

LESSON ONE:

Early Learning and Child Care: Child Care Activism in the 1970s and 1980s

Lesson Topic: Early Learning and Child Care: Child Care Activism in the 1970s and 1980s

Developed by: Emily Dychtenberg, MT

Grade and Strand:

Grade 10 Canadian History, Strand D: Canada, 1945-1982, and Strand E: 1982 to the Present

Lesson Critical Inquiry:

In this lesson the topic of child care activism and its rise in the 1970s will be investigated. Students will have the opportunity to analyze various primary documents to understand why child care activism was growing in importance during the 1970s and 80s. Students will also learn about specific activist groups and their goals. Students will come to their own conclusions surrounding the status of child care in Canada today.

Curriculum Expectations

Overall Curriculum Expectations:

D1 & E1: Social, Economic and Political Context

Specific Curriculum Expectations:

D1.5: Describe some key political developments and/or government policies in Canada during this period.

D1.6: Analyze the impact on the lives of Canadians of key social welfare programs that were created or expanded during this period.

D2.2: Describe some significant social movements and other examples of social and/or political cooperation among various individuals, groups, and/or communities in Canada, including First Nations, Metis and Inuit individuals and/or communities, during this period. **D2.3:** Analyze key aspects of life for women in Canada, including First Nations, Metis and Inuit women, with a focus on what changed during this period and what remained the same.

D3.1: Describe contributions of various individuals, groups, and/or organizations to

Canadian society and politics during this period.

E1.5: Describe some key political developments and/or government policies in Canada since 1982.

E3.1: Describe why child care became an issue in the 1970s and how various individuals, groups, and/or organizations responded to it politically.

Disciplinary Thinking Concepts:

- Continuity and Change
- Historical Significance
- Historical Perspective

Lesson Planning

Key Vocabulary:

- Royal Commission on the Status of Women
- Public Advocacy Group
- *Good Daycare*
- Public Forum
- Coalition
- Accessibility
- Affordability
- Non-Profit Daycare
- Katie Cooke Task Force
- Universal Child Care Program
- The Canada Child Care Act (Bill C-144)

Materials/Resources Required:

- All Handouts (Included Below)
- Primary Documents (Hyperlinked)
- Chart Paper and Markers (Optional)
- Computers

Lesson Part One: Minds On

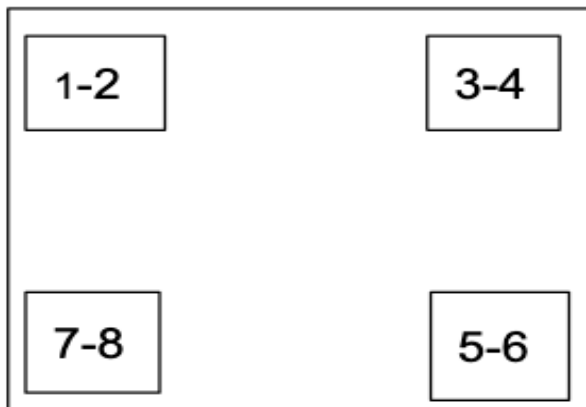
Materials/Resources Required:

Worksheet #1 (Class Set). Each copy of the worksheet is for three students, so it is important to ensure that the handout is cut and ready for distribution before class.

Instructions:

The minds-on worksheet will be distributed in the previous class, and students will be prompted to complete it for homework. The assignment involves interviewing at least one adult (e.g. a parent) about their experience getting a child care space. Upon arrival, the students will split into smaller groups based on their experience (or the experience of the person they interviewed) of access to child care. The student groups will assemble in various corners of the room, with students ranking 1-2, 3-4, 5-6, 7-8 meeting in each corner (this ranking is based on the rating they provided in the minds-on worksheet). In these groups, the students will converse with another classmate and will be asked the following: ***Based on your experience, is child care accessible for all? Why or why not?*** Each group will be prompted to share back (1-2 pairs per corner).

After completing the minds-on activity students will return to their seats.



The diagram illustrates the student placement in the room. They will convene in smaller groups based on the number they chose from their minds-on activity.

Learning Skills and Work Habits: Responsibility, Independent Work and Collaboration.

Lesson Part Two: Inquiries & Assessment

Evidence Based Activity One

Brief Overview:

In this activity, students will have the opportunity to engage with a range of primary documents about the growing importance of child care activism in an attempt to understand: ***Why was child care activism growing in importance in the 1980s?***

Materials & Set-Up Required:

- A few computers (dependent on availability and the number of students in the classroom)
 - Headphones (Optional, dependent on the nature of the classroom)
 - Presentation – “A Brief History of Child Care Activism in Canada”
 - Copy of the following timeline: [Child Care Events Timeline](#)
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Instructions:

- 1) The students will be split into smaller groups, preferably with 3-4 students per group.
- 2) Students will begin by opening the presentation entitled “A Brief History of Child Care Activism in Canada” (provided by the teacher).
- 3) Students will start going through the slideshow, reading the descriptions about each specific event while also investigating the primary documents included (the primary documents are hyperlinked within the slideshow).
- 4) The students will engage with the material and answer the questions by typing directly into the PowerPoint.
- 5) After completing the slideshow and answering all of the included questions, the students will share the document with their teacher, who will provide feedback in the rubric located within the slideshow. A copy of the rubric (for reference) is also included below.

Assessment Strategies:

Formative Assessment: The teacher will receive a copy of each finished slideshow, and will provide feedback.

Accommodation Considerations:

- [Photo](#) and [button](#) are included in the slideshow if students have finished their work and have extra time.
 - As the students will be working in groups, the teacher will have the opportunity to walk around and engage with students, helping 1:1 as needed.
 - Using a piece of chart paper, the students will try to convince their peers about the importance of their specific organization and their relevance in the history of child care activism.
 - The handout below (Chart Paper Organization Handout) will outline the questions that should be answered and can be projected or printed and distributed to each group. Although these questions need to be answered on each chart paper, students have the creative freedom to present their material in any way they choose.
 - After creating their chart paper, all of the chart papers will be put up around the room and students will have the opportunity to participate in a gallery walk.
 - Each student will be given a sticky note and will be prompted to place it on the chart paper that they found the most historically significant, with an explanation as to why they picked that specific group.
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Assessment Strategies:

Formative Assessment: After the activity, the teacher will have the opportunity to read the various sticky notes to assess student understanding of the material presented by their peers.

Accommodation Considerations:

- The handouts and background information are available electronically and can be provided to students in a PDF format if necessary.
- It is not necessary to use all of the activist group packages, and the number of

groups can be adjusted based on the class size. But, ensure that students still learn about the groups that are not included.

- Since the students are working in groups and analyzing material collaboratively, the teacher can work with students 1:1 as needed, and provide assistance to all students.
- Groups can be created randomly (using a numbering system, assigning groups with playing cards or index cards, etc.), or can be created with considerations surrounding behavioural concerns, friendships, student needs or any other factors relevant to the specific classroom.

Lesson Part Three: Consolidation and Debrief

Wrap-Up:

To complete their analysis of daycare activism, students will learn about the current state of child care in Canada today. Students will be given the conclusion to the timeline, which includes the recent updates to child care. The students will read through the various entries, watch the hyperlinked videos and read the hyperlinked article. After reading through the timeline, they will answer questions on an exit card which will be handed in (Included below: Consolidation and Debrief Exit Card).

Each copy of the handout is for two students, so ensure that the handouts are cut in half before being distributed to the students

Assessment Strategies:

Formative Assessment: Students can submit their exit card for a completion mark.

Appendix

List of Resources/Materials Used:

[Timeline](#)

[The Daycare Kit](#)

[The Evolution of Canada's Child Care Debates](#)

[Looking Back From Winnipeg: Considering the National Child Care Conferences of 1971,](#)

[1982, and 2004](#)

[Katie Cooke Task Force](#)

[Early Childhood Education Report 2020](#)

Worksheet One

Speaking to your parents, a family friend, a neighbour, or anyone else who had a child in child care over the phone, by email, or in person, answer the following:

- 1) What was their experience enrolling their child in child care? Were they able to enrol their child in child care? Was it the child care they wanted? Explain any challenges they faced.

Rate the ease of their experience on the scale below:

1	2	3	4	5	6	7	8
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Teacher Feedback - Focused Inquiry #1

Criteria	Met	Not Met
<i>Knowledge and Understanding: Knowledge and Understanding of Content</i> The students demonstrate their ability to analyze various primary documents and draw conclusions about their relevance in the grander scheme of child care activism.		
<i>Application: Making connections within and between various contexts</i> The students are able to make connections between the various primary documents and come to a conclusion as to why child care activism was on the rise.		
<i>Thinking: Use of planning skills</i> The students are able to ask questions about the presented material and make comments on the primary documents presented.		
<i>Communication: Expression and organization of ideas in a written form</i> The students are able to respond to questions and articulate their thoughts in a written format		

Comments:

Chart Paper Organization

The following should be included on your chart paper:

- ☐ Name of the organization
- ☐ The year they were founded
- ☐ What were they fighting for? Were they able to successfully achieve any of their goals?
- ☐ Describe your primary document and include any information from the document that demonstrates the significance of this activist group.
- ☐ If you were able to speak to someone from this organization, what would you ask them?

*Remember that your goal is to convince your peers about the **historical significance** of your organization!*

Topic #6 - Task Force on Child Care

In 1984 the Task Force on Child Care ("Katie Cooke Task Force") was set up under the Liberal Government resulting in a Task Force Report that came out in 1986 and recommended establishing a national universal child care program in which child care was funded along the lines of the health and education systems. Under the leadership of sociologist Katie Cooke, this task force has also been referred to as the "Katie Cooke Task Force." Recommending a national universal child care program, the task force and its subsequent report were shelved after the Liberal government lost to the Conservatives in the following election. There were 53 recommendations, but the major ones included: developing a complementary system of child care and parental leave, providing services accessible to all children needing them, the federal government taking the lead role, organizing a variety of programs, and in the long term, creating a system of licensed child care centres

Consolidation and Debrief: Exit Card

Did child care activism throughout the 1980's help change the child care system?
Or do we still need to improve?

Does the Indigenous Early Education Framework support the perspective of
Indigenous peoples and their young children in Canada today?

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Or do we still need to improve?

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Indigenous peoples and their young children in Canada today?

This lesson plan was originally developed for Rise Up! by Emily Dychtenberg.

Emily Dychtenberg, MT

Emily Dychtenberg received her Master of Teaching degree from the Ontario Institute for Studies in Education. She previously attended Wilfrid Laurier University, completing her BA in history and English. Emily is passionate about inclusivity and wants to ensure that all students have an opportunity to work and succeed within the classroom. Emily is excited to pursue a career in the classroom, continuing her work as a lifelong educator and learner.

Thanks as well to Sue Colley and Jane Bertrand for their contributions to this lesson plan.