

**LESSON FOCUS:  
War of the worlds**

Key stage	KS3 (Year 7)
Key concepts	1.3c
Key processes	2.2a
Range and content	3f
Curriculum opportunities	4a, 4b, 4c

**PLTS:**

Reflective learners, team workers, effective participators

**FUNCTIONAL SKILLS:**

Literacy - circletime discussion and debrief worksheet

**RESOURCES:**

**Craft lesson - recommended before a break (to allow time to clear up)**

- Resource A - PowerPoint
- Resource B - Debrief
- Whistle
- Peaceful music
- Aggressive music
- Sugar paper, coloured pencils, scissors, glue, sticky tape, boxes, toilet rolls, glitter pens, etc. (as many craft materials as possible)
- Bin liners

**OBJECTIVES:**

- I will explore the concept of peace through a creative activity.
- I will explore the concept of war through a creative activity.

**OUTCOMES:**

- I can explain how I felt when our imaginary country was attacked.
- I can understand why war has lasting effects.

## Overview

Year 7s create peaceful 3D landscapes, only to look on in horror as they are destroyed by enemy attackers! This hard-hitting lesson shows how quickly war can damage a country and how long lasting its effects are.

# War of the worlds

## Keywords

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Afghanistan, community, conflict, damage, destruction, Iraq, peace, rebuild, soldier, war, weapon

## No introduction

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Read through all notes in advance. This lesson needs careful planning.  
Do not share lesson objectives and outcomes with the students in advance - it is vital that they do not realise that their peaceful landscapes will be attacked!

## Starter (30 minutes)

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### Resources:

- A (PowerPoint), craft materials & whistle

### Instructions:

- Show students the starter instructions on the first two screens of the PowerPoint.
- Distribute the craft materials.
- Blow a whistle to signify the start of the creation of the peaceful countries.
- Play peaceful music softly while students work on their countries for 20 minutes.
- Encourage students to be imaginative by asking questions such as:
  - What is special about the buildings?
  - What will make the schools appealing?
  - Which animals live here?
  - What would bring tourists flocking here?
  - Why would children love this country?
- Refer to the third screen of the PowerPoint - encourage spokespersons to describe their peaceful countries.

## Main (10 minutes)

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### Resources:

- A (PowerPoint), craft material & whistle

### Instructions:

- Refer to the next three screens of the PowerPoint - each group stands by another country and is given orders to (safely!) destroy it.
- Blow the whistle to signify the start of the war.

## War of the worlds

- Play aggressive music loudly for three minutes while students destroy the countries.
- Refer to the next screen of the PowerPoint - each group returns to its original country.
- Redistribute sticky tape, glue, etc. **unevenly** before asking groups to repair their countries.
- Blow the whistle to signify the start of rebuilding time. Give students three minutes to try to rebuild their countries.

## Plenary (20 minutes)

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### Resources:

- A & B

### Instructions:

- Ask students to sit in a circle.
- Refer to the PowerPoint for the circle-time rules.
- Hand out resource B and invite volunteers to respond to the questions on the sheet. Ask students to fill in their sheet during the discussion.
- Show the useful words on the final screen of the PowerPoint during the discussion.
- Examples of good responses:
  1. *How did you feel about your country before war began?*  
I was really proud of it. We were all really happy to be living there together.
  2. *Peace lasted for 20 minutes whereas war only lasted for three minutes. Did much damage get done? How did it make you feel?*  
I was shocked at how much damage got done in three minutes. I was very upset too. In real life, war might not last for long but things get destroyed more quickly than they are built!
  3. *You had three minutes to rebuild your country. Did you have enough time and did it return to normal?*  
It definitely wasn't enough time. Even if we had been given ages it would never have looked or felt the same. In real life, countries are expected to rebuild their countries quickly. It's difficult.
  4. *Some groups were not given as many rebuilding tools as others. Why do you think this happened?*  
In real life, some war-torn countries hardly have any money or help after a war. They want to rebuild things but they can't afford to.
  5. *Some of you might have felt angry, frightened, hopeless or revengeful when your country was attacked. How might people in war-torn countries such as Iraq feel?*  
I felt so angry towards the attackers and it wasn't even my real country or real danger! People in countries that really are at war must feel a thousand times angrier than I did.

## War of the worlds

6. *Why do you think that countries find it hard to forgive each other after a war? What could the global community do to help a country recover from war?*  
It must feel horrible if a building is bombed or a child gets shot. Forgiveness would be very hard. I think countries should help each other after wars by giving money to rebuild schools and hospitals. They can build trust too.

## Attainment

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Level 1	I can ask simple questions about war.
Level 2	I can discuss what is unfair about war.
Level 3	I can discuss my feelings with others about war.
Level 4	I can discuss what is unfair about trying to rebuild a country after war.
Level 5	I can explain how the UK is interconnected to other countries by war.
Level 6	I can explain why people's rights need to be protected after war.
Level 7	I can make persuasive arguments about the lasting effects of war.
Level 8	I can hypothesise a different course of action to war.
Exceptional performance	I can present compelling arguments about the need for countries to resolve conflict peacefully.

## Recommended links

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- [www.warchild.org.uk](http://www.warchild.org.uk)
- [www.peaceday.org](http://www.peaceday.org)
- [www.un.org/en/peace/index.shtml](http://www.un.org/en/peace/index.shtml)

## RESOURCE B - Debrief

1 How did you feel about your country before war began?

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2 Peace lasted for 20 minutes whereas war only lasted for three minutes. Did much damage get done? How did it make you feel?

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3 You had three minutes to rebuild your country. Did you have enough time and did it return to normal?

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4 Some groups were not given as many rebuilding tools as others. Why do you think this happened?

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5 Some of you might have felt angry, frightened, hopeless or revengeful when your country was attacked. How might people in war-torn countries such as Iraq feel?

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6 Why do you think that countries find it hard to forgive each other after a war? What could the global community do to help a country recover from war?

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