about Grenfell in their classes.

We want to look at these resources and discuss what education about Grenfell should look like.





1 Take a look at the resource on your own.



What will the student learn from the lesson?

What did you like about the lesson?

How can it be taught better?



2 Summarise your lesson to your group,
and discuss it with your group members.

* We downloaded these resources from Times Education Supplement, a resource sharing platform for UK teachers.

1 A-Level English (Functional Skills)

GRENFELL TOWER

GRENFELL TOWER

Fact or opinion?

Seventy-Two people died due to the fire

The fire occurred in a block of flats in London

The fire was probably started on purpose

The firefighters did a bad job of putting out the fire

It was the worst thing to happen in a hundred years

Teacher's Top Tip

You don't need to know everything about the topic to identify a fact or opinion-look at the language used for each statement

Look at the picture below and then attempt the challenges that follow. **Remember to respond in full sentences**

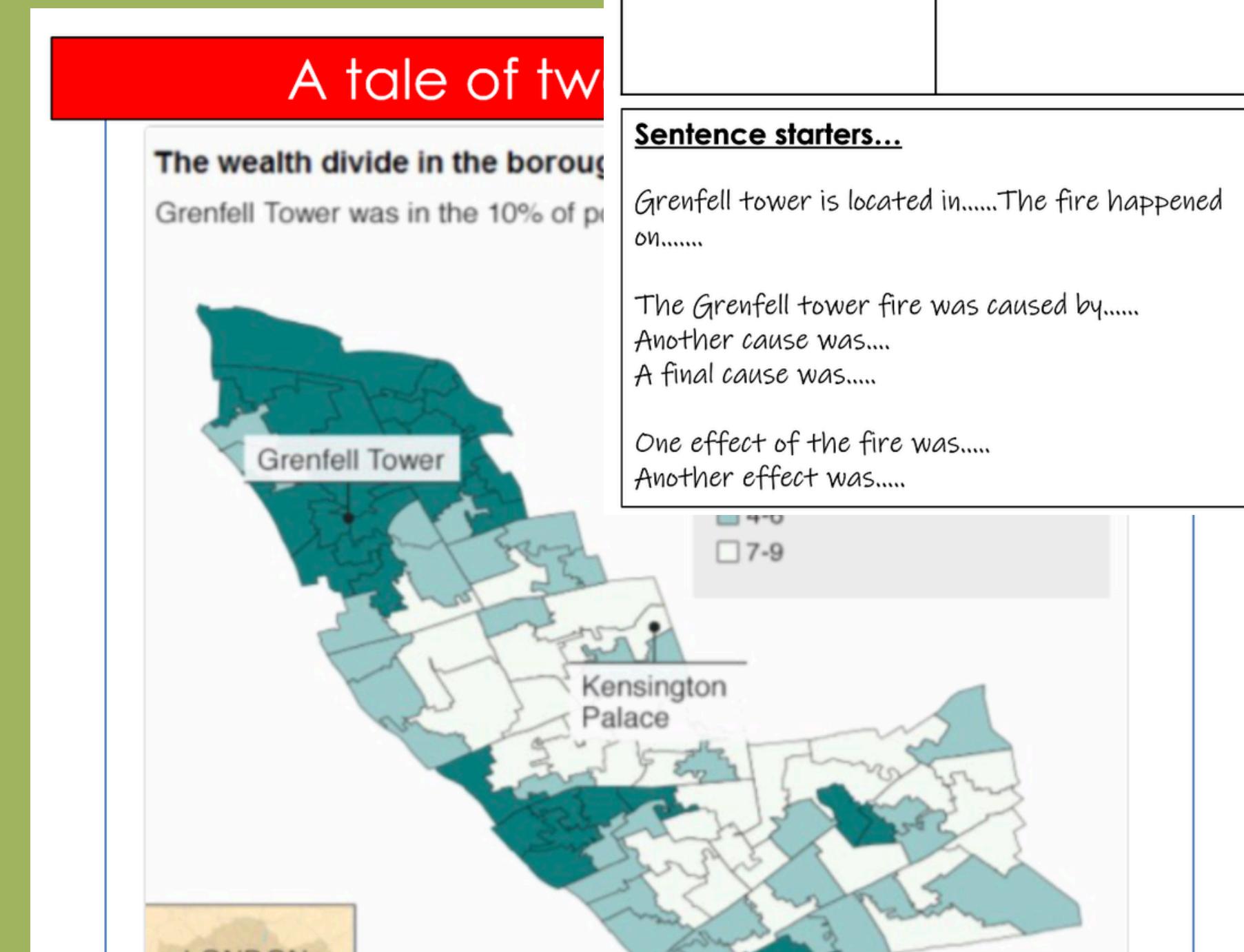
Challenge: What is the name of the building?

Super Challenge: Can you remember what happened?

Mega Challenge: Who was to blame for the incident

2

Key Stage 3 Geography (Human Geography in the UK)



Describe the causes and effects of the Grenfell tower fire

Causes	Effects

Explain why inequality caused the Grenfell Tower fire tragedy.

Introduction:

What does inequality mean?:

Where is Grenfell Tower?

Facts about inequality in the area:

The causes of the fire were....

Sentence starters...

One cause of the fire was.....

This caused the tragedy because....

This is linked to inequality because.....

Another cause was.....

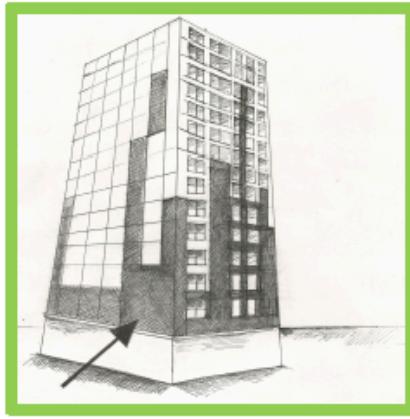
3 Key Stage 2 English (Guardian Comprehension)



Grenfell Tower

by Haroon Siddique

Key words and phrases:



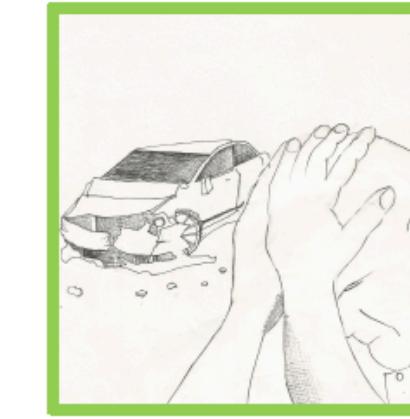
cladding



facade



insulation



manslaughter

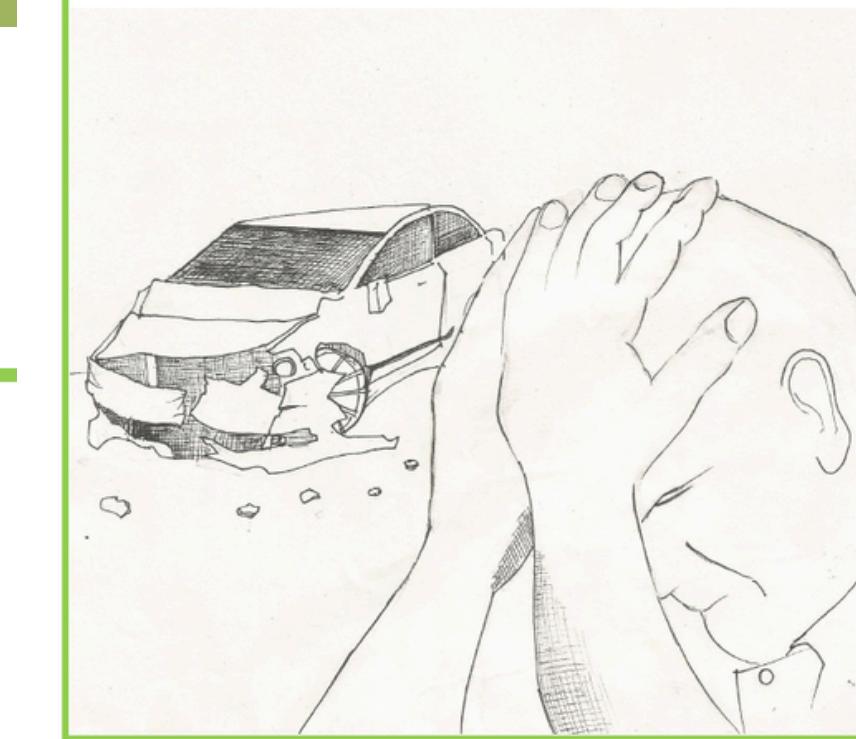
Introduction

The Grenfell Tower fire broke out on 14th June 2017 at the 27-storey Grenfell Tower block of public housing flats in North Kensington, West London. It caused over 79 deaths, and over 70 injuries. This is a newspaper article was written by Haroon Sidique approximately two weeks later about the fire.



manslaughter

The crime of killing a human being without malice aforethought, or in circumstances not amounting to murder. (Noun)



The most serious offences which Mary may be charged with are murder and manslaughter.

Copyright 2017

4

Key Stage 3 PSHE (British Values: Tolerance and Respect)

Task Three: application task: newspaper case study:

Task: use the extract to find examples of the values we have said are important.

1. Read the text in the coloured sections.
2. Underline the evidence in your extract and write the value it shows in the box next to it.

CHALLENGE: explain why each value is important.

Protecting Each Other

This value is important to me because I think we should care for one another – especially in hard times.

Grenfell Tower fire: Muslims awake for Ramadan among heroes who helped save lives

12th June 2017

Heroic residents of the Grenfell tower saved their neighbours by banging on their doors and guiding them to safety, including Muslims awake due to Ramadan who may have saved lives. Local community centres and religious buildings have opened to help those who have lost their homes whilst strangers put their own lives at risk to rescue others. As brave emergency service battle to save those injured, we hear tales of the kindness and bravery of others.

Community	Helping others	Gratitude	Courage
Kindness	Peace	Unity	Bravery

5 Key Stage 2 English (Controversial Issues)



Learning Objectives:

ALL: To understand the context behind the Grenfell Tower fire.

MOST: To be able to order the events that happened during the fire and the in the following days.

SOME: To form an opinion on the actions of the government in response to this fire.

Think-Pair-Share

Your Task:

What tense would you choose to use to describe a witness account of the Grenfell Tower Fire?

Why would you choose to use this? What effect would it have on the reader?

CHALLENGE!

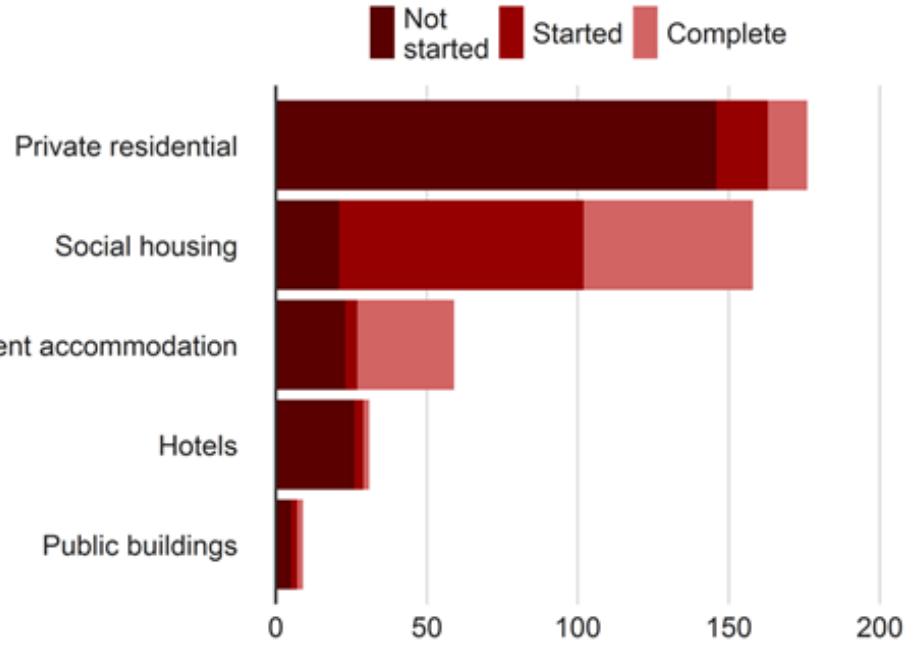
How do you go about describing a catastrophe as large as this? What devices would you use?

6 AS-Level Economics, Mock Exam Paper

THE GRENFELL TOWER FIRE

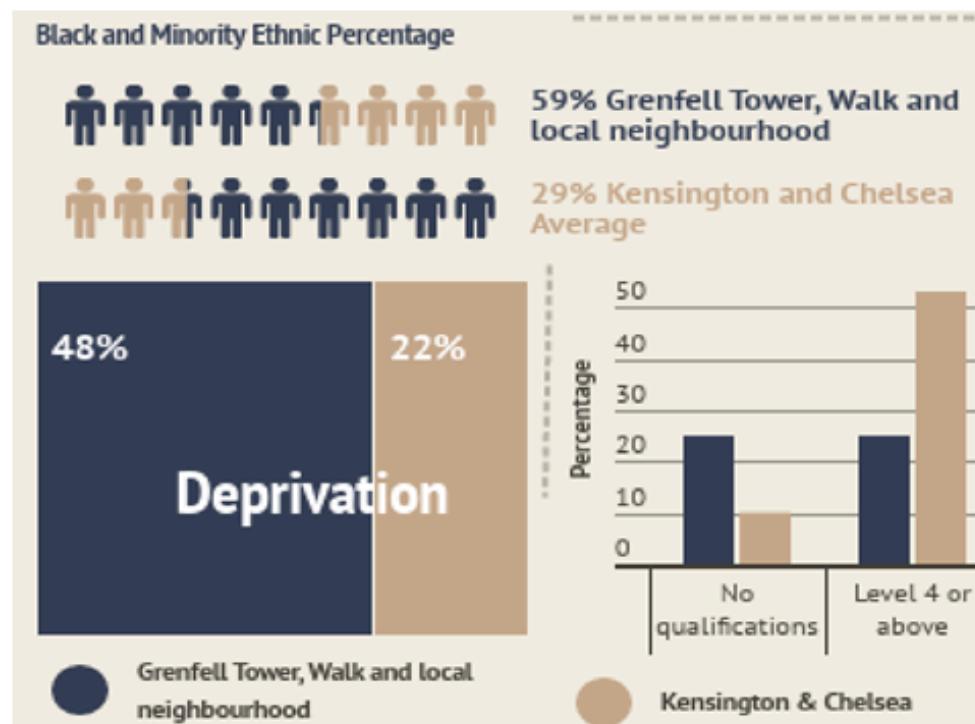
Extract A:

The number of high-rise* buildings with dangerous cladding which have not started, started and completed repair work to resolve potentially lethal cladding



Source: Building Safety Programme, 31 May 2019
*High-rise is defined as being a block of flats in excess of 10 floors

A breakdown of the population of the Royal Borough of Kensington and Chelsea, compared with Grenfell Tower's local neighbourhood

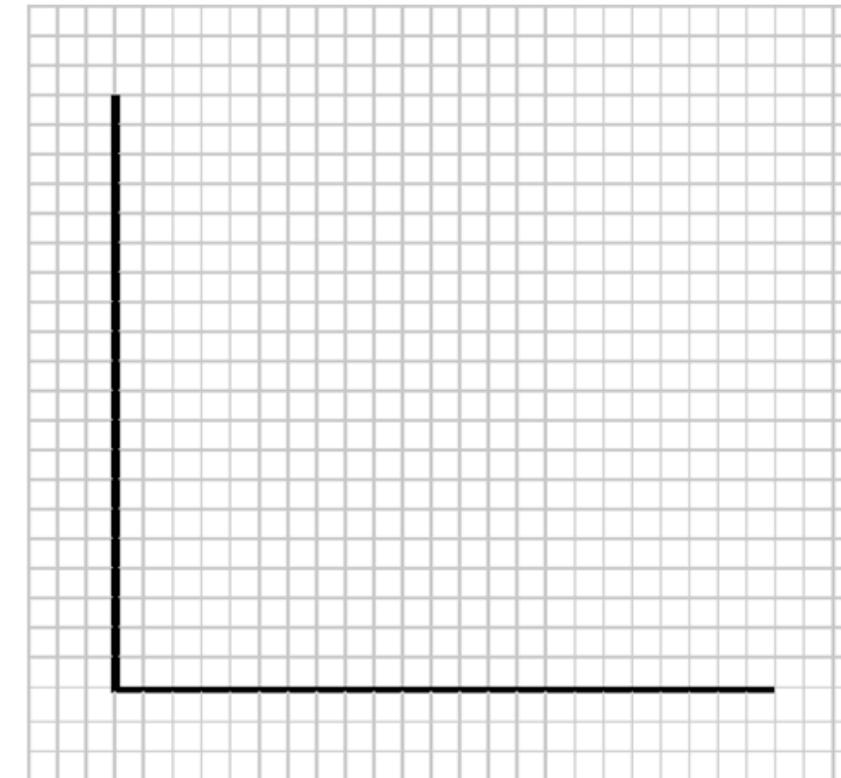


Source: Supporting health & wellbeing for the communities impacted by the Grenfell Tower fire disaster, JSNA, July 2018

Q4.

The UK Housing Market, Extract C (lines 17 to 19) states 'those long-term loans would have been unattractive to potential buyers and dragged down property prices, as they would have been tied to the flat, not the owner.'

Draw a diagram to show the effects of implementing this suggestion on the market for cladding affected flats.



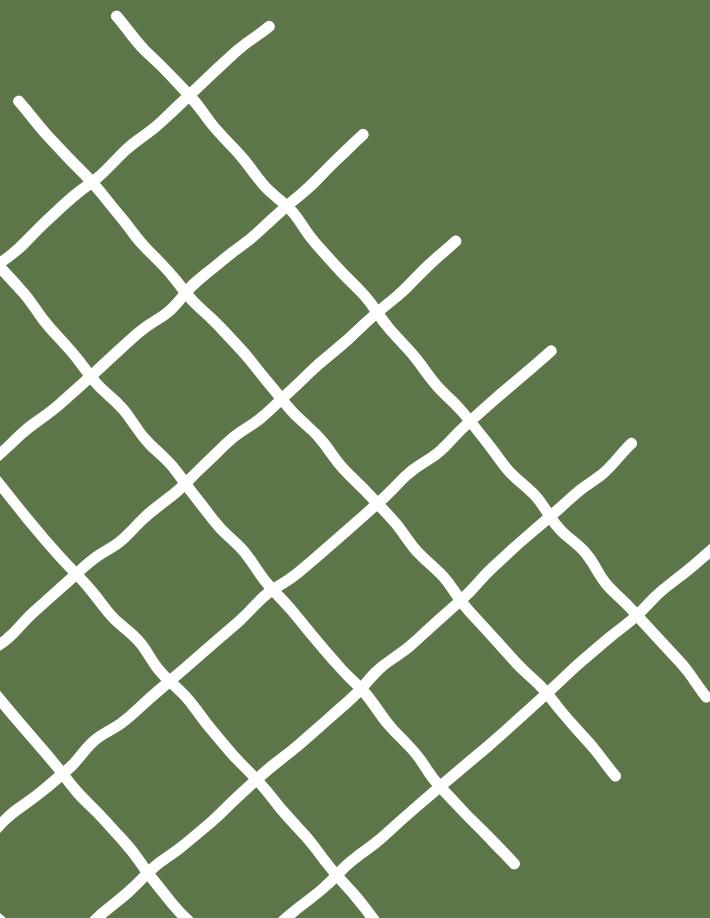
[4 marks]

REFLECTION ON TEACHING RESOURCES



What are the key takeaways from the activity?

What does these materials tell us about how to teach students about Grenfell?





WRAPPING UP

What's your key suggestion from today?

What else should we think about?

Can you give the adults good advice?

