



**Global  
Village**

Global Citizenship  
in Primary Schools

# 'The Day War Came'

A Teacher's Accompanying Guide  
for Senior Primary School

This is a Global Village resource designed by Ailbhe Joyce



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**Age group:** Senior Primary School (3rd-6th Class)

**Global Citizenship Education (GCE) themes:** Migration, War, Conflict, Inclusivity

**Purpose:** To develop compassion and understanding of the struggles of those forced flee to from conflict and to encourage action as global citizens.



**Direct curriculum links:**

Activity number(s)	Primary Curriculum Framework 2023 curriculum area	Primary School Curriculum 1999 subject	Strands
1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4	Language	English	Oral language; Reading; Writing
3.5	Arts Education	Art	Drawing; Construction; Paint & Colour
3.6		Drama	Drama to explore feelings; Knowledge and ideas leading to understanding.
3.3	Science, Technology, Engineering and Mathematics (STEM) Education	Mathematics	Data & Chance
1.1, 2.4, 3.3.2, 3.6	Wellbeing	Physical Education	Outdoor Education; Dance; Gymnastics
1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.6		Social, Personal & Health Education	Myself & Others; Myself & the Wider World
3.3	Social & Environmental Education	History	Stories; Eras of Change & Conflict; Politics, Conflict & Society
1.3, 3.3.2		Geography	Human Environments

**Sustainable Development Goals link:** Goal 16: Peace, Justice & Strong Institutions.

For more information about the Sustainable Development Goals (SDGs), visit <https://sdgs.un.org/goals>

**Disclaimer:** Please be aware of the situation of learners in your class before delivering the activities in this resource. If there are learners in your class who have become homeless or who have been forced to move home, or who have experienced fleeing from conflict, check in with them or their parents before delivering the following activities.

**Acknowledgement:** Global Village gratefully acknowledges support received from Irish Aid to conduct Global Citizenship Education activities in Ireland. The content, approaches and activities outlined in this resource are entirely the responsibility of the author(s) and do not necessarily represent or reflect the policy of Irish Aid.



# Suggested activities:

## Pre-reading:

### ACTIVITY 1

- 1.1 **Physical Education (Games):** Display a visual of the girl and her family (page 1/2). Play stand-up, sit-down game to highlight similarities and differences between the learners and the girl (e.g. stand up if you have a brother like this girl. *See appendix 1 for script of examples.*)
- 1.2 **Language (Discussion):** Invite learners to describe how they get ready for school each morning. Ask, 'What do you have for breakfast? How do you travel to school?' While still displaying the breakfast table image (page 1/2), pose the questions, 'What can you tell about the girl's life from this picture? How is this the same/different from your life?'
- 1.3 **Language (Discussion):** Invite learners to look at the image of the girl in her classroom (page 3/4) when she talks about what she did in class that morning. Invite learners to describe the girl's school day using prompts from the picture. Ask, 'Have you done any of the things she does in school? Are there things in the illustration that tell you what might be about to happen in the story?' Looking at the same image (page 3/4), ask the learners the following questions, 'Why do you think the illustrator chose to line up the learners' volcano pictures along the window? How is war like a volcano? How is it different?'

### ACTIVITY 2

- 2.1 **Drama (roleplay):** Without explanation, the teacher brings an extra chair into the classroom with some ceremony. Pose the question, 'What might this chair be for?' to the learners and allow time for discussion in pairs/small groups. Return to a whole-class discussion and mind-map learners' ideas (orally or on flip-chart paper).
- 2.2 **Language (Discussion):** Pose the following questions to dive deeper into the discussion: 'When do we use chairs (at school/at home/other)?'. Teacher highlights classroom/ learning situations, family occasions, gaming/IT, religious ceremonies, special celebrations.
- 2.3 **Language (Discussion):** Ask, 'Do you have a special chair at home?' Learners are invited to discuss this question in pairs/small groups. Reinforce the power of a chair to make someone feel welcome, special and included.
- 2.4 **Physical Education (Games):** Play a brief game of musical chairs using GCE-themed playlists and pause at various intervals to discuss how individuals who are left without a chair are feeling. Again, reinforce the power of a chair to make someone feel welcome, special and included. Discuss how learners would feel if they were not allowed a chair at school all day; how would they feel? What activities would they feel excluded from?



Read the story now

## Post-reading:

### ACTIVITY 3

- 3.1 Language (Discussion):** What reason did the teacher give for not letting the girl into the classroom? Do you think there could have been other reasons? Think about your own school. Can a child walk in and start school without a parent or guardian? Was the teacher just following the rules? What would you have done if you were the teacher?
- 3.2 Language (Discussion):** Why do you think the boy chooses to bring a chair to the girl? As the girl and boy walk along the road, why is it lined with chairs? How do they ‘push back the war with every step’? Is this what welcoming looks like in your opinion?
- 3.3 Mathematics (Data):** Guide learners through the following immigration statistics and problem-solving activities. Printable versions of the questions and text prompts are available in Appendix 3.

- 3.3.1 Problem-solving question:** Can we graph the figures in 3.3.1? What’s the best graph to use to represent immigrants from each nationality? (e.g. line graph, bar chart etc.)

*In Ireland, the annual number of immigrants in April 2023 was the highest since April 2007 and consisted of 29,600 returning Irish nationals, 26,100 other EU nationals, 4,800 UK nationals, and 81,100 other nationals including Ukrainians (Source: [CSO, 2023](#)).*

- 3.3.2 Research topic:** What is the most widely used [migration route in Europe](#)? [source: [infomigrants.net](#)] Compare and contrast the following numbers of people who used each route in 2021 using graphs. European migration routes can be discussed in more detail while viewing the [Frontex map](#). Compare your graphs to the ones prepared by the [European Council](#).

*Between January and October 2021, almost 55,000 migrants arrived irregularly via the [Central Mediterranean route](#). Since the beginning of 2021, just over 15,000 have arrived using the [Eastern Mediterranean route](#), most of whom are Syrian nationals. Frontex counted roughly 33,000 border crossings on these routes so far in 2021 – nearly 16,400 in the [Western Mediterranean route](#) (mostly Algerians and Moroccans), more than 16,700 on the Atlantic (mostly people from Sub-Saharan countries and Moroccans). (Source: [infomigrants.net](#))*

- 3.3.3 Problem-solving question:** What percentage increase was seen in anti-immigration protests from 2022 to 2023 according to the Garda Síochána? Can you map where these protests took place? Do you have any experience of protests happening near your home? Why might this be the case?

*Protests at several locations in Ireland started in early November 2022 after the development of sites in various parts of the country as temporary refugee shelters by the Department of Children, Equality, Disability, Integration and Youth (DCEDIY). The temporary shelters were attempting to accommodate the influx of 65,000 refugees during 2022 (Source: [Multiple sources](#))*

*Protests have been held in East Wall, Ballymun, Drimnagh, and elsewhere in Dublin; Fermoy and Mallow in County Cork; Kill, County Kildare; Lismore, Co. Waterford; Mullingar, County Westmeath; Inch, County Clare; and Rosslare Harbour, County Wexford. The protests, which the Garda Síochána say were numbered at 307 in 2022 and at least **a further** 169 as of August 2023, raised similar concerns over discrimination in selecting refugees and the lack of provision of prior information to local residents. (Source: [Multiple sources](#))*

- 3.4 Language (writing):** There is no war in Ireland, but the girl might say the war has reached to these places, too. Do you think so? If we don't help in welcoming refugees, are we contributing to the impact of war? How can we make everyone in our community feel safe and welcome? Learners invited to collectively create a classroom agreement on how we use inclusive language and actions to ensure everyone feels welcome. This agreement can act as a sharing topic at a school assembly and could be adopted across the whole school to show a school's solidarity and welcoming culture.
- 3.5 Art (construction):** Learners are given time and recycled materials to create their own miniature chair models. Learners should also be encouraged to prepare a brief description of whom the chair has been designed for and its intended use. Explanatory videos and examples can be found [here](#) and seen in *Appendix 2*.
- 3.5.1 Exhibition:** Learners are then invited to carry their own chairs and their miniature chair creations to a hall/open space to be displayed (indoors or outdoors). The class takes time to circulate around everyone's creation and hear their design explanations.
- 3.6 Drama (improvisation) / P.E. (dance/gymnastics):** In 3 groups, act out two pages of the story (Group 1: pg. 21-22, Group 2: pg. 23-24, Group 3: pg. 25-26). This acting out can be done in the form of a freeze-frame image, dance or short mime/drama. The scenes can then be put together to form a class sequence. On presentation to the class, each group should be asked with the following questions, 'What happened in this scene? How does your character feel? What would you like to happen next for the character?'

## Part 3 – Additional resources for 'The Day War Came'

1. Free [read-aloud](#) of 'The Day War Came' on YouTube to share with the class.
2. Download [3-week scheme of work](#) on 'The Day War Came' (note: slight adaptations necessary for Irish curriculum).
3. Visit the [SDG bookclub website](#) to download free resources for setting up a book club in your class or school (e.g. sign up list, banner, bookmark, 'How To' guide). **Note:** 'The Day that War Came' is a recommended book from the SDG Book Club catalogue.
4. Explore the shadowing resources for 5 picture book sessions on 'The Day War Came' from [Carnegie Greenaway](#).
5. Full programme of learning for 'The Day War Came' is available for free download from [Massive Outpouring of Love \(MOOL\)](#).
6. [Forced to Flee: Why Should I Care About Migration and Refugees?](#) This resource provides suggested exercises for use in primary classrooms on the refugee crisis situation (Trocaire, 2017).

## Resources links for offline users:

Lesson section	Topic	Full link
Cover page	Sustainable Development Goals (SDGs)	<a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>
2.4	GCE-themed music playlists	<a href="https://open.spotify.com/playlist/4Ueeh1bUlwlr0vWTYNLO9J?si=223f20cf149346e7">https://open.spotify.com/playlist/4Ueeh1bUlwlr0vWTYNLO9J?si=223f20cf149346e7</a>
3.3.1	Central Statistics Office, 2023	<a href="https://www.cso.ie/en/releasesandpublications/ep/p-ieu50/irelandandtheeuat50/society/migration/">https://www.cso.ie/en/releasesandpublications/ep/p-ieu50/irelandandtheeuat50/society/migration/</a>
3.3.2	Most widely used migration route in Europe	<a href="https://www.infomigrants.net/en/post/36391/the-main-migration-routes-to-the-european-union">https://www.infomigrants.net/en/post/36391/the-main-migration-routes-to-the-european-union</a>
3.3.2	Frontex map of European migration routes	<a href="https://www.frontex.europa.eu/what-we-do/monitoring-and-risk-analysis/migratory-map/">https://www.frontex.europa.eu/what-we-do/monitoring-and-risk-analysis/migratory-map/</a>
3.3.2	European Council graphs on migration flows to Europe	<a href="https://www.consilium.europa.eu/en/infographics/migration-flows-to-europe/">https://www.consilium.europa.eu/en/infographics/migration-flows-to-europe/</a>
3.3.3	An Garda Síochána on anti-immigration protests across Ireland	<a href="https://www.wikiwand.com/en/2022%E2%80%93Irish-anti-immigration-protests">https://www.wikiwand.com/en/2022%E2%80%93Irish-anti-immigration-protests</a>
3.5	Explanatory videos and examples of miniature chair constructions	<a href="https://www.accessart.org.uk/take-a-seat/">https://www.accessart.org.uk/take-a-seat/</a>
Part 3, 1	Free read-aloud of 'The Day War Came'	<a href="https://www.youtube.com/watch?v=8B6uudN6zNs">https://www.youtube.com/watch?v=8B6uudN6zNs</a>
Part 3, 2	3-week scheme of work on 'The Day War Came'	<a href="https://authorfy.com/wp-content/uploads/2019/02/The-Day-War-Came-KS2-Authorfy-Scheme-of-Work-Compressed.pdf">https://authorfy.com/wp-content/uploads/2019/02/The-Day-War-Came-KS2-Authorfy-Scheme-of-Work-Compressed.pdf</a>
Part 3, 3	SDG Bookclub website	<a href="https://www.un.org/sustainabledevelopment/sdgbookclub/">https://www.un.org/sustainabledevelopment/sdgbookclub/</a>
Part 3, 4	Shadowing resources for 5 picture book sessions on 'The Day War Came'	<a href="https://carnegiegreenaway.org.uk/wp-content/uploads/2020/10/The-Day-War-Came.pdf">https://carnegiegreenaway.org.uk/wp-content/uploads/2020/10/The-Day-War-Came.pdf</a>
Part 3, 5	Full programme of learning for 'The Day War Came'	<a href="https://education.mool.scot/the-day-war-came/">https://education.mool.scot/the-day-war-came/</a>
Part 3, 6	Forced to Flee: Why Should I Care About Migration and Refugees?	<a href="https://www.trocaire.org/documents/forced-to-flee-why-should-i-care-about-migration-and-refugees/">https://www.trocaire.org/documents/forced-to-flee-why-should-i-care-about-migration-and-refugees/</a>

## Glossary:

Word	Definition
Migration	The movement of people from one place to another to live.
Refugee	Someone who has had to leave their country because of reasons like war, natural disasters, persecution and more.
Terrain	An area of land. Terrain may include, flat plains, mountains, forests.
Route	A particular way of getting from one place to another
Sibling	Brother or sister
Protest	A formal action or demonstration of a group of people who want something to be changed or who are against something that is planned to happen.
Discrimination	The unfair treatment of one particular person or group of people. Usually, the different treatment is because of the person's sex, religion, nationality, ethnicity (culture), race, or other personal traits. Discrimination based on race is called racism.
Immigrant	A person who moves permanently to another country from their native land.
Immigration	The process of moving to a new country, with plans to live there permanently.
Temporary refugee shelters	A non-permanent covered living space providing a secure and healthy living environment with privacy and dignity.

### Appendix 1: Similarities & Differences game

## Stand up if, like this girl, you...

- ...have a brother.
- ...have a baby sibling.
- ...have plants in your home.
- ...hang your clothes up to dry.
- ...live in a city.
- ...like to draw.
- ...like to sing.
- ...like to drink orange juice.
- ...like to eat cereal.
- ...eat breakfast with other members of your family.



### Appendix 2: Miniature chair models (examples)



Image source: [accessart.org.uk](https://accessart.org.uk)

## Appendix 3: Printable problem-solving questions

### 3.3.1 Problem-solving question:

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- What's the best graph to use to represent immigrants from each nationality? (e.g. line graph, bar chart etc.)

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