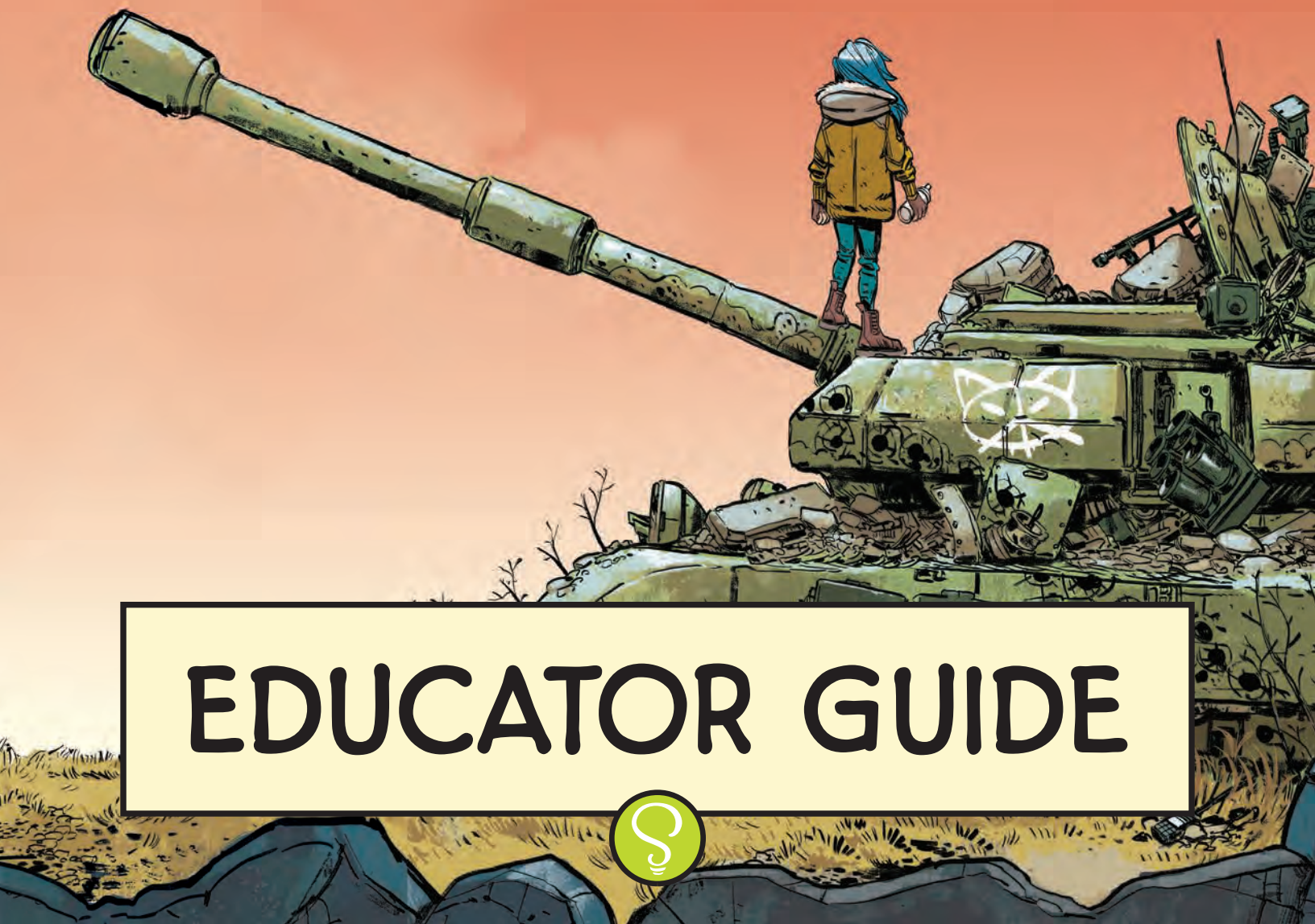
WAR

FROM THE BESTSELLING TEAM THAT BROUGHT YOU **ILLEGAL** AND **GLOBAL**

EOIN COLFER ANDREW DONKIN

ILLUSTRATED BY GIOVANNI RIGANO



EDUCATOR GUIDE



WAR

EOIN COLFER
ANDREW DONKIN
ILLUSTRATED BY GIOVANNI RIGANO

EDUCATOR GUIDE

BACKGROUND

Fourteen years old Kat loves creating graffiti art and knows every corner of her city. Her murals add color to dull walls until one day everything changes. An invading army sweeps into the city. When soldiers take her father away without explanation, Kat's mother gathers Kat and her little sister and flees in search of safety. Refusing to leave her father behind, Kat makes a dangerous choice. She stays behind in the occupied city, relying on her courage, creativity and determination to help bring her father home.

Adam never imagined becoming a soldier. Forced into military service, he is handed a uniform and a weapon before he is old enough to understand why he is fighting. As he witnesses the realities of war, Adam wrestles with questions that have no easy answers. Who decides when people go to war? What happens when your conscience tells you something different from the orders you are given?

Although Kat and Adam begin on opposite sides of the conflict, they share far more than either realizes. Both are young people whose futures have been interrupted by decisions made by adults. Their stories highlight how war reaches far beyond the battlefield. It changes families, separates loved ones, and asks children to carry war's burdens.

TEACHER NOTES

Before sharing *War* with students, take time to prepare yourself for the conversations the story invokes. Although the graphic novel is set in an unnamed country, the experiences of Kat, Adam, and their families reflect the realities of millions of children whose lives have been shaped by war, displacement, and occupation. Students will benefit from understanding that war has both physical and emotional consequences, leaving visible destruction alongside invisible wounds carried by children, families and communities. These realities disrupt childhood, separate families, and force young people to navigate circumstances they did not create.

This graphic novel is about the human consequences of war and the resilience, relationships, and hope enduring in its wake. This educator guide follows the same framing. Rather than centering conflict itself, students will examine how war affects children, families, and communities while exploring the choices individuals and societies make to restore peace, protect human dignity, and rebuild lives.

The experiences portrayed in *War* represent the lived realities of children around the world and deserve to be approached with care, respect, and humanity. The activities invite students to read deeply, think critically, and recognize the dignity of every person whose life is affected by conflict.

As you facilitate discussions, create space for curiosity, empathy, and multiple perspectives. Some students may have personal or family experiences with war, military service, migration, or displacement. Others may connect the novel to conflicts they have encountered through the news, social media, or conversations at home.

Develop a current events text set that pairs *War* with contemporary nonfiction featuring the voices of children living through armed conflict, particularly young people who are close in age to Kat and Adam. Memoirs, interviews, age-appropriate news articles, photo essays, and first-person accounts help students recognize that the themes in this graphic novel extend beyond fiction and into the lived experiences of children around the world. Prioritize texts that center children's perspectives, allowing students to examine the human impact of war through authentic stories while building historical understanding, media literacy, and empathy.

As students make contemporary connections, remind them that every conflict has its own history, people, and circumstances. Encourage them to ask thoughtful questions, examine evidence, and distinguish between governments, militaries, and the civilians who often bear the greatest burdens of war. This approach helps students develop historical understanding while resisting stereotypes and oversimplified conclusions.

Throughout this guide, students will explore how individuals respond to conflict with courage, compassion, and hope. They will analyze the choices Kat, Adam, and others make, consider alternatives to violence, and investigate the many ways people build peace in their homes, schools, and communities. Their culminating project, the Peace Kit, invites students to transform what they have learned into practical resources that support empathy, conflict resolution, and peacebuilding for other young people.

By the end of this experience, students should leave with more than a deeper understanding of *War*. They should recognize that children around the world continue to live through the realities reflected in this story. They should also understand that peace is built through everyday acts of listening, understanding, advocacy, and care.



WAR

EOIN COLFER
ANDREW DONKIN
ILLUSTRATED BY GIOVANNI RIGANO

EDUCATOR GUIDE

ENDURING UNDERSTANDINGS

SKILLS

- Analyze characters' experiences and choices.
- Examine how text and illustrations communicate meaning.
- Develop and communicate peacebuilding solutions.

CONCEPTS

- War changes the lives of children in visible and invisible ways.
- Children's stories deepen our understanding of the human impact of war.
- Young people can contribute to peace through empathy, dialogue, and action.

ESSENTIAL QUESTIONS

- How does war affect children, families, and communities?
- What can we learn by listening to the stories of children living through conflict?
- How can empathy, dialogue, and action help build peace?

PRE-READING ACTIVITY: READING LIKE AN INVESTIGATOR

Good readers ask questions as they read. They notice details, make connections, identify unfamiliar ideas, and seek to understand both what a text says and what it suggests. Before reading *War*, students will practice these habits by interrogating the United Nations Security Council's Five Mandate Action Plan focused on protecting children during armed conflict.

ACTION PLAN

How to end the recruitment and use of children in armed conflict:

ONE: Issue military command orders prohibiting the recruitment and use of children
TWO: Release all children identified in the ranks of security forces
THREE: Ensure children's reintegration into civilian life
FOUR: Criminalize the recruitment and use of children
FIVE: Integrate age-verification mechanisms in recruitment procedures

Source: https://childrenandarmedconflict.un.org/en/tools-for-action/action-plans

DIRECTIONS:
Read the United Nations Action Plan with a pencil in your hand. As you read, make your thinking visible by writing all over the page! Circle, underline, draw arrows, and jot down your questions, ideas, and connections.

AS YOU READ:

- Circle words or phrases that seem important.
- Underline ideas that surprise you or make you think.
- Write questions in the margins.
- Draw arrows to connect related ideas.
- Define words you do not know.
- Make connections to history, current events, or something you've read before.

YOUR NOTES MIGHT SOUND LIKE...

- Why would the United Nations make a poster like this?
- What does reintegration mean?
- Why do they have to check a child's age?
- What might happen to children if these rules aren't followed?
- What surprises me most about this Action Plan?
- Which action do I think is the most important? Why?
- What do I want to learn more about?
- This reminds me of...
- I wonder...

SMALL GROUP DISCUSSION
After you've marked up the text, share your thinking in a small group. Talk about:

- What stood out to you?
- What surprised you?
- Which action do you think is the most important? Why?
- What does this Action Plan teach you about what some children experience during war?
- What questions do you still have?

LOOKING AHEAD
As you read *War*, keep asking questions. Notice how Kat's, and Adam's experiences help answer your questions, make you think in new ways, or leave you wondering even more.

ANCHOR PAGES: THEME & DISCUSSION QUESTIONS

DIRECTIONS:
While reading, use both the words and illustrations to deepen your understanding of the theme, text, and complexities of war.

IMAGE	THEME Identify whether you agree/ disagree with the stated theme. Provide evidence to support or oppose it.	READING BETWEEN THE PANELS PROMPTS Read the text closely. Taking time to notice and think about the words and images and the messages they communicate.	PEACE TOOL As you read, collect Peace Tools that reflect the lessons Kat, Adam, and others teach about courage, compassion, empathy, and hope.
 	*War transforms ordinary life in an instant.*	Before anything dangerous happens, what details show that this was once an ordinary city? What visual clues help you notice everyday life? Look closely at the page layouts. How do the sizes and shapes of the panels change as the attacks begin? What effect does this have on you as a reader? Kat says, "I feel like I've woken up in the wrong dimension." What does she mean? Why might the author choose this comparison instead of simply saying she is scared? Find one panel without dialogue that communicates strong emotion. What do the illustrator's choices help you understand that the words do not? People begin helping strangers almost immediately. Identify two examples. What do these moments suggest about human nature during a crisis? Notice how the illustrator uses crowds throughout these pages. When do the crowds create safety? When do they create confusion? If you could give this section a subtitle, what would it be? Use evidence from both the words and illustrations to support your choice.	**Noticing Change** Draw or describe one everyday thing Kat lost because of war. Why is protecting ordinary moments an important part of building peace?



WAR
EOIN COLFER
ANDREW DONKIN
ILLUSTRATED BY GIOVANNI RIGANO

EDUCATOR GUIDE

ANCHOR PAGES: THEME & DISCUSSION QUESTIONS

DIRECTIONS:
While reading, use both the words and illustrations to deepen your understanding of the theme, text, and complexities of war.

IMAGE	THEME Identify whether you agree/ disagree with the stated theme. Provide evidence to support or oppose it.	READING BETWEEN THE PANELS PROMPTS Read the text closely. Taking time to notice and think about the words and images and the messages they communicate.	PEACE TOOL As you read, collect Peace Tools that reflect the lessons Kat, Adam, and others teach about courage, compassion, empathy, and hope.
 	*War shapes lives on every side of a conflict.*	Adam tells Stay that he misses home. How does this conversation challenge what readers might expect about soldiers? Adam says he was sent because his name appeared on a list due to a scar. What does this reveal about how war can make life changing decisions for young people? Compare the colors used on these pages with the earlier pages featuring Kat. How do the colors influence the mood? How does Adam describe the war differently than Kat experiences it? Identify at least two differences using evidence from the words and illustrations. Why do you think the author wants readers to experience the war through both Adam's and Kat's perspectives? Look carefully at Adam's facial expressions across the pages. Which panel best reveals what he is truly feeling? Explain your thinking using visual evidence. What similarities do you notice between Adam and Kat even though they have never met? How does learning about Adam complicate the story and make it more than a "good versus bad" conflict?	**Seeing More Than One Side** Write one thing Kat and Adam have in common. How can looking at more than one perspective help people understand each other?

ANCHOR PAGES: THEME & DISCUSSION QUESTIONS

DIRECTIONS:
While reading, use both the words and illustrations to deepen your understanding of the theme, text, and complexities of war.

IMAGE	THEME Identify whether you agree/ disagree with the stated theme. Provide evidence to support or oppose it.	READING BETWEEN THE PANELS PROMPTS Read the text closely. Taking time to notice and think about the words and images and the messages they communicate.	PEACE TOOL As you read, collect Peace Tools that reflect the lessons Kat, Adam, and others teach about courage, compassion, empathy, and hope.
	*War can change what people say, believe, and choose to reveal.*	Adam's letter sounds hopeful. What evidence on the page suggests his actual experiences may be different from what he writes home? Why might Adam choose not to tell his parents everything? Compare the words in Adam's letter with the illustrations surrounding it. Where do the images add information that the letter leaves out? Which panel creates the strongest feeling of tension? Explain how the illustrator achieves this. Adam writes that the local people are excited to see the soldiers. Does that match what you've seen in Kat's story? What questions do you have? Why are letters an effective way for the author to tell Adam's story? How might Adam's parents imagine the war after reading this letter? How does that differ from what readers know?	**Speaking Honestly** Adam leaves some things out of his letter home. Why can it be difficult to tell others the whole truth during hard times?

ANCHOR PAGES: THEME & DISCUSSION QUESTIONS

DIRECTIONS:
While reading, use both the words and illustrations to deepen your understanding of the theme, text, and complexities of war.

IMAGE	THEME Identify whether you agree/ disagree with the stated theme. Provide evidence to support or oppose it.	READING BETWEEN THE PANELS PROMPTS Read the text closely. Taking time to notice and think about the words and images and the messages they communicate.	PEACE TOOL As you read, collect Peace Tools that reflect the lessons Kat, Adam, and others teach about courage, compassion, empathy, and hope.
 	*Small acts of kindness help people survive difficult times.*	These pages are much quieter than earlier scenes. How does the slower pace of these pages change the way you read the story? Snow appears throughout these pages. What might the snow symbolize besides winter? Nuri shares food with Kat. Why does this simple act feel so important in the story? Notice the empty spaces and quiet panels. How does the illustrator use silence as part of the storytelling? Which panel best represents hope? Explain your choice using both the artwork and the text. Why do you think the author includes a peaceful moment in the middle of a story about war? What does this scene teach readers about community during times of conflict?	**Acts of Kindness** Nuri shared food with Kat. Describe one small act of kindness that helped someone in the story. Why do small acts matter during difficult times?

ANCHOR PAGES: THEME & DISCUSSION QUESTIONS

DIRECTIONS:
While reading, use both the words and illustrations to deepen your understanding of the theme, text, and complexities of war.

IMAGE	THEME Identify whether you agree/ disagree with the stated theme. Provide evidence to support or oppose it.	READING BETWEEN THE PANELS PROMPTS Read the text closely. Taking time to notice and think about the words and images and the messages they communicate.	PEACE TOOL As you read, collect Peace Tools that reflect the lessons Kat, Adam, and others teach about courage, compassion, empathy, and hope.
  	*Courage often means protecting others despite fear.*	Kat tells Papa, "Hold my hand." Earlier in the story, adults were helping Kat. Why is it important that Kat is now helping Papa? Look closely at the last panel where Kat's and Papa's hands meet. Why do you think the illustrator shows only their hands instead of their faces? Adam knows he could get into trouble for helping Kat's family. Why do you think he decides to help anyway? Think about Kat at the beginning of the novel. How has she changed? Use examples from both the words and the illustrations. Which details in the illustrations make you feel nervous or worried during the escape? Explain your answer. Some characters follow orders, while others choose to do what they believe is right. What does this chapter teach you about making difficult choices? Many people help make this escape possible. How do each person's actions show that solving a problem often takes teamwork instead of just one hero?	**Courage** What does courage look like in this chapter? Draw or describe one example.

ANCHOR PAGES: THEME & DISCUSSION QUESTIONS

DIRECTIONS:
While reading, use both the words and illustrations to deepen your understanding of the theme, text, and complexities of war.

IMAGE	THEME Identify whether you agree/ disagree with the stated theme. Provide evidence to support or oppose it.	READING BETWEEN THE PANELS PROMPTS Read the text closely. Taking time to notice and think about the words and images and the messages they communicate.	PEACE TOOL As you read, collect Peace Tools that reflect the lessons Kat, Adam, and others teach about courage, compassion, empathy, and hope.
	*Hope grows through memory, compassion, and everyday acts of care.*	Why do you think the story ends with a noodle cup instead of a big action scene? The noodle cup makes Kat think of Nuri. How can an everyday object remind us of someone important? Look closely at the colors, page layout, and amount of action on the final page. How does this page feel different from the beginning of the novel? Which relationship changes the most during the story? Use examples from the words and illustrations to explain your thinking. What does the ending show about how people begin to heal and rebuild after war? If you could add one more panel to the ending, what would you show? Why? What do you think the author wants readers to remember most about war and its effects on people?	**Hope** What message of hope would you include in a Peace Kit for another young person?

REVISITING THE UNITED NATIONS ACTION PLAN

DIRECTIONS:
Before reading War, students reviewed the UN Security Council's Five Mandate Action Plan. Go back to this plan. Now ask students:

- Which action do you understand differently now?
- Which action feels most important after reading *War*?
- Which action did you see characters living out?
- What would you add as a sixth action?

KAT'S GROWTH GRAPH

This activity helps students examine how a character develops over the course of a story. Students will analyze how Kat's experiences, relationships, and choices shape her thoughts, actions, and identity. They will trace her growth from the beginning of the novel to the end, supporting each point on the graph with evidence from both the text and illustrations. For this activity, students should move beyond describing what changes by explaining why those changes occur and identifying the events that influence Kat's development.

DIRECTIONS:
Complete the growth graph (appendix) following its prompts. The goal is to ensure you can:

- Describe how Kat changes throughout the story.
- Use evidence from the words and illustrations to support your thinking.
- Explain what happens that causes Kat to grow or change.
- Think about how her feelings, relationships, choices, and understanding of others develop over time.

THEME TRIANGLE

Working in pairs, students will explore how one of *War's* themes connects to other texts and the modern world.

DIRECTIONS:
Shared Theme: Write one theme from *War* in the center of the triangle. Include:

- A character, event, quote, or illustration from *War*
- The page number
- A short explanation of how it develops the theme

Text #1: Find another example of the same theme in a different genre, such as a poem, speech, film, song, artwork or news article. Include:

- The title of the text
- A quote or brief description
- An explanation of how it develops the theme
- A connection to *War*

Text #2: Find another example of the same theme in a different genre than Text #1. Include:

- The title of the text
- A quote or brief description
- An explanation of how it develops the theme
- A connection to *War*

Text #3: Find another example of the same theme in a different genre than Texts #1 and #2. Include:

- The title of the text
- A quote or brief description
- An explanation of how it develops the theme
- A connection to *War*

REFLECTION: After completing your triangle, each pair will present their triangles to the class. Each group must answer the following: How did looking at the same theme across four different texts deepen your understanding of *War* and the message it shares?



GRAFFITI AS PROTEST

Before the war, Kat used graffiti to bring color and joy to her city. As the story unfolds, readers see that public art can also communicate hope, preserve memory, and express ideas that matter. Throughout history, murals, street art, and graffiti have been used to challenge injustice, inspire communities, and call people to action.

Invite students to examine examples of murals and street art from around the world that promote peace, justice, or community before creating their own message.

EXAMPLES:
https://www.bbc.com/news/world-africa-48126363
https://www.instagram.com/taqi_spateen/
Gaza Artist Transforms Ruins Into Powerful Murals
https://ui.org.ua/en/sectors-en/murals-across-europe-the-wall-2/
https://www.tvboy.it/
https://www.welcometoukraine.info/c215s-graffitis-art-of-hope-and-resilience/

DIRECTIONS:
Imagine you have been invited to create a mural for a public wall in your community. Your mural should answer this question: What message about peace do you want everyone who walks by to remember?

Before you create, think about:
- What lesson from *War* stayed with you?
- What message would Kat want people to see?
- What did you learn from the graffiti artists and murals you explored? Which ideas, symbols, colors, or techniques inspired you?
- What symbols, colors, or images could help communicate your message?
- What short words or phrases could make people stop and think?

Your mural should include:
- A powerful message or slogan.
- At least three symbols or images that communicate your message.
- Color choices that help create meaning.
- At least one connection to *War*.

Artist's Statement: Write a short explanation of your mural. Your explanation should state:
- A message you want people to remember.
- How your mural connects to *War*.
- Why you chose your words, symbols, and colors.
- What you hope people think, feel, or do after seeing your artwork.

Gallery Walk: Your mural will be displayed around the classroom. You will get a chance to view all the finished murals. As you visit each mural, leave one sticky note that answers either of these questions: What message did this mural communicate most clearly? What part of this mural made you stop and think?



FROM WITNESS TO PEACEMAKER: VIEW, DISCUSS, AND REFLECT

Up to this point, students have witnessed through Kat's story how war changes childhood, families, and communities. Now they are introduced to Muska Fazli who has real life experience with war and childhood. Students will listen as she shares her belief that children have the power to build peace.

DIRECTIONS:
As you watch, think about how Muska's ideas connect to *War* and how they might shape the Peace Kit you are going to create.

VIEW THE VIDEO:
The Path to Peace | Muska Fazli | TEDxKids@ElCajon (https://www.youtube.com/watch?v=dRN0r3SriGA)

As a class, discuss the following:

- Which of Muska's ideas connects most closely to *War*? Explain your thinking.
- How does Muska define peace? How is her definition similar to or different from what you learned from Kat's story?
- If Kat could listen to this speech, which part do you think would matter most to her? Why?
- How have your ideas about peace changed since you began reading *War*?
- What responsibility do young people have in creating peace in their own communities?

Engage in a Silent Dialogue:

- Reflect silently on the story of *War* and Muska's lived experience.
- Write a response to each of the following prompts on your paper:
- Before reading *War*, I used to think... (What did you believe about war, refugees, peace, or the people affected by conflict before reading this book?)
- Now I think... (How has your thinking changed after reading *War* and hearing Muska Fazli's message?)
- One way I can help build peace is... (Think about your own school, neighborhood, or community. What is one action you can take to make a positive difference?)

Then pass your paper to a classmate and receive another classmate's paper.

- Read their thinking and respond by asking a question, making a connection, building on an idea, or offering another perspective or idea, stating evidence from the video or *War*.
- Continue rotating until you have responded to several classmates.
- When your paper returns to you, read your classmates' comments.
- Write one final reflection about how your thinking has grown.
    - One idea that challenged or changed my thinking today was...

A PEACE KIT: DESIGNING AND SHARING

The Peace Kit serves as the culminating performance task. The Peace Kit shifts students from consumers of a story to creators of meaningful resources. Grounded in inquiry, students synthesize evidence from the graphic novel, contemporary nonfiction, research, interviews, and Muska Fazli's TEDx Talk to identify practical ways young people can build peace in their homes, schools, and communities. Every item included in the kit should be purposeful, evidence-based, and designed with a specific audience in mind.

Encourage students to view themselves as designers and problem solvers. Their goal is not simply to create a collection of materials but to answer an important question: What would another young person need to help them build peace, respond to conflict with empathy, and create positive change in their community?

DIRECTIONS:
Create a Peace Kit that could help another young person. As you design your kit, ask yourself:

- Will it help someone understand how to build peace?
- Will it encourage kindness, empathy, and courage?
- Will it give someone ideas for solving conflict peacefully?
- Will it leave the person feeling hopeful?

Every item in your Peace Kit should have a clear purpose. Think carefully about what you include and why it matters. By the end of this project, your Peace Kit should be something you would be proud to share with another young person.



PEACE KIT ORGANIZER

STEP 1: INVESTIGATE

Conduct research and interview people about peace, conflict, and courage. Investigate one question such as:

- How do communities recover after war?
- How do schools teach peaceful conflict resolution?
- How do organizations help refugee children?
- What helps children feel safe after experiencing trauma?
- How do young people become peacemakers?

STEP 2: INTERVIEW

Interview at least three people from different generations. Possible interviewees:

- Parent
- Grandparent
- Teacher
- Veteran
- Refugee
- Community leader
- Counselor
- Neighbor

Develop 5–7 interview questions based on:

- Your reading of *War*
- Your research
- Muska Fazli's TED Talk
- Texts from your Theme Triangle

Share the knowledge you've gained with your interviewee. Ask questions like:

- What does peace mean to you?
- When have you seen someone choose peace during a difficult situation?
- What qualities help people rebuild after hardship?
- What do you think young people need most during conflict?
- What advice would you give Kat? Adam?
- How can young people become peacemakers in their own communities?

After completing your interviews:

- What surprised you?
- Which ideas appeared again and again?
- Did anyone disagree? Why?
- How did the interviews change your thinking?

STEP 3: DESIGN

Your kit must include at least one item from each category. You may choose how you design each item.

Build Understanding: Help another young person better understand war, peace, or empathy. Choose one:

- Children's Rights Card
- Peace Vocabulary Card
- "Did You Know?" Fact Card
- Your own idea

Encourage Empathy: Help someone understand or care about another person's experience. Choose one:

- Letter of Hope
- Conversation Starters
- "Walk in My Shoes" Activity
- Kindness Challenge
- Your own idea

Build Peace: Teach a peaceful way to respond to conflict or solve a problem. Choose one:

- Peace Strategy Card
- Conflict Resolution Guide
- Calm Down Strategy
- Questions to Ask Before Reacting
- Your own idea

Inspire Action: Encourage another young person to make a positive difference. Choose one:

- Community Action Card
- Acts of Courage Challenge
- Ways to Welcome Someone New
- Peace Pledge
- Your own idea

Your Choice: Create one original Peace Tool that you believe belongs in every Peace Kit. It could be:

- A bookmark
- A poem
- A comic
- A drawing
- A quote card
- A mini-poster
- A game
- Another creative idea

Design Checklist: Before you finish, ask yourself:

- Does every item have a clear purpose?
- Is each item inspired by *War*, your research, your interviews, or Muska Fazli's talk?
- Will this help another young person?
- Would I be proud to share this Peace Kit with someone else?

PEACE KIT ORGANIZER CONTINUED

STEP 4: TEST

Ask another student and an adult to review your Peace Kit.

- What was most helpful?
- What was missing?
- What could be clearer?
- Which tool would you actually use?

Revise your kit based on their feedback.

STEP 5: SHARE

Identify two or three places where your Peace Kit could make a difference. Possible audiences include:

- Elementary classrooms
- School counseling office
- Public library
- Community center
- After-school program
- Refugee support organization
- Government offices
- Family resource center

For each location selection explain:

- Why did you choose this place?
- Who do you hope will use your Peace Kit?
- What impact do you hope it will have?

TEACHER RESOURCE LIBRARY

The following resources can help deepen your understanding of the themes explored in *War*. They provide background knowledge, classroom-ready materials, and authentic stories that can support meaningful conversations about war, children's rights, displacement, peacebuilding, and visual literacy.

UNDERSTANDING CHILDREN AND WAR

UNICEF: Children Under Attack

- Stories, reports, and multimedia highlighting the experiences of children affected by armed conflict around the world.

United Nations Office of the Special Representative for Children and Armed Conflict

- Background information, reports, and classroom resources about protecting children during armed conflict, including the Action Plan used in this guide.

International Committee of the Red Cross: How War Affects Civilians

- Articles and educational resources explaining the humanitarian impact of war on families and communities.

CHILDREN'S VOICES

UNICEF Voices of Youth

- Stories, essays, and artwork created by young people around the world on issues including peace, conflict, and human rights.

UNHCR Teaching About Refugees

- Age-appropriate lessons, videos, and first-person accounts from refugees and displaced children.

Save the Children

- Current stories highlighting the experiences of children living through conflict and humanitarian crises.

PEACE EDUCATION

United States Institute of Peace

- Resources that explore conflict resolution, dialogue, and peacebuilding in communities around the world.

VISUAL LITERACY AND PUBLIC ART

Philadelphia Mural Arts

- Examples of community murals, artist stories, and educational resources that demonstrate how public art can inspire dialogue and strengthen communities.

Inside Out Project by JR

- A global participatory art project that uses large-scale portraits to elevate community voices and spark conversation.

APPENDIX

READER'S COMPANION · WAR

KAT'S GROWTH LINE

Choosefivemomentsfrom Kat'sstory,ploteachone,and back your choice with evidence.

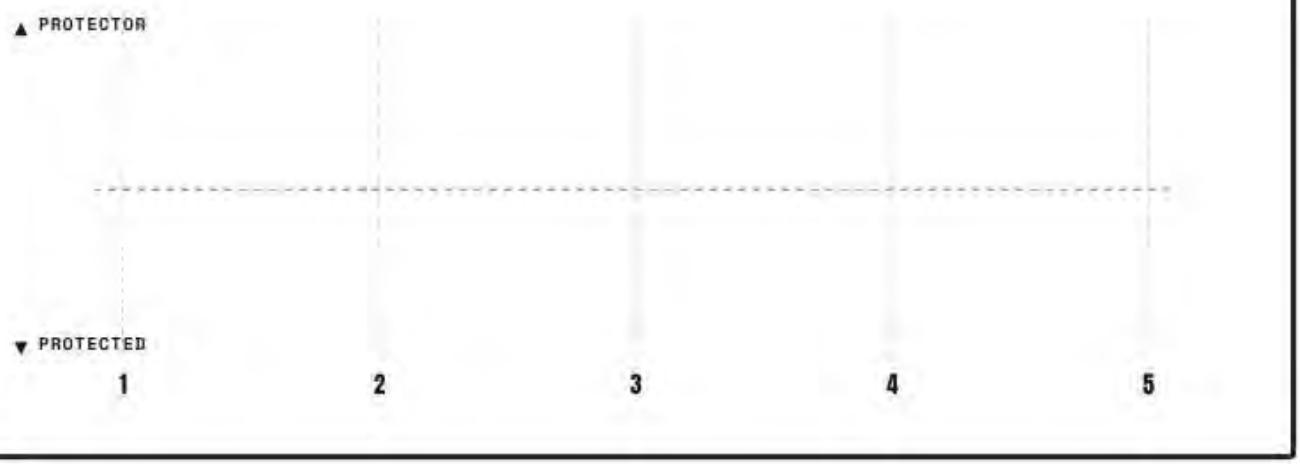
READER	BOOK TITLE	CHARACTER
	War, by Eoin Colfer & Andrew Donkin	Kat

How this works: pick five moments from Kat's story, in the order they happen. For each one, name the moment, note the page, and write your own question below. Then draw a dot in pencil on the line above that number: high toward PROTECTOR if Kat is keeping someone else safe at that point, low toward PROTECTED if she is the one being kept safe. Where you place it is your call, back it up with evidence, drawn or described.

KEY

Moment 1 Moment 2 Moment 3 Moment 4 Moment 5

Each number matches the moment card below with the same color. Draw your dot above that number on the graph, wherever you think it belongs between protected and protector.



APPENDIX

MOMENT 1
NAME THIS MOMENT

PAGE #

YOUR QUESTION

DRAW THE EVIDENCE

OR DESCRIBE IT

MOMENT 2
NAME THIS MOMENT

PAGE #

YOUR QUESTION

DRAW THE EVIDENCE

OR DESCRIBE IT

MOMENT 3
NAME THIS MOMENT

PAGE #

YOUR QUESTION

DRAW THE EVIDENCE

OR DESCRIBE IT

MOMENT 4
NAME THIS MOMENT

PAGE #

YOUR QUESTION

DRAW THE EVIDENCE

OR DESCRIBE IT

MOMENT 5
NAME THIS MOMENT

PAGE #

YOUR QUESTION

DRAW THE EVIDENCE

OR DESCRIBE IT

APPENDIX

READ YOUR OWN LINE

TITLE THIS GRAPH _____

Where does your line rise fastest? Where does it dip or flatten? What does that shape say about how Kat actually grows?

