Youth Voices

Middle Years Self-Guided Tour



Canadian Museum for Human Rights

Canada

Welcome to the Canadian Museum for Human Rights!

This self-guided tour is meant to help you **find your voice**. It was created by youth for youth.

Use the spaces in this booklet to express yourself with pictures or words. You can also express yourself using stories, dance, discussion, music and more.

With this booklet, you can start conversations with your classmates about human rights. We encourage you to discuss in pairs or groups as you go along.

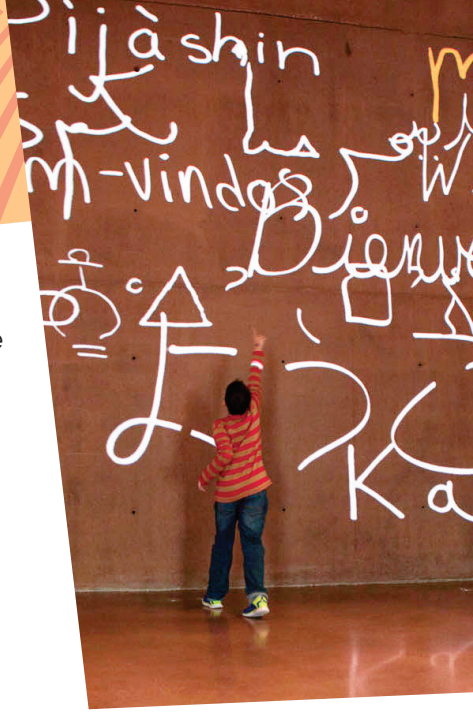
"Youth aren't just the future. Youth are the right now."

– Angela Miracle Gladue,
hip-hop dancer, mentor



Museum staff and volunteers are here to help. If you have any questions about an exhibition or how something works, look for one of us!

Level 1
Bonnie & John Buhler Hall



On Treaty 1 territory, where the Red and Assiniboine Rivers meet, is a historic gathering place for the Anishinaabeg, Inninewak, Anishinewak, Dakota Oyate and Denesuline, and the birthplace and homeland of the Red River Métis. This is where we find the Canadian Museum for Human Rights. Here we learn about the past and celebrate the future of human rights. The water in the Museum is sourced from Shoal Lake and has been cared for by First Nations in Treaty 3 territory for thousands of years.

What connections do you have to the land you live on and the nature around you?

What languages do you recognize on the Welcome Wall?

As you move to another space, discuss:

- What are some of the ways that youth can make a difference?
- What are some of the challenges that youth face?

A history of human rights

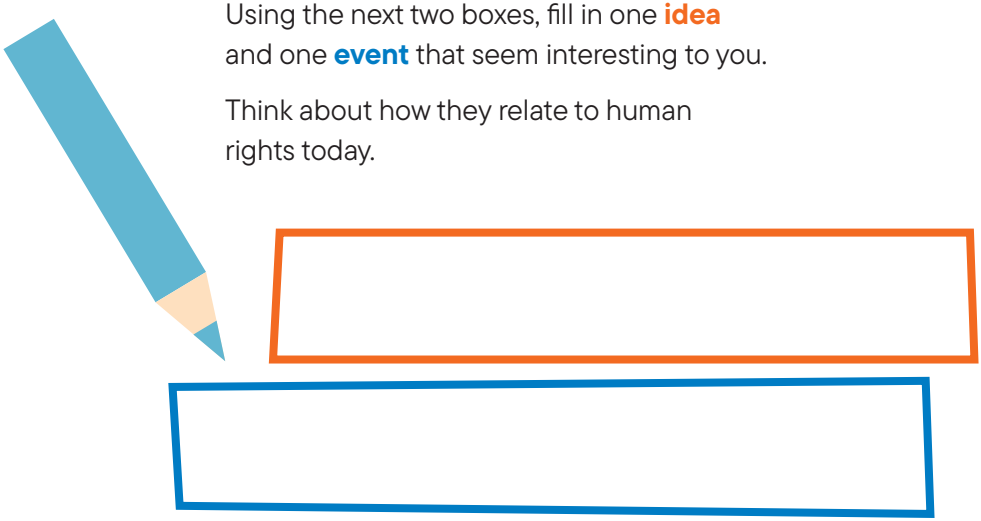
The timeline in this gallery highlights **ideas**, **events** and **measures** throughout history that have shaped the way we understand human rights.

Example of a **measure**:

1989: UN convention spells out rights of children around the world

Using the next two boxes, fill in one **idea** and one **event** that seem interesting to you.

Think about how they relate to human rights today.



Level 2
Indigenous Perspectives

Spirit Panels

Around the circular theatre, you will notice the *Spirit Panels*. Groups of First Nations, Métis and Inuit youth across Canada were asked what human rights meant to them. With the support of elders and artists, they created these panels to show their answers to the question:

"What are human rights?"



If you were to design a panel, what would it look like?



Level 2
Indigenous Perspectives

What would you call this sculpture?

Compare with a friend, teacher or staff person.

Why do you think the artist chose to create it this way?

What is the relationship between art and human rights?

Did you know...
This sculpture is made of 14,000 clay beads. Through their handprints, thousands of people participated in creating this artwork.

Level 2
Canadian Journeys

Discover the gallery

This gallery is full of mini-museums, each telling a different story about human rights in Canada. Choose one to learn more about.

Ask yourself: How might this human rights story have affected kids your age?

Meet your friends at the *Lights of Inclusion* in the middle of the gallery and play the game. What happens when all of your bubbles connect?



The *Witness Blanket*

The Witness Blanket uses over 800 artifacts collected from residential schools, churches and government buildings to remember and tell the stories of Indigenous children who were forced to go to residential schools.

What do you already know about residential schools?

What are you curious about?





Find an object in the *Witness Blanket* that catches your eye.

What do you think it is? Where do you think it came from?

Use the touch screen to find out more about the object.

Why is it important to know your rights?



Explore the stories in the gallery that talk about children's rights.

Remember you can always ask a staff person or volunteer if you have any questions.

Fill out the honorary Canadian citizenship certificate below.

Honorary Canadian Citizenship

_____ (NAME) has been granted Canadian citizenship in _____ (YEAR) for risking her life to promote the right to _____ for young women.

Rights in everyday life

Using the *Everyday Objects* display, match the following pictures to the text.

Girls in much of the world have to travel long distances and miss school to provide **this** for their families.



Children who can't afford sports equipment reuse **this** to make soccer balls.



Child labour is often used to mine coltan, a material **this** contains.



As you move to another space, discuss:

- What are rights that some children don't get?

Join the conversation



Think back to youth activists that you have learned about.

They all started with a vision. What's yours?

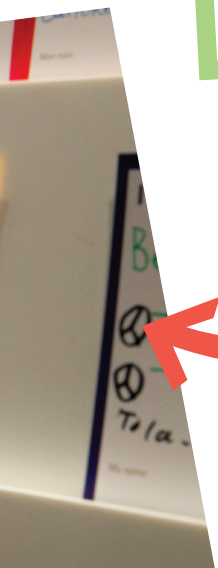
Now's your chance to share your voice! Pick a card and fill it in.

Show your card to your teacher.



Find two classmates to share their messages in the boxes below:

You can also share yours in your classmates' booklets!



Place your card on the wall.

Explore the exhibition for inspiring examples of human rights activism.

Can you find where you live?

What will you do to make a change in your school or community?

Discuss with classmates and teacher. Continue adding to this page as you think of new ideas.



“No one is too small to make a difference.”

– Greta Thunberg, environmental activist

As kids, one of the best ways to participate in protecting human rights is to share what we learn with our friends, family and community.

One thing I learned today that I want to share with others is...

Bring the conversation home!
Share this with family and friends.

Upstanders are people who recognize injustice around them and choose to take a stand. They use their skills and knowledge and work with others to create change for human rights.

What's an injustice you're aware of?

What are some of your skills or strengths?

Who could you work with to create change?

To learn more about how you can be an upstander, visit humanrights.ca/upstander.

#AtCMHR

We are grateful to the Asper Foundation for their generous support.

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