



EuroClio

Inspiring History
and Citizenship Educators

Childhoods in a World at War (1939-1945)

Teacher Material



Disclaimer

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Citation

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Cover image

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<https://www.reseau-canope.fr/musee/fr/munaevadez-vous/zoom-sur-les-collections.html>

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Introduction

This pedagogical guide is created as part of the [REMENCHILD-Remembering childhood in European wartimes](#) (101091194 CERV-2022-CITIZENS-REM), a project created to better represent children and women and to their experiences during and memories of wartime in Europe, especially related to the Second World War and the early postwar period.

Children formed one of the most vulnerable parts of society during the Second World War. Jewish and Roma children make up a big part of the victims of the Holocaust, children with disabilities were abused and experimented on, and children of members of the Resistance were often victims of violence. During wartime, children are often interned, displaced, orphaned, etc. They are victims, protagonists, survivors of conflicts, and their memory and agency is often forgotten when remembering the events.

This guide is designed to be used with the "Childhoods in a World at War 1939-1945" exhibition, which is especially aimed to inform and interest younger generations, who have not experienced the violent and traumatic past 20th century European history.

The activity is centred around children's drawings and pictures and their use as historical sources. They offer unique insights into the experience of children during wartime.

Before the activity

Set up

- Set up the room in groups.
- Find a way to indicate the time.

Print the materials

Sources 1, 2, and 3 + Worksheet 1	1 per group (of 2-3 students)
Worksheet 1, 2 and 3	1 per student

1. The first 3 sources
2. The titles
3. The worksheet with the panel
4. Feeling cards.

Decide when you need the students/participants to be back after having visited the exhibition.

Disclaimer: The activity should be carried out from ages 13 onwards.

During the lesson

1 Ice breaker

Welcome everyone and explain the first steps.



Welcome everyone! Before we dive into the activities, please take a moment to reflect and indicate how you are feeling. You can also do this using the pictures provided.

Facilitator. Prompt for the participants.

Steps

- Hand out worksheet 2 and 3.
- Ask them to indicate how they feel

Sad
Doubtful
Thinking / Reflective
Open to learn
Critic

2 Starter activity

Make sure that the students are sitting in groups, ideally small groups of 2 to 3 people. When this is done, get the attention, and explain the first steps.



In the coming 5 minutes, you are going to get 3 images that have something in common. It is your task to find out what. I will give the images one by one.

Facilitator. Prompt for the participants.

Steps

- Hand out source 1.
- Start the timer.
- Hand out source 2 after 1 minute.
- Hand out source 3 after 2 minutes.
- Stop the discussion after 5 minutes.

3 Understanding the sources

Prompt the groups to share their findings.

Possible questions:

- Can you share what you think the images have in common?
- Can you be more specific in your answer?
- Do you agree?
- What makes you think this?
- How certain are you?

Get the attention from the participants and reveal what the source are about:



The sources are all taken from an exhibition “Children during Wartime.” The purpose of this exhibition is to offer an overview of children’s experiences during World War II and its lasting effects on childhood, while at the same time demonstrating the importance of peace for the present and the future through stories and examples from the recent past. From 1939 to 1945, millions of children experienced a radical transformation of their daily lives, lived through the war on a daily basis, tried to survive its horrors and took on responsibilities that did not correspond to their age.

Facilitator. Explanation to the participants.

If you have time, ask if there are any questions.

4

Visit the exhibition

Invite the students/participants to visit the exhibition.



At [TIME] you need to be back for the reflection activity.

If you are finished early you can also come back earlier.

Facilitator. Instructions for the participants.

5 After the visit

When the students/participants are back, ask them to indicate how they feel again

Sad
Doubtful
Open to learn
Thinking / Reflective
Critic

or

Write down what their thoughts are. Pass around the Feeling Cards. Possibly with prompting questions or starter sentences.

Alternative scenario:

Students with the same image (and interest) find each other and share their ideas. They are then asked to write X sentences about their topic. They can use sentences that are pre-written, additional information about their topic, or simply write themselves.

6 Design an exhibition



You will receive a worksheet that represents a panel from the exhibition.

You are going to make your own exhibition!

Take a few moments to write down your initial ideas for what should be included in the panel. As you brainstorm, consider the relevance of your ideas to the present times. How do your themes or messages resonate with our present society? Think about current events and social issues that might intersect with your exhibition panel.

The input can be anything. You can draw, write bullet points, or add texts.

You have 10 minutes for this assignment.

Facilitator. Instructions for the participants.

Give the participants the instructions for the final activity.

Learning Resources

Print the following material before the workshop

- Source 1
- Source 2
- Source 3
- The Worksheets

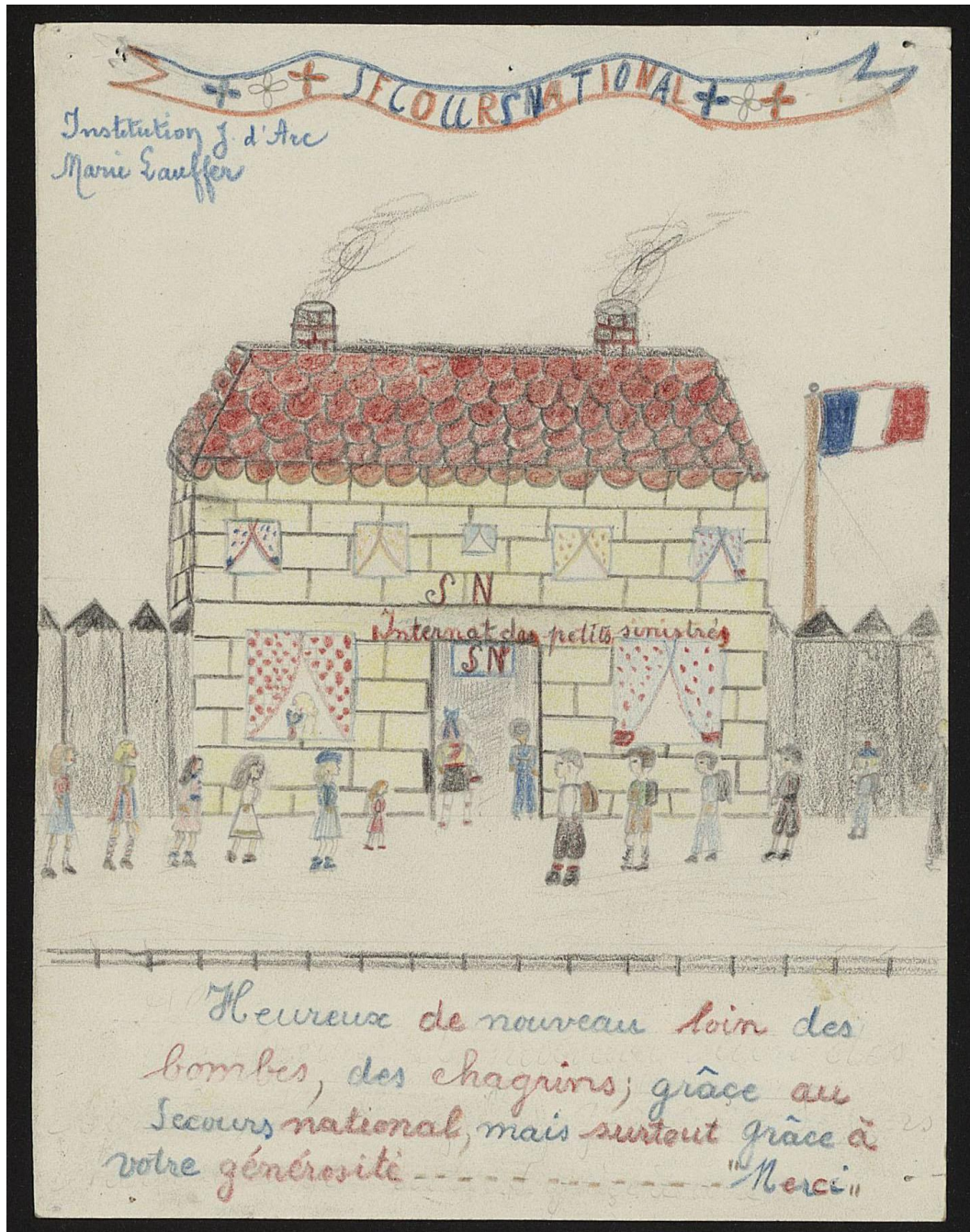
Source 1



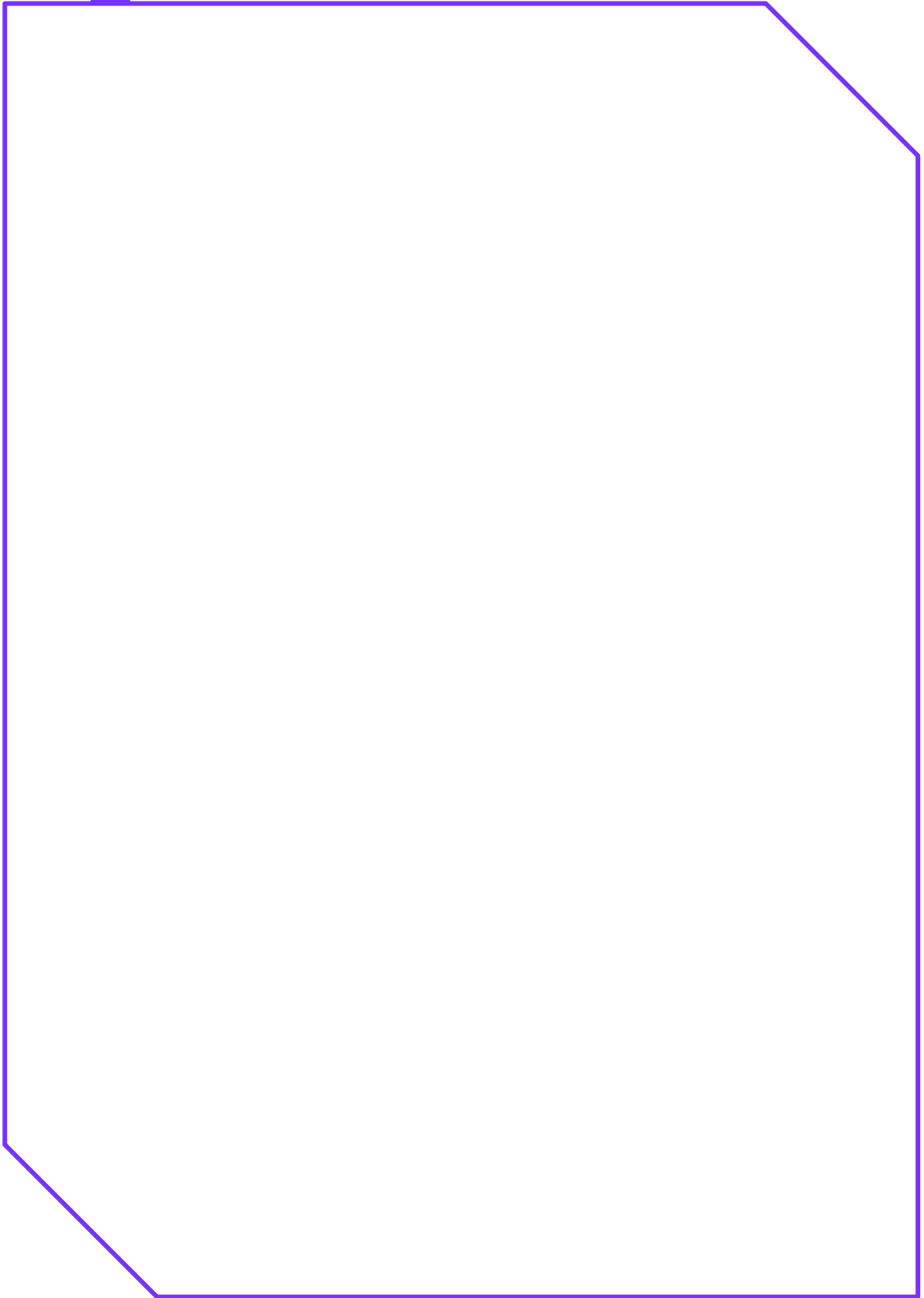
Source 2



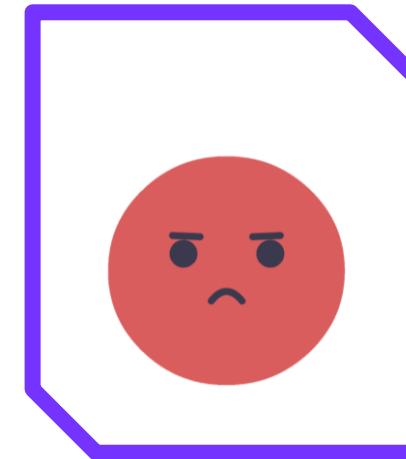
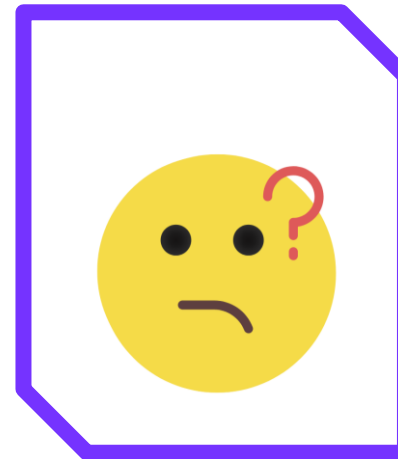
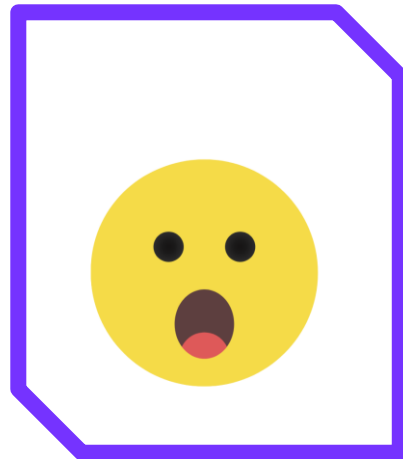
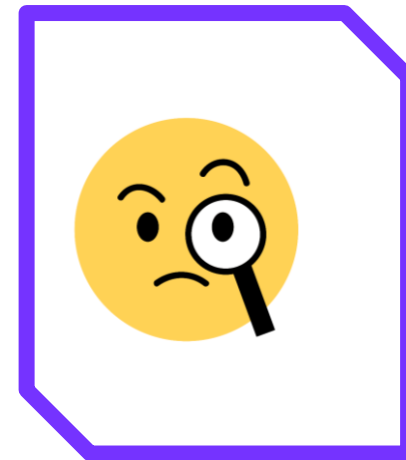
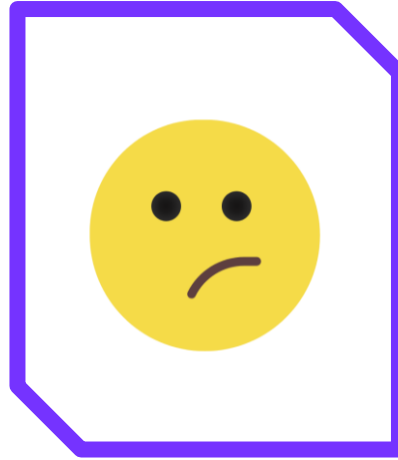
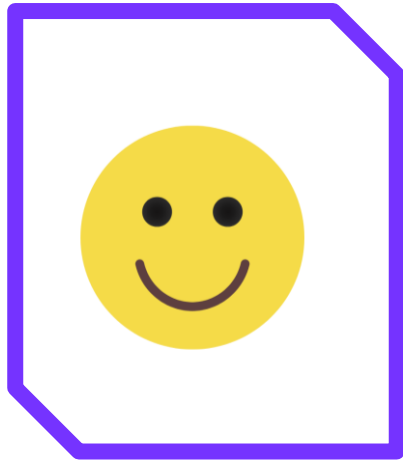
Source 3



Worksheet 1



Worksheet 2



Worksheet 3

How intense are these feelings? Place the cards where you see them fit.



Low
intensity

High
intensity

References

Lannuzel, Denise. 1940. MUNAE - National Museum of Education, inv. 1979.09324.33. <https://www.reseau-canope.fr/musee/fr/munaevadez-vous/zoom-sur-les-collections.html>

Lehoux, G. 1940. National Museum of Education, inv. 1979.09331.6 <https://www.reseau-canope.fr/musee/collections/en/museum/mne/queue-pour-l-alimentation-lait-et-beurre/62882e27c07506dgad8bfaf1>

Lauffer, M. 1943. ©Archives de la ville de Saint Denis (19 S 10/19). <https://archives.ville-saint-denis.fr/ark:/15391/vta553fab7156663>

About the Project

The project REMEMCHILD focuses on giving a voice to children and women and to their experiences during and memories of wartime in Europe, especially related to the Second World War and the early postwar period.

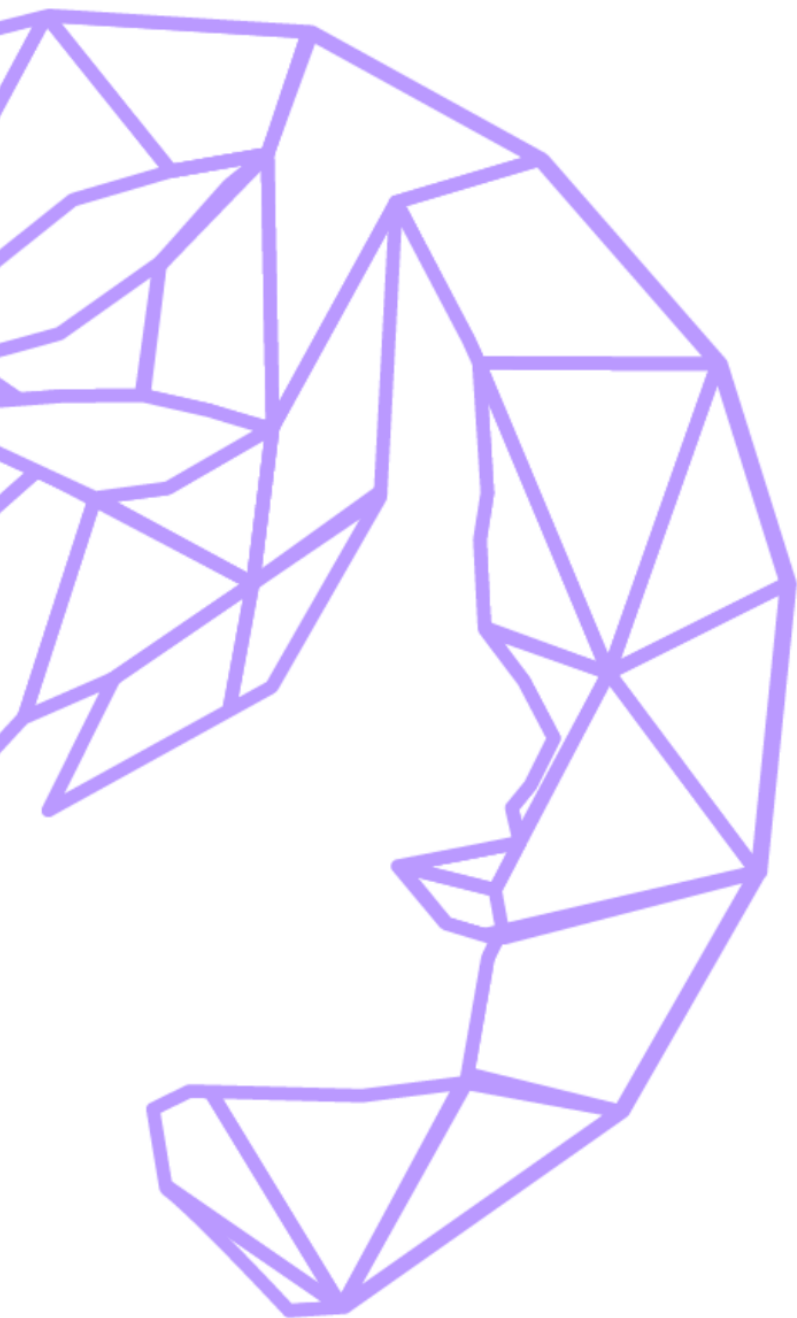
Children formed one of the most vulnerable parts of society during the Second World War. Jewish and Roma children make up a big part of the victims of the Holocaust, children with disabilities were abused and experimented on, and children of members of the Resistance were often victims of violence. During wartime, children are often interned, displaced, orphaned, etc. They are victims, protagonists, survivors of conflicts, and their memory and agency is often forgotten when remembering the events.

During wartime, women cover several key roles. Not only many of them are victims of violence, but also Resistance fighters and combatants, sanitary and medical workers, rear-guard members, humanitarian air volunteers, mothers, protectors and carers for their children and the local communities.

Project Partners

The following organisations are part of the REMEMCHILD project





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