

Juno Beach Centre

The Canadian Museum on the D-Day Beaches

EDUCATIONAL PROGRAM AND RESERVATIONS - GROUPS 2025-2026



SECONDARY

**SUPPORT KIT
FOR TEACHERS**

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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.

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 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?



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.



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.



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 accelerates, 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

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 activities + 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

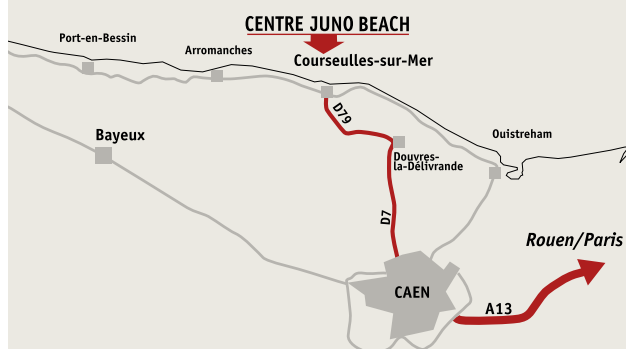
May, June, July & August 9:30 am > 7:00 pm

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 visit 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 event triggered the Second World War?
On September 1, 1939, Germany invaded Poland.
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).*
4. What genocide was perpetrated during the Second World War?
Which groups were persecuted by the Nazi regime and for what reasons?
The Holocaust (or Shoah) refers to the genocide perpetrated by Nazi Germany against the Jews of Europe, as well as against other groups, such as homosexuals, political opponents, Slavs and people with disabilities, in accordance with racial and discriminatory theories.

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. What does "requisition" mean? What did the German occupiers requisition?
*"Requisition" is the forced relinquishing of one's belongings or rendering of one's services to an occupying body.
Housing, food, labour, raw materials, etc.*
3. What is the Resistance? Can you name two figures of this movement?
The Resistance was a movement of people in France who resisted the German occupation through various actions.
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 vestiges of the Second World War can you identify in the photograph?
2. This photograph was taken in Normandy, France. What other **country** is represented by the flags? Why do you think it is flying there?
3. What is the purpose of the building in the background?



4. What do you know about the landing beaches of Normandy? With the help of the map above, can you identify on which D-Day Landing Beach this memorial site is located?
5. Now that you know the historical connotation of the site, can you explain what these vestiges were used for?

❖ 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 MATERIALS

The presentation sheet corresponding to the student's chosen object, and the answer sheet for the teacher.

► LOCATION

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

► DURATION

Approximately 40 minutes is recommended.

► PROCEDURE

The activity is divided into two steps.

PRACTICAL SECTION

Linked to the guided tour of the bunkers

► REQUIRED MATERIAL

Print the activity sheet for each student.

► LOCATION

The activity can take place in class or as homework.

► DURATION

Approximately 30 minutes is recommended.

► PROCEDURE

The activity is divided into two steps.

► Step 1

Whether your students will be taking the self-guided tour of the museum or the "Explore Juno" circuit, this activity will prepare them for their visit. Using the resources provided, encourage your students to discover the story of a Canadian whose personal belongings are on display at the museum. This research will allow them to collect information with the help of the presentation sheet.

► Step 2

The students present the results of their research to the class, putting themselves in the shoes of a young Canadian guide.

► Step 1

Have you booked a virtual or guided tour of the bunkers? Prepare your students for the visit with the help of the activity sheet. The documents will help them to question, imagine, and understand the German defenses and the challenge they posed for the Canadians on D-Day.

► Step 2

Answering the questions, students imagine the interior of one of the bunkers they will visit and, in a few sentences, justify their choices. Based on their answers, students will then draw a diagram of the bunker's interior.

❖ PRESENTATION SHEETS LINKED TO THE SELF-GUIDED MUSEUM VISIT OR FOR THE “EXPLORE JUNO” IN CLASS YOUTH CIRCUIT.

■ Gilbert Boulanger's Uniform

Online resource: <https://www.junobeach.org/canada-in-wwii/articles/gilbert-boulanger/>

Using the online resource, discover the story of Gilbert Boulanger and his uniform, displayed at the Juno Beach Centre. Then, respond to questions and present your research findings to the class, putting yourself in the shoes of a Canadian guide.

1. Object name:

2. What does it look like?

3. Who owned this object? Provide details about its owner (first name, surname, date and place of birth, and function during the war)

4. What was Gilbert Boulanger's ancestry?

5. What was Gilbert Boulanger's family life like before the war?

6. When and why did he volunteer to serve in the air force?

7. What missions did Gilbert participate in on D-Day and during the Battle of Normandy?

8. What did Gilbert do between raids?

9. How was Gilbert's return to civilian life after the war?

10. What place bears his name in Courseulles-sur-Mer?

11. In which room of the Juno Beach Centre is this object located? Why do you think it is displayed in this room?

12. What impressed you the most in his story?

Guy Goulet's Camera

Online resource: <https://www.junobeach.org/canada-in-wwii/articles/guy-goulet/>

Using the online resource, discover the story of Guy Goulet and his camera, displayed at the Juno Beach Centre. Then, respond to questions and present your research findings to the class, putting yourself in the shoes of a Canadian guide.

1. Object name:

2. How was this camera used in the mid-20th century?

3. Who owned this object? Provide details about its owner (first name, surname, date and place of birth, and function during the war)

4. Where and with whom did Guy Goulet land on June 6, 1944?

5. How did he describe the soldiers in the first moments of the Landings? What did he mean by "Everything went like clockwork"?

6. What did Guy Goulet suggest about the fate of the six landing craft that accompanied him?

7. What happened to his camera on D-Day?

8. What happened to the pictures he took with his back-up camera?

9. What does this quote from Guy Goulet reveal: "On June 6th 1944, on Juno Beach, war photographers like me were the only ones turning their backs to the enemy!" ?

10. In which room is this object located at the Juno Beach Centre? Why do you think it is presented in this room?

11. Why do you think he kept his broken camera all his life?

12. What impressed you the most in his story?

Dorothy Mulholland's Royal Red Cross Military Medal

Online resource: <https://www.junobeach.org/canada-in-wwii/articles/dorothy-irene-mulholland/>

Using the online resource, discover the story of Dorothy Mulholland and her Royal Red Cross Military Medal, displayed at the Juno Beach Centre. Then, respond to questions and present your research findings to the class, putting yourself in the shoes of a Canadian guide.

1. Object name:

2. What does it look like?

3. Who was the recipient of this medal? Provide details about the recipient (first name, surname, date and place of birth, and function during the war)

4. What significant events happened in Dorothy's life in 1936?

5. Why did Dorothy postpone her wedding?

6. When and why was Dorothy nicknamed "Molly"?

7. What news did she learn in 1942?

8. When did Dorothy arrive in France?

9. How did Dorothy describe her first days in France?

10. What medical condition does Dorothy suffer from after the war? What are the consequences?

11. Which room is this object located in at the Juno Beach Center? Why do you think it is displayed in this room?

12. What impressed you the most about Dorothy's story?

John Archibald MacNaughton's Military Medals

Online resource: <https://www.junobeach.org/canada-in-wwii/articles/john-archibald-macnaughton/>

Using the online resource, discover the story of John Archibald MacNaughton and his Military Medals, displayed at the Juno Beach Centre. Then, respond to questions and present your research findings to the class, putting yourself in the shoes of a Canadian guide.

1. Object name:

2. What do the medals look like?

3. Who was the recipient of these medals? Provide details about the recipient (first name, surname, date and place of birth, and function during the war)

4. What was the first conflict Archie participated in? How old was he? What was his role?

5. What was Archie's daily life like upon returning to Black River Bridge after the First World War?

6. What decision did he make in 1939? Why?

7. Why did he refuse the military's offer to allow him to retire due to his age?

8. What emotions did Archie express to his wife just before D-Day?

9. What happened to Archie on D-Day?

10. Where is Archie MacNaughton buried? How was his memory honored in 1944 and then in 1963?

11. Which room is this object located in at the Juno Beach Centre? Why do you think it is displayed in this room?

12. What impressed you the most in his story?

Gilbert Boulanger's Uniform

1. Object name:

Dress Jacket and Cap

2. What does it look like?

Royal Canadian Air Force light blue wool jacket and cap with insignia.

3. Who owned this object? Provide details about its owner (first name, surname, date and place of birth, and function during the war)

The uniform belonged to Joseph Hector Gilbert Boulanger, Canadian Flight Lieutenant, born June 3, 1922 in Montmagny, Quebec, Canada.

4. What was Gilbert Boulanger's ancestry?

Gilbert Boulanger was of Norman ancestry. In 1663, his ancestor Claude Lefèvre-dit-Boulanger, whose mother was from Rouen, immigrated to New France.

5. What was Gilbert Boulanger's family life like before the war?

Gilbert Boulanger was the son of Emile Boulanger and Dauray Lepage. He had nine siblings. At 8-years-old, Gilbert lost his mother. Left alone to raise his children, his father did not have many financial means.

6. When and why did he volunteer to serve in the air force?

Around 1940, Gilbert Boulanger volunteered to serve in the Canadian Air Force. He was motivated by two main reasons:
– *After his studies at the College of Frères du Sacré Coeur in Montmagny, Gilbert went to a technical college only to realize that he was not passionate about his studies.*
– *Instead, he wanted to learn to fly planes.*

7. What role did Gilbert play on D-Day and during the Battle of Normandy?

Early in the morning on June 6, 1944, around 1:30 a.m., Gilbert was aboard a Halifax Bomber aircraft as a machine gunner. His mission was to bomb the German batteries near the town of Houlgate. Then, on June 6 at 9:30 p.m., he left on a mission and carried out a second raid targeting a bridge in the town of Coutances. Another mission over Achères followed and finally, yet another mission over Le Mans, on June 10, 1944.

8. What did Gilbert do between raids?

Between each raid, Gilbert returned to England to see his wife who was expecting their child, constantly cycling between heaven and hell.

9. How was Gilbert's return to civilian life after the war?

Gilbert Boulanger returned to Canada on May 10, 1945. His wife joined him on June 15, 1945. They eventually had three children: Marianne, Gaston and Philippe. He graduated as a private pilot in 1946 and devoted his life to civil aviation. He was a member of numerous airline associations and of the Association des descendants de Claude Lefèvre-dit-Boulanger.

10. What place bears his name in Courseulles-sur-Mer?

An elementary school in Courseulles-sur-Mer, Normandy was named after Gilbert on June 5, 2010. Gilbert visited several times before his death in 2013.

11. Which room of the Juno Beach Centre is this object located in? Why do you think it is displayed in this room?

Gilbert Boulanger's cap and jacket are on display in Room C entitled «Canada Goes to War». This object is presented in this room since it evokes the voluntary commitment of Gilbert Boulanger in the Royal Canadian Air Force and by extension, the formation of the Canadian Air Force.

12. What impressed you the most in his story?

Guy Goulet's Camera

1. Object name:

Camera

2. How was this camera used in the mid-20th century?

This type of camera was commonly used by press photographers in the mid-20th century.

3. Who owned this object? Provide details about its owner (first name, surname, date and place of birth, and function during the war)

The camera belonged to Guy Goulet, an official photographer with the Canadian Navy. His date and place of birth remain unknown to this day.

4. Where and with whom did Guy Goulet land on June 6, 1944?

Guy Goulet landed on Juno Beach near Bernières-sur-Mer, with the soldiers of the Régiment de la Chaudière.

5. How did he describe the soldiers in the first moments of the Landings? What did he mean by «Everything is organized like clockwork»?

He describes men with a determined stare, organized, prepared and working together like the gears of a clock; ready to carry out their task with precision.

6. What did Guy Goulet suggest about the fate of the six landing craft that accompanied him?

Guy Goulet reveals that only his barge returned intact from the landing. His comment suggests the destruction of the other barges and predicts the fate of the men on board.

7. What happened to his camera on D-Day?

Before arriving on the beach, the camera falls into the water, becoming waterlogged and unusable.

8. What happened to the pictures he took with his back-up camera?

The photographs taken with the backup camera were tragically destroyed in the post-war years. In the 1960s, they were destroyed by a fire in the building they were stored in Ottawa, Ontario.

9. What does this quote from Guy Goulet reveal: "On June 6th 1944, on Juno Beach, war photographers like myself were the only ones to turn away from the enemy!" ?

This quote reveals the courage of war photographers who, without weapons and without a precise view of the battlefield, risked their lives to inform the Canadian population about the fate of the soldiers on D-Day. This implied that in some cases, they had to turn their backs to the German soldiers so that they could capture photos of the Canadians fighting. They could not neither see enemy fire nor protect themselves from it.

10. In which room is this object located at the Juno Beach Centre? Why do you think it is presented in this room?

Guy Goulet's camera is exhibited in room D «Road to Victory» which presents the different campaigns in which Canadians fought, including positions in the communications sector, both at home and on the battlefield.

11. Why do you think he kept his broken camera all his life?

12. What impressed you the most in his story?

Dorothy Mulholland's Royal Red Cross Military Medal

1. Object name:

Royal Red Cross, First Class

2. What does it look like?

It is a medal in the shape of a cross. In the centre there is a portrait of King George VI. It is attached to a blue ribbon with red edging.

3. Who was the recipient of this medal? Provide details about the recipient (first name, surname, date and place of birth, and function during the war)

The Royal Red Cross belonged to Dorothy Irene Mulholland, Canadian Nursing Sister, born January 5, 1915 in Grimsby, Ontario, Canada

4. What significant events happened in Dorothy's life in 1936?

Dorothy graduated from St Joseph's School of Nursing in Guelph, Ontario and began her nursing career at Peel Memorial Hospital. It was at this time that she met Robert "Kipper" McKillip, who would become her fiancé.

5. Why did Dorothy postpone her wedding?

Dorothy decided to volunteer as a nursing sister in the Royal Canadian Air Force. If she were to get married, she would not have been allowed to serve overseas.

6. When and why was Dorothy nicknamed "Molly"?

When she began her military training, Dorothy, like the majority of new recruits, was given a nickname. "Molly" is an abbreviation of her last name: "Mulholland".

7. What news did she learn in 1942?

In 1942, as she left Halifax to cross the Atlantic, Dorothy consulted the most recent list of Canadian casualties. It was with sadness that she discovered the name of her fiancé Kipper under the missing in action list. His fighter jet was shot down over the Mediterranean and was never found.

8. When did Dorothy arrive in France?

Early in the morning on June 19, 1944, Dorothy and another Nursing Sister, Winnifred "Pit" Pitkethly, were the first Canadian women to land in France.

9. How did Dorothy describe her first days in France?

In France, Dorothy worked to set up a Mobile Field Hospital and treated wounded soldiers. She remembered spending most of her first week in a cold, damp and very uncomfortable trench. She also mentioned that the nurses only had time to sleep or treat the wounded. She spoke about a particularly grueling 72-hour shift in the operating room (which was a simple tent), where she worked tirelessly as bombs exploded nearby.

10. What medical condition does Dorothy suffer from after the war? What are the consequences?

On November 14, 1945, Dorothy was honourably relieved of her duties. She suffered from a severe case of «battle fatigue» – known today as post-traumatic stress disorder. Loud noises could cause anxiety attacks and she often had nightmares about the soldiers she was unable to save.

11. In which room is this object located at the Juno Beach Center? Why do you think it is presented in this room?

The Royal Red Cross is located in room E entitled "Some Came Back, Others Did Not". In reflecting on her role as a nurse, Dorothy recalled not only the fallen Canadian soldiers, but also those who returned from the war with physical and/or psychological wounds. Like herself, many of these men experienced difficulties while reintegrating into civilian life after the war.

12. What impressed you the most about Dorothy's story?

John Archibald MacNaughton's Military Medals

1. Object name:

Military Medals

2. What do the medals look like?

They are medals from the First and Second World Wars. They are either star or circular shaped and each have a different coloured ribbon that is associated with the specific medal's meaning.

3. Who was the recipient of these medals? Provide details about the recipient (first name, surname, date and place of birth, and function during the war)

These medals belonged to John Archibald "Archie" MacNaughton. Archie was born in October 1896 in Black River Bridge, New Brunswick, Canada. During the Second World War, he was a Major in the North Shore Regiment.

4. What was the first conflict Archie participated in? How old was he? What was his role?

In 1915, he enlisted in the Canadian army and took part in the First World War. He was then 19 years old. He was a private in the 104th and 236th battalions.

5. What was Archie's daily life like after he returned to Black River Bridge after the First World War?

Following the end of the First World War, he returned home to Black River Bridge, where he would marry Grace, raise two children (Francis and Margie), and farm his own land. Archie was an active member of his community, and well loved by all who knew him. He taught Sunday School and was a devout Christian.

6. What decision did he make in 1939? Why?

When the Second World War broke out in 1939, he made the decision to enlist in the army again to defend his country.

7. Why did he refuse the military's offer to allow him to retire because of his age?

He turned down the offer to retire as he wanted to stay with his men. He considered them his sons and brothers, while they saw him as a father figure.

8. What emotions did Archie express to his wife just before D-Day?

Two days before D-Day, Archie expressed his uncertainty about the events to come to his wife. He was nevertheless proud and happy to take part in D-Day, although he testified to his loneliness and his desire to return home to his family.

9. What happened to Archie on D-Day?

On June 6, 1944, after being shot in the hand, Archie continued his advance inland and guided his company, A Company, towards its objectives. Nevertheless, the Germans showed unexpected resistance at Tailleville and Archie was shot and killed while trying to move his men away from the line of fire. He was the only officer of the North Shore Regiment to lose their life during this battle.

10. Where is Archie MacNaughton buried? How was his memory honored in 1944 and then in 1963?

Archie MacNaughton rests at the Bény-sur-Mer War Cemetery. His memory was honored by military comrades in 1944 with a funeral conducted by a chaplain. In 1963, his wife, Grace, was able to visit and pray at his grave.

11. In which room is this object located at the Juno Beach Centre? Why do you think it is presented in this room?

The medals are located in Room B, which focuses on «Canada in the 1930s». Archie's participation in the First and Second World Wars illustrates Canada's contribution to both global conflicts.

12. What impressed you the most in his story?

St

Do you know that even today, many remnants of the Atlantic Wall that Nazi Germany built during the occupation of France are buried in front of the Juno Beach Centre?



Document 1

Canadian soldiers about to land in Normandy, France, on D-Day, June 6, 1944.

"07:49am. Despite the failure of the aerial bombardment, the current irregular bombardments, the inaccuracy of the bombs and the delay of the tanks and armored vehicles of the corps of engineers, Company C of the Scottish Canadians and Companies B and D of the regiment Royal Winnipeg Rifles landed within seven minutes. Because the aerial bombardment failed to kill a single German soldier or silence a single weapon, these companies had to storm their positions 'cold' and they did so without hesitation... no man failed in his duty."

Document 2

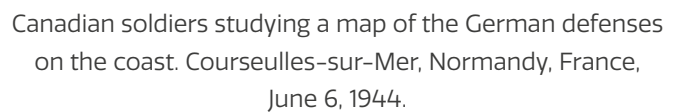
Extract from the War Diary of the Royal Winnipeg
Rifles Regiment, June 6, 1944.

Question 1

Which event is represented by document 1? What difficulties did Canadians encounter during this event (see document 2)?

*River that crosses Courseulles-sur-Mer

Description of the defense of the port
of Courseulles-sur-Mer under German occupation.



Using document 3, explain how the port of Courseulles-sur-Mer was defended by the Germans.

Question 3

With the help of the documents and captions, what conclusions can you draw from both the Canadian point of view and from the German point of view?

Canadian Soldier:

German Occupier:

Step 2 imagine a bunker

In 2002 an observation bunker was excavated during the construction of the Juno Beach Centre. In 2012, a command post was excavated by teams of volunteers. Now that you have a better grasp of the defenses of the site, imagine the interior of one or the other of these bunkers by answering the following questions, then recreate its floor plan.



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?

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What do you think...?

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

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

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3. Is the bunker spacious or cramped inside?

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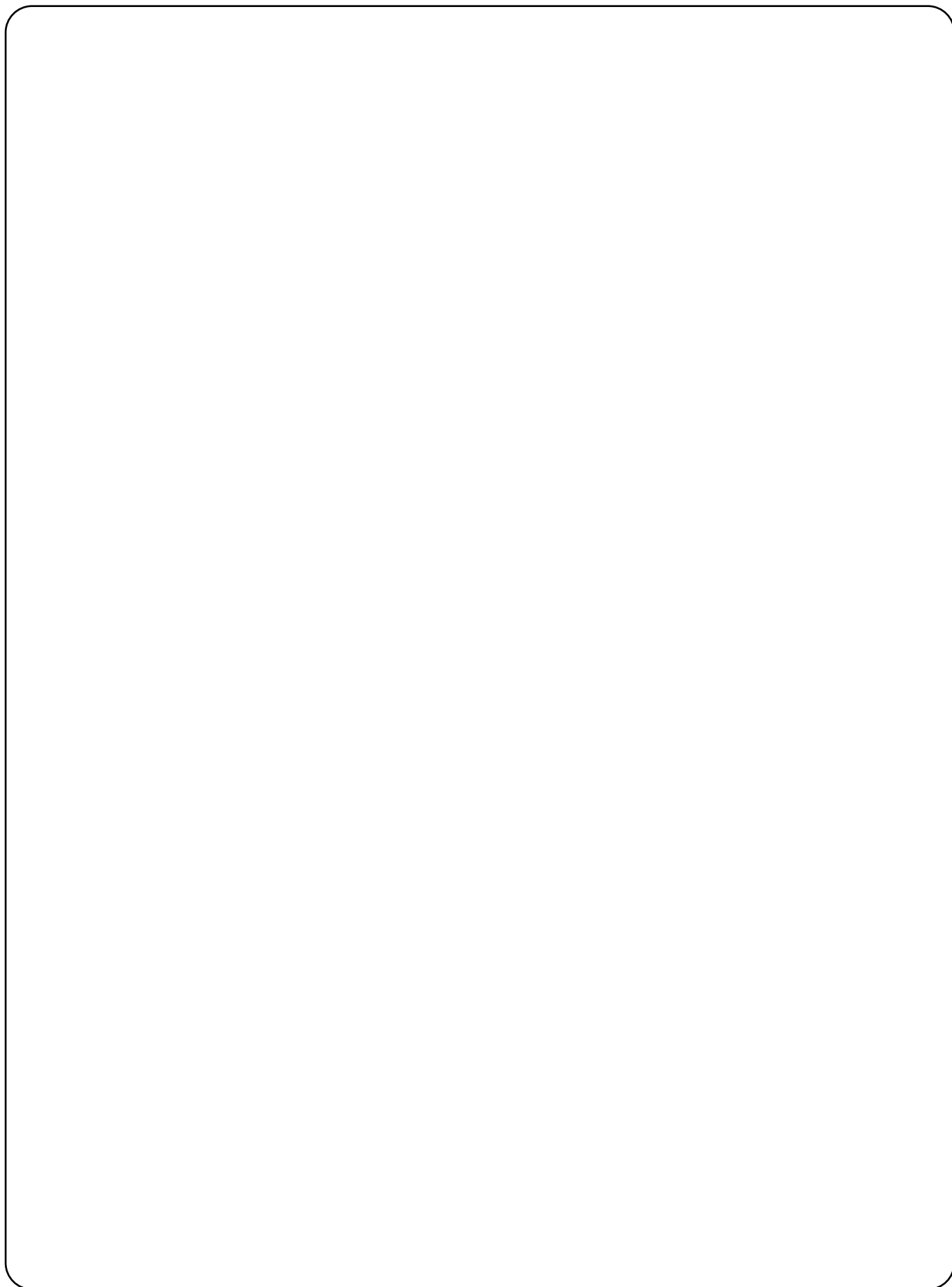
4. What is the light source inside the bunker?

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

6. How could air have circulated through the bunkers?

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

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:

FOLLOW-UP TO THE VISIT

In order to establish connections between the classroom and museum learning settings, we invite you to complete these post-visit activities with your students after your visit to the Juno Beach Centre. Follow-up activities provide an opportunity for students to reflect on their visit to the Juno Beach Centre while also solidifying 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 a discussion that allows them to unpack their feelings and impressions.

- What did you learn during the visit?
- Which 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 differ from a school as a place of discovery?

SECTION 2: PRACTICAL

To be carried out in the classroom or at home

► Objectives

This activity encourages students to deepen their connections with the site and the importance of their visit, by introducing them to the conflicts between the past and present (through memory and environmental issues). 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.

► 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.

Option 1: A written summary of their visit. By sharing their Canadian experience at Juno Beach in the form of a written article, students are engaging in the transmission of memory, each taking their turn carrying the torch of remembrance.

Option 2: a short video report (in the form of a Tik Tok or an Instagram Reel) sharing their Canadian experience using photos and videos taken during their time at Juno Beach.

❖ FOLLOW-UP ACTIVITY SHEET: PRACTICAL SECTION

Step 1 option 1

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 or produce a short video that reports on your experience at Juno Beach by addressing three main themes:

- 1. The historical content of the Juno Beach Centre**
- 2. The role the Juno Beach Centre plays as a memorial site**
- 3. The actions the Juno Beach Centre takes to preserve the battlefield**

Some lines to help students reflect on their time spent at Juno Beach:

- > *Where is the Juno Beach Center? What is discussed there? Why was it built?
What does the site look like?*
- > *What did you visit? Who was your guide? What did you learn from your visit?*
- > *What impressed you the most?
What feelings or emotions did the visit evoke?*
- > *Why is it important to preserve the memory of the Canadian soldiers?*
- > *Why is it important to protect the biodiversity of Juno Beach?
What can you do to protect the environment?*

Headline: *Impactful, concise, and informative*

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Author and place:

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Hook: *located under the title, the headline summarizes the essential information presented*

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Sub-Heading:

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Idea 1: The historical content of the Juno Beach Centre

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Sub-Heading:

Idea 2: The role the Juno Beach Centre plays as a memorial site

Sub-Heading:

Idea 3: The actions the Juno Beach Centre takes to preserve the battlefield

Conclusion *(in several lines, summarize your experience)*

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, necropolises, 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 is 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.