

ICEKit

#8

Pages

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## The Day War Came

by Nicola Davies and Rebecca Cobb  
(Walker Books, 2019)

### ICEKit Summary

This ICEKit accompanies the picturebook *The Day War Came* and enables children to explore Focal Field 1: socially responsible behaviour when interacting with others, Focal Field 2: socially responsible behaviour – interaction with local and global issues and Focal Field 3: a sense of belonging for those who are different.

The activities start by arousing children's curiosity in the story's context (playing musical chairs or using a picture of a well-known sculpture), and then pondering on some peritextual features, including the picturebook's dedication and blurb, to help the

children predict the story plot. After reading aloud, the activities enable children to make a personalised response to the story through movement or mime, reflect on the impact of war on people's lives and what makes us feel safe at home, while learning to empathise and stand with others.

The ICEKit culminates in the *eTwinning* Taking Action Cycle where children, in their *eTwinning* groups, co-plan concrete actions to help refugees and migrant communities through chosen organizations.

**Target Learner**

- » Upper primary (age 9 – 12)

**ICE Focal Fields**

- » 1: Socially responsible behaviour/ interaction with others
- » 2: Socially responsible behaviour/ interaction with local and global issues
- » 3: Sense of belonging and knowing about or respecting own, other and or heritage cultures

## ICE Outcomes

*By the end of the ICEKit task and activity cycles, children will have opportunities to:*

- » relate to and empathise with others
- » treat others with fairness, mutual respect and trust
- » opportunities to counter racism, prejudice and discrimination
- » stand up for others who are treated unfairly
- » consider worldwide issues that include: migration, asylum and refugee stories; effects of war and conflict; access to basic necessities e.g. *quality education*
- » discuss possible solutions to the problems
- » ignite interest and curiosity in local and/ or global issues
- » foster a personal and social responsibility for addressing global issues
- » find reflections of themselves and their way of living
- » increase the visibility of underrepresented or marginalised groups
- » challenge stereotypes



## Cross-Curricular Outcomes

*By the end of the ICEKit task and activity cycles, children will have opportunities to:*

- » raise their awareness of the effects of war and of the refugee crisis through the experiences of the picturebook character
- » create a poster about peace
- » act out a scene from the picturebook and reflect on different perspectives
- » develop emotional literacy by relating to and empathising with others and by identifying and expressing different emotions
- » find out about charities and organizations that work with refugees and displaced populations
- » take action in their community to start a campaign to help refugees ♦

# Language and Skills Outcomes



By the end of the ICEKit task and activity cycles, children will have opportunities to:

## Grammar & Lexis

- » understand and use vocabulary related to emotions and feelings
- » understand and use vocabulary to describe places and events from different perspectives
- » understand and use the past tense to describe events in the past

## Reading

- » predict the plot based on peritextual features (the front cover illustration, the front endpapers, the dedication page and the blurb)
- » show global understanding by following the first read-aloud and responding to questions
- » show detailed understanding during the second read-aloud and responding to questions
- » infer the character's feelings and emotions in response to important events in the story

## Listening

- » show global understanding by checking their predictions during the first read-aloud
- » show detailed understanding by responding to questions during the second read-aloud
- » infer how the character might be feeling based on the teacher's tone of voice and expression

## Speaking

- » make predictions by brainstorming and sharing their ideas about what happens in the story
- » respond personally by showing how much they enjoyed the story and giving reasons for their opinion
- » express opinions on ways to help child refugees and organizations that work with them
- » present orally their campaign to other schools, classes in their own school and to the community ...

## Writing

- » write words about peace for the class poster and about home
- » complete sentences about their ICE-learning and action taking in the Reflect and Review
- » create short dialogues exploring different possibilities for the characters' actions

# Assumptions and Prior Knowledge

## Intercultural Citizenship Education

- » Children are interested in learning about other children and their lives
- » Children are curious about what happens in other parts of the world
- » Children can relate to other people's problems
- » Children are interested in topics like human rights, children's rights
- » Children are aware of the refugee crisis and that refugees may face discrimination and be excluded
- » Children can recognise how the chair is a metaphor for making someone feel welcome

## Language and Skills

- » Children have some experience of making predictions in English
- » Children have some experience of looking at picturebooks and identifying plot and characters
- » Children are familiar with describing characters' feelings and emotions using simple lexis
- » Children can give simple opinions in English in response to the story's events, characters and theme
- » Children can participate in simple interactions with other children ♦

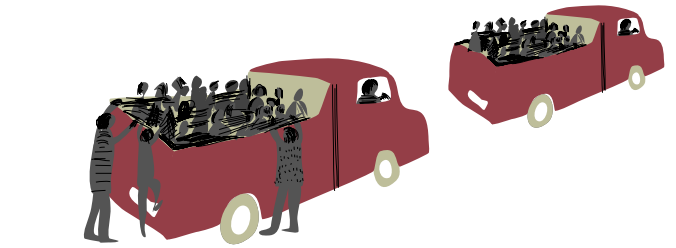
## Preparation and materials

### For the ICEKit lesson(s), you will need:

- » Class copies of the picturebook
- » Audio and video equipment

### For the tasks and activities, you will need:

- » Photos of the sculpture *Broken Chair*, in Geneva, Switzerland
- » Music suitable for playing the game 'musical chairs'
- » Large room (or enough space) for playing musical chairs
- » Art and crafts equipment: poster paper, paint, pens
- » Sticky notes ♦



## Language toolbox

- » Making predictions about the plot using 'I think...' 'Maybe...'
- » Describing physical appearance using 'S/he's wearing....', 'S/he's got ....'
- » Comparing the settings that are familiar and give a sense of security (*flowers, window sill, breakfast, baby brother, pictures, songs, playground, teacher, home*) and those that are different, unexpected, violent (*thunder, smoke and fire, rubble, blackened hole, ragged, bloody, alone, empty, hut, dirty, turned away*)
- » Identifying the character's feelings and emotions using adjectives (*angry, sad, happy, scared, anxious, worried, joyful, secure, rejected...*)
- » Reflecting on character's perspectives and perceptions conveyed by the use of repetitions (*I can't say the words; All I can say is this; I ran until I couldn't run; I walked and walked*)
- » Reflecting on character's perspectives and emotions conveyed by the use of grammar structures, such as verbs and prepositions, used in the visual and verbal metaphors (*But war had followed me...; It was underneath my skin, behind my eyes, in my dreams. It had taken possession of my heart; war was in the way...; war had got here too... war had taken all the world and all the people in it; Pushing back the war with every step*)



## Picturebook summary

### Story

*The Day War Came* is a powerful story about war, loss, rejection, solidarity and hope. The young girl in the book lives an ordinary life with her parents, baby brother and friends at school. And then, her world is turned upside down. War comes into her life and brings a path of destruction. This forces her to start on a long and dangerous journey to find a safe home. But she never imagined that she would not be welcome in another place. There is no room for her, not even at a school. But, at the darkest moment when she feels completely abandoned, another child does something that changes everything. He brings her a chair, so that she can go to school. And he is not the only one. The road to school is lined with chairs and every child in the refugee camp can go to school. The refugee children finally feel welcome and have a safe place to live and learn.

### Beyond Words

The expressive illustrations in this picturebook show the abrupt transition from ordinary life to a world destroyed by war and the almost childlike illustrations convey a child's perspective, e.g. the happy mood conveyed by the first illustrations has some clues to what is about to happen (a helicopter can be spotted at some point), but these go unnoticed to the child's eyes. Then, when war comes, the girl is the only one left in the illustrations. This highlights her feeling of loneliness and despair.

#### » Colours

The contrast between the colourful illustrations depicting ordinary everyday life scenes and the black cloud invading everything, culminating in the 'blackened hole that had been my home' represents that unexpected and sudden change from a happy, positive tone to a very negative and dark one.

This contrast is resumed in the new 'home/shelter': the grey huts in the refugee camp versus the colourful houses, shops, gardens and the classroom in the village where she hopes to find life again. The village represents the 'normality' that has been lost and cannot be found again.

#### » Typography

The large font that grows bigger used in the title on the cover and title page conveys the idea of war invading the book and the child's life.

#### » Settings

Scenes of normality and everyday life elsewhere (houses, blocks of flats, a mosque, a kitchen, flowers on the window sill and a washing line, a classroom with children drawing and singing) contrasting with scenes of destruction, devastation and danger brought in by war. ♦

# Story sharing



## Stage 1: Setting the story context

Choose **one** of these context setting activities according to class interests, resources and time

### Activity 1: Musical chairs

- » Play musical chairs until there's only one chair. After, ask the children to think about how they felt when they were left without a chair and when they were watching the game from the outside.
- » Elicit with the children what a chair might symbolise (*a place for you, comfort, familiarity, a sense of belonging to a group...*).
- » Write children's ideas and reflections on the board.

### OR

### Alternative to musical chairs:

- » Take one chair out of the classroom, so someone has no chair and has to ask for their chair back but is ignored by others. After, ask the children how they felt.
- » Write the children's ideas on the board.

### Activity 2: The Broken Chair sculpture

- » Show the children photos of the sculpture *Broken Chair*, in Geneva and ask them to think about it. Use these questions as prompts:
  1. *What is surprising about it?*  
(refer to size and broken leg)
  2. *Can we sit on a chair like this one? What would happen?*
  3. *What do you think this sculpture means?*
  4. *What does the chair symbolise?*
- » Ask children to discuss their ideas with their partners and try to predict what the connection is between the chair and the picturebook you are about to share. Write their ideas and predictions on the board.

## Stage 2: Before reading aloud

Choose from these peritextual features to ponder with the children – ideally explore them all

- » Hold up the picturebook or project the Kindle version to help the children notice the peritextual features.
- » Do these peritextual pondering activities either as a whole class or using *think-pair-share*:

### Peritextual ponderings 1: the front cover

- » Show the front cover to the children, covering up the title, and ask them to guess why the child is running.
- » **Refer to the little girl:** *What's she doing?* (Running, covering her ears with her hands); *Why would she do this? Look at her expression, how do you think she is feeling? What do you think has happened?*
- » **Refer to children in the classroom:** *Does someone in this room look similar to the young girl? How old is she? What does she look like? What is she wearing?*

### Peritextual ponderings 2: the front endpapers

- » Show the front endpapers and ask the children these questions:
  1. *What can you see in this illustration?*
  2. *Why are the chairs empty?*
  3. *Are the chairs all the same? Why are they all different?*
  4. *Where can we find some of these chairs and what are they used for?*
- » Accept their ideas and ask the children to listen carefully to the picturebook read-aloud to find answers to their questions. ...



**Peritextual ponderings 3:** the dedication page

» Show the dedication page and read the dedication to the children. Ask these questions:

1. *Who are these children 'who are lost'?*
2. *Why are they lost?*
3. *And who are 'those who help them'?*

**Peritextual ponderings 4:** the blurb

- » Share the blurb with the children. Ask them to close their eyes and read the first two paragraphs aloud again. Ask them to open their eyes and share their feelings in pairs, then as a whole class.
- » Then read the last paragraph and ask the children these questions orally: *What do you think the 'small but very very precious' thing might be? And if you met someone who had lost everything and everyone, what could you give this person to help them feel better?*
- » Elicit their ideas and write them on the board.

### Stage 3: While reading aloud

**The first read-aloud**

- » Use your picturebook sharing routine to set up the first read-aloud. Make sure the children can all see the openings and that you can make eye contact. You may want to use the Kindle version, if available.
- » Open the book and show the title page. Refer to the children's predictions in Stages 1 and 2 and ask: *What is that black cloud? Why are the drawings and the coloured pencils scattered all around? Where is the young girl?*
- » Show the first opening and, before reading, ask questions about the illustration: *Who can you see in this illustration? Where are they? What are they doing? What can you see?*
- » Start reading aloud, ask questions and pause at key points to involve the children fully. ...

**The second read-aloud**

- » Ask the children whether their predictions were right and what surprised them about the story.
- » Read aloud **opening 1** and ask the children about their morning routines. *What is similar? What is different?*
- » Read aloud **opening 2** and ask the children: *How do you think the girl feels when she is at school? What makes you say that?*
- » Read aloud **openings 3–5**. Ask the children: *What colours show the tone of the story has changed? What is the 'blackened hole'? How do we know that? How do you think the young girl feels now?*
- » Read aloud **openings 6–7**. Focus on the dangers and problems of that long journey and how the young girl must be feeling.
- » Read aloud **opening 8**. Ask the children: *What has changed in the illustration compared to the previous one? Why do you think the illustrator used these colours? How do you think the young girl feels while she is walking around the streets? Does she feel welcome? What makes you say that?*
- » Share the **back endpapers**. Ask the children to compare the two illustrations. *What is different? Why do they think the illustrator made this change? What does an empty chair mean? ...*



## Reflective reviewing

» Use one of these activities to help the children to review and reflect (use their languages, as necessary):

### Activity 1: Standing-on-chair ratings

» Ask the children to show how much they enjoyed the story through movement. Tell them:

*Stand on the chair = I loved the story.*

*Stand behind the chair = It was OK.*

*Sit on the chair = I didn't like the story*

» Write these sentences on the board and demonstrate the movements.

» Then, ask the children to share their ideas with their partners and say why they liked or didn't like the story *The Day War Came*.

**OR**

### Activity 2: Miming emotions

» Ask the children the following questions. *How do you think the young girl feels? And how does she feel when the teacher tells her to go away?*

» Ask the children to put themselves in her shoes and think about how they would feel.

» Then point to the chairs on **openings 12–13**. What do they notice? Ask how they think the young girl feels now.

» Ask the children which emotion(s) they associate with this story. Ask them to use facial expressions, or to describe it/them. Ask the children to explain their choice and/or give examples of parts of the story when they felt the emotion.

» *Before Activity 2, scaffold the vocabulary to describe emotions (e.g. angry, sad, happy, scared, anxious, worried, joyful, secure, rejected...), to help them express their ideas about the young girl's feelings. This could be done as a matching (words with pictures) activity, for example.*

## Stage 4: After reading aloud

Choose one of the three activities according to class interests, resources and time. Then complete the reflect and review activity. **Optional:** the children could also do this activity via eTwinning with partners in other countries to enrich the intercultural exchange.

### Activity 1: Compare and contrast

» Go through **openings 3–5** again and ask the children to think of the words associated with 'WAR' that appear in the story. Write the word 'WAR' on one side of the board and list the words children say.

» Ask the children to reflect on the consequences for the young girl's life (she lost her home, lost her family, she is alone, she is forced to run away from her country). Add their ideas to the list on the board.

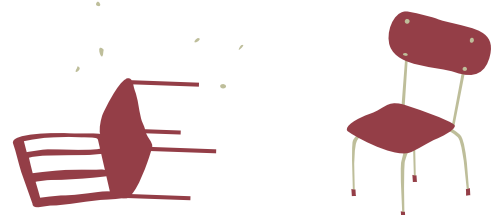
» Hold up the opening with the illustration which shows the refugee camp (**opening 7**) and ask the children what place it is. Elicit their ideas in English and clarify that this is a refugee camp. Ask them to describe it (you can refer to the words used in the text: 'huts', 'a dirty blanket', 'a door that rattled in the wind'; also refer to the illustration).

» Read the text on the right spread. Reflect on the meaning of the words (*Why does she say 'the war had followed' her?*) Elicit the meaning of the prepositions, in the children's own languages if necessary.

» Go back to the list under the word 'WAR' and ask the children if they want to add something to the list.

» Refer to **opening 8** which shows the little girl wandering alone in the village streets. Ask the children how she is feeling (*rejected, disappointed, unwelcome, sad ...*). Elicit their ideas and add them to the list.

...





## Story sharing (Stage 4)

- » Help them to explore and reflect on the multiple meanings of **'WAR'**:
  - i. in the literal sense, the visible physical destruction;
  - ii. in a more metaphorical sense, as a 'disease' that takes possession of everything, including one's heart ('underneath my skin, behind my eyes... taken possession of my heart');
  - and iii. the 'invisible' war that seems to take 'all the world and all the people in it' and which is in our heads, in the form of prejudice and rejection (when people ignore, look away, turn their backs).
- » On the other side of the board, write the word **'PEACE'**. Ask the children to, think, in groups, about words that they associate with **'PEACE'**. Ask the groups to share their ideas and write them on the board using colourful markers.
- » Explain that **'PEACE'** means more than 'the absence of conflict'. **'PEACE'** is also about recognized rights, equality, solidarity, inclusion, non-violence, etc. Link with some words and ideas from the story (e.g. *home, safety, school*).
- » You can expand this activity by asking the children to make a poster or a collage about **'PEACE'**.

**OR ...**



## Activity 2: My home

- » Hold up opening 1 with the illustration that shows the family having breakfast. Ask the children to describe what they see. Ask them what feelings they associate with that illustration.
- » *What makes a home?* Ask them to think about all the things they love about their home (it can be a place, an object, people, a feeling, a smell...).
- » Ask the children to draw the outline of a house, apartment etc and write inside what they love about it. Support them with vocabulary in English when necessary.
- » Give them time to draw and write. Then, ask them to share their drawings and ideas with their partner.
- » Display the drawings on the wall and reflect with them on what makes a home and how would they feel if they lost their home.

**OR**

## Activity 3: 'Walking alone' role play

- » Refer to the illustrations in **opening 8** and ask children to observe carefully. The illustrations depict different scenes in the village. *What do they notice? What's the villagers' attitude? And the little girl's?*
- » Divide the class into two groups: in one group, learners play the role of the refugee children and, in the other group, learners play the role of the villagers. The villagers are sitting or standing around the room and the child refugees walk around. When the refugee children try to address a villager, asking a question or for help (*Can you tell me...? Can you help please?*), they just look the other way or turn their backs.

...

## Story sharing (Stage 4)

- » After a while, clap your hands and ask them to change roles. Repeat the role play.
- » When they finish, ask the children how they felt during the role play, how they felt when everyone turned their backs on them, and how they felt as villagers.
- » Ask the children to reflect and think about the following:
  - a) Why do they react this way?** Write captions that reveal what their thoughts / feelings are, so that these become visible.
  - b) How the villagers could change their attitude,** what could they do to make the child refugees feel welcome. Elicit their ideas and support with language.
- » Ask the children to work in groups and write a short dialogue (6–8 lines) for a roleplay between a villager / group of villagers and a refugee child.
- » When they are ready, ask the children to act out their dialogues.
- » Provide language support when necessary.



## Reflect and review

Use the 'Perfectly Norman and Me!' Record Sheet (see Photocopiable A)

### 1. What did I do?

- » Help children think about what they did during the *The Day War Came* activities. Play a 'The chair says' game referring to the different activities in this ICEKit e.g. *The chair says we associated words and expressions with war; The chair says we talked about the symbols in the story.* Children should stand up if it's true, or stay seated if it's false.

### 2. What did I learn?

- » Set up a *think-pair-share* activity for the children to reflect on three things they learned. After sharing as a whole class, ask the children to write or draw them on their 'The Day War Came and Me!' Record Sheet.

### 3. How did I learn?

- » Finish the sentences to explain how you learned:
  - a) I learned about **the impact of war and refugees** by...*
  - b) I learned about **helping people feel welcome** by...*

### 4. How well did you do?

- » Colour the chair(s) to show how well you did.

### 5. What actions do I need to take with my friends?

- » Have the children talk in groups and decide on their top actions, then finish the sentence with one of their ideas.

Provide a place for the children to keep this record sheet to refer to later. ♦

## Taking Action Cycle

### eTwinning activities or beyond the book activities



The children complete this activity cycle on **eTwinning** (or a similar virtual exchange platform). If your school does not have access to eTwinning, the children can still go beyond the book using the activities to take action in their schools and/or communities.



#### Activity 1: Discover

- » Share the story that prompted Nicola Davies to write the words for this picturebook, either by sharing the author's text at the end of the book, or by showing them or asking them to look for the original publication on The Guardian website [<https://tinyurl.com/2p986exb>].
- » Briefly explore the newspaper article to ensure the children are able to grasp the gist. The author says 'The ideas and images have been running in my blood like a fever' and 'I couldn't ignore the story burning in my veins'. *What does she mean?* Ask the children to paraphrase these ideas using their own words. Then ask them to characterise the author's feelings, in their own language if necessary and eliciting words like *angry, upset, revolted, outraged, indignant, etc.*
- » Ask your class to think about the problems refugee children face and how we can help them. Have them work in groups and select a problem and prepare a presentation about how to address that problem.
- » In groups, ask the children to brainstorm actions they could take to help one of the charities / NGOs that work with refugees (explore "Refugee Week" where you can find suggestions of "Simple Acts" to inspire the children: <https://refugeeweek.org.uk/simple-acts/>).

#### Activity 2: Share

- » Ask the children to share their brainstormed ideas on *TwinSpace* or use a *Padlet* to make a brainstorm map for the whole class.
- » Read the different ideas together, discuss them and decide what to do next.

#### Activity 3: Co-Create

- » Each partner or group of children looks for different charities or NGOs that work with refugees / displaced populations either locally or nationally or internationally.
- » As an alternative, give the children a list of previously selected charities or NGOs for them to explore and select one they would like to collaborate with.
- » With their partners, the children agree on a charity they want to support to learn more about their work and how they can help.
- » Ask the children to agree on concrete actions to help the charity or NGO by listing the best ideas to start a campaign to help refugees. Have the children set a goal for themselves and for their class or group. Ask, *What do you want to achieve? ...*

## Activity 4: Take Action

- » Have the children put their campaign into action and reach their agreed goal.
- » Ask them to present their campaign to other classes in the school and encourage them to take their campaign to the local community (e.g. *create posters or leaflets that can be displayed in key places in their community; give an interview to a local radio; write a text about the campaign for the school website*).
- » Record the different actions for future reference.

## Activity 5: Share

- » Ask the children to share the photos and other evidence they collected with their partners on *TwinSpace*.
- » Look and compare what the different groups have shared and comment on the different actions.

### OR

- » Ask the children to organise a 'Refugee Week' in their school to share their ideas and actions and call for more contributions.
- » Children can also make a video about the campaign and share this with the school community.

## Activity 6: Reflect and review

*Use one of these activities to help the children to reflect and review their learning (use their languages, as necessary):*

### Reflect and Review A: Sticky notes

- » Give the children a sticky note (preferably of different colours) and ask them to write something they learnt from the Taking Action Cycle activities. If they want to write more than one thing, give them more sticky notes.

- » Display all the sticky notes on a wall. Let the children read them and comment briefly.
- » Share photos of the sticky notes poster on *TwinSpace*.

### OR

### Reflect and review B: Smiley faces

- » Ask the children to draw a smiley face in their notebooks or on a blank piece of paper to reflect on working with other children from partner schools in *eTwinning* or in the community:

*A big smiley mouth = I loved it!*

*A straight-line mouth = It was OK.*

*A sad mouth = I didn't like it!*

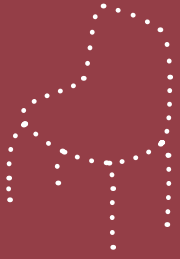
- » Then ask the children to share their smiley faces with their partners / schoolmates and say why they liked / didn't like the activities. ♦

## End-of-kit

### Reflect and review

**Head-Heart-Hands:** Use the *Head-Heart-Hands Record Sheet* (see Photocopiable B).

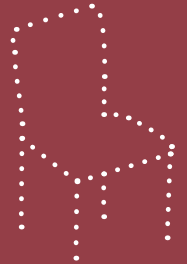
- » The children need to complete the sentences with nouns for the head, adjectives for the heart and verbs for the hands.
- » Elicit ideas from them and write these on the board. The children could then copy what they want onto the record sheet.
- » Provide a place for the children to keep a record of this activity to refer to later. ♦



**ICEPELL** is an Erasmus+ Strategic Partnership project which aims to support practitioners to confidently integrate intercultural citizenship education into English as a foreign language lessons and library sessions with children aged 5 to 12 years using picturebooks.

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by Fleur van Buuren, Alexandra Bittel,  
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**Project website:** [icepell.eu](http://icepell.eu)

**Project coordinator:**

CETAPS, Universidade Nova de Lisboa, Portugal

Address: FCSH, Universidade Nova de Lisboa

Avenida de Berna, 26C

1069-061 Lisboa

Portugal

**Consortium partners:**

» Associação Portuguesa de Professores de Inglês,  
Portugal

» Avans University of Applied Sciences,  
Netherlands

» Nord University, Norway

» Technische Universität Braunschweig, Germany

» USR Piemonte – Rete Sostenibilità, Italy

**Design:** Lupa Design

Danuta Wojciechowska, Mariana Fortes  
and Ana Sofia Simão

**Illustration:** Danuta Wojciechowska

**Content editor:** Sandie Mourão

**Copy editor:** David Valente



# My *The Day War Came* Record Sheet

Let's reflect and review!



Name: .....

Date: .....

## 1. What did I learn?

Write or draw three things that you learned in the 'The Day War Came' activities:

## 2. How did I learn? Finish the sentences to explain how you learned:

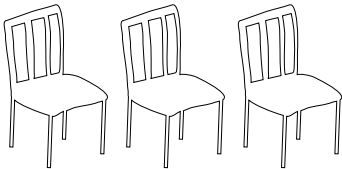
a) I learned about the impact of war and refugees by .....

.....

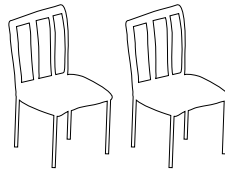
b) I learned about helping people to feel welcome by .....

.....

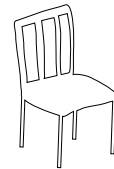
## 3. How well did I do? Colour the chairs to show how well you did.



I did very well during the lessons!



I did well during the lessons!



I need to work harder during lessons!

## 4. What actions do I need to take with my friends?

Talk to your group and decide on your top action, then finish the sentence:

We need to...

# My Head - Heart - Hands reflection



**During *The Day War Came* lessons, I learnt:**

**To help children who are lost and alone, I need to:**

**Doing the activities about the impact of war on people's lives made me feel:**

**My name is:**