Valour Canada presents:

The Character
of
Canadian Military History
- - **PROGRAM GUIDE** - -

Learning Objectives:
- Describe at least three of the more memorable events from Canadian Military History (FWW, SWW, Korean War, Afghanistan) and how they have impacted the world and/or Canadian identity.
- Name at least three Canadian veterans and describe how each has had a positive impact on the world.
- Show how learning is continuous, both for individuals and groups.
- Visualize and evaluate which traits are most important for an effective team to embody.
- Embody traits that are important for best ensuring effective and positive impacts.

Character Traits Explored:
Communication, Cooperation, Courage, Resilience, Responsibility, Thoughtfulness

VALOUR CANADA

CONNECTING CANADIANS TO THEIR MILITARY HERITAGE

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- Valour Canada

Instruction Guide for Valour Canada's
"The Character of Canadian Military History Program"

Program Description

Valour Canada's The Character of Canadian Military History program takes a unique approach to learning by embedding history content within an experiential, innovative, and team-based educational framework that presents students with memorable opportunities to explore the following character traits: communication, cooperation, courage, resilience, responsibility, and thoughtfulness. The program consists of an assortment of WWI focused modules that can be arranged sequentially to provide a day-long learning experience for students and other participants. Alternately, each module can be presented in a stand-alone manner. Debriefing and individual reflection are both cornerstones of the design.

Overarching Learning Outcomes

Upon completion of the modules, the participants will be able to:

- Describe at least three of the more memorable events from Canadian Military History (FWW, SWW, Korean War, Afghanistan) and how they have impacted the world and/or Canadian identity.
- Name at least three Canadian veterans and describe how each has had a positive impact on the world.
- Show how learning is continuous, both for individuals and groups.
- Visualize and evaluate which traits are most important for an effective team to embody.
- Embody traits that are important for best ensuring effective and positive impacts.

Guiding Principles during the Program's Development

Three main principles guided the design of the program. They are:

1. The most effective and memorable youth-engaging programs are active, collaborative, innovative, and exhibit a locally rooted component.

2. Experiential and cooperative activities quickly engage youth and are best for building knowledge, understanding, confidence, resilience, citizenship, and sense of purpose, within both individuals and groups.

3. Character (or Values) education is prevalent in all provincial curricula nation-wide[1] with certain themes being frequently communicated. Among these are cooperation, courage, communication, resilience, responsibility, and thoughtfulness, each of which are deeply embedded in positive citizenship and can also be linked to Canadian Military History.

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[1] See "Tether Points" on page 6, for links to Character (or Values) Education.

History Learning Objectives[2]

Module: Scavenger Hunt (in-museum)   **45-65 min**
Describe at least two local military personalities and the characteristics they embodied during their service.
Give examples of artifacts on display in the museum and describe their purpose and their use.

Module: HMHS Llandovery Castle; Lost in the Atlantic Activity   **35-40 min**
Describe basic WWI naval warfare, the sinking of the Llandovery Castle, and the controversy that followed.
Name one Canadian Nursing Sister and describe how she had a positive impact on the FWW.

Module: Vimy Ridge; Battlefield Reconnaissance Activity   **30-40 min**
Specify the preparation, the event, and the aftermath of the Battle of Vimy Ridge.
Give examples of honourable conduct during the FWW and/or during the Battle of Vimy.
Compare and contrast different technological advancements made during the FWW and their impact.
Create a solution(s) that would facilitate productive and accurate aerial reconnaissance practices.

Module: A Learning Organization; Placemat: Canada in WW1 Activity   **30-40 min**
Describe the battle of Hill 70 and the meaning of the Victoria Cross.
Summarize the reasons for the effectiveness of the Canadian Corps in WW1 and teams in general.
Determine some factors involved in deciding whether Canada should or should not participate in war.
Evaluate whether the communication of military history does or does not glorify war.

Module (2 Parts): D-Day: Operation NEPTUNE; Planning an Invasion Activity   **60-80 min**
Determine the location of the D-Day invasion and describe why it was chosen.
Describe at least 3 of the challenges faced by the Allies on D-Day.
Create a solution that would facilitate landing the necessary pieces in France with minimal casualties.

Module: The Cold War; Bomb Shelter Activity   **40-50 min**
Describe the Gouzenko Affair and give examples of two unrelated Canadian-linked Cold War events.
Name at least two Canadian Prime Ministers and for each, describe how they are linked to the Cold War.
Create a list of supplies required in a bomb shelter and evaluate which items are the most important.
Compare and contrast different technological advancements made during the Cold War and their impact.
Draw one parallel between Cold War events and current events.

Module: Afghanistan; Keep in Mind: Culture Activity   **45-60 min**
Describe the event that triggered the War on Terror and Canada's involvement in Afghanistan.
Give two examples of negative impacts on Canadian soldiers as a result of conflict in Afghanistan.
Compare and contrast Canadian goals in Afghanistan and the reality faced by soldiers on the ground.
Generate one military scenario which might result in unforeseen 'blowback'.

Module: Legacy of War; Munition Disposal Activity   **30-35 min**
Summarize the human cost of 20th century wars.
Describe at least 2 ways in which the modern Canadian Forces adhere to the Law of Armed Conflict.
Evaluate which traits are most important for an effective bomb-disposal team to embody.

Module: Artifact Handling (in-museum)   **25-35 min**
Learning outcomes are determined by the presenter, for example:
Name and describe, including purpose and approximate period of use, at least two of the artifacts presented.
Name and differentiate between items in a soldiers' kit that show change through time.

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[2] Each module gives each participant multiple opportunities to develop and demonstrate the traits: communication; cooperation; courage; resilience; responsibility; thoughtfulness.

Logistical Demands:

Group Size:	Groups of 4-6; no more than 30-35 individuals in total
Age:	11 to 17 (Gr. 6 - 11); NOTE: Modules 6 and 7 are for age 13+ (Gr. 8+)
Space:	Indoor with chairs and a working/writing surface. Open space is also required for some activities (see module 5's activity requirements)

The Program: General Information and Recommendations

Module Structure:

☐ **A Module** (demarcated as a folder)
- The modules are designed to be stand-alone (presented one or two at a time within a short timeframe) or to be presented in a sequence. If presented back-to-back, some modules fit together better than others, for example, Vimy Ridge fits well with A Learning Organization.

☐ **Within each Module Folder** (files)
- Each module has one PowerPoint and one "Guide".
- The PowerPoint contains the information to be presented to the participants, including the history content, the activity directions, and the activity solution, as required.
- The "Guide" is a manual of sorts for the given module. It includes the logistical specifications, instructions for the presenter/facilitator, etc. required for presenting the module successfully. (More info in '"Guide" Layout').
  Generally speaking, the "Guide" will include any documents used by the facilitator, but not handouts for the participants.
- "Handout": some modules will include a "Handout" or "Map", for participant use, that will need to be printed.

☐ **Within the "Guide"**
- **Title Page**: Learning objectives, "Free and Fair Use" notice, please complete the survey!
- **Overview**: Describes what the module will look like when presented and facilitated.
- **History Learning Objectives**: Describes the educational goals of the module.
- **Character Trait Development**: Describes the character traits explored in the module.
- **Logistical and Equipment Requirements**: Presents time, group size, age, space, and equipment requirements.
- **Key Vocabulary**: List of words and definitions that may be helpful to some participants.
- **Preparation**: Describes what the facilitator must do to get ready to present the module. Each module includes a PowerPoint component and the materials required to run the activity.
- **Directions for Presenting**: Step-by-step instructions for presenting the module.
- **Scoring:** Instructions for awarding points for successful completion of the module (see "Note on Scoring", p.4).
- **Options for increasing/decreasing difficulty**: Presents slight activity changes that can be made to alter the degree of challenge to the participants.
- **Debrief**: Offers the presenter a list of prompting questions to ask the participants in order to better to flesh out the character traits aspects of the module.
  NOTE 1: "**Key Idea**" in debrief sections are there to give the presenter/facilitator a clear idea of what the end learning outcome is from the debrief.
  NOTE 2: Bolded traits in the debrief section are there to guide the presenter's/facilitator's focus onto said trait(s) during the discussion in response the question asked.

General Notes regarding the Guide

- **Smaller font text in the document**: Denotes additional information that the facilitator might find useful at that point in the presentation.
- **Bolded words**: Important information within the text. These words represent time allotment or a main point.
- **Bolded traits within "< >"**: Marks an appropriate point in the presentation when the stated character trait may be more fleshed out by the participants.

Suggestions for Optimizing the Presentation of the Modules:

- **Read each module package entirely**: Please read and review all documents of each module in their entirety, including the PowerPoint slides. Speaking points for each slide are included in the "Notes" section under each slide.
- **Practice PowerPoint delivery**: Do at least one practice presentation of each PowerPoint **with a clock**. This familiarizes the presenter to the content, gives an idea of timing, and can promote ideas for potential sidebars (personalization) to be injected by the presenter.
- **Handouts**: Always copy a few extra sets of what you think you need in case an attending group turns out to be larger than was communicated.
- **Equipment**: Most modules do not require equipment, but for those that do, compile a single set (for 1 group) of the required equipment weeks before the intended presentation date. Then, have a few individuals test the equipment as soon as possible (particularly for 5: Munition Disposal Activity). This will allow the facilitator to make sure the equipment will function as required during the activity. Then the facilitator can purchase duplicates of the equipment and sort it into sets that can be distributed among the groups at the appropriate time.
- **Trial the module**: Run a "real" version of all modules with colleagues or other interested individuals. This allows the facilitator another opportunity to practice. It may also illuminate any friction points or opportunities for improvement in the presentation.
- **Learn from each presentation by reflecting:** Like most things in life, the more one person presents a module, the better the presentation will get. Not only make your own mental notes on areas for improvement, have a colleague provide feedback and/or participate in a debrief after the event.

Note on Scoring

You may have noticed above that the group who first successfully completes an activity in a module is awarded a point. By taking this approach, the intention is to create an atmosphere of competition and there are 3 reasons for wanting this. First, it incentivizes more of the participants to put effort into their tasks. Second, it gives participants who may not normally be the strongest team member (e.g., not athletic) a chance to shine under pressure. Third, it provides a scenario that is more real-life and thereby increases the pressure to look seriously upon the 6 main character traits of the CCMH program.

The best way to frame the "competition" aspect of the day is by explaining during the starting introduction that the groups will be competing with each other "for **bragging rights**" and that since each module is worth only a single point, it's easy to make a comeback.

As for keeping track, it is extremely unlikely that you'll need to because the participants will know exactly what the score is and will remind you if you make an error!

Closing the Day: Survey for Participants (Assessment Plan)

Before wishing the participants "Thank you and safe travels home" it is recommended that you acquire feedback of some sort from your audience, preferably written so that memory is not relied upon. Enclosed in folder "Program Assessment" are 2 different surveys, one for students and one for teachers. Either can be adapted for different audiences.

The best way to deliver this to students is to give them 5 minutes before they leave to fill out the survey. This increases completion rate exponentially and generally speaking the large majority of the feedback will be incredibly positive (because youth really have a ton of fun with the activities and the competitive atmosphere).

Even with adults, we recommend that they complete a survey before they leave for the day, but you can be more flexible with them.

More details about this process are available in the "Assessment Plan" document.

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, ON's Canadian and World Studies (11+12).

History (and Civics)
- Conflict: World War I; Western Front; Vimy Ridge; Hill 70; War in the Air/Sea
- Trench warfare; Western Front; Victoria Cross; Women in WWI
- 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
- Social and technological change

Character (or Values) Education
- AB's *Caring, Respectful, and Safe Schools*, 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, thinking, responsibility, leadership, community, appropriate behavior, fairness, and personal development.

Character Traits Explored and Practiced in this Program
Communication, Cooperation, Courage, Resilience, Responsibility, Thoughtfulness, (+Trust), (+Problem Solving), (+Patience)

Any questions, concerns, feedback, or suggestions are always welcome.
Contact Valour Canada at: educator@valourcanada.ca

- END CCMH Program Guide -