

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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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 "Juno Beach" link on <https://valourcanada.ca/vr/juno/>. 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. 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 years old.
- An acceptable response can be an essay, 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



Any questions, concerns, feedback, or suggestions are always welcome.

Contact Valour Canada at: educator@valourcanada.ca

Scavenger Hunt Answer Key:

1. **Fourteen** thousand Canadian soldiers stormed onto **Juno** Beach on **June 6**, 1944 (D-Day).
2. The Royal Canadian Navy (RCN) was deeply involved with Operation **Neptune**, the naval portion of the D-Day landings. Operation **Overlord** was the entire plan.
3. The allied plan was to clear **10** channels through the minefield, each channel being **900** metres wide, that would allow **7,000** vessels in total to pour into Normandy.

View the "Preparations for D-Day" video and answer the following two questions:

4. Why do you think the exact assault plan (location, timing) was kept from the soldiers until right before the assault? **To maintain secrecy and the element of surprise (by reducing the chance that enemy spies and wiretapping would learn what the plan was).**
5. Why do you think the plan was to attack the beach at "first light up"? **To use the cover of darkness for moving safely into position prior to attack at time of visibility (first light).**
6. **Canada House** was the first house to be liberated (by the Queen's Own Rifles) on D-Day.
7. Allied aircraft wore painted **invasion stripes** on D-Day so that they would be more easily identified by friendlies.
8. The Beny-sur-Mer **Canadian War Cemetery** is the resting place of many who died in the Battle of **Normandy**.
9. Based upon what you've seen in the tour, including the overhead map in the bottom right-hand corner, why do you think the Germans most strongly defended Courseulles-sur-Mer rather than the other locations? *Hint: think about the mobility and economic 'value' of the different places*
Answers can include: **The beach is wide and flat (easier to attack), the canal is a secondary transportation route and a source of fresh water, bridges over the canal would be also be important to control**

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>

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 (<https://valourcanada.ca/vr/juno/>), answer the following questions by filling in the blanks.

- _____ thousand Canadian soldiers stormed onto _____ Beach on _____, 1944 (D-Day).
- The Royal Canadian Navy (RCN) was deeply involved with Operation _____, the naval portion of the D-Day landings. Operation _____ was the entire plan.
- The allied plan was to clear _____ channels through the minefield, each channel being _____ metres wide, that would allow _____ vessels in total to pour into Normandy.

View the “Preparations for D-Day” video and answer the following two questions:

- Why do you think the exact assault plan was kept from the soldiers until right before the assault?

_____.
- Why do you think the plan was to attack the beach at “first light up”? _____
_____.
- _____ was the first house to be liberated (by the Queen’s Own Rifles) on D-Day.
- Allied aircraft were painted _____ on D-Day so that they would be easily identified by friendlies.
- The Beny-sur-Mer _____ is the resting place of many who died in the Battle of _____.
- Based upon what you’ve seen in the tour, why do you think the German opposition most strongly defended Courseulles-sur-Mer rather than the other locations? *Hint: think about mobility and economic ‘value’.*

_____.

After the successful 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. 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 your sketches of Juno Beach will cause many to think and to remember.

