

Peace Lesson within  
the 5-th Summit of First  
Ladies and Gentlemen



The Fifth Summit  
of First Ladies  
and Gentlemen  
EDUCATION SHAPING THE WORLD



MINISTRY  
OF EDUCATION AND  
SCIENCE OF UKRAINE



# «SNAPSHOTS FROM UKRAINE: UNTOLD STORIES OF TEENAGERS»

A virtual journey inviting us to “walk in the shoes” of  
Ukrainian children growing up in a country where the  
war is now in its 12-th year

# THIS LESSON ASKS...

What helps teenagers stay themselves and plan for the future in wartime?

How does an ordinary day unfold for Ukrainian teenagers?

What do they dream about, and what do they want the world to know about their country?

## Who is it for?

Students aged 14–18 from different countries who want to learn more about Ukraine, the war, its causes and consequences and about the lives of their peers during wartime.

## Lesson length

From a single 45-minute class to a multi-lesson series, depending on the teacher's capacity and preference.

## Who can teach this lesson?

Teachers of history, geography, languages, philosophy, and ethics; mentors, tutors, and homeroom teachers. Ukrainian teenagers temporarily under protection abroad and studying in local schools can also lead it.

## Available languages

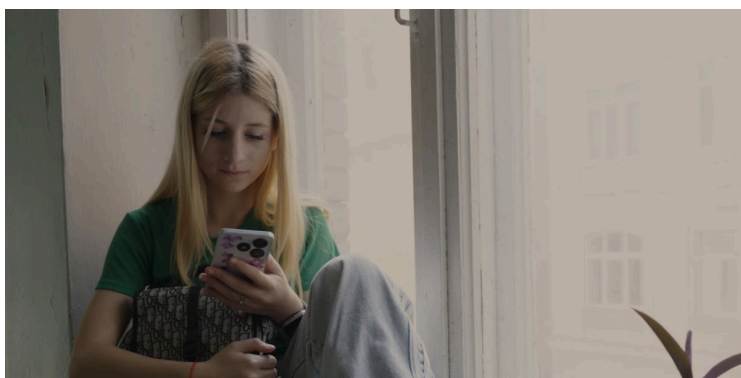
Ukrainian, English, Polish, Spanish, German, French

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# GENERAL METHODOLOGICAL GUIDANCE FOR TEACHERS

This lesson is built around three stories of teenagers who have lived through the war in different ways. They come from various towns and villages across Ukraine. All of them feel the consequences of shelling, limited access to education, less contact with friends, and loss. At the same time, like teenagers anywhere, they still find joy.



They listen to music, make TikTok videos, play computer games, have pets and, of course, they dream.



Of entering college or university, walking freely through their own cities, sleeping in their own beds rather than in shelters, traveling. Above all, they dream of the war ending and that their peers in other countries will never have to feel what they have felt.

These stories, despite the profoundly adult experiences within them, are light and sincere. They are not taken from headlines or political speeches, they are told by the kids themselves. By the same kind of young people who will be listening to this lesson across Europe, the Americas, Asia, Africa, and Australia.

## LESSON OBJECTIVES

- ▶ Foster empathy and compassion through personal stories of teenagers.
- ▶ Show the universality of children's and teenagers' dreams across different contexts.
- ▶ Help students reflect on the value of peace and safety in their own lives.
- ▶ Spark classroom dialogue about how each person can support a culture of peace.

# THE CORE AIM IS

**not only to acquaint students with stories of Ukrainian teenagers, but to show that peace is a value to be nurtured daily.** A culture of peace begins small: learning to listen, respecting differences, resolving conflicts without aggression, and practicing compassion. Encourage students to share their own examples of how they can build peace in their surroundings: at school, in the family, and with friends.



**Below are several recommendations to help you prepare and adapt the lesson to your needs.**

## 1. Volume and selection

The material is substantial. You may use it in full and try to cover all blocks, or choose those that resonate most with you and match your professional interests and those of your students.

## 2. Flexible use

Adapt it to your class: shorten some parts, change the order, add your own examples or discussion questions.

## 2. Split across sessions

The lesson easily divides into 3–4 segments for deeper reflection.

## 4. Sensitivity to context

If some activities feel too sensitive for your students, skip or replace them.

## **5. Create a safe atmosphere**

Agree on ground rules: mutual respect, the right to pass if something feels personal, and attentive listening.

## **7. Encourage creativity**

Let students express ideas not only in words but through drawings, short texts, social posts, or symbolic gestures of support for peace.

## **6. Cross-curricular links**

Integrate with civics, history, literature, ethics, or even foreign languages to broaden the context.

## **8. End on a positive note**

Leave space for reflection and for students' dreams about the future, emphasizing their role in cultivating a culture of peace.

**WE'RE ALWAYS HERE FOR  
YOUR FEEDBACK,  
QUESTIONS AND  
COLLABORATION**



**PEACELESSON@SUMMITFLG.ORG**

**With heartfelt thanks for your partnership!**

## BLOCK 1

# UKRAINE IS CLOSER THAN IT SEEMS...

### Teacher's opening



“Today we’ll talk about a country whose name, I’m sure, you know from the news. But I suggest that for one hour we set aside everything you’ve heard and travel behind the headlines.



SCAN THE  
QR-CODE



WATCH THE PROMO VIDEO

We’ll look at this country not through the eyes of politicians or journalists, but through the eyes of your peers—and of people building its future every day.”

## ACTIVITY. MENTIMETER / KAHOOT: “THREE WORDS ABOUT UKRAINE” → WORD CLOUD.

### The aim

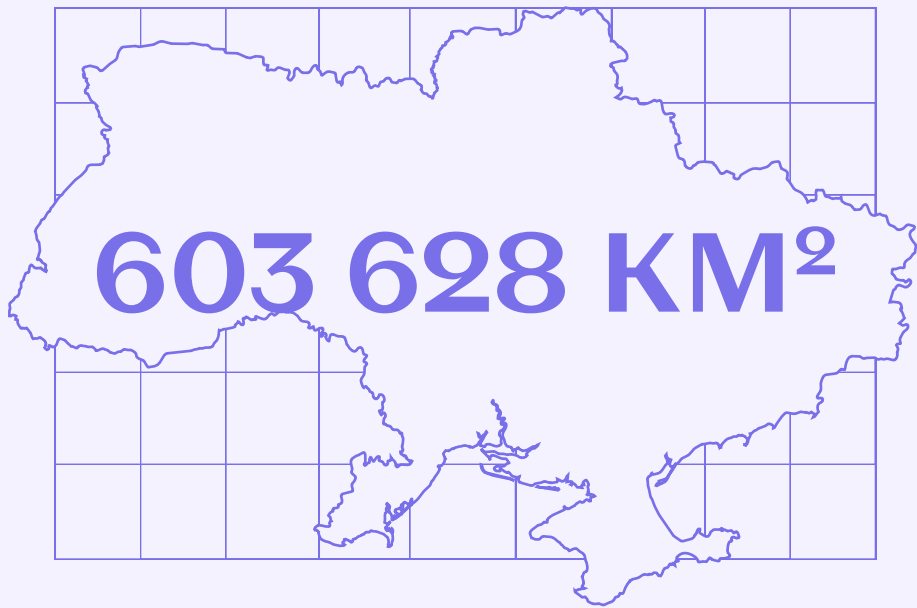
is to bridge the distance, reflect on the video through recall, note its main points, and build associations with Ukraine.



After viewing, ask students to submit (via the digital tool) three words or short phrases they associate with Ukraine.

## Facts and figures

(as well as the “modern and historical context” section can be used to help explain students Ukraine):



### 1. UKRAINE – THE LARGEST COUNTRY IN EUROPE

By area (603,628 km<sup>2</sup>), it is the largest country fully located within Europe.



### 2. CHORNOZEM – UKRAINE’S TREASURE

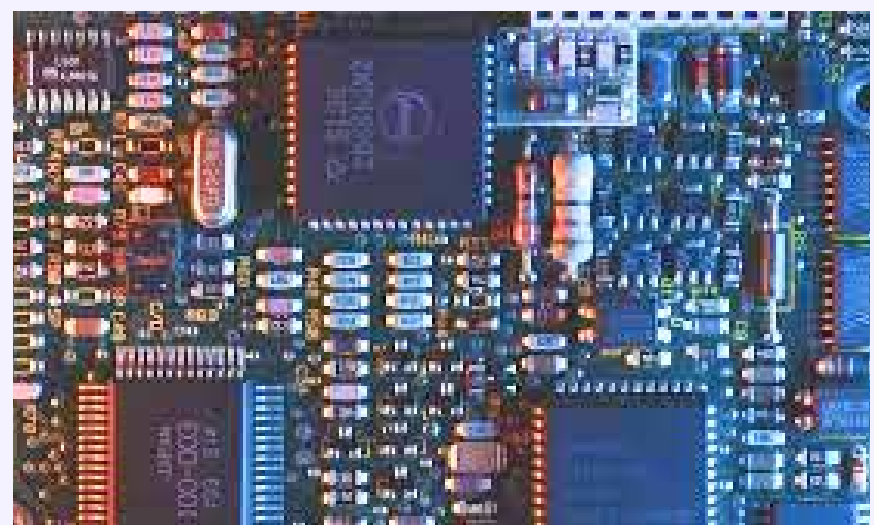
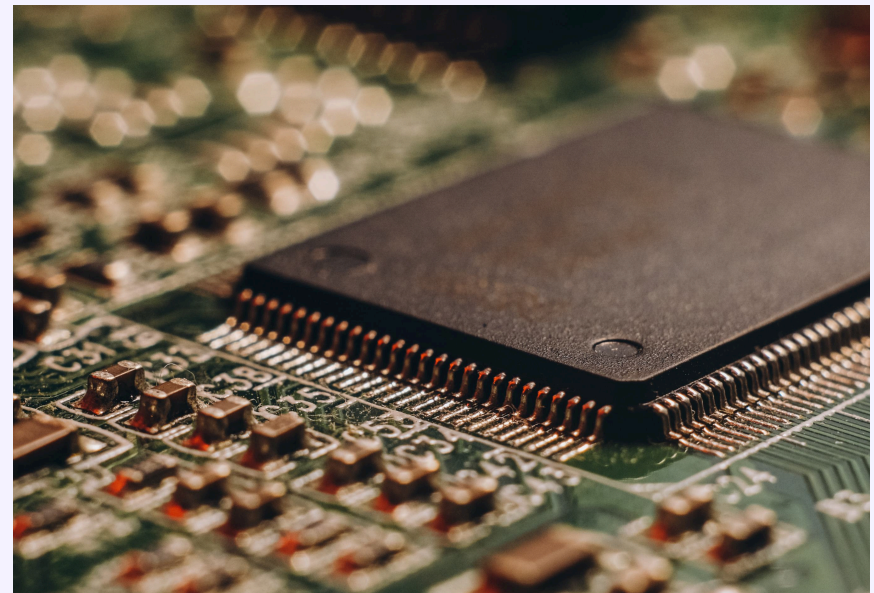
Ukraine holds roughly a quarter of the world’s reserves of chornozem (black soil), the most fertile soil type.

Thanks to this, it is a leading exporter of grain and sunflower oil, playing a critical role in feeding millions and stabilizing global markets.

### 3. A KEY LINK IN GLOBAL TECH PRODUCTION

Ukraine is among the world’s largest producers and exporters of inert gases, especially neon – indispensable for making microchips and semiconductors.

Before Russia’s full-scale invasion in 2022, Ukraine supplied up to 70% of the world’s purified neon, making it vital to the global electronics industry – from smartphones to cars.



## Modern and historical context

We live in a post-truth world where information travels fast, and it can be hard to separate truth from lies. Imagine that an entire state can act as a con artist, spending centuries convincing the world that another state does not exist, that it's an artificial construct, a historical accident. How does that work? Let's unpack it.



In 2014, the Russian Federation launched a hybrid war against the independent state of Ukraine, occupying part of its territory. In 2022, Russia began a full-scale war to destroy the Ukrainian national idea and turn Ukraine into a compliant pro-Russian colony.



To justify this aggression, Vladimir Putin revived a familiar myth: “Ukraine is a ‘young state’ that accidentally appeared after the collapse of the Soviet Union; Ukrainians and Russians share one history, so their paths must converge.”

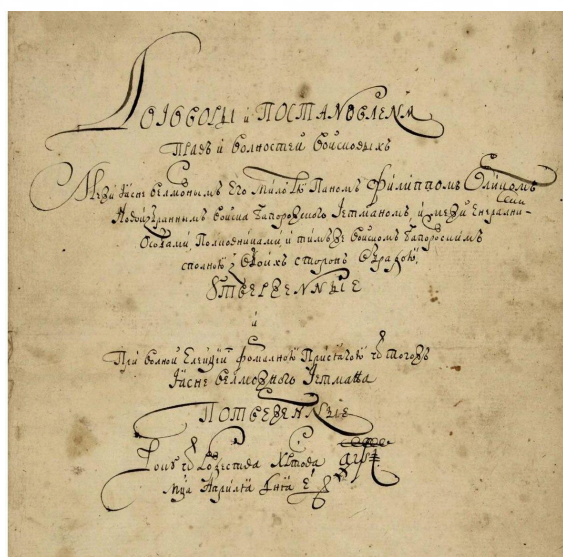
**THIS IS FALSE.** Let's turn to history. The story of Ukrainian statehood is a continuous process traceable across centuries.



## RUS-UKRAINE (9TH-13TH CENTURIES).

In the Middle Ages, Kyiv was the center of one of Europe's most powerful states Rus-Ukraine. It spanned vast territories and in the 10th-11th centuries was arguably Europe's largest state. In 988, Prince Volodymyr of Kyiv adopted Christianity as the state religion.

This enabled "marriage diplomacy," with the children of Kyiv's rulers marrying into European royal houses (most famously Anna Yaroslavna, wife of King Henry I of France).



The Constitution of Pylyp Orlyk (1710)

## THE UKRAINIAN PEOPLE'S REPUBLIC (1917-1921).

World War I brought down empires and birthed nation-states. In 1917, the Ukrainian People's Republic arose and later proclaimed independence. It was destroyed by Soviet Russia, and Ukraine fell under Soviet occupation for nearly 70 years.

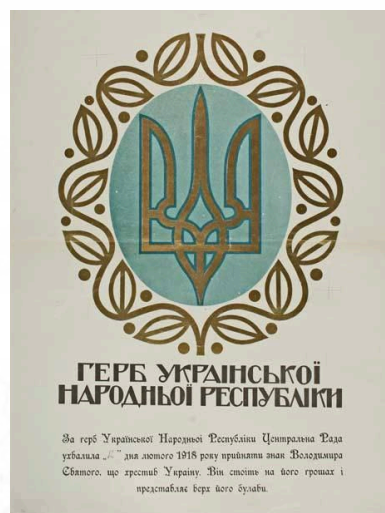


Silver coin of Volodymyr the Great with a Trident, which were minted in the last years of his life (989 – 1015)

## THE HETMANATE (16TH-18TH CENTURIES).

By the 17th century, the state-building process surged. In 1649, a democratic polity known as the Hetmanate emerged, encompassing significant ethnic Ukrainian lands. Its uniqueness lay in its democratic foundations: leaders and officials were elected by the people, who could also replace them if needed.

Modern Ukraine restored its independence in 1991 with the dissolution of the Soviet Union. It was not born from a vacuum; it is the logical result of centuries of struggle. Every Ukrainian teenager fighting for their future today inherits this long tradition.



The Act of Unification in Kyiv, on the unification of the Ukrainian People's Republic and the West Ukrainian People's Republic into a single unified state – January 22, 1919

## Teacher's word



“What you see today – Ukraine standing up to one of the largest armies in the world – is no miracle. It is the expression of a character forged over centuries and an ability to find solutions under extreme pressure. Ukraine is contemporary music with millions of YouTube views.

It is cinema winning prizes at global festivals. It is fashion, art, centuries-deep history, and breathtaking nature. So the next time you hear ‘Ukraine,’ remember not only the struggle.

Remember the people moving the world forward. Remember the teenagers who, under the wail of sirens, learn foreign languages, write code, and dream about the future.”



To BLOCK 2. “Trying on Diana’s shoes...”

## BLOCK 2

# TRYING ON DIANA'S SHOES...

A story of deportation and the journey home.

### Pre-viewing discussion for Video 1



How do you understand the word “deportation”? Have you heard it before? Can you give examples from history?



**Deportation** is the forced expulsion or relocation of people from their permanent place of residence by state authorities or an occupying power.

### KEY FEATURES:

- ▶ It is always coercive (people are forced to leave their homes, often under threat of violence or punishment);
- ▶ It typically occurs without the consent of those affected;
- ▶ It can be driven by political, ethnic, military, or other motives;
- ▶ In international law, deportation of civilians during war is considered a war crime.

**The forced deportation of children** is among the most heinous war crimes. The Rome Statute of the International Criminal Court (Article 8) and the Convention on the Prevention of the Crime of Genocide (Article II) directly define the “forcible transfer of children from one group to another” as an element of genocide. The goal is to erase a child’s identity: to make them forget their language, culture, family and, ultimately, themselves.

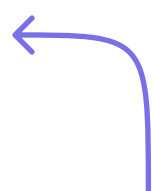
## Lead-in to the video

As we watch the next video, let's try to "step into Diana's sneakers", a girl who came back from forced deportation. By "stepping into her sneakers," I invite you to draw closer to one person's experience for a few minutes, as if walking a short stretch in her shoes.



This is a practice of attentive observation and empathetic thinking: we stick to what we truly see and hear in the story (words, actions, small details) and, based on that, try to answer: "What matters to her right now?" "What helps her hold on?" "What decision did she make, and why?"

## WATCH THE VIDEO



SCAN THE  
QR-CODE



WATCH THE VIDEO

## Post-viewing reflection and discussion

1. What emotions did Diana's story and those of her brothers and sisters evoke in you?
2. What do you and Diana share, and what differs?
3. What do you think was hardest for her during deportation?
4. What, conversely, helped her cope?
5. Can Diana's deportation be considered a war crime? Why?
6. Which of her rights were violated, and who should be held accountable?
7. How can society support teenagers who return after deportation?



**Note:** choose the questions most relevant to your class.

## Background

### SCALE OF THE CRIME

There are no exact figures for the number of children taken from Ukraine. The Russian Federation claims to have removed over 700,000 Ukrainian children to its territory, cynically calling it “evacuation.”



Seven hundred thousand is roughly the population of Luxembourg (teachers in other countries can adapt with a national comparison). Ukraine has verified 19,546 cases of forced child deportation. This chasm underscores the scale of a crime that still must be fully investigated.

### THE FIGHT TO BRING THEM HOME.

As of August 2025, Ukraine has managed to return only around 400 children. **Each return is a highly complex special operation** lasting months and demanding immense efforts from intelligence, diplomats, and international intermediaries.



### METHODS OF ERASING IDENTITY.

Children are taken to so-called “re-education camps,” where they are subjected to intense anti-Ukrainian propaganda, forced to learn the Russian anthem and a distorted history whose refrain is the myth that “Ukraine is an artificial state.”

Deported children are given up for adoption into Russian families—often with their names and surnames changed to sever ties with their homeland forever.

## Historical context

What is happening today is not new. It is a deliberate continuation of centuries-old imperial policy, where deportation has long been a tried-and-true tool of genocide – the “final solution” to national questions. In both its tsarist, Soviet, and current forms, the Russian state has repeatedly used mass forced relocations to destroy entire peoples. Ukrainians and other peoples of Ukraine have suffered this with particular cruelty.

## TODAY’S CRIMES MIRROR SOVIET PRACTICES.

The most telling example is the genocide of the Crimean Tatar people.



On 18 May 1944, the Stalinist regime launched Operation Sürgünlik (“exile”). Within three days, almost the entire indigenous population – over 200,000 Crimean Tatars, Krymchaks, and Karaites, mostly women, children, and the elderly – was deported from Crimea to remote areas of Central Asia.

Accused of “collaboration” with Nazi Germany, they were in fact victims of an ethnic cleansing of the strategically important peninsula. People were crammed into freight cars without food, water, or medical care.



Tens of thousands, by some estimates up to 46%, died en route or in the first years of exile from hunger, disease and inhuman conditions. In June 1944, more than 37,000 Greeks, Bulgarians, and Armenians were also deported from Crimea. Their homes and property were confiscated and handed to settlers from Russia.

Thus, today’s forced removal of Ukrainian children is not an isolated war crime but the logical continuation of Russia’s historical policy aimed at the genocide of the Ukrainian nation. The goal remains the same: to erase a nation from the face of the earth—starting with its future, its children.

### Teacher’s word



“Thank you for this discussion. Now let’s look at another unexpected source of strength for Ukrainian teens in difficult times – education. Let’s ‘put on the sneakers’ of Nazarii and Oryna and descend into Zaporizhzhia’s underground school to see how learning becomes a practice of resilience.”

## BLOCK 3

# LEARNING UNDERGROUND. ZAPORIZHZHIA. “HEADING TO SCHOOL WITH NAZARII AND ORYNA”

### Pre-viewing discussion for Video 2

- What happens underground in your city?
- Apart from taking the subway, why else might people go underground?

#### Teacher's word



What do you do when you hear a loud sound outside? You might look out the window. But what if the sound of an air-raid siren means a missile is heading toward your city and you have only minutes, sometimes seconds, to find safety? When your home, school, or favorite café can become a target at any moment, Ukrainians have found an answer. And it lies deep underground.

### THIS ISN'T A METAPHOR.

The subway systems of major Ukrainian cities – Kyiv, Kharkiv, Dnipro – were designed from the outset not only as transport but as reliable bomb shelters.

 For example, Arsenalna station in Ukraine's capital, Kyiv, is among the deepest in the world – its platform is 105.5 meters below ground. That's like stacking a 30-story high-rise, end to end, beneath your feet.




Arsenalna metro station, Kyiv, Ukraine. Depth: 105.5 m.

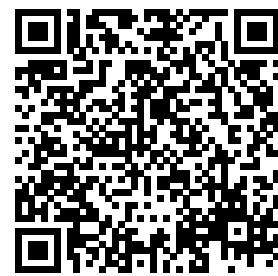
Now imagine Zaporizhzhia – one of Ukraine's largest cities, beautiful and modern, with over 700,000 people. It lies just 30 kilometers from the front line. What does that mean in practice? A Russian S-300 missile can reach Zaporizhzhia in just 30 seconds.

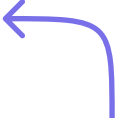
## COUNT TO THIRTY.

What could you do in that time? Stand up? Send a message? Ukrainian teenagers have to use those 30 seconds to save their lives. That's why going underground isn't a choice, it's the only way to keep studying, socializing, and simply living.

 We're about to see and hear stories of teens from underground schools...

## ABOUT UNDERGROUND SCHOOLS.



  
SCAN THE  
QR-CODE

WATCH THE VIDEO

## Facts and figures

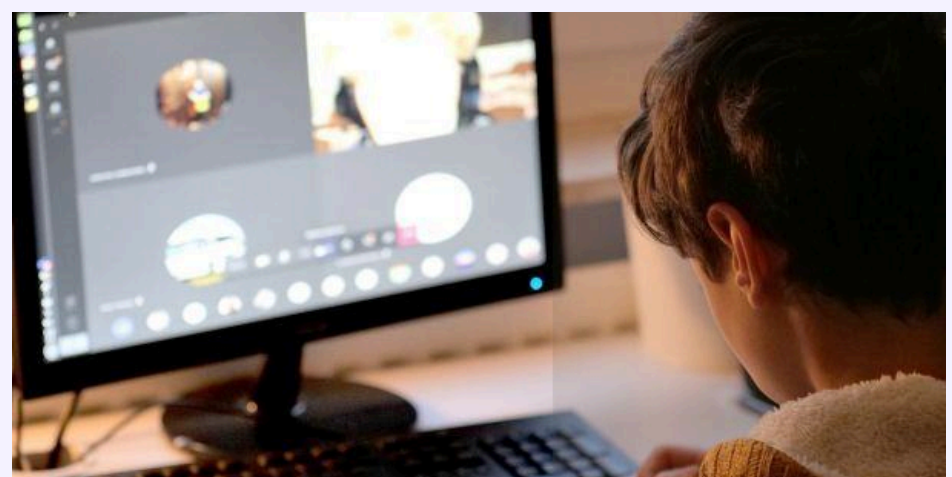
### ▶ OVER 4,000 AIR-RAID ALERTS

have shaken Zaporizhzhia since the start of the full-scale invasion – adding up to more than 170 days spent under threat.



### ▶ AROUND 50,000 SCHOOL-AGE CHILDREN LIVE IN THE CITY.

Due to relentless shelling, all of them had to study online.



- ▶ Kharkiv, another frontline city, faced similar circumstances. To bring students back to in-person contact, in September 2023

## THE CITY EQUIPPED 60 CLASSROOMS ACROSS 20 METRO STATIONS

serving over 2,200 students.



- ▶ **IN MAY 2024, KHARKIV OPENED  
UKRAINE'S FIRST UNDERGROUND SCHOOL**

– 6 meters deep, with  
20 classrooms for  
600 students, a direct  
response to Russian  
terror.



### Post-viewing reflection and discussion

1. What emotions did Nazarii and Oryna's story evoke for you?
2. What struck you most about learning in an underground school?
3. What do you share and what differs between your experience and theirs?
4. Has the video changed your perception of the lives and studies of Ukrainian teens during the war?
5. What do you think helps them stay motivated and develop their talents in such conditions?
6. Which of Nazarii and Oryna's talents or character traits inspired you most?



**Note:** choose the questions most relevant to your class.



✂ PROMPT LIST ✂



whistle



spare lenses  
or glasses



flashlight



blanket or  
throw



water  
bottle



reflectors



tag  
with name and  
phone number



power bank



favorite  
toy



lunch box



camera



umbrella



calculator



book



stress-  
relief toy



first-aid kit (bandage,  
plasters, antiseptic)



wet  
wipes



spare  
socks



favorite  
headphones



diary or notebook



board games




sleeping pad




tablet/laptop

## Group 1: Backpack for a student from Kyiv

 **Context:** She lives in the capital and studies in a hybrid format (part online, part in-person). Frequent air-raid alerts mean sheltering in the metro or a bomb shelter.


- ▶ **Consider:** Essentials for longer stays in shelters; combining online/offline study; moving around the city.

## Group 2: Backpack for a student from a frontline city

 **Context:** He lives near the front. Classes are mostly underground (in specially equipped shelter-schools). Power and the internet often go out.

- ▶ **Consider:** Safety first; limited light and connectivity; psychological support amid constant stress.

## Group 3: Backpack for a student from Western Ukraine

 **Context:** She lives in a relatively safer region. Many internally displaced classmates have arrived; she volunteers to help them integrate.

- ▶ **Consider:** Supporting others; a familiar school format with new social challenges; items for volunteering.

## Group 4: Backpack for a displaced student

 **Context:** She moved from occupied or destroyed areas. She's adapting to a new school and unfamiliar surroundings.

- ▶ **Consider:** Psychological comfort; creating a sense of stability; adapting to new rules and social norms.

## Group 5: Backpack for a student abroad



**Context:** A Ukrainian teen studying in a foreign school – a refugee or emigrant – trying to stay connected to Ukraine while adapting to a new environment and language.

- ▶ **Consider:** Preserving cultural ties; adjusting to different education systems; overcoming language and cultural barriers.

## COMPARISON AND DISCUSSION

### 1. After each group presents, discuss together:

- What do these backpacks have in common across regions and countries?
- Which items are unique to each context? Why do these differences arise?

### 2. Compare with your own backpack

- Which items overlap with Ukrainian students' backpacks?
- Which are unique to wartime (e.g., whistle, flashlight, power bank)?

### 3. Discuss

- What do these differences reveal about teen life in Ukraine during the war?
- What feelings did this task evoke?
- How did it change your picture of Ukrainian students' daily lives?
- Which items were universal, and which were specific and what does that say about both the common and the particular in teenage experience?
- How would your attitude toward your own backpack change if it had to be ready for emergency evacuation?
- What struck you most in comparing your usual backpack with that of a Ukrainian peer?

## BLOCK 4

# LOSING A FRIEND. SOLIDARITY.



The story you're about to see is about two superpowers woven into Ukrainians' DNA: the art of self-organization and remarkable inventiveness. Life has often forced people not to wait for ready-made solutions, but to create them.

It begins with an old custom – “toloka”. Long before construction firms or bank loans, people simply came together and found a way to build a neighbor's house with whatever they had. That is inventiveness in action.

These traits shine brightest in hard times. Over 400 years ago, the Zaporizhian Sich arose – not only a self-governed republic of free Cossacks but a community forced to innovate to survive: they developed a unique wagon-fort tactic and created effective reconnaissance.



The tradition continued. When empires banned the Ukrainian language, people found ways to organize secret schools and underground printing presses to preserve their culture.



## IT REACHED A NEW HEIGHT DURING THE REVOLUTION OF DIGNITY (2013-2014)

On the Maidan, ingenuity flourished, people figured out how to feed thousands with whatever was at hand; how to turn hard hats into symbols of resistance and even art; how to organize medical aid where none existed.

When Russia launched hybrid war in 2014, this energy became a powerful volunteer movement: everyone became a bit of an engineer and logistician. Ukrainians started 3D-printing drone parts, converting civilian pickups into fighting vehicles, and weaving camouflage nets out of whatever they could find.

So the teen volunteers you'll see are not just active kids. They are direct heirs to a grand tradition: not only uniting, but also finding creative solutions in the toughest situations.

## Facts and figures

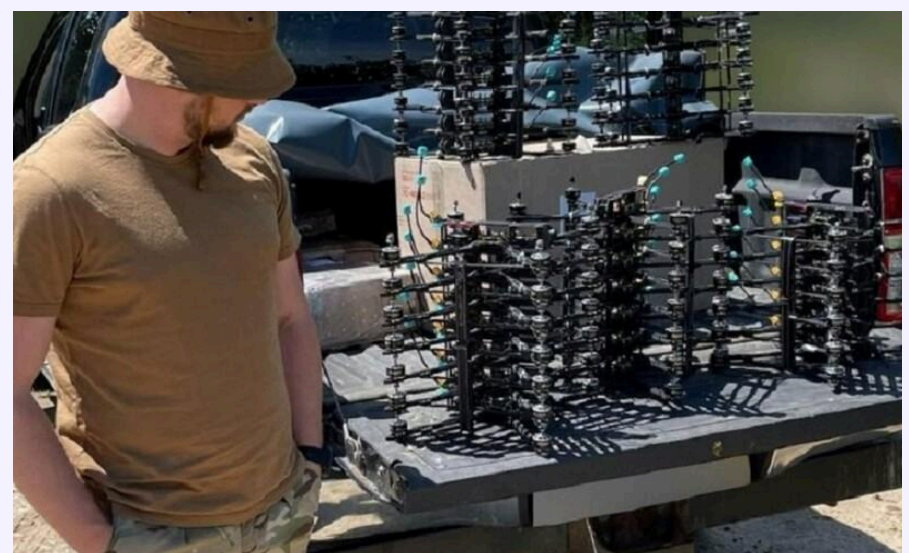


### ABOUT 80% OF UKRAINIANS

took part in volunteer  
after February 2022.

### IN THE FIRST SIX MONTHS OF THE FULL-SCALE WAR,

Ukrainians donated more to the army  
and humanitarian aid than in the  
previous ten years.



### UNIQUE TEEN VOLUNTEER INITIATIVES EMERGED.

Kids weave camouflage nets, make  
trench candles, and fundraise for  
drones. Ten-year-old Serhii from  
Chernihiv raised over \$1,500 for  
the Armed Forces by singing on the  
streets.



This story shows how the memory of a friend lost to Russian aggression becomes action that brings victory closer.

## WATCH THE VIDEO ABOUT TEENAGERS REBUILDING THEIR COMMUNITY.



SCAN THE QR-CODE

WATCH THE VIDEO

### Post-viewing reflection and discussion

1. What feelings did this team's story stir in you?
  2. Which moment was hardest to watch, and which inspired you the most?
  3. What helped the teenagers stay together after losing a friend?
  4. Why was it important for them to keep working as a team?
  5. Which values did they embody: friendship, solidarity, responsibility, courage? Why do these matter for teens everywhere?
  6. What kinds of support from friends or a team matter most to you in difficult times?
  7. What "small steps" can each of us take to support a friend in need?
- Note: choose the questions most relevant to your class.



Note: choose the questions most relevant to your class.

### Lead-in to the activity:

In the video, we saw how teenagers transform memory and loss into action – volunteering, support, inventive solutions. Now let's see how art can play the same role.

Before you is a social-media post about Banksy's mural in Borodianka (Kyiv region). Read the post from @art\_in\_war\_zones and study the image of a gymnast on a ruined wall. The mural drew enormous attention. Why do you think that was?

# TASK INSTRUCTIONS

## Goal

Analyze a social-media post about Banksy's Borodianka mural and the range of reactions to it. Offer your view on the role of a world-famous artist working in a war zone.

## Step 1: Overall analysis

Carefully read the post from

@art\_in\_war\_zones

post and image of the mural on p. 28



Look at the image: what do you see? What emotions does it evoke?

Analyze the hashtags:

#Banksy

#Ukraine

#Borodianka

#ArtOfResistance

#StreetArt

What do they suggest about the post's content and goals?

## Step 2: Comment analysis (group work)

Form groups of four. Each member analyzes one comment:

@oleksiy\_b\_ukraine

(local resident)

@art\_critic\_london

(art critic)

@maria\_art\_teacher

(teacher)

@street\_art\_collector

(collector)

### For each participant:

- ▶ Read the comment.
- ▶ Identify the main idea: what issue is raised?
- ▶ Identify the underlying emotions (gratitude, outrage, compassion, irony, etc.).
- ▶ Prepare to present your perspective to the group.

## Step 3: Group discussion

After presentations, discuss:

1. **Different perspectives:** How do the local resident, critic, teacher, and collector respond differently to the same work?
2. **Ethical questions:** Does an artist from another country have the right to create art at a site of tragedy, even with good intentions?
3. **Impact of art:** What role can art play in healing trauma and drawing global attention to a conflict?

## Step 4: Classwide discussion (presenting results)

Each group shares takeaways. The teacher moderates using these prompts:

- ▶ Which comment resonates most with your own view of art's role during a crisis?
- ▶ Can art be neutral, or does it always carry a political message, especially in zones of conflict?
- ▶ How do social networks shape how we see and discuss art – do they amplify important messages, or reduce complex issues to simplifications?

## Outcome

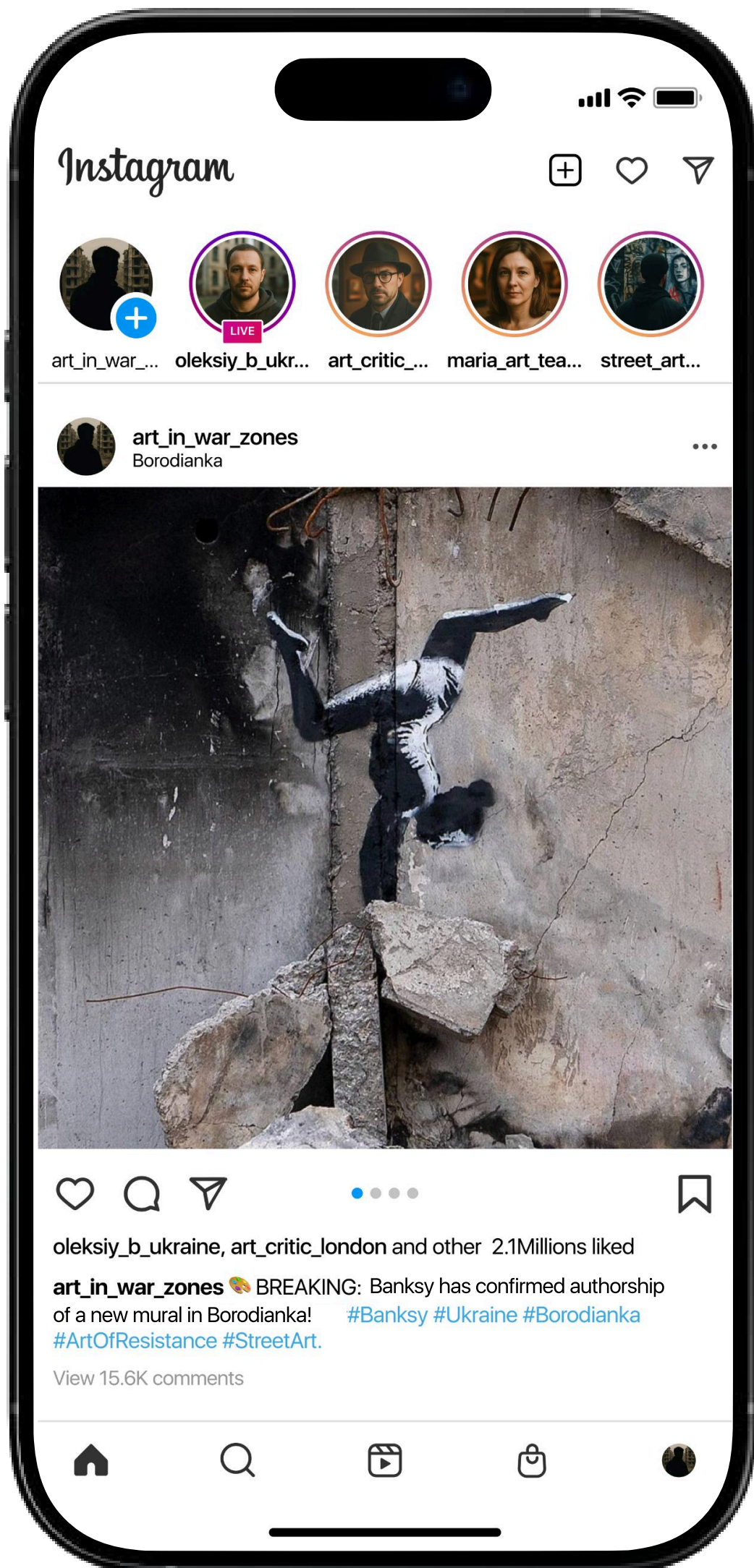
Conclude with a recap: the same work of art can have very different impacts and meanings depending on context and personal experience.

## Methodological note



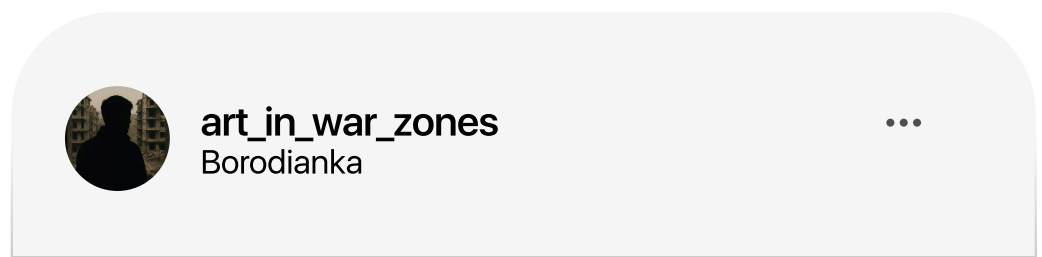
This task reveals the complexity of contemporary art through real debates about a famous artist intervening in an active war zone. The social-media format lets teens analyze diverse viewpoints in a familiar environment. The four comments represent different stances: a local resident (emotional gratitude), an art critic (ethical concerns), a teacher (therapeutic value), and a collector (commercial contradictions).

The exercise shows how one artistic act can inspire and provoke controversy at once. Teens learn that even good intentions can have ambiguous outcomes and that art always exists within a complex web of power, money, and politics. It portrays Ukraine not merely as an object of global attention, but as a place where people actively shape the meaning of artistic interventions.



## THE TASK

# THE BANKSY MURAL IN BORODIANKA



**art\_in\_war\_zones** 🌍 BREAKING: Banksy has confirmed authorship of a new mural in Borodianka! A gymnast does a handstand on the wall of a high-rise shattered by Russian missiles. Elegance against destruction. Hope against despair.

[#Banksy](#) [#Ukraine](#) [#Borodyanka](#)  
[#ArtOfResistance](#) [#StreetArt](#)

13 November 2022

**@oleksiy\_b\_ukraine** 🇺🇦 I live in Borodianka. This was our home, destroyed. When I saw the mural, I cried. It's a symbol of how unbreakable we are. Thank you, Banksy, for showing our strength through beauty.

23m • 1.2K ❤️

**@art\_critic\_london** 🤔 Problematic. A Western artist comes to a war zone, makes "catastrophe art," and then the works sell for millions. Locals suffer, the art market profits. War tourism disguised as solidarity.

1h • 892 ❤️ • 234 replies

**@maria\_art\_teacher** 📖 I work with displaced kids. I showed them this mural, they started drawing their own "strong girls" among ruins. Art helps them express what they can't say. Sometimes one image is worth a thousand therapy sessions.

2h • 2.8K ❤️

**@street\_art\_collector** 💰 People are already trying to cut out and sell chunks of wall! One piece was valued at \$243,900. Banksy has always opposed commodification, and now his "protest" becomes a product. The irony kills the message.

4h • 456 ❤️ • 127 replies

# BLOCK 5

## CLOSING ACTIVITIES

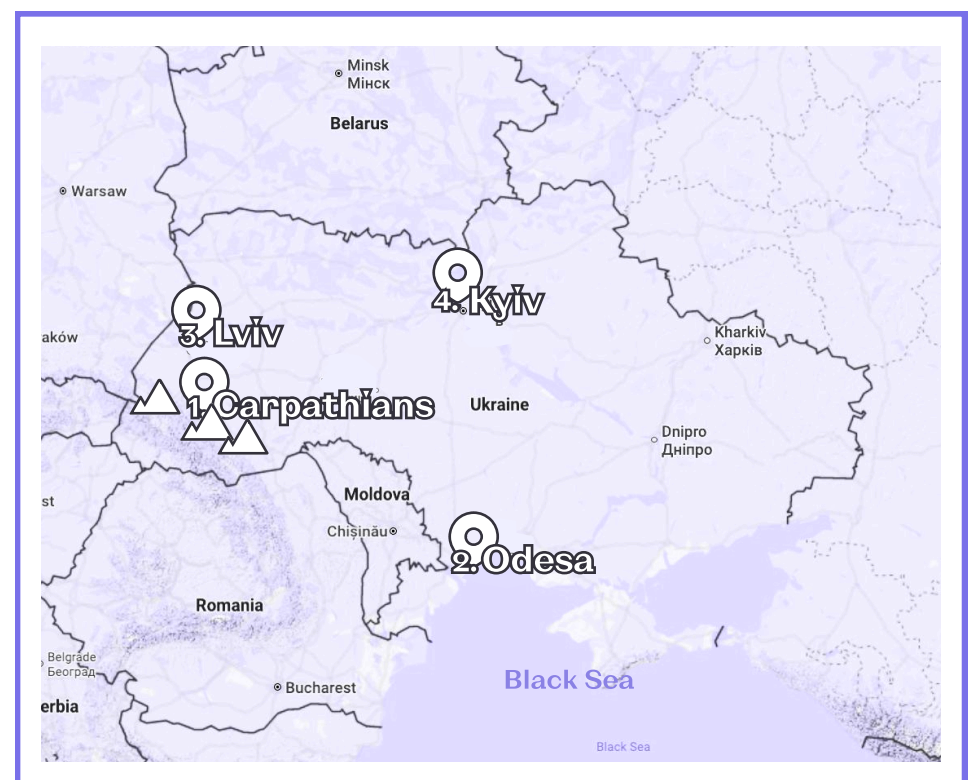
### Teacher's instructions



“During this lesson we tried to ‘walk in the shoes’ of Ukrainian teenagers—to see their routines, how they study, what they live by, what they dream of. Perhaps you learned more about Ukraine or saw something differently, through personal stories that often speak more loudly than statistics or news. Stories help us not only grasp facts, but feel the human scale of events and the closeness of your Ukrainian peers’ dreams and worries.

### Now we have a final task

- ▶ Form four groups. Before you is a map of Ukraine. Each group will receive a postcard from a Ukrainian teenager in a different region – **the Carpathians, Odesa, Lviv, Kyiv.**
- ▶ Read the short postcard text, study the image, and note your first feeling: what emotion does this story evoke?
- ▶ Then locate the postcard’s place on the map: where is it, what makes it special, how do the landscape, the sea, or old streets shape the feeling of home? Discuss the questions below in your groups.
- ▶ When ready, prepare a short presentation for the others: name the city or region, share one detail that makes the teen’s life on the postcard recognizable to you personally, and one that differs from your own experience.”

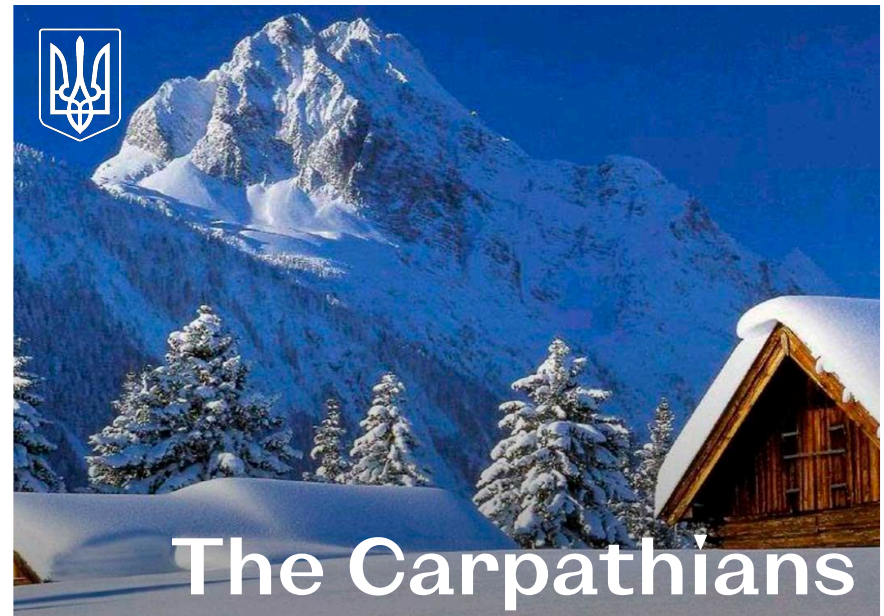


# GROUP 1: POSTCARD FROM THE CARPATHIAN MOUNTAINS (BUKOVEL)

**“Hi! Writing from the coolest mountains in Ukraine!”**



The local dish banosh is so tasty you’ll definitely want seconds, and our ski slopes give the best adrenaline! Even when we hear air-raid alerts, we look at our Carpathians and know – no one can defeat beauty.



## Discussion prompts:

1. Where are the Carpathians? Find them on maps of Ukraine and Europe.
2. Why is this mountain region important for Ukraine – culturally, in tourism, and economically?
3. What does living in the mountains during war mean? Why might mountains feel “safer”?
4. The teen mentions local food, why is food so central to describing home?
5. How do natural landscapes (like mountains) shape identity and a sense of home?
6. “Even when we hear air-raid alerts...” – what does this say about teens in “relatively safe” regions?
7. How can natural beauty help in hard times?

# GROUP 2: POSTCARD FROM THE BLACK SEA COAST (ODESA)



**Hey! I’m in Odesa now.**



We’re like one big family here! Sometimes after school we go to the sea, but the beaches are closed now, so we just sit on the promenade. We also started volunteering, collecting supplies for our defenders. This is our ‘southern capital’, it has its own vibe and rules, and the sea always inspires.

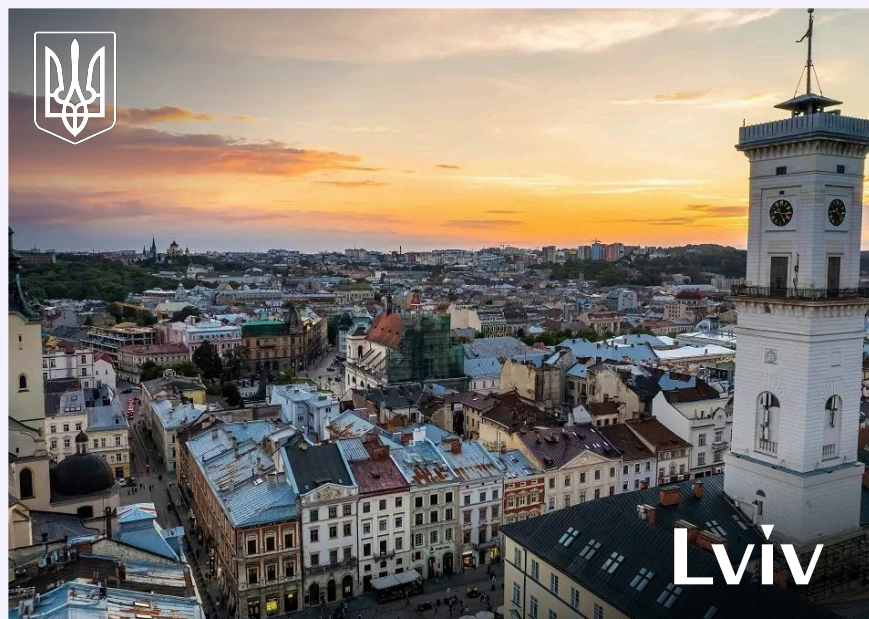
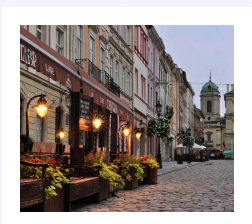
## Discussion prompts:

1. Why is Odesa called the “southern capital”? What is its geographic and cultural significance by the sea?
2. “The sea always inspires” – what role does living by the sea or ocean play for a teen?
3. How might life by the water shape people’s outlook?
4. “The beaches are closed ”– how does that affect teens’ lives? What other restrictions might a port city face during war?
5. “We volunteer...” – what does this say about youth in Ukraine today?
6. How do teens in your country help their communities in hard times?
7. “We’re like one big family ”– what creates that sense of community?
8. How important is strong local identity in difficult times?

## GROUP 3: POSTCARD FROM WESTERN UKRAINE (LVIV)

### Greetings from Lviv!

Our city is like a fairy tale with cobblestone streets and the best coffee in Ukraine. Even during air-raid alerts, our Rynok Square doesn’t lose its charm, we’re not just surviving here, we’re living to the fullest!

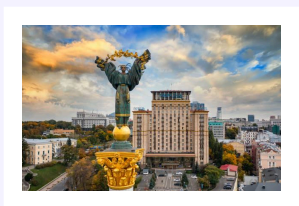


## Discussion prompts:

1. Where is Lviv, and why is it known as a major cultural and historical center?
2. “A fairy tale with cobblestones” – what does living amid centuries of history mean for a teen?
3. How might living among history shape identity and worldview?
4. “Even during air-raid alerts... we live to the fullest” – how do you read this?
5. What does it say about resilience and psychological adaptation?
6. “Best coffee in Ukraine” – how can café culture become a city’s calling card?
7. Which local traditions or dishes represent your own hometown or region?

## GROUP 4: POSTCARD FROM THE CAPITAL (KYIV)

### Greetings from Kyiv!



The coolest street-art murals here tell the city's stories, and riding an e-scooter through the historic Podil district is just incredible! You can feel the spirit of freedom in every nerve – an amazing feeling! 🛴



### Discussion prompts:

1. Where is Kyiv, and why is it Ukraine's most important political, cultural, and historical center?
2. How do history and modernity meet here? Find examples in the postcard text.
3. What is it like to be a teen in your country's capital?
4. "The spirit of freedom in every nerve" – what might this mean for a teen living in a capital at war?
4. "An e-scooter through Podil – just incredible!" – what does that image say about today's Ukrainian youth?
5. How important are technology and active lifestyles for teens today?
6. Which global trends do you recognize in this postcard?
7. How do teens around the world share similar interests despite different life circumstances?

### Reflection for all groups

- ▶ **Universal teen experience:** What similarities do you notice between these Ukrainian teens and yourselves (friendship, technology, food, dreams, etc.)?
- ▶ **Resilience:** How do these teens show strength and hope despite war? What can we learn from them?
- ▶ **Cultural bridges:** What would you ask these Ukrainian teens if you could meet them? What from your life would you share?
- ▶ **Global citizenship:** How can understanding different perspectives help shape a more connected world?

### Teacher's note

You can print the postcards and questions for each group. Let students choose the prompts they most want to answer.

# HOMEWORK

A short written reflection:

“Write a letter to one of the teenagers from the video whose story resonated with you most – Oryna, Nazarii, Diana, or Roman’s friends Vitalii and Dariia. Tell them what in their daily life felt familiar, what surprised you, and what sparked special interest. Ask any questions left unanswered by the video. If you wish, ask more about Ukraine and life during the war. Tell them about yourself and your country.”



If students would like to send their letters to the video heroes, give them [peacelesson@summitflg.org](mailto:peacelesson@summitflg.org) and ask them to put the recipient’s name in the subject line.

The addressee will receive it! :) We’d be delighted if dialogue and friendship grow between teens in Ukraine and your students.

## FOR THOSE WHO WANT TO LEARN MORE ABOUT UKRAINE



### News media

**UNITED24**

**THE KYIV INDEPENDENT**

**Kyiv Post**

**Anna from Ukraine**



## Cultural media, channels, courses

Ukrainer

UKRAINE.ua

ukrainian institute

Ukrainer

Udemy

YouTube Cultural Front



## History media, channels, courses

- ▶ Timothy Snyder – The Making of Modern Ukraine (Yale lecture series)
- ▶ Serhii Plokhy: History of Ukraine, Russia, Soviet Union, KGB, Nazis & War | Lex Fridman Podcast #415
- ▶ Coursera: Ukraine: History, Culture and Identities



## What to read?

- ▶ Serhii Plokhy – The Gates of Europe: A History of Ukraine
- ▶ Serhii Plokhy – The Last Empire: The Final Days of the Soviet Union
- ▶ Anne Applebaum – Red Famine: Stalin's War on Ukraine
- ▶ Andrew Wilson – The Ukrainians: Unexpected Nation
- ▶ Anna Reid – Borderland: A Journey Through the History of Ukraine
- ▶ Luke Harding – Invasion: The Inside Story of Russia's Bloody War and Ukraine's Fight for Survival
- ▶ Peter Pomerantsev – This Is Not Propaganda: Adventures in the War Against Reality
- ▶ Andrey Kurkov – Ukraine Diaries
- ▶ You Don't Know What War Is: The Diary of a Young Girl From Ukraine, Yeva Skalietska

# WHAT TO WATCH?



## Documentaries



Winter on Fire: Ukraine's Fight for Freedom (2015)

**NETFLIX**



Freedom on Fire: Ukraine's Fight for Freedom (2022)

**apple tv+** **prime video**



The Earth Is Blue as an Orange (2020)

**HBOmax** **apple tv+** **dafilms.com**



20 Days in Mariupol (2023)

BS Frontline (безкоштовно у США), Hulu, Disney+ (у Європі через bundle),

**apple tv+** **prime video**



Ukraine: The People's Fight (2022, ITV/ITN)

ITVX (Велика Британія), іноді доступний на YouTube офіційними каналами



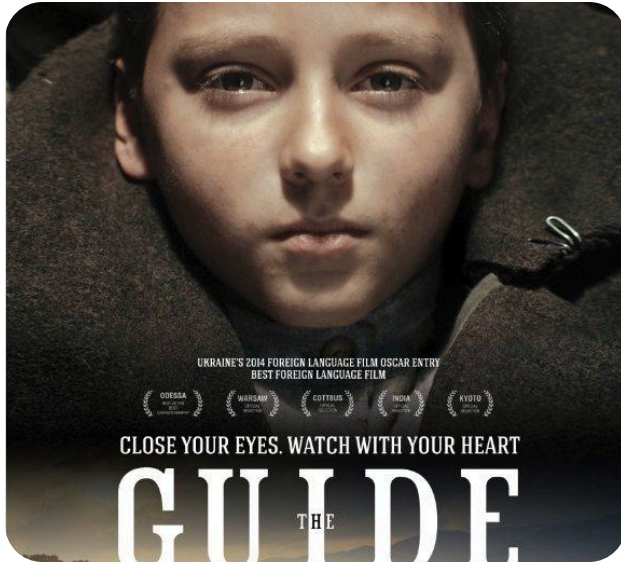
Mr. Jones (2019)

**apple tv+** **prime video**  
**Google TV** **hulu**

# WHAT TO WATCH?



## Feature films



The Guide (Поводир, 2014)



Atlantis (2019)



Klondike (2022)



## International projects



The Tribe (Плем'я, 2014)



Criterion Channel  
(North America)



Rhino (Носоріг, 2021)



Chernobyl (2019, HBO miniseries)



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## Lesson design and layout



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**We look forward to working with you and receiving your feedback!**

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