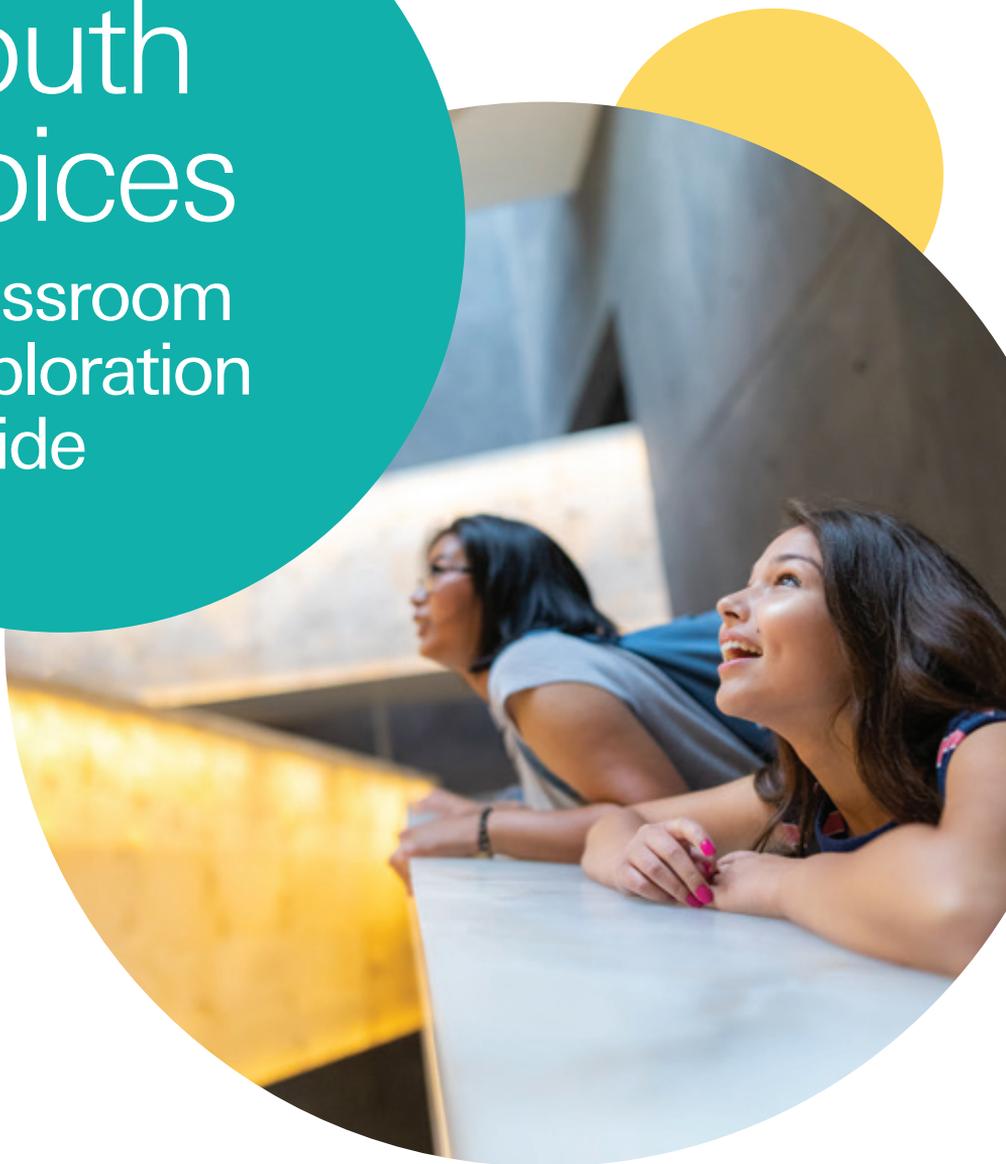


# Youth Voices

## Classroom Exploration Guide



# Welcome to the Canadian Museum for Human Rights!

This tour is meant to help you **find your voice**.

Use the spaces in this self-guided tour to express yourself.

You can express yourselves in pictures, words, poetry, stories, dance, discussion, music and more.

You can use this book to start conversations with your classmates about human rights. We encourage you to discuss in pairs or groups as you go along.



The staff in the museum are here to help. If you have any questions about how to use an exhibit or about human rights look for a staff member or volunteer!

Level 1  
Buhler Hall

# What do human rights mean to you?



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What does *Circle* represent to you?



What languages do I recognize on the welcome wall?



As you move to another space, discuss – What are some of the chances that youth have to make a difference? What are some of the challenges that youth face?



Level 2  
What are Human Rights?

# A history of human rights

The timeline in this gallery highlights **ideas**, **events**, and **measures** (Laws) throughout history shape the way we understand human rights.

Given one **measure** (Laws) below, fill in one **idea** and one **event** that looks interesting. Think about how they relate to human rights today.



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

# Spirit panels

Around the circular theatre you will notice the *Spirit Panels*. Groups of First Nations, Métis, and Inuit youth across Canada were asked to define human rights. They created these panels to show their answers to “What are human rights?” with the support of elders and artists.



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

A large empty rectangular box with a black border, intended for a student to draw their own spirit panel. A pink pencil icon is positioned at the top-left corner of the box.



## What would you call this sculpture?



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Compare with a friend, teacher, or staff member.



**Did you know...**  
The Métis beadwork in this gallery took over 100 hours to create.



Through their handprints, thousands of people participated in creating this artwork.



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



Discuss - What is the relationship between art and human rights?

# Explore the alcoves!



Explore the alcoves, use the touch screens, or talk to a staff member. Choose one alcove to learn about.



How would these rights stories affect children?



Play the *Circle of Inclusion* game.



As you move to another space, discuss - Why is it important to share information about human rights? What would you share?





# Is it important to know your rights?



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



Remember, you can always ask a staff 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 (RIGHT TO):



\_\_\_\_\_ for young women.

# Explore and play!



Find your teacher and play a game from the *It's Your Choice* interactive table. Staff can help you set up the game.



Watch the video in one of the touch screens on *Opening up to understanding* and explore the gallery.



As you move to another space, discuss – What is the importance of education for youth everywhere?



## Choose one of the two options



Find staff and watch the video about cyberbullying in the theatre. Discuss.



At the touch screen click on children's rights from the *Human Rights Now* interactive map and choose a story to explore.

# Match the *Every Day Objects*

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.



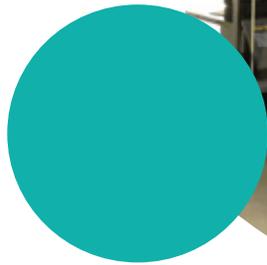
Level 7  
Inspiring Change

## 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!





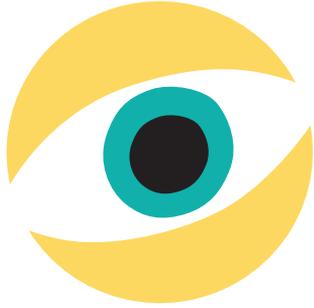
Fill in a card from the tables and find 2 classmates to share their cards.



Share your card with your teacher and place it on the wall!



Explore the exhibit for inspiring examples of human rights activism.



# Where is your community?



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



Discuss with friends, teachers, and family. Continue adding to this page as you think of new ideas.



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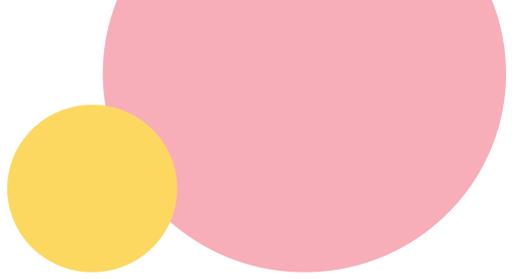
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“No one is too small  
to make a difference.”

**Greta Thunberg**  
Youth Environmental Activist

One thing I want to remember  
from my visit is...



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

