

# IF WAR COMES TO YOU

## Laws of War Presentation Activity

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### **INSTRUCTIONS**

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This activity offers a simple way to revisit the experience and explore some of the key humanitarian and international law themes in an engaging and accessible format.

- » **Divide the group into three groups — one for each character path: Civilian, Aid Worker, and Soldier.**
- » **Exploring the themes in the pop ups during the film and using the Laws of War section.**  
Ask each group to prepare a 10-minute presentation or discussion summary on one theme, to share with the class.
- » **Encourage learners to reflect not just on what they have learned, but on why these details matter, and how they connect to real-world protections, responsibilities, and humanitarian values.**
- » **Students could be given around 30 minutes to prepare in class or be asked to prepare the presentation ahead of the session, if the activity is facilitated in a second standalone session.**

Use the prompts below to guide learners in their research and group reflection. Encourage them to connect what they see in the film with the rules and responsibilities of international humanitarian law.

*These topics also correspond to the 'quiz cards'.*

## AID WORKER

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### Civil Defence

- » Explore how local communities contribute to protecting civilians.
- » What responsibilities do governments and local organisations have in ensuring safety?

### International Red Cross and Red Crescent Movement

- » What different roles do humanitarian organisations play in armed conflicts?
- » How do they remain neutral, and why is this important?

### Aid Worker preparedness and essential items

- » Why is it important that a frontline aid worker has a 'grab bag'?  
How do these items reflect their mission?
- » How might meeting a humanitarian worker change your view of conflict or crisis?

## CIVILIAN

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### International Red Cross and Red Crescent Movement

- » What do National Red Cross and Red Crescent Societies do to help people during war and in peacetime?
- » Why is it important that they are able to work independently but still coordinate with others?
- » How does their connection to the International Movement help them support people locally during conflict?



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*Leaflet available for download as PDF.*

### Cultural Property

- » What do you think 'cultural property' means? Give some examples.
- » Why is it important to protect cultural property during war?
- » Can you think of any cultural sites that have been damaged or destroyed during a conflict?
- » Who should be responsible for protecting cultural sites during conflict (governments, international organisations, or someone else)?

### Education in Armed Conflict

- » Why might going to school feel especially important for children and young people living through war or conflict?
- » How do you think friendships at school help young people cope during difficult times?
- » What challenges might students face trying to attend school in a conflict zone?



## SOLDIER



### Rules of War

- » What do you think about the main rules of war on the soldier card?  
What rules should soldiers always follow?
- » Are there any rules that should be added?
- » How do you feel about the idea that even war should have limits?  
Are you surprised to learn how rules apply even in the chaos of battle?  
What impact does this have, both for the people fighting and civilians?
- » Why should wounded soldiers or prisoners of war be treated fairly, if they were enemies?

### Installations Containing Dangerous Forces

- » Consider the impact of attacks on critical infrastructure.
- » What might happen when military targets are placed near such sites?



### Red Cross, Red Crescent and Red Crystal Emblems

- » What do the red cross and red crescent emblems mean, and why are they respected in conflict zones?
- » Why do you think it's important to protect people who are wounded or sick during war?

### Family Tracing and Messaging

- » Discuss the importance of communication between families during conflicts.
- » How does losing contact with loved ones affect individuals and communities?
- » What can be done to help reconnect families?

