

Lesson Plan

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<p>Title of Learning Activity: The traces of war</p>	<p>Subject area: geography and history / civic and ethical values education / spanish language (interdisciplinary approach)</p>
<p>Grade Level(s): From 12 years old (1st–4th year of compulsory secondary education)</p>	<p>Duration: 40 minutes</p>

Learning objectives:

At the end of the activity, students are expected to:

- Understand that wars have human, social, and emotional consequences beyond combat.
- Develop empathy towards people affected by armed conflicts.
- Analyze different consequences of war from multiple perspectives (civilians, children, heritage, economy, migration).
- Express ideas and emotions orally and in writing.
- Work cooperatively and respectfully.
- Identify small individual and collective actions that contribute to peace, solidarity, and social justice, understanding that social change begins with everyday decisions.

Teaching Approaches / Techniques:

- Thinking-Based Learning
- Cooperative learning
- Role play and short storytelling
- Emotional education

Materials / Resources / Technology use:

- Role cards or fictional testimonies (prepared by the teacher)
- Blackboard or digital whiteboard
- Clock or timer
- Paper or student notebook
- Markers or pens

This 40-minute activity is designed for students aged 12 to 14 and aims to explore the consequences of war in a close, reflective, and dynamic way.

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Introduction (5 min):

The teacher writes the word “war” on the board and asks: “What images come to mind?” and “Who do you think suffers the most from its consequences?” Some answers are briefly noted without judgment.

Step 1: “One story, many wars” (10 min):

Students are divided into small groups (3–4 people). Each group receives a card with a fictional role or testimony, for example:

- A child who has to leave their home
- A teacher whose school has been destroyed
- A doctor in an under-resourced hospital
- A refugee family
- A city after the end of the war

Each card includes a brief initial situation.

Step 2: “Think and Feel” (10 min):

In groups, students answer three questions in writing:

- What has this person lost because of the war?
- What emotions might they be feeling?
- How has their life changed?

Students are encouraged to use short sentences, keywords, or drawings.

Step 3 (10 min):

Each group shares one sentence spoken by their character aloud, as if it were a thought or a diary entry. Example:

“Before, I went to school with my friends; now I don’t know when I will return.”

The teacher groups the emerging consequences on the board (fear, loss of home, migration, cultural destruction, trauma, etc.).

Closing: Final reflection – What can we do now? (5 min):

Individually, students complete two sentences in their notebook:

“After this activity, I think one of the worst consequences of war is...”

“One thing that is in my power to help build a fairer and more peaceful world is...”

Two or three volunteers share their answers. The teacher reinforces the idea that changing the world does not always start with big actions, but with everyday attitudes: staying informed, not normalizing violence, helping those fleeing war, using respectful language, respecting differences, and participating in solidarity initiatives.

Assessment:

- Observation of participation and group work.
- Ability to identify consequences of war.
- Use of respectful and empathetic language.



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- Ability to propose realistic actions oriented toward peace and coexistence.

Tools: direct observation, review of final reflections, and oral participation.

References:

- UNESCO: Education for Peace and Global Citizenship.
- UNHCR: Educational resources on refugees.
- LOMLOE Curriculum (Secondary Education): Values education and critical thinking.