

Valour Canada commemorates D-Day with:

Juno 75 VR:

An Immersive Virtual Reality Experience for Students

- - PROGRAM GUIDE - -

Learning Objectives:

Upon completion of this four-part module, students will:

- ✚ Describe two memorable events from Canada's D-Day experience
- ✚ Name two Canadian regiments and describe how each had an impact on D-Day's outcome
- ✚ Specify three team traits and evaluate which was most important for a D-Day regiment to embody
- ✚ Examine and compare two D-Day challenges faced by the attackers and two by the defenders
- ✚ Describe, using their own plan, how best to memorialize D-Day while educating Canadian youth

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**CONNECTING
CANADIANS
TO THEIR MILITARY
HERITAGE**

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Our most sincere thanks!

- Valour Canada

Instruction Guide for Valour Canada's "Juno 75 VR Program"

Program Description

Valour Canada's Juno 75 VR Program has been designed to commemorate through education the 75th anniversary of Canada's involvement in D-Day and the subsequent Battle of Normandy. There are three parts to this program, plus a fourth that is a culminating discussion. Parts 1, 2, and 3 can be presented simultaneously or as stand-alone activities in order to meet classroom needs.

Part 1: Virtual Reality Scavenger Hunt (25-35 minutes)

A scavenger hunt handout (fill-in-the-blank) will be provided to the students before they access and navigate Juno Beach using a virtual reality headset, laptop, or mobile device. The virtual environment can be found at the "Enter Juno 75VR" link on valourcanada.ca/juno-75vr/. To complete the task, students are required to visit locations along Juno Beach, compare modern and historical images, listen to first-hand accounts, and observe relevant videos, all while immersed in the virtual Juno Beach environment. This requires the Scavenger Hunt Handout (see p. 5 – 6. The answer key is on p. 4).

Part 2: Diary Entry (20 minutes)

From the perspective of someone who experienced D-Day in Normandy (e.g. a Canadian soldier or nurse, a civilian, German defender, etc.) each student will write a diary entry that describes what the writer experienced on June 6, 1944. The length of the diary entry is determined by the teacher. Students should be prompted to include what their character found to be the most challenging, the most frightening, and the most uplifting (if possible). There is not a handout for this activity.

Part 3: Design a Memorial (20 minutes)

Working in groups (of 3-5) or as individuals, students will propose a way to memorialize D-Day. Students will be directed to meet the following criteria:

- Their created memorial can be a constructed monument, an event, a documentary, etc.
- The memorial's primary goal is to educate Canadians younger than 25.
- An acceptable response is written, a storyboard, or a diagram. If images are used, there must be labels and descriptions included as necessary.

Part 4: Culminating Activity: Group Debrief (10-15 minutes)

A discussion will occur within the group. Students should be prompted with statements like:

- What did you like/dislike about the assigned tasks?
- During completion of the tasks which piece(s) of information had the most impact on you? Explain.
- Having completed these tasks, what will you remember one month from now about D-Day?
- What do you think would have been the most intimidating/surprising/disappointing event for the attacking/defending soldiers (or nurses, civilians, etc.) on D-Day? Explain.
- Is it possible to memorialize without glorifying war? Explain.

General Information and Recommendations

- **Vocabulary:** Basic terminology is used, but young or English-as-a-second-language learners may need some additional support with some words (e.g. regiment, commando, landing craft, reef . . .).
- **Preparation:** Computers, tablets, headsets, and other devices should be tested prior to beginning the Juno 75 VR portion of the program.
- **Adaption/Scaffolding Options:** Parts 2, 3, and 4 can be adapted on the fly at the discretion of the teacher.
- **Debrief:** The primary goal is for the learning outcomes (shown on the title page) to be verbalized by the students during the culminating debrief with minimal prompting.
- **Logistical Demands and Suggestions:**
 - Space: Standard classroom size, with access to computers, tablets, and/or VR headsets
 - Group Size: Standard class size
 - Age: 11 years and up (Gr. 6 +)

If lacking an adequate number of computers, tablets, or headsets, the class can be divided into three groups that can then be cycled through parts 1, 2, and 3. Then all students can be brought back together for the Culminating Activity (i.e. Part 4: Debrief/discussion).

Tether-points between Provincial Curricula and the Program's Content

Note: Depending on the province/territory, identical topics may be found under entirely different subjects. For example, *Canada in the First World War* is covered in MB's Gr.11 Social Studies, SK's Gr. 10 History, and ON's Gr. 10 Canadian History since WWI.

History (and Civics)

- Conflict: World War II; D-Day; Operation Neptune & Overlord; Fortress Europe/Atlantic Wall
- Citizenship; Heritage

Social Studies/Sciences (and Human Geography)

- Canadian Identity; Nationalism
- International Relations, 19th, 20th century; Alliances and Rivalries
- Canadian 20th century contributions to global stability

Character (or Values) Education

- AB's *Caring, Respectful, and Safe Schools*, ON's *Finding Common Ground*, MB's *Safe and Caring Schools*, BC and YK's *Core Competencies*, NB's *Inclusive Education*, et cetera, all communicate traits held by productive citizens. These include collaboration, empathy, respect, communication, responsibility, leadership, community, appropriate behavior, fairness, and personal development.

Positive Character Traits Modeled during this Program

Communication, Cooperation, Courage, Resilience, Responsibility, Thoughtfulness

Scavenger Hunt Answer Key:

1. It was **rough, choppy, rainy** and **foggy** on the morning of June 6th, 1944.
2. The sound of **explosions** caused by **shells/mortars** was prominent as the landing crafts arrived at Juno Beach.
3. The British regiment, the **48 Marine Commando** arrived shortly after the Canadian regiments landed at St. Aubin-sur-Mer on D-Day.
4. The landing craft could each carry **30-36** men.
5. Major **Archie MacNaughton** was killed in Tailleville while serving with the New Brunswick North Shore Regiment on D-Day.
6. A war artist named **Orville Fisher** also landed at St. Aubin-sur-Mer and used watercolour pencils and a notepad strapped to his wrist to make quick sketches.
7. The attack was preceded by a 40-minute **naval barrage** and an aerial **bombing**.
8. 10 minutes after the initial landing on Juno Beach, **“swimming” Sherman Tanks** emerged from the water at Juno Beach, turning the tide of the assault.
9. The water was full of **mines**, which caused landing crafts to blow up or forced them to go back.
10. Answers can include: **The Fort Garry Horse, The Queen’s Own Rifles, Regiment de la Chaudiere, The North Shore Regiment, The Sherbrooke Fusilier Regiment, The Regina Rifle Regiment, The North Nova Scotia Highlanders**
11. **129,710 soldiers** landed on the D-Day beaches.
12. By **noon** on June the 6th, 1944, Juno Beach was fully taken by the Canadians.

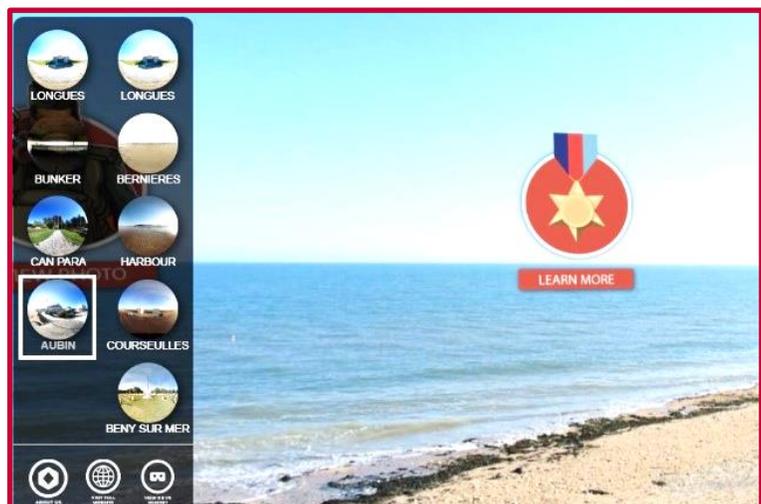
Photo Credit:

- Painting by Stephen Bone, stored at the Imperial War Museum.
<https://www.iwm.org.uk/collections/item/object/3284>
- Painting by Stephen Bone, stored at the Imperial War Museum
<https://www.iwm.org.uk/collections/item/object/3287>

Scavenger Hunt Instructions:

1. Enter the **Juno 75 VR Portal**:
2. On the left-hand side of the bulletin board, there are a series of instructional videos. Select and watch the one that corresponds to your device.
3. After watching the instructional video, click the “Location 1” icon on the bulletin board to enter the VR experience for Juno Beach.
4. Using the panel on the left-hand side of the screen, click on the “Aubin” icon. This is where the scavenger hunt begins, but feel free to explore the entire module.
5. Using the questions below and the “Next” button inside each scene, navigate the next five scenes and search for the answers by clicking on and watching media. If you don’t know where to stop, the image with the sunset at Bernières-sur-Mer is the last one containing answers to the Scavenger Hunt clues.

<http://valourcanada.ca/juno-75vr/>



Valour Canada's intention is to educate Canadians so that they:

» *Appreciate the role of our military heritage in protecting Canadian interests, values, and beliefs.*

» *Understand the role our military history has had in shaping our country and the world.*

» *Are inspired to be engaged and well-informed participatory citizens of Canada.*

JUNO BEACH 75VR SCAVENGER HUNT

Name: _____



You are a Canadian war artist who has been trained extensively to document the landing on Juno Beach through drawings and paintings. With a pad of paper and a pencil in hand, you board the landing craft and begin your departure from England to France, anxious for the battle to come. On the 6th of June 1944, you land at St. Aubin-sur-Mer, codenamed “Nan Red” beach. Immediately, there is action happening all around for you to draw.

While immersed in Valour Canada’s Juno 75 virtual reality experience (<http://valourcanada.ca/juno-75vr/>), answer the following questions by filling in the blanks.

- Use three adjectives to describe what the weather was like on the morning of June the 6th: _____, _____, and _____.
- The sound of _____ caused by _____ was prominent as the landing crafts arrived at Juno Beach.
- The British regiment, the _____ arrived shortly after the Canadian regiments landed at St. Aubin-sur-Mer on D-Day.
- How many men did the mentioned D-Day landing craft each carry? _____
- Major _____ was killed in Tailleville while serving with the New Brunswick North Shore Regiment on D-Day.
- While on the beach, you see another war artist making sketches. A war artist named _____ also landed at St. Aubin-sur-Mer and used watercolour pencils and a notepad strapped to his wrist to make quick sketches.
- The attack was preceded by a 40-minute _____ and an aerial _____.
- 10 minutes after the initial landing on Juno Beach, _____ emerged from the water at Juno Beach, turning the tide of the assault.
- The water was full of _____, which caused landing crafts to blow up or forced them to go back.
- Who are two Canadian regiments that landed at Juno Beach on D-Day?
_____ and _____
- How many soldiers landed on D-Day beaches? _____
- By _____ on June the 6th, Juno Beach was fully taken by the Canadians.

After the beach assault, Canadian soldiers are rounding up German prisoners and preparing for the next steps in the campaign. This is just the beginning of the liberation of France and you have a hard summer’s work of painting ahead of you, but you made it through the assault. War artists provided an invaluable glimpse into what happened on the beaches, and the sketches you created on Juno Beach will be remembered and displayed for posterity.

