Kids of Courage - Fritjof

**ABC ME screening details: Wednesday 6 May**, 2020 at 1:35pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/kids-of-courage) after the scheduled screening time.

**Key learning areas:** history

**Level:** secondary

**About:** Fritjof’s village is occupied by the Germans. When his father enlists for war, Fritjof has to support his family as a fisherman boy. At first, he works for the occupiers, but what he is paid can scarcely feed his family.

## Before the episode

List ten facts you know about both of the following:

* World War II
* Norway

|  | A map of Norway |
| --- | --- |

## During the episode

Listen to the documentary about a boy called Fritjof, who lived in Norway during World War II. Note catcher: write notes on the following guiding questions as you view the documentary:

1. What were you able to learn about World War II from this story?
2. What were you able to learn about life in Norway for children from this story?
3. How did this story make you feel?
4. What were you able to learn about life on the home front from Fritjof’s story?
5. How do you think it must have felt to be a child during World War II?
6. How do you think it must have felt to be a mother during World War II?
7. How do you think it must have felt to be a German soldier in Norway during World War II?
8. How do you think life is different for children experiencing war today compared to Fritjof’s world during World War II?

## After the episode

1. Write a short profile of one of the characters featured in the documentary. These profiles may include:
	* a physical description
	* personality traits
	* characteristic phrases and gestures
	* feelings and concerns, as well as
	* what your character does each day.
2. Write the next chapter of the documentary for your character, based on the history of World War II and Norway, as you know it. Include source materials as images tell much of a story and evoke the emotions and thoughts of the viewer.

**Follow up activity:** Reflect on the process of translating history into a documentary and how you (as the writer) influences our perceptions of the past.

## NSW teacher notes

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

### Learning intentions

* Students are able to describe the effects of World War II on individuals and groups and account for differing perspectives on events.
* Students analyse the impact of past conflicts on modern perspectives on war.

### NSW History K-10 Syllabus outcomes

|  |  |
| --- | --- |
| Stage 4 | Stage 5 |
| **HT4-3** describes and assesses the motives and actions of past individuals and groups in the context of past societies | **HT5-3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia |
| **HT4-4** describes and explains the causes and effects of events and developments of past societies over time | **HT5-4** explains and analyses the causes and effects of events and developments in the modern world and Australia |
| **HT4-7** identifies and describes different contexts, perspectives and interpretations of the past | **HT5-7** explains different contexts, perspectives and interpretations of the modern world and Australia |

[NSW History K-10](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) Syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales 2012.