NORMANDY

Juno Beach Centre

The Canadian Museum on the D-Day Beaches

EDUCATIONAL PROGRAM AND RESERVATIONS - GROUPS 2025-2026







PRIMARY

SUPPORT KIT
FOR TEACHERS

SUPPORT KIT CONTENTS

Welcome to the Juno Beach Centre! 3

Support Kit Objective 4

Strengths of the Educational Program 4

Types of Visits Offered for School Groups 5

Self-guided visit of the museum 5

Permanent Exhibition and Temporary Exhibition

Educational activities in the museum 7

Explore Juno as a class

Guided visits of juno park 8

Guided tour of the bunkers

Practical Information and Reservations 9

Suggested Activities: Preparing for Your Visit 11

Reflective section: "What is the Juno Beach Centre?" 11

Step 1: List of Key Themes

Step 2: List of Questions

Practical section: Activity sheet for the self-guided visit to the Juno Beach Centre or the "Explore Juno" youth circuit 15

Step 1: Objects' presentation

Step 2: Categorize the Objects

Step 3: Recreate the permanent exhibit

Step 4: (optional) Following in a guide's footsteps

Canadian Infantry helmet

"Welcome Home Son" Banner

British War Medal

Camera from an official photographer

Poppy

Activity Sheet: Preparing for a guided tour of the bunkers 29

Step 1: Imagine a bunker

Step 2: Draw the interior layout of the bunker

Suggested Follow-up Activities for the Visit 32

Reflective section 32

Practical section 33

Step 1 (optional): Presentation of a war correspondent

Step 2: Writing a press article

Juno Beach Centre Glossary 36



WELCOME TO THE **JUNO BEACH CENTRE**

THE CANADIAN MUSEUM ON THE D-DAY LANDING BEACHES

Thanks to its interactive and dynamic approach, the Juno Beach Centre is an ideal location to teach your students about the history of the D-Day Landings and the Battle of Normandy, all through the lens of the role played by Canadians.

Its educational mission – in service to the transmission of memory – is carried out by young Canadian guides. This mission offers youth an enriching experience on both a personal and pedagogical level. It reflects upon citizenship, peace, and the world of today by discovering the role of Canada throughout the war.

Oriented towards history and geography, moral and civic education, and also living languages and the environment, the educational program at the Juno Beach Centre offers a Canadian pedagogical approach.

The Juno Beach Centre is dedicated to memory and to sustainable development.

Throughout the Juno Beach Centre this logo indicates actions that support this approach.

WHY THE **JUNO BEACH CENTRE**? A BIT OF HISTORY...

▸ June 6th, 1944

14,000 Canadian and 8,000 British soldiers landed on Juno Beach to participate in the liberation of Europe from Nazi occupation.

▸ June 6th, 2003

Exactly 59 years after the Landings in 1944, the Juno Beach Centre opened its doors to the public. Following the will of its Veteran founders (notably Garth Webb who was the driving force of the project), the Juno Beach Centre explains the cost of war and of the sacrifices made by Veterans in order to answer two questions: Who will remember them when they are gone? How will the story of what they lived through be told?





SUPPORT KIT OBJECTIVE

This kit aims **to support you before, during, and after your class' visit** to the Juno Beach Centre. It provides a detailed description of the Educational Program, the museum's offerings, and practical information regarding the visit and making a reservation. The kit also offers suggested activities to help prepare for and follow-up on your visit, as well as a page summarizing our different educational program offers.



STRENGTHS OF THE EDUCATIONAL PROGRAM

A memorial site looking towards new generations

At the Juno Beach Centre, youth speak with youth. Each visit is brought to life by a **young bilingual Canadian guide**, proud and excited to share the history of their country.

The Canadian Veterans at the root of the museum's origins wanted young Canadians – each approximately the same age as they were in 1944 – to be the ones participating in the educational and cultural missions of the museum.

Discover the 2025 guide team

Encouraging students to actively participate in their own learning

The interpretation practiced by the Canadian guides leans on a human approach, one founded on fundamental values such as respect, sharing, and open-mindedness. It favours **teaching methods that are based on interaction, cooperation, and participation**. That is why an active pedagogy is preferred. The goal is to stimulate curiosity, touching on emotions and self-reflection, while also developing critical thinking skills such as asking questions, creating associations, and expressing ideas.

TYPES OF VISITS FOR SCHOOL GROUPS

SELF-GUIDED VISIT OF THE MUSEUM







Permanent Exhibition

The Juno Beach Centre's permanent exhibition presents the civilian and military war effort in Canada and on various fronts during the Second World War through 7 exhibit spaces.

- **Courseulles, 6 Juin 1944** (4-minute film)
  The images that may have crossed the mind of a young Canadian soldier on the morning of June 6th, 1944...
- **Canada in the 1930s**
  Canada on the eve of the Second World War, the context of its entry into the conflict.
- **Canada Goes to War**
  War is declared. The entire country mobilizes for the civilian and military war effort.
- **Roads to Victory**
  The major campaigns of the Canadians in Europe, up until the Liberation.
- **Some Came Back, Others Did Not**
  Stories and accounts from Canadians who lived through the wartime.
- **They Walk With You** (12-minute film)
  An immersive look at the lived experience of the Canadians on D-Day and during the Battle of Normandy.
- **Faces of Canada Today**
  A room on contemporary Canada, a country that the Canadian veterans of the Second World War helped to build.

TYPES OF VISITS FOR SCHOOL GROUPS

SELF-GUIDED VISIT OF THE MUSEUM

NEW

Temporary exhibition

"MY CHILDHOOD, 1939-1945"



Starting in March 2026, immerse yourself in the daily lives of Norman and Canadian children during the Second World War.

This exhibition invites visitors to see the war through the eyes of children on both sides of the Atlantic. Through personal testimonies, objects, and photographs, the Juno Beach Centre explores how young lives were shaped by the German Occupation, the fighting, liberation, and reconstruction. The perspective of children reveals the human dimension of historic events that forever transformed France and Canada.

Through these intimate stories, visitors will understand how children adapted and survived—often with remarkable resilience—during humanity's darkest hours. The stories will be told through several themes:

- The Weight of Occupation (1940–1944) at school and at home
- D-Day (June 6, 1944)
- The Battle of Normandy (June–September 1944)
- Liberation and the Scars of War (1944 to the present)
- The "Absences" experienced by French and Canadian children

PERMANENT EXHIBITION + TEMPORARY EXHIBITION

- RATES: 5 € per student
- LANGUAGES: English or French
- RECOMMENDED VISIT TIME:
  PERMANENT EXHIBITIONS > 1h30
  TEMPORARY EXHIBITION > 45 mins
- OUTLINE OF THE VISIT: Students are greeted by a young Canadian guide. Then they freely explore the permanent and temporary exhibitions in order to make their own discoveries, all while being in the presence of an adult chaperone.

EDUCATIONAL ACTIVITIES IN THE MUSEUM

Explore Juno as a class

What was Canada like during the Second World War? "Explore Juno as a class" is a youth circuit and accompanying educational activities that help students to discover the history of this conflict through different points of view: civil and military. Each game allows for a better understanding of the transformation of the country from the 1930s to today, by leaning on such historically universal themes as immigration, total war, democracy and dictatorship, peace, and remembrance.

In teams of five or six, students have about 45 minutes to look for information in the museum. One room at a time, they complete games on a tablet and earn "poppy points". At the end of the exhibitions, a guide helps students tally up their points on a communal screen and share what they learned with the other teams. The experience concludes with subjects linked to Canada and the world of today.



Remembering yesterday in order to understand today... and think for the future

"Explore Juno as a class" allows for a reflection upon the past through the role of Canada during the Second World War, and to understand the present through the changes that have transformed the country since the conflict.

Now, thanks to the *Your turn: What can you do?* questions, the animations also encourage students to consider the importance of protecting what the Canadian soldiers have already defended.

- RATES: 7.50 € per student
  (in addition to the rate to visit the museum)
- LANGUAGE: English or French
- DURATION: 1h30
- OUTLINE OF THE VISIT: Accompanied by a Canadian guide, students discover the youth circuit in the museum by completing a series of educational games on tablets.





GUIDED VISITS OF JUNO PARK

Guided tour of the bunkers

The guided tour of the bunkers at Juno Park allows visitors to discover the evolution of the defenses along the Atlantic Wall and the history of the Canadian landings on Juno Beach. During the visit you enter a command post and an observation bunker that were built during the German occupation of Courseulles-sur-Mer.

▸ The Occupation and the Atlantic Wall

The German occupation of Courseulles-sur-Mer and the events that led to the fortification of the site.

▸ The Command Post

The context of the construction (1941-1942) of one of the first bunkers on the site, and the evolution of its uses throughout the war leading up to the eve of D-Day.

▸ The Covered Trench

In 1943 with the changing of the tides of the war, the construction of the Atlantic Wall increases, leading to the requisition of French civilians.

▸ The Observation Bunker

In 1944 an Allied invasion setting out from the shores of England becomes a certainty. The number of German defenses multiplies and is standardized all along the French coast.

▸ Juno Beach: The Beach

On June 6th, 1944, 14,000 Canadian soldiers assisted by 8,000 British soldiers land on Juno Beach as part of the Normandy Landings. Their goal is the liberation of Europe.

The guide takes advantage of the conclusion of the visit on the beach to raise awareness among the students of the need to preserve this battlefield and its ecosystem.





▸ RATES: **2.50 € per student**
(in addition to the rate to visit the museum)

▸ LANGUAGE: **English or French**

▸ DURATION: **45 mins**

▸ OUTLINE OF THE VISIT: **Accompanied by a Canadian guide, students discover the historical site that the Juno Beach Centre is based on by visiting two German bunkers and a segment of Juno Beach: the beach liberated by the Canadians in 1944.**



PRACTICAL **INFORMATION**

EDUCATIONAL PROGRAM SUMMARY SHEET

On-site offers

It is possible to combine several Juno Beach Centre offers. Select one of the basic offers and add, if desired, an additional offer during your booking:

	Sessions per 1 class/30 students*	Recommended visiting time	2026 Student rates per student	Low carbon rates** per student
Basic offer (your choice)	Self-guided visit of the museum + temporary exhibit	1h15 + 45 min	5.00 €	4.50 €
	Guided museum visit with ***Explore Juno*** activies + temporary exhibit	1h30 + 45 min	7.50 €	6.50 €
A la carte (extra)	Guided tour of the bunkers	+ 45 min	+ 2.50 €	+ 2.00 €

**For school groups with more than 30 students, adjustments must be made to the schedule. Please contact us for further information.*

***With the presentation of proof of travel taken on an SNCF train to a station in Normandy, on a regional Nomad bus, or by bicycle.*



PRACTICAL INFORMATION

Opening hours

Open every day

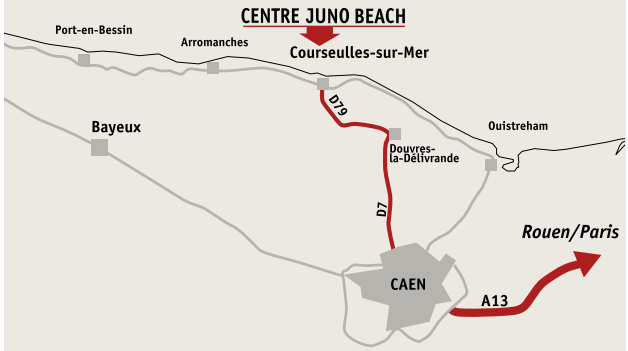
May, June, July & August 9:30 am > 7:00 pm

March, April, September & October 9:30 am > 6:00 pm

February, November & December 10:00 am > 5:00 pm

January & December 25 Closed

Map to the Centre



Bus Lines

101 From Caen

121 From Bayeux



COMPLIMENTARY SERVICES

- Greeting from a **bilingual Canadian guide** (English/French)
- On-site **bus parking**
- **Bicycle shelters** (capacity for 16 bicycles, six electrical charging ports, two bicycle boxes, lockers, and a repair station)
- **Air-conditioned rooms**
- **Ground-level access**
- A **multipurpose room by reservation for your picnics,** please take note of the conditions of use
- A Franco-Canadian gift shop
- The guided tour of the bunkers can be offered remotely, live and in 360°, thanks to the virtual tour. *Subject to a good internet connection and a compatible firewall.*

- There are materials available for people with accessibility requirements: wheelchairs, foldable canes, magnifying glasses, welcome booklets in braille, an enlarged map of the museum, noise-canceling headsets, Webb visit.



RESERVATIONS

Group rates apply for groups of more than 20 people.
One free adult chaperone for 10 students paid.
Guides and chauffeurs are free.

- **Rebecca Le Savoureux**, Sales Manager, is available to help you organize your visit
  By telephone: 02 31 37 32 17 – By email: resa@junobeach.org
- Please arrive at the Juno Beach Centre **five minutes before your scheduled reservation time**. In the event of lateness, the museum cannot guarantee a complete visit.
- Upon arrival, the visite schedule and services reconfirmed payment by voucher is accepted. Receipts will be given after check-in.
- Please advise us of any cancellation of reservations according to the General Sales Conditions.

JUNO BEACH CENTRE

*Committed to **memory** and **sustainable development***

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SUGGESTED ACTIVITIES:
PREPARING FOR YOUR VISIT

In order for your students to get the most out of their visit to the Juno Beach Centre, we invite you to complete these activities in class before your arrival on site.

The activities are intended to accompany and support your students in their learning while visiting the Juno Beach Centre. To do so, the pre-visit activities have been divided into two parts (reflective and practical) and are adaptable to your needs.

REFLECTIVE SECTION: "WHAT IS THE JUNO BEACH CENTRE?"

▸ REQUIRED MATERIALS

Step 1: List of key themes.
Step 2: Photograph and questions list
The ability to share or project the photograph and the map.

▸ LOCATION

This activity takes place in the classroom.

▸ DURATION

Approximately 30 minutes is recommended.

To be carried out in the classroom

▸ Objectives

These activities allow you to familiarize your students with the key themes to be explored during the visit so that they can better recognize, adopt, and eventually integrate them into their understanding of the current world.

▸ Step 1

Inquire whether any of your students have ever visited the Juno Beach Centre. Give them the opportunity to discover the site and its historical context by asking them questions from the list of key themes. Our *glossary* is available to aid your discussion.

▸ Step 2

Show your students the image without mentioning that it is the Juno Beach Centre. From the list of questions, ask the questions 1 to 3 orally to your students. Then, to answer the fourth question, present the map.
These in-class exchanges will help your students understand the site they will visit.

Step 1 List of Key Themes

Memorial Sites

1. Have you ever visited a memorial site? If yes, which?
2. What can a memorial site look like?
   Monuments, memorials, cemeteries, battlefields, concentration camps, museums, etc.
3. In your own opinion, what is the purpose of a memorial site?
4. What events can be commemorated at memorial sites?
   Wars, battles, genocides...

Second World War

1. What comes to your mind when you think about the Second World War?
2. When did the Second World War take place?
   September 1st, 1939 to May 8th, 1945 in Europe
   September 1st, 1939 to September 2nd, 1945 worldwide
3. Two main camps opposed each other during this conflict. Can you name them?
   ***Allies** (main: United Kingdom and its dominions (Canada), United States, Soviet Union)*
   ***Axis** (main: Germany, Italy and Japan).*

Occupation

1. Nazi Germany occupied France in 1940. Can you name any of the consequences of this occupation?
   Forced labour, collaborationist government, deportation, internment camps, resistance, rationing and scarcity
2. In your opinion, what emotions might French civilians have felt during the Occupation?
3. How did French citizens oppose the Occupation?
   The Resistance efforts, exile
4. During the Occupation, Nazi Germany ordered the construction of the Atlantic Wall.
   What was the purpose of this wall?
   The Atlantic Wall is a network of fortifications and defenses built along the western coast. Its construction was ordered by Nazi Germany in order to prevent a possible Allied landing from Great Britain

D-Day

1. Have you ever heard of the expression "D-Day"? What do you think it means?
   "D-Day" commonly refers to the first day of the Allied Landings in northern France on June 6, 1944.
2. Where and when did D-Day take place?
   June 6, 1944 in Normandy, France
3. What was the objective of D-Day?
   To begin the liberation of Europe from German Occupation
4. In your opinion, why is it important to remember D-Day?

Step 2 Questions List



1. What do you see in this photograph?

2. Two buildings are shown. One is a remnant of **the Atlantic Wall** dating from the Second World War and the other in a museum and **memorial site**. Can you identify them?

3. This photograph was taken in Normandy, France. What **country** is represented by its flag next to the French **flag**? According to you, why is this flag flying in France?



4. Do you know the **Normandy Landing Beaches**? With the help of the map above, can you identify on which D-Day Landing Beach this memorial site is located?

SECTION 2 - PRACTICAL

To be carried out in the classroom or at home depending on the services chosen as part of your visit.

Objectives:

These activities stimulate the imagination and creativity of your students, engaging their critical thinking ahead of their visit to the Juno Beach Centre. Upon arrival, they will be better able to engage with the various aspects of the site they're visiting (bunkers or museum). Thanks to these activities, they will engage with these aspects in relation to their previously developed hypotheses.

PRACTICAL SECTION

Linked to the self-guided tour of the museum or the "Explore Juno as a Class" activity

REQUIRED MATERIAL

Download and print the activity sheet for each student.

LOCATION

The activity can take place in class (in teams or individually) or as homework.

DURATION

Approximately 30 minutes is recommended.

PROCEDURE

The activity is divided into three steps, with an optional fourth step.

Steps 1 & 2

Are your students visiting the museum on their own or completing the "Explore Juno" activities? Prepare them for their visit using the activity sheet. The sheet will allow them to familiarize themselves with the themes and a few objects from the permanent exhibit at the Juno Beach Centre.

Step 3

Based on the answers obtained during Step 1 &2, the students can now fill in the blanks on the museum floor plan.

Step 4 (optional)

The students can choose one of the of selected artifacts and learn more about its history through a short text. They can then answer the questions on the presentation sheet before presenting their findings to the class.

PRACTICAL SECTION

Linked to the guided tour of the bunkers

REQUIRED MATERIAL

Download and print the activity sheet for each student.

LOCATION

The activity can take place in class (in teams or individually) or as homework.

DURATION

Approximately 30 minutes is recommended.

PROCEDURE

The activity is divided into two steps.

Step 1

Have you booked a virtual or guided tour of the bunkers? Using the activity sheet, prepare your students for their visit. As they answer the questions, they will have to picture the interior of one of the bunkers from the visit and justify their choices in a few sentences.

Step 2

Using their answers, the students will draw the layout of the bunker's interior based on what they had pictured..

ACTIVITY SHEET FOR THE SELF-GUIDED VISIT OF THE JUNO BEACH CENTRE OR THE "EXPLORE JUNO" YOUTH CIRCUIT

The permanent exhibition at the Juno Beach Center uses photos, archives, testimonies and objects to tell the story of Canadians during the Second World War.

Step 1 Objects' presentation

It's your turn to create the Juno Beach Centre exhibit. Discover 5 objects from the exhibit.

Artefact 1

Canadian Infantry helmet



Artefact 2

Poppy pin worn to remember Veterans and soldiers who lost their lives in combat



Artefact 3

British war medal from the First World War



Artefact 4

Camera from a photographer in the Canadian Navy



Artefact 5

Welcome home banner created by Canadian families to celebrate the return of soldiers to Canada



Step 2 Categorize the objects

Connect the dots to link each object to the correct theme and room.

ROOMS	THEMES	OBJECTS
Room B **Canada in the 1930s**	*Between two wars* ○	○ 
Room C **Canada Goes to War**	*War Effort* ○	○ 
Room D **Road to Victory**	*War Reporting* ○	○ 
Room E **Some Came Back, Others Did Not**	*Grief and Reunions* ○	○ 
Salle G **Faces of Canada Today**	*Remembrance* ○	○ 

Step 3 Recreate the permanent exhibit

Recreate the exhibit from your answers on the museum's floor plan.

TITLE .....

THEME .....

OBJECT .....

TITLE .....

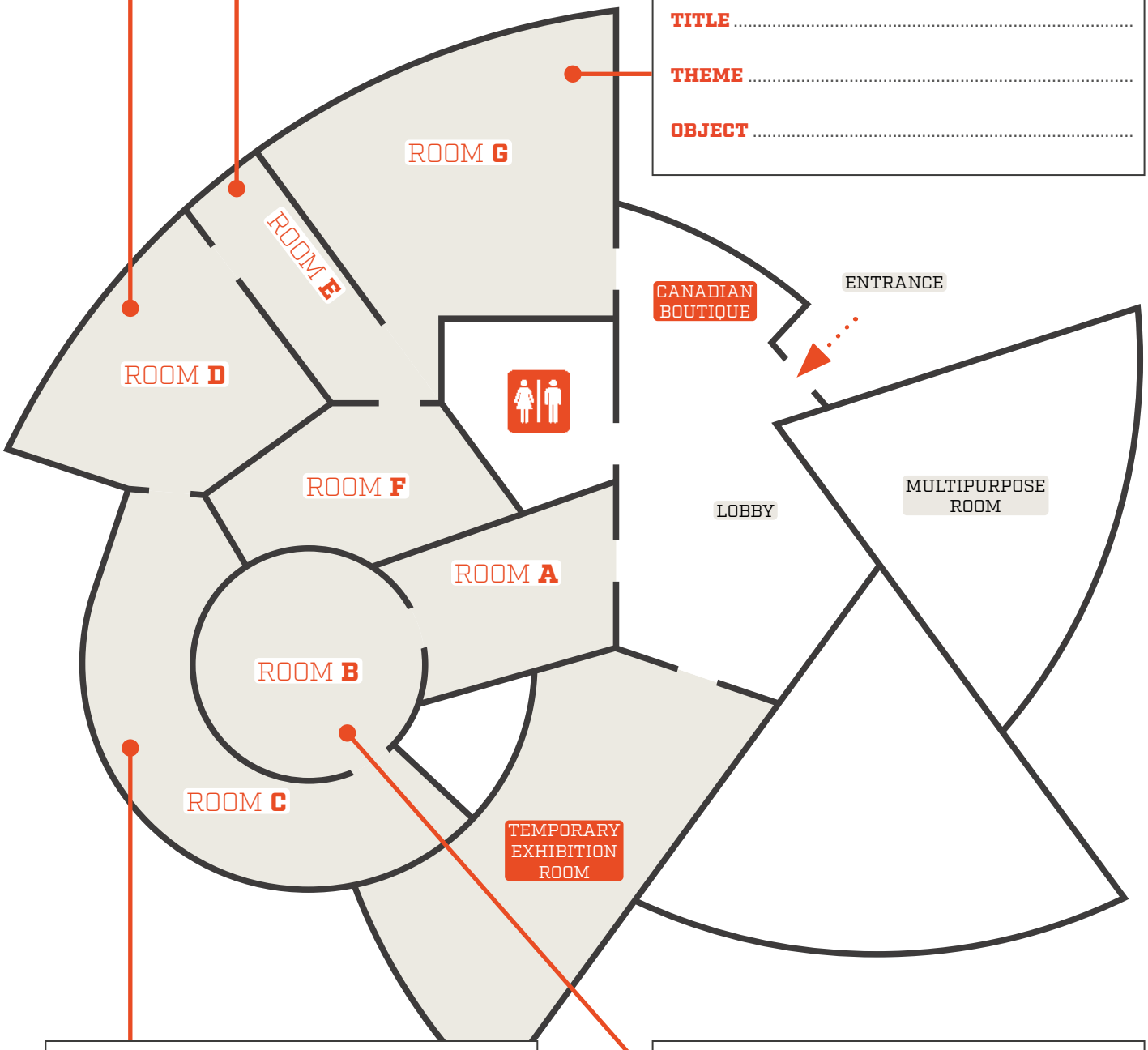
THEME .....

OBJECT .....

TITLE .....

THEME .....

OBJECT .....



TITLE .....

THEME .....

OBJECT .....

TITLE .....

THEME .....

OBJECT .....

Step 4 *(optional)* Following in a guide's footsteps

Select an object of your choice and by helping yourself with the corresponding presentation sheet, answer the questions. Then, in the classroom, present what you have learned by following in the footsteps of a Juno Beach Centre guide.

CANADIAN INFANTRY HELMET



Using the text below for reference, answer the following questions. Then using your answers, present what you learned to the class.

After Canada entered the Second World War on September 10, 1939, thousands of Canadians joined the Canadian Armed Forces as volunteers. Receiving their uniforms was very symbolic and marked the transition from civilian to military life.

The helmet shown in the photograph is a Mark II Helmet. It was introduced in 1940 and used by the Canadian army, air force, and navy during the Second World War. This helmet provided protection on the battlefield and during dangerous operations.

Several materials make up this helmet. It is made of steel and lined with rubber and fabric on the inside. A chin strap kept the helmet on the soldier's head. The helmet could protect a soldier from shrapnel from a bomb or artillery shell, but it could not stop bullets fired at close range. Many helmets were covered with khaki netting so that the soldier would blend in with nature.

In Canada, the army primarily used the Mark II helmet. More than 1.1 million Mark II helmets were ordered and made from Canadian manufacturers.

Presentation sheet

1. What is the helmet called? Which room is it displayed in at the Juno Beach Centre?

2. What materials were used to make the helmet?

3. Who wore this helmet during the Second World War?

4. What protection did it offer soldiers?

5. Why was the soldier's uniform symbolic?

"WELCOME HOME SON" BANNER



Using the text below for reference, answer the following questions. Then using your answers, present what you learned to the class.

Many Canadian families lost loved ones during the Second World War. More than 45,000 Canadians died fighting for freedom during the conflict. They are buried in a foreign land, far from their families. While some families were able to visit these graves, others could not make the long journey. The entire country mourned these losses.

On the other hand, many Canadians also returned to their normal lives in Canada after the war. Some had been gone for years. To welcome them home, families often decorated their homes with cotton banners that read "Welcome Home Son". Each banner was personalized: the words son, father, uncle, or brother were printed on the banner depending on which person was coming home.

The return to civilian life was different for each Canadian. Some returned with physical injuries or post traumatic stress, while the luckier ones gradually adjusted back to normal life. During the war, many Canadian soldiers also met European women. Some men married these women and built a life together in Canada or in Europe.

Presentation sheet

1. What is the message of the banner depicted in the photo?
Which room is it displayed in at the Juno Beach Centre?

2. Why did Canadian families decorate their homes with banners?

3. How was the return home experienced by Canadian soldiers?

4. How many Canadians lost their lives during the Second World War?
Why is this number important?

5. Where are the Canadian soldiers from the Second World War buried?
What does this represent for their families?

BRITISH WAR MEDAL



Using the text below for reference, answer the following questions. Then using your answers, present what you learned to the class.

This British War Medal was awarded to Canadian soldier John Archibald MacNaughton, nicknamed Archie. It highlights his service overseas during the First World War. This medal was awarded to all soldiers of the British and Imperial forces, including Canadians, who served in a theater of war during the First World War.

Archie was born in New Brunswick in October 1896. He joined the First World War in November 1915. In 1919, after fighting in France and Belgium, he returned home.

After the Second World War broke out in 1939, Archie re-enlisted in the military. Over 42-years-old at that point, Archie was offered the chance to retire, but he declined. He did not want to abandon his men. They saw him as a father figure, while he considered them his sons and brothers. On June 6, 1944, after being shot in the hand, Archie continued his advance inland. Archie lost his life while trying to distance his men from the line of fire. He rests in the Canadian military cemetery of Bény-sur-Mer/Reviers.

Presentation Sheet

1. What is the name of the medal? Who was awarded this medal and why?

2. Where did Archie fight in the First World War?

3. What did he do in 1939?

4. Why did he refuse to retire?

5. What happened on June 6, 1944?

CAMERA FROM AN OFFICIAL PHOTOGRAPHER



Using the text below for reference, answer the following questions. Then using your answers, present what you learned to the class.

Guy Goulet was an official photographer with the Royal Canadian Navy from 1940-1945. On June 6, 1944, he landed in Normandy. Two things made him stand out from the soldiers sailing on the assault barge towards the Normandy beaches. First, his uniform was navy blue, not khaki, and second, he was holding a heavy camera, not a rifle.

Guy Goulet's camera was called a "speed graphic". This was a common type of press camera in the mid-20th century. It was equipped with 12 photographic plates that measured 10cm x 12cm. From 1940 to 1945, this camera was Guy's faithful companion. Unfortunately, just before arriving on the beach on June 6, 1944, the camera fell into the water and became unusable. Luckily, Guy had a backup camera he could use. For the rest of his life, he kept the broken camera that had fallen into the water as a memory of D-Day.

When the Juno Beach Centre opened in 2003, Guy donated his camera to the museum, saying "On June 6th 1944, on Juno Beach, war photographers like me were the only ones turning their backs to the enemy!" Guy Goulet died in 2003.

Presentation sheet

1. What kind of camera was used by most press in the mid-20th century?
Which room is it displayed in at the Juno Beach Centre?

2. Who owned the device? How did he stand out from the soldiers he accompanied during the Normandy Landings?

3. What happened to the camera on D-Day?

4. What does this quote mean? "On June 6th 1944, on Juno Beach, war photographers like me were the only ones turning their backs to the enemy!"

5. In your opinion, why did Guy keep his broken camera for the rest of his life?

POPPY



Using the text below for reference, answer the following questions. Then using your answers, present what you learned to the class.

During the First World War, poppies were one of the first flowers to regrow on the battlefields of Western Europe. Since 1921, they have been a symbol of Remembrance in Canada.

The poppy symbol comes in large part from the poem "In Flanders Fields" by Canadian military surgeon John McCrae. The poem was inspired by the swaths of poppies that would grow at the gravesites left behind after battles.

The blood-red poppy has long been associated with armies fighting in Europe. During the First World War, intense artillery bombardments destroyed the landscape, introducing lime to the chalky soil. Poppies flourished in these areas, a shock of colour in a landscape ravaged by bombings. Every Remembrance Day (November 11), the poppy is worn over the heart to honour the sacrifice of soldiers during times of war.

The poppy remains an important symbol of remembrance in Canada, Great Britain, other Commonwealth countries, and the United States, serving to remember those who served their country and those who died for it.

Presentation Sheet

1. What has the poppy symbolized since 1921?
Which room is it displayed in at the Juno beach Centre?

2. What caused poppies to grow on the battlefields in the First World War?

3. Why do Canadians wear poppies on November 11?

4. Is the poppy a strictly Canadian symbol?

5. What places or monuments can you think of that focus on remembrance?

ACTIVITY SHEET: PREPARING FOR A GUIDED TOUR OF THE BUNKERS

Step 1 Imagine a bunker

Did you know that there are still remnants of the Atlantic Wall, which was built during the German occupation of France, buried in front of the Juno Beach Centre today? Two bunkers were excavated in front of the Juno Beach Centre by volunteers: a command post and an observation bunker. Imagine the interior of one of the two bunkers by answering the following questions.



Command post built between 1941 and 1942.
Photo taken in 2013.



Observation bunker built in 1944.
Photo taken in 2018.

What bunker did you choose to represent?

.....

.....

In your opinion...

1. What materials make up the interior of the bunker?

.....

.....

.....

2. How many rooms do you think the bunker is made up of?

.....

.....

3. Is it spacious or cramped inside the bunker?

.....

.....

4. What is the light source inside the bunker?

5. Based on the type of bunker you have chosen, what type of equipment could have been found inside?

6. How did air circulate through the bunker?

7. How many soldiers would have occupied the bunker at one time?

Step 2 Draw the layout of the bunker

Using your answers, draw the interior layout of the bunker as you imagined it.

If you explore the bunkers during your visit at the Juno Beach Centre, bring your drawing to your guide, and discover if the hypotheses you devised were the right ones.

SUGGESTED ACTIVITIES:
REFLECTING ON THE VISIT

In order to establish connections between the classroom and museum learning, we invite you to complete these post-visit activities with your students after returning to the classroom from your visit to the Juno Beach Centre.
Post-visit activities provide an opportunity for students to reflect on their visit to the Juno Beach Centre while also consolidating the knowledge they gained there. To do so, these activities have been divided into two parts and are adaptable to your needs.

SECTION 1: REFLECTIVE

To be carried out in the classroom

Objectives

This activity allows students to reflect on their experience at the museum and develop their ability to verbally express their findings.

Ask your students about their experience at the Juno Beach Centre using the following questions. Facilitate discussion so that they can unpack and explore the impact of their visit.

- What did you learn during the visit?
- What activity was your favourite? For what reasons?
- What caught your attention or surprised you the most?
- In your opinion, how does the Juno Beach Centre present information and promote discovery differently from school?

SECTION 2: PRACTICAL

To be carried out in the classroom or at home

Objectives

This activity encourages students to deepen their relationship to the site and the importance of their visit. It will emphasize the issues of the past and present, connecting the concepts of remembrance and environmentalism. This activity promotes creativity and comprehension, while mobilizing students' written skills and civic engagement.

- REQUIRED MATERIALS

  Step 1: Print the activity sheet for each student.
- LOCATION

  This activity can take place in the classroom or as homework.
- DURATION

  Approximately 30 minutes is recommended.
- PROCEDURE

  The activity can take place in one or two stages.

Step 1:

Using the activity sheet provided, the students can draw inspiration from Matthew Halton's work to produce a written summary of their visit. This summary should be produced in the style of a press article, so that they in turn become transmitters of memory by sharing their Canadian experience on Juno Beach with their classmates and family.

FOLLOW-UP ACTIVITY SHEET FOR THE VISIT

Step 2 Writing a press article

In the museum's last film, you may have heard the voice of Matthew Halton, a Canadian war reporter. During the Second World War, Matthew Halton played an important role. Through his reporting, he informed the Canadian population about the advance of the troops in Europe. This allowed families to get updates about where their loved ones were.
Now it's your turn: Write a news article that informs your family and friends about your experience on Juno Beach.

Article title:

..... (first and last name),

from ..... (name of school)

..... (date of your visit), I visited the Juno Beach Centre.

The Juno Beach Centre is...
Where is the Juno Beach Center located? What is discussed there? Why was it built? What does the site look like?

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During my visit, I learned...
What did you see? Who was your guide? What did you learn during your visit?

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I was surprised to learn that...
What impressed you the most? What emotions did you feel during your visit?

I think that it is important to Remember because...
Why should we continue to share the memories of Canadian Veterans?

Canadian soldiers fought to protect Europe and freedom, let's protect what they fought for by...
Why is it important to protect biodiversity on Juno Beach? What can you do to protect the environment?

JUNO BEACH CENTRE GLOSSARY

Canada

Canada is located on the North American continent, just above the United States. It is the 2nd largest country in the world and is 16 times the size of France. The country is made up of 10 provinces and three territories where nearly 38 million people live.

When the **Second World War** began, Canada was still a very young country. On September 10, 1939, it engaged in armed conflict as an independent country for the first time. It joined the Allied forces. At the Juno Beach Centre, Canadian history is presented from the 1930s to today.

Juno Beach Centre

Founded in 2003 by Canadian **Veterans** and volunteers, the **Juno Beach Centre** presents the civil and military war effort on various fronts during the Second World War.

It is a **place of memory** and history, located on the edge of **Juno Beach**, one of the five Normandy beaches where Allied forces landed on D-Day – June 6, 1944.

War Effort

A country's "war effort" consists of the mobilization of its resources, both human and material, as well as the transformation of its economy to meet its military needs during a period of war.

In Canada during the **Second World War**...

The civilian war effort results in the entire population's participation in meeting military needs, For example, as many men enlist to serve in the military, women replace them in factories to manufacture weapons or in the fields to ensure agricultural production. Children also participate in recycling for the war industry.

The military war effort concerns the voluntary commitment of men and women in the Canadian Armed Forces: army, navy, and air force.

D-Day

The expression "D-Day" is a generic term referring to the first day of a military operation. There were many D-Days during the **Second World War**, but on June 6, 1944, the Normandy Landings took on such significance that the term has since become closely associated with that particular operation.

Early in the morning, Allied troops landed on an 80km stretch of beach in Normandy, France. Among them, 14,000 Canadian soldiers – all volunteers – and 8,000 British soldiers set foot on **Juno Beach** to participate in the Liberation of Europe from Nazi Occupation.
Upon arriving, they had to overcome the formidable defensive system known as the **Atlantic Wall.**

Juno Beach

Juno Beach is a nearly 8 kilometre-long beach in Normandy, framed by coastal towns.

On the morning of June 6, 1944, the Allies landed on five beaches: The Americans on Omaha and Utah Beaches; the British on Gold and Sword Beaches, and the Canadians on Juno Beach. Juno Beach was heavily defended. The sand was strewn with mines and barbed wire, as well as other obstacles. Many of the **Atlantic Wall** fortifications also overlooked the beach with the purpose of preventing an Allied landing.
Nearly 340 Canadian soldiers and 300 British soldiers lost their lives on Juno Beach on **D-Day**.

Memorial Site

A Memorial Site aims to commemorate certain historic events that have marked a community by their exceptional and/or traumatic nature. For example, a war, a battle field, a genocide, slavery, etc.

It is an entirely unique place that carries an emotional weight and is generally visible to the public in different forms: monuments, memorials, cemeteries, necropoles, battlefields, concentration camps, museums, etc.

A memorial site has a commemorative and educational purpose, ensuring continued remembrance and informing other generations about the events that have shaped our world.

Atlantic Wall

The Atlantic Wall was an important system of coastal defences created by the German Third Reich on the coastline of occupied Western Europe during the **Second World War**. This wall was intended to prevent a possible Allied landing from Great Britain.

The Atlantic Wall was built over four years of German Occupation in Western Europe. By 1944, it stretched for about 4,000km: from the Norwegian northern cape to the Franco-Spanish border in the south. Despite being called a "wall", the Atlantic Wall was not one continuous wall – rather it was made up of a series of concrete structures of all kinds that dotted the coastline, like a pearl necklace.

Second World War

The Second World War was the deadliest conflict in history. It began on September 1, 1939 when Nazi Germany invaded Poland. Two days later, France and Great Britain declared war on Germany in accordance with their promise to support Poland. On September 10, 1939, Canada entered the conflict.

Allied and Axis Forces

There were two opposing camps during the **Second World War**: the Allies and the Axis. Leading the Allied Forces were Great Britain, the United States and the Soviet Union. These countries were led by British Prime Minister Winston Churchill, American President Franklin D. Roosevelt, and General Secretary of the Central Committee of the Soviet Union Joseph Stalin. Canada was part of the Allied Forces and was governed by Prime Minister William Lyon Mackenzie King.

The Axis Powers were made up of three main countries, Germany, Italy and Japan. These countries were ruled respectively by the dictators Adolf Hitler, Benito Mussolini, and the Japanese emperor Hirohito.

May 8, 1945 marks the end of the war in Europe.

Veteran

In Canada, anyone in the Canadian Armed Forces in considered a "Veteran" upon demobilization, that is to say, their return to civilian life.

The **Juno Beach Centre** was founded by **Second World War** Veterans. While some Veterans chose to keep their memories of the conflict to themselves, others wanted to share their stories with the public. The **Juno Beach Centre** collections include many oral and written testimonials from Veterans. These testimonials are valuable because they help younger generations understand their military service and the cost of the participation.