



The Iran Conflict

Podcast length: ~25 min

Lesson time: 50 min

Episode: *Iran-US-Israel Conflict Explained for Kids*



Listen to the episode

Scan the code or visit takaromedia.com/episodes to hear "The Iran Conflict."

Learning Focus

Understanding how geography, history, diplomacy, and access to important resources can influence international conflict and create effects far beyond the countries directly involved.

Learning Strands

Primary: Think Critically

Supporting: Understand the News, Understand Others

Key Vocabulary

conflict

diplomacy

mediator

nuclear

sanctions

Strait

Learning Objectives

By the end of this lesson, students will:

- Explain some of the historical, political, and geographical factors discussed in the episode.
- Identify how conflict between countries can have effects on people, businesses, energy supplies, and other countries.
- Distinguish between information presented as fact, explanation, and speculation in a news-style podcast.

Materials Needed

- Podcast / audio
 - Board or chart paper
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Learning Outcomes

Students can:

- Summarize the main factors contributing to the conflict described in the episode.
- Trace at least one way a regional conflict can create consequences for people in other countries.
- Evaluate a claim from the episode by identifying what evidence would be needed to support it.

Before Listening **3 min**

Ask students:

How can a conflict between two or three countries affect people who live somewhere else?

Take a few responses. Then ask:

What kinds of things connect countries to one another?

Listen to the Podcast 21 min

Ask students to listen for three things:

1. What are some reasons for the conflict described in the episode?
2. Why is the geography of the region important?
3. How does the conflict affect people and countries outside the immediate conflict zone?

Check for Understanding 10 min

1. **Recall:** Who are the three main countries discussed in the episode, and what is one major issue connecting them?
2. **Explain:** Why have negotiations and mediation been important in the conflict?
3. **Cause and Effect:** How could conflict in this region affect people in India?
4. **Think Critically:** The speakers suggest that the conflict could encourage countries to invest more in renewable energy. Why might that be?
5. **Media Literacy:** Why is it important to check information about a war using more than one source?
(Possible reasons: events can change quickly; different sources may present different perspectives; some claims may be uncertain or disputed; a podcast may simplify complicated events for a particular audience.)

Choose One 12 min

OPTION A — DISCUSSION

Follow the Ripple Effect

Write this chain on the board: Conflict → ? → ? → ? → Impact on people. Ask students to use information from the episode to complete the chain. For example: Conflict → disruption to oil supply → changes in energy prices → increased costs for businesses and consumers.

- Why can a conflict in one region have consequences around the world?

If students need guidance, ask them to use this sentence structure: "The conflict could affect people in _____ because _____."

OPTION B — EXTENSION ACTIVITY

Fact, Prediction, or Question?

Give students four statements based on ideas from the episode:

- The Strait of Hormuz is important for the transportation of oil.
- The conflict could encourage countries to use more renewable energy.
- Iran's actions may cause other countries to put pressure on the United States.
- The conflict will definitely cause a global energy crisis.

Ask students to categorize each statement as: fact/claim presented as fact, prediction, or question/speculation. Then choose one statement and answer: what evidence would you need to verify this?

Remember: This activity is particularly valuable for this episode because it teaches students that understanding the news is not only about remembering what happened; it is also about recognizing how confidently different claims are being presented.

Exit Ticket 4 min

One way this conflict can affect people outside the region is _____.