



TEACHER'S GUIDE

WHEN TOMORROW MAY NEVER COME: THREE VALUABLE LESSONS FROM THE WAR IN UKRAINE

PREPARE TO READ

1. Get students' attention

- Ask, "Is war totally bad?" Get several students' opinions on war in general or the wars they have experienced or heard about.

2. Connect to students' experiences

This can be done in native language or English.

- Tell students they will learn about lesson learned from the war in Ukraine.
- Ask, "Has your country had a war recently or have soldiers from your country fought in other wars?" List some answers on the board.
- Ask, "How do you feel about that war? Was it all bad or did some good come from it?"

3. Guess: What will happen?

- Thucydides [pronounced thuu-sih-dih-dees], an ancient Athenian historian and general, once wrote, "War is a stern teacher." Ask: "What lessons do you think war has taught the people in Ukraine?" Write them on the board to refer to later in the lessons.
- Give students the K-W-L chart from page 5 to complete. In the first column, they can write what they already know about how the war has affected Ukrainians. In the second column, they can write what they hope to learn by reading this story. Tell students to keep the chart handy for after they read and listen to the story.

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- Say: “Now let’s listen to the story and see what we can learn about those lessons.

READ & LISTEN

1. Identify and mark

- Have students underline the positive actions people took during the occupation as they read a printed version of the story or write down the ones they see on a screen.

2. Identify and react

- As you play the audio recording, have students stand up whenever they hear a lesson learned.

RESPOND

1. Check understanding with specific questions

- “How many lessons were named?”
- “What does the Greek historian say about war? Why?”
- “What lessons does the writer mention?”
- “How do the people in Ukraine can help others?”

2. Revisit the K-W-L chart

- Have students return to look at their K-W-L chart and write in the third column about what they learned by listening to and reading the story.
- Ask students to compare their chart with a partner’s and talk about whether they mention the same or different things from the story.

3. Talk more about the story

- Ask students what they liked, what made them think, what parts they want to read again.
- Clarify vocabulary from the story by making associations with where students have heard the word before. Academic words in this story are: appreciate, colleague, energy, grant, participate, remove, resource, survive, voluntary.
- Apply the “What Am I Thinking?” strategy: encourage students to form their opinion on the text. Then ask them how they feel after reading the text. Ask them whether this story sounds like anything in their own experience; if yes, in what ways?

<https://irrc.education.uiowa.edu/blog/2016/06/what-am-i-thinking-during-reading-strategies>

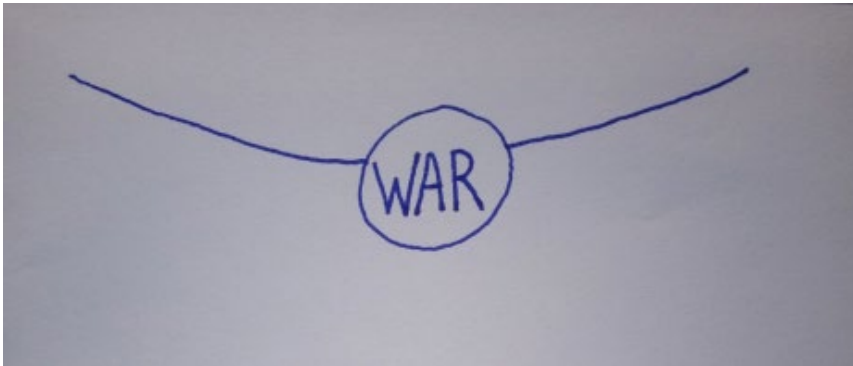
3. Create a Graphic Organizer (*What Gives Us Wings*)

Set up

- Prepare a large piece of chart paper, chalkboard or whiteboard and draw a circle in the middle. Leave some free space at the bottom.
- Write the word “war” in the circle.
- Draw big lines attached to the circle.

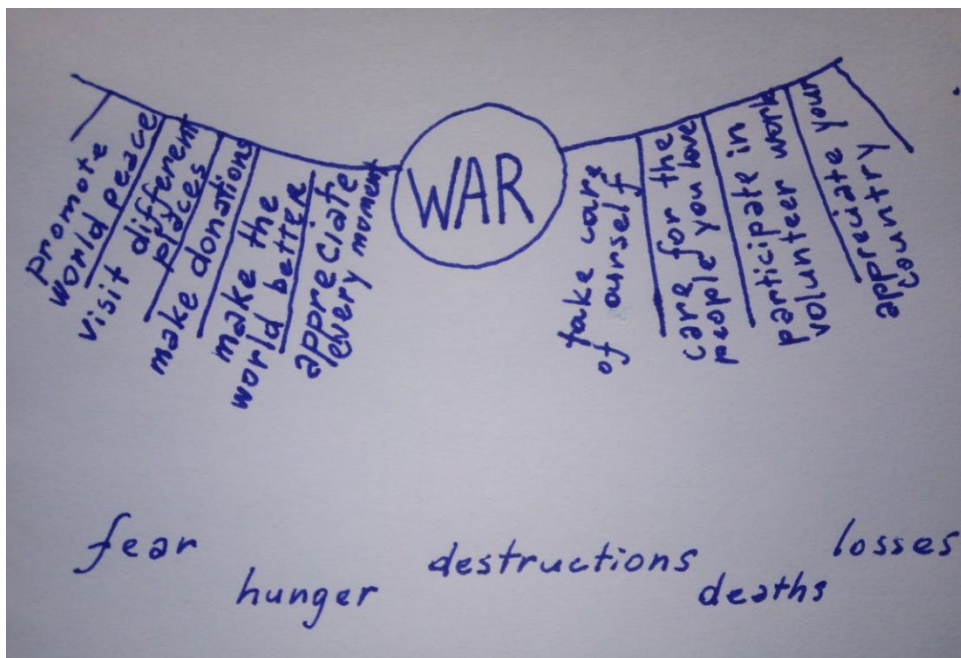
How to

- Explain: “We are going to revisit the lessons from the war in Ukraine.”
- Point to the empty space and ask students, “What problems does war cause?” and write the answers in the empty space.
- Then tell the students to recall what lessons war can teach. Ask the students to write their ideas



under the two lines, so that they resemble wings.

- Continue until there are more positive ideas on the “wings” than negative ones on the ground, so that the wings are strong enough to rise above negativity.



Variations

- Have students complete their own version of the graphic on the sheet given on page 6 of this lesson on lessons they learned from conflicts in their own life.

4. Research the Topic

Set up

- Find several resources on the topic of the story. Perhaps there are refugees from Ukraine in your own country. Or you can find social media posts by Ukrainians or news stories about Ukrainians after the occupation. Prepare enough copies so they can be shared by small groups of students or prepare a handout with links to online resources if students have internet access.

How-to

- Say, “We’re going to learn more about how Ukrainian life has changed after the occupation now. I’m giving you some materials you can use to find more information on the place/person/thing.”
- Explain: “Your job is to read the material / watch the videos and choose at least two more new things you can share with your classmates. Then you will present that to the class. You will tell us why it helps you understand more about the topic.”
- Divide students into small groups and give each the materials you have chosen for them.
- After a given period of time, ask the groups to present the new information they have gathered and explain how it has added to their understanding about the topic.

Variation

- Introduce the roles of cooperative learning groups before the small group activity. These roles usually include: a manager/motivator, a scribe, a researcher, and a presenter. Role cards are available with an explanation on the Learning English website:
<https://learningenglish.voanews.com/a/cooperative-learning-can-change-your-mind-about-group-work/4038628.html>

EXPAND

- Ask students to take the “What Gives Us Wings” graphic and apply it to a problem in their own country.
- Students can share these and explain orally how the problem and its negative effect can teach us positive lessons.

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Topic: Three Lessons from the War in Ukraine

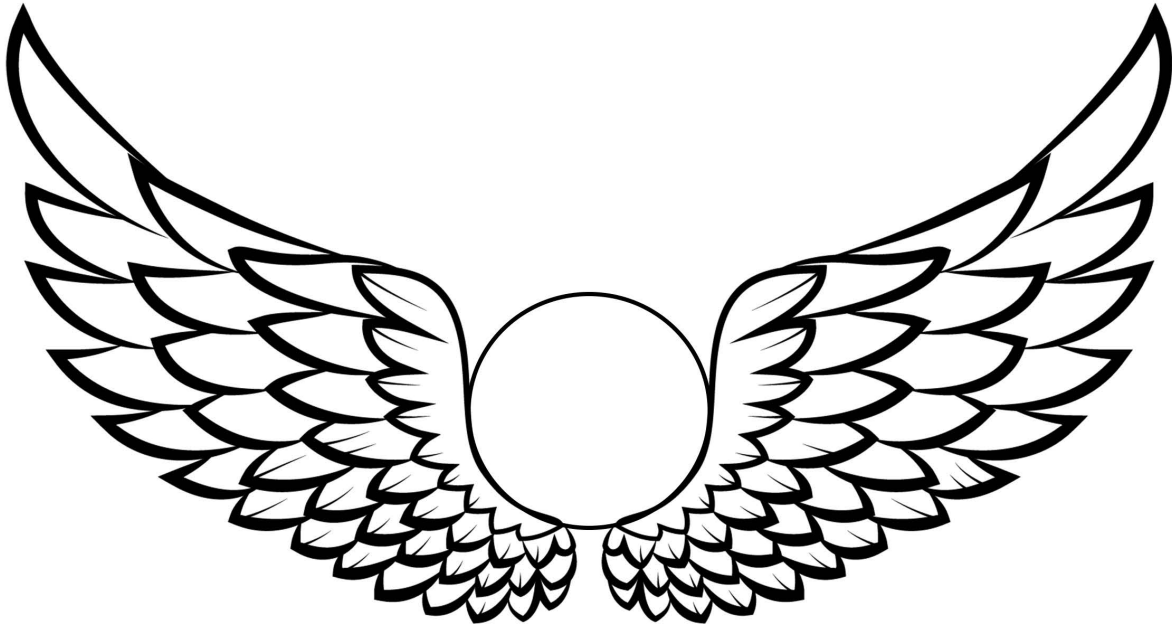
Before you read, think about the topic. What do you know already about it? Write it in the K column. Ask yourself, "What do I want to know about the topic?" Write it in the W column. After you read, think, "What did I learn?" Write it in the L column.

K Know	W Want to Know	L Learned

Teach Us About Ukraine is produced by
GoGlobal Ukraine
and Voice of America Learning English.
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<https://learningenglish.voanews.com/>

What Gives Us Wings

Think of a conflict or challenge in your own life. Write it in the circle or draw a picture or symbol if you do not want to write its name. On the lines below the wings, write the problems the conflict or challenge causes. On the wings, write the lessons you learned or the ways you are stronger now because of the challenge. Share with a partner or group.



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