



Dr. Eric Jackman Institute of Child Study  
OISE | ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION

# Raising Kids Who Care



DR. ERIC JACKMAN INSTITUTE OF CHILD STUDY  
LABORATORY SCHOOL

CCRC's 'Children Write' Webinar  
March 31, 2021

# Lab School Educators

**Chriss Bogert**  
**Vice-Principal**



**Ben Peebles**  
**Grade 6 Teacher**







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# The Institute's Public Purpose: Exploring What's Possible in Education



## Natural Curiosity 2<sup>nd</sup> Edition

A Resource for Educators

The Importance of Indigenous Perspectives in  
Children's Environmental Inquiry

Doug Anderson, Julie Comay, and Lorraine Chiarotto

- Laboratory School for 200 children, Nursery to Grade 6
- Teacher Education, Masters of Arts in Child Study and Education
- Research in Child Development and Education
- Dissemination of Best Practice

# The Lab School Philosophy

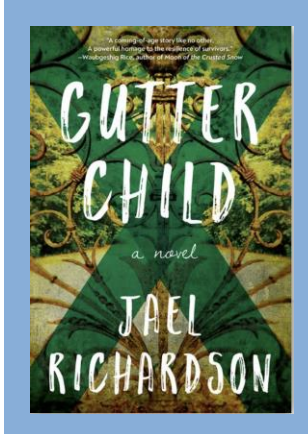
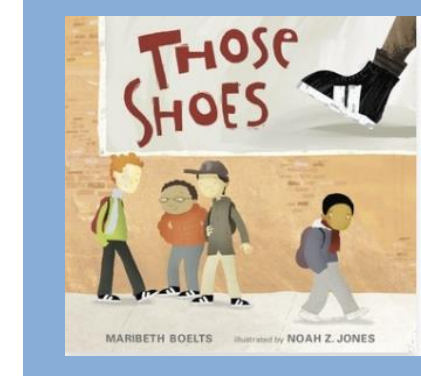
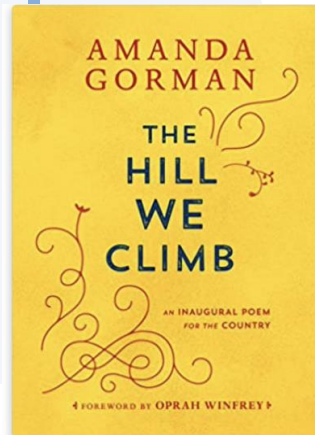
- **SECURITY  
THEORY**
- **DEVELOPMENTAL  
APPROACH**
- **INQUIRY-BASED  
LEARNING**



# Raising Kids Who Care

## Teaching for empathy and advocacy

- beginning in relationship
- creating space for open conversation
- teaching about rights
- connecting through literature
- critical questioning
- integrating across subject areas
- modelling respect for rights
- promoting student agency



*“Whoever we are, wherever we live,  
these are the rights of every child  
under the sun and the moon and the  
stars.”*

*- For Every Child, Unicef*

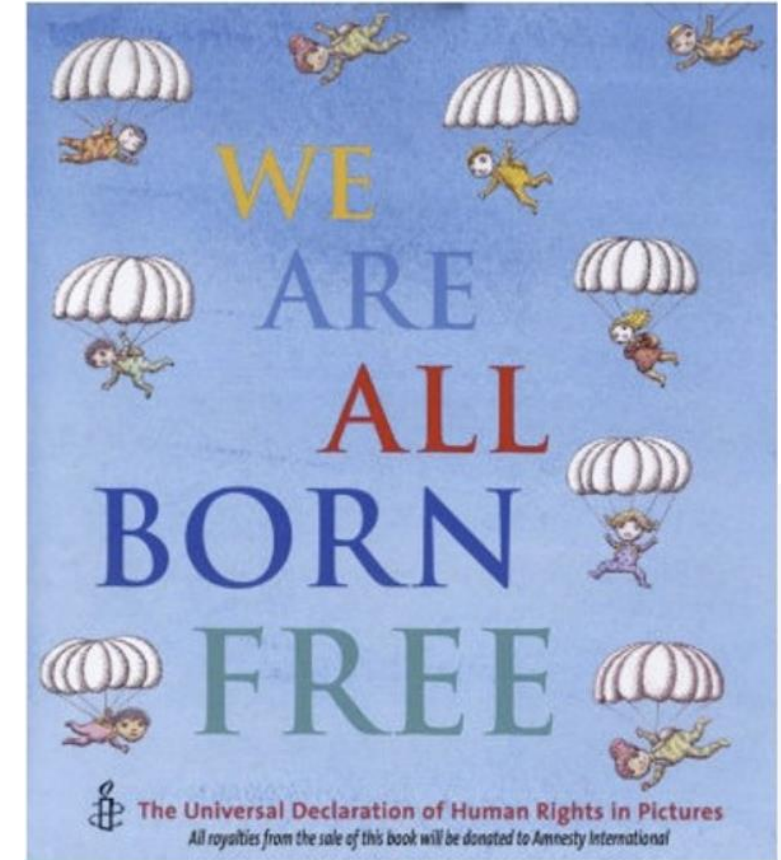
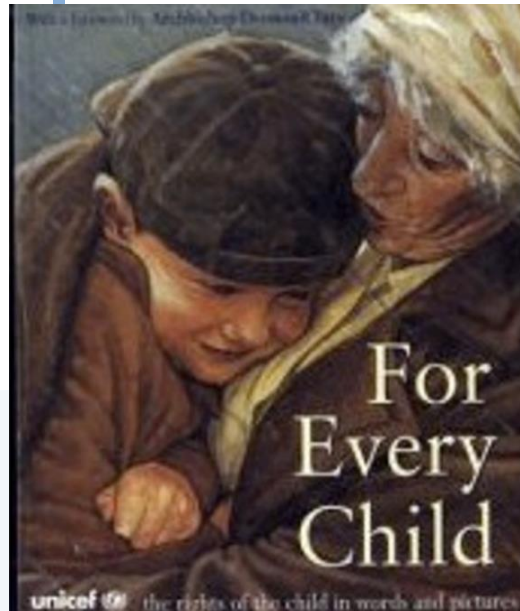


# Teach Children About Rights

- “Human rights are standards that recognize and protect the dignity of all human beings.

Human rights govern how individual human beings live in society and with each other, as well as their relationship with governments and the obligations that governments have towards them.” – UNICEF

- Inherent
- Inalienable
- Universal



# Article 2: No Discrimination

## Writing letters to Free Grassy Narrows

- <https://freegrassy.net/take-action/>
- <https://www.amnesty.ca/our-work/issues/indigenous-peoples/indigenous-peoples-in-canada/grassy-narrows>

Dear Prime Minister Trudeau,

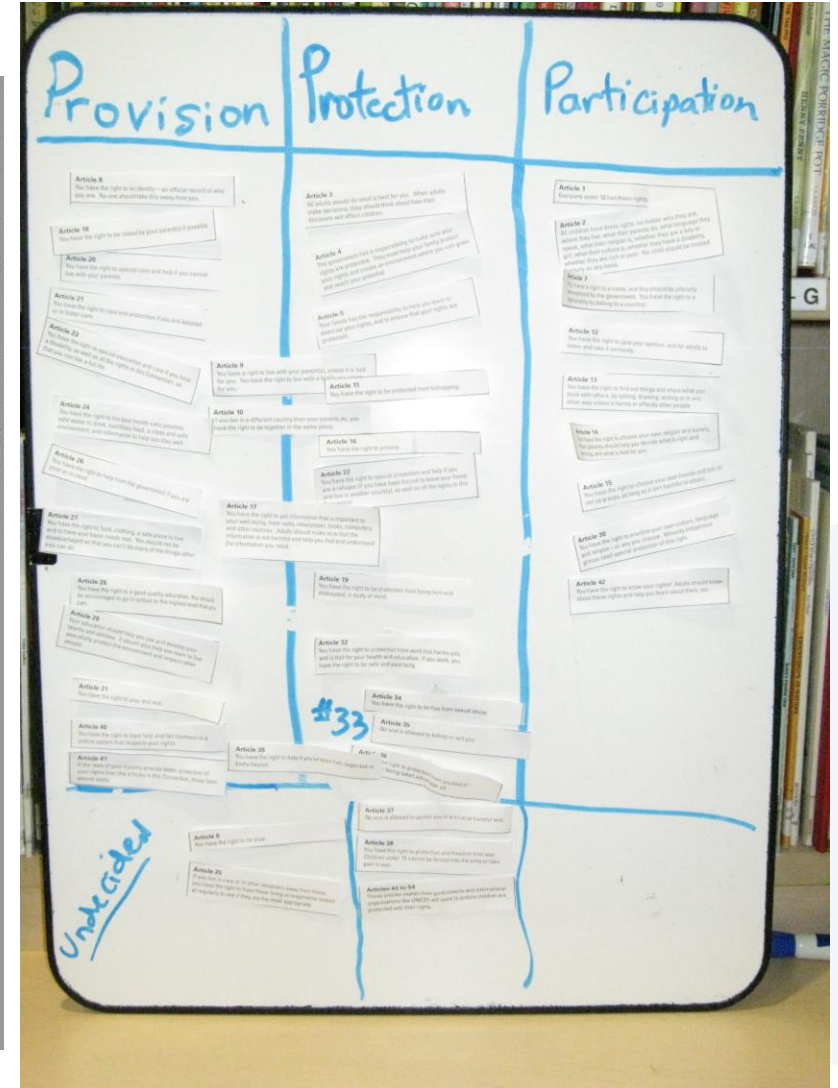
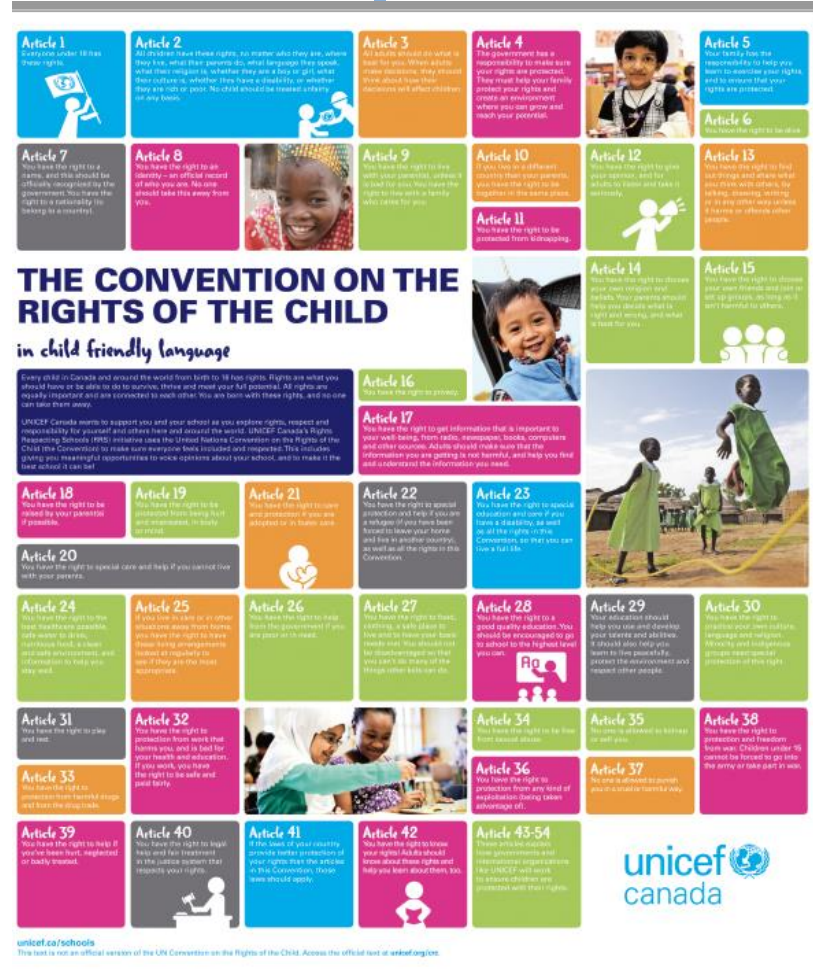
It has come to my attention that the Grassy Narrows situation is not being dealt with the way it should. We are not part of the community and we don't need to live with this but there are hundreds of people who do and it affects their lives negatively every day.

The government has a responsibility to make sure children's rights are protected. Children have the right to have clean water. Children have the right to be protected from being hurt and mistreated. Children have these rights no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl or identify as anything else, what their culture is, whether they have a disability or if they are rich or poor. No child should be treated unfairly on any basis. I truly admire your point of view on many different issues and you have talked multiple times about the importance of helping those less fortunate than us.

I am proud to be a Canadian! Cold and snowy winters and Tim Hortons everywhere but this makes me ashamed. You have probably heard of the stereotype that Canadians say sorry all the time well I am sorry. Sorry that people are suffering because the government's action is insufficient. Sorry that my government turns a blind eye to the people of Grassy Narrows. Right now though sorry isn't enough. Action needs to happen, the government needs to put money aside to help this community because people are dying because of this, and family is losing family because of this, friends are losing friends because of this, yet not enough is being done.

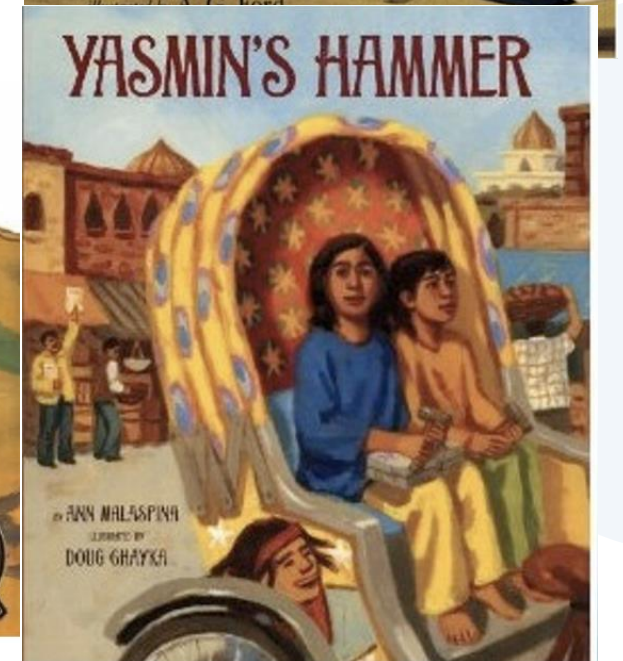
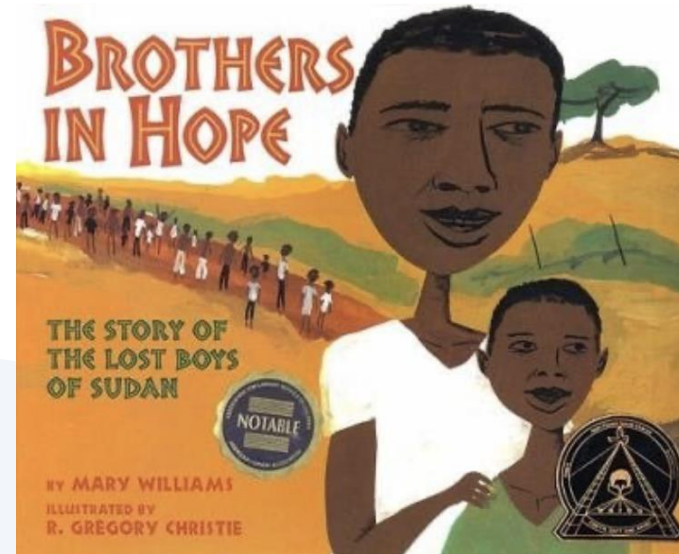
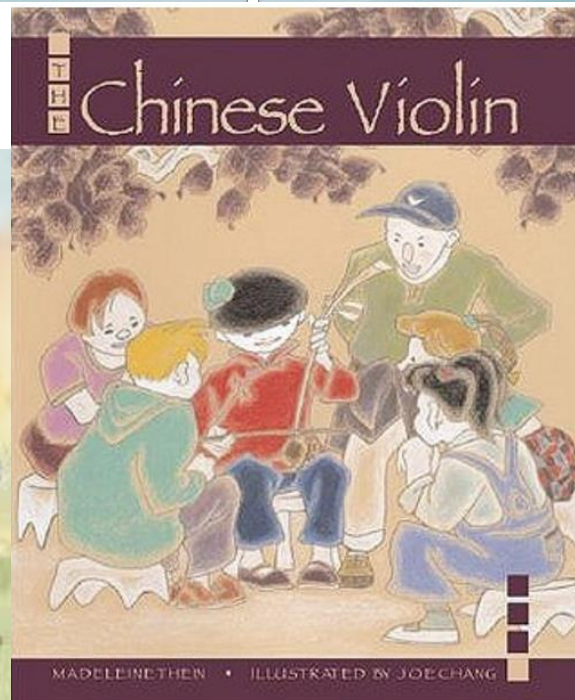
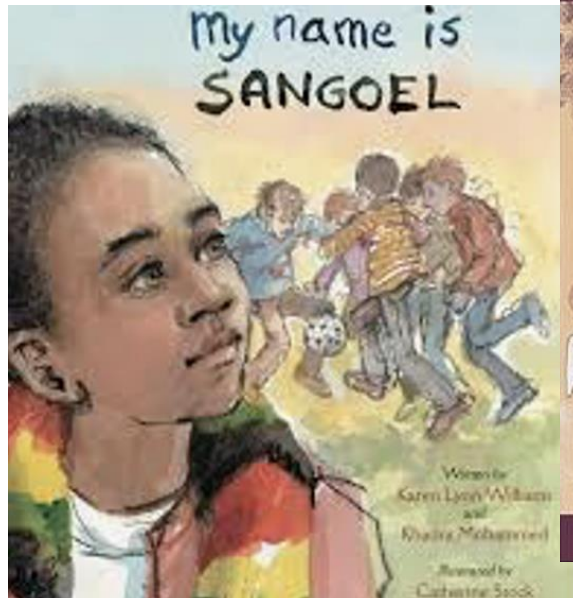
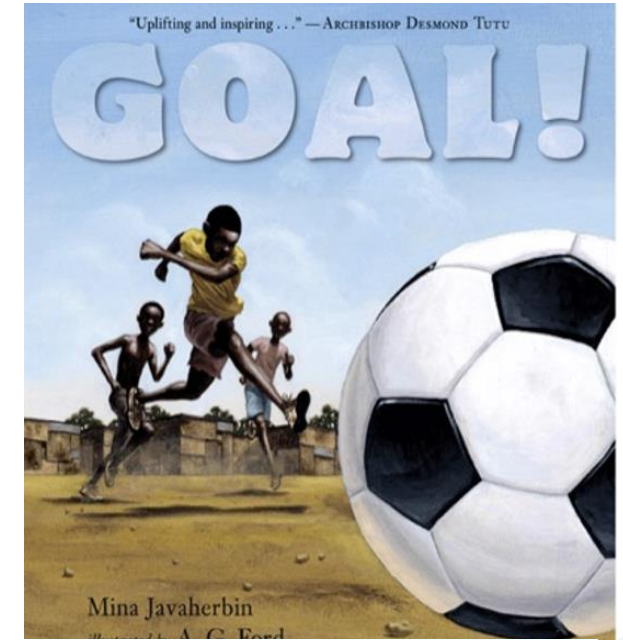
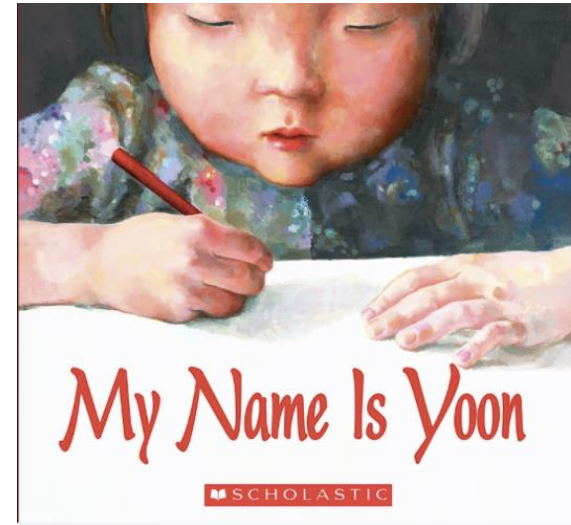
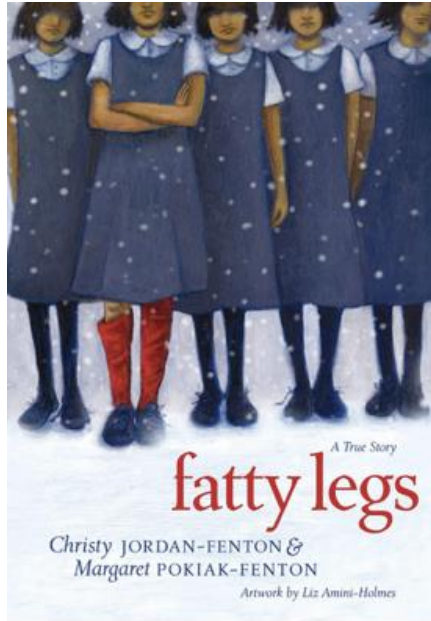


# Develop Familiarity with Children's Rights





# Read to Inspire Change



# Read books/explore media and invite reflection using a critical literacy approach

- Provide Mirrors

- Make connections to children's own lived experiences
- Fill children's buckets with positive affirmation about who they are and build pride in their identities

- And Windows

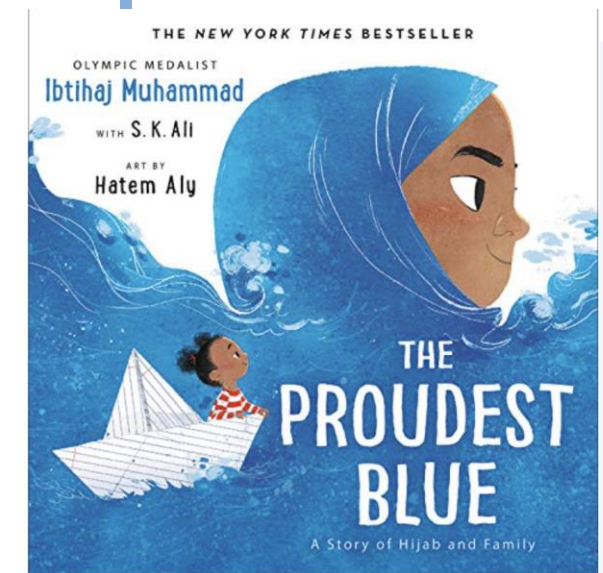
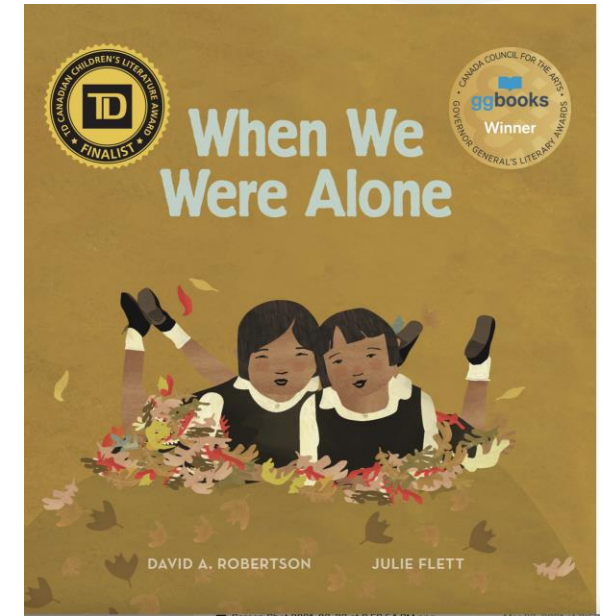
- Examine and develop empathy for multiple perspectives
- Broaden understanding and awareness of rights, discrimination, and equity
- Disrupt the commonplace view (that's not fair!)



# Critical Literacy Questions

Invite the students to analyze, reflect, and think critically about the stories:

- What is this story really about?
- Whose points of view are represented?  
Whose voices are missing?
- Who has power and who does not?
- What is the socio-political and historical context?
- What are the author's or the  
illustrator's biases and intentions?
- Which rights are being neglected or violated?
- Where are examples of discrimination?
- What needs to change for those rights to be met?
- Who is responsible for that change?



# EXAMPLES OF RIGHTS EDUCATION IN A JUNIOR GRADE CLASSROOM

- Math
  - Financial literacy

**Cost of Living!**

Hourly Wage: \$20

Monthly Income: \$3200

Annual Income: \_\_\_\_\_

**Monthly Budget**

Item	Cost
Condominium	\$18315
Electricity	\$58.73
water	\$1864
Heat	\$14681
groceries	\$380.00
cell phone w/ text	\$165
digital cable	\$65.00
High-Speed Internet	\$44.00
TTC monthly pass	\$121.00
clothing	\$150.00
restaurant meal	\$40.00
Book purchase	\$17.00
TOTAL MONTHLY COSTS:	\$12,250
MONTHLY BALANCE:	\$180

**Cost of Living!**

Hourly Wage: 10.25

Monthly Income: 1,640.00

Annual Income: 19,680.00

**Monthly Budget**

Item	Cost
Bachelor apartment + utilities	\$650.00
Groceries	\$380.00
cellphone basic	\$42.00
high speed internet	\$44.00
Digital cable	\$65.00
TTC monthly pass	\$121.00
clothing	\$100.00
restaurant meal (2)	\$14.98
movie rental (2)	\$11.98
TOTAL MONTHLY COSTS:	\$1,433.96
MONTHLY BALANCE:	\$206.04



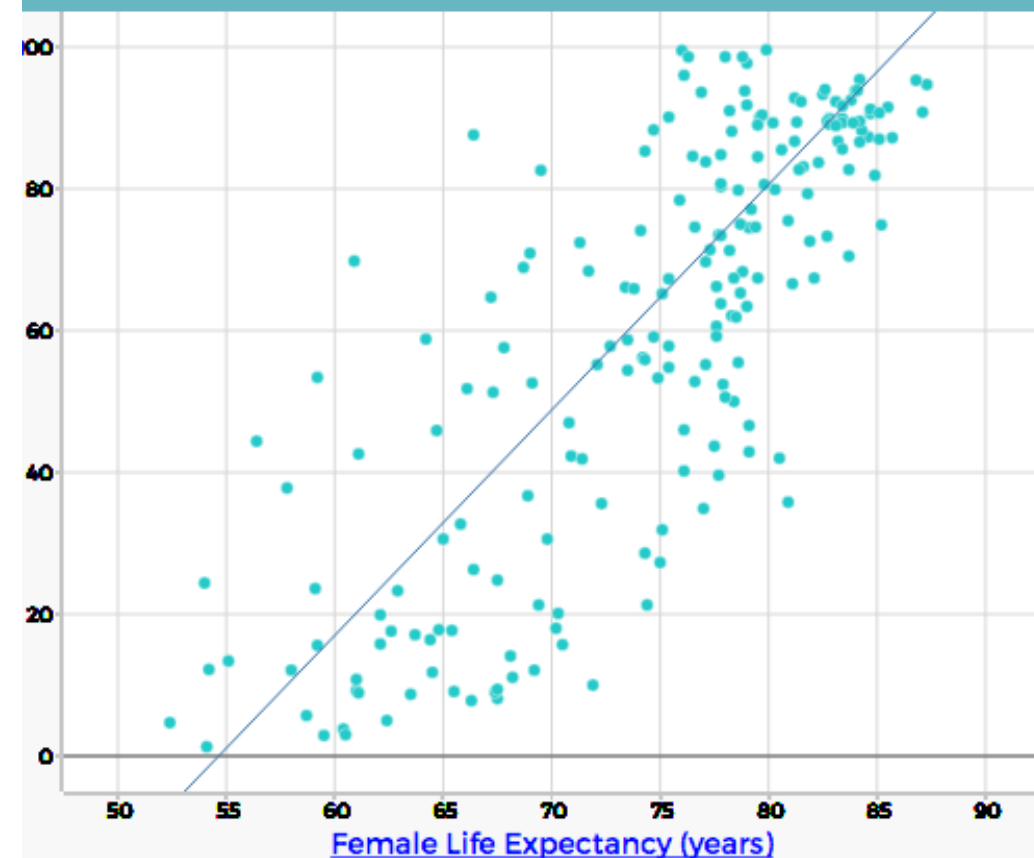


# EXAMPLES OF RIGHTS EDUCATION IN A JUNIOR GRADE CLASSROOM

- Social Studies and Math:
  - World Issues and Data



Data By Country and Category

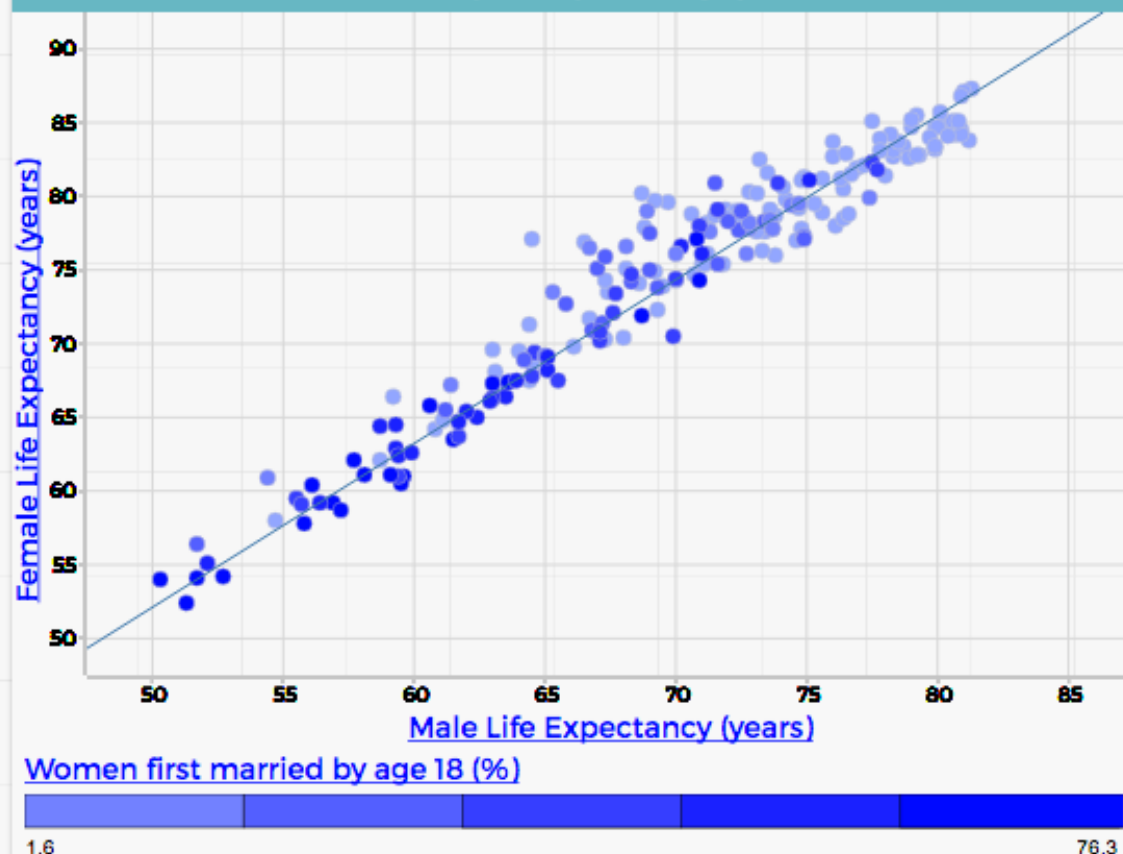


Text

nk that this graph shows that:

- 1) Countries with higher female life expectancy also have a high percentage of female wage and salary.
- 2) It could also mean that female life expectancy depends on the female wage and salary. Because if the women of a country make good money as well as the men, the families will have more food and more luxuries, so therefore it is probable that the families (women), will live longer.

Data By Country and Category



Text

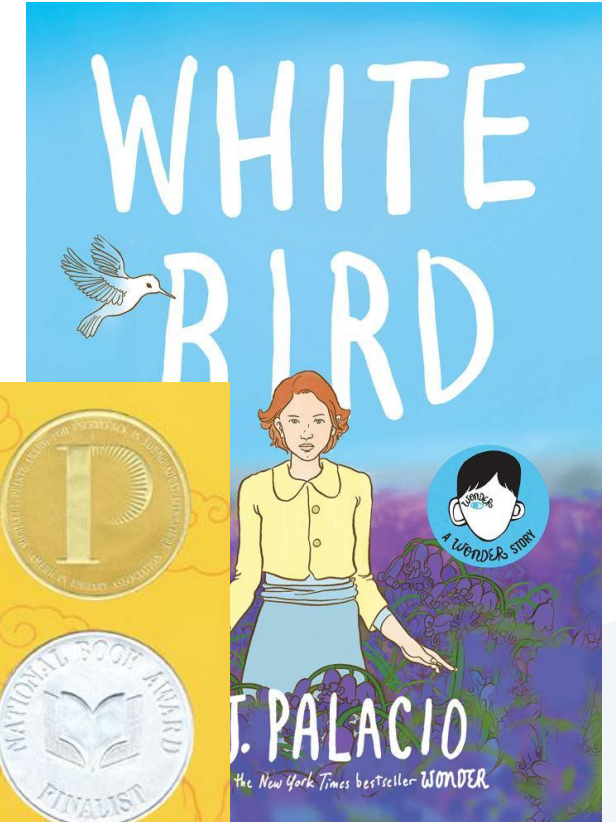
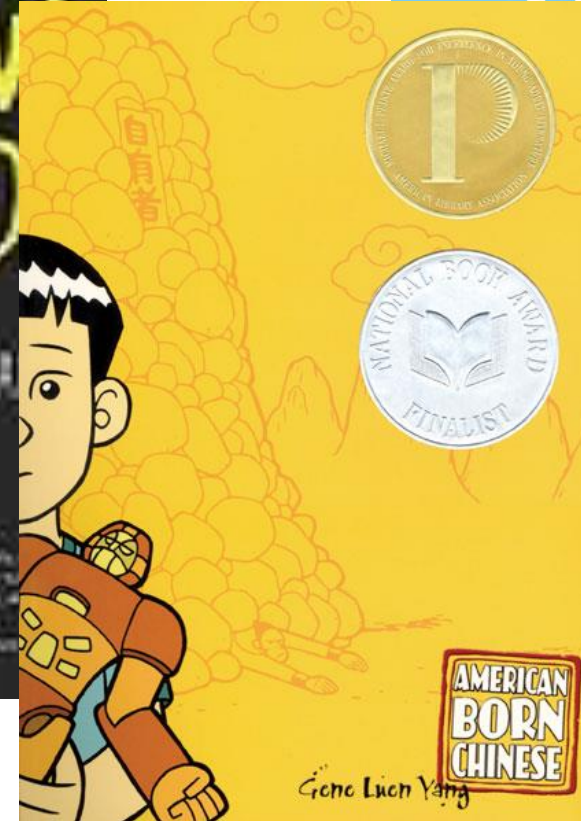
I think that this graph shows that:

- 1) The life expectancy of men and women are very similar.
- 2) The countries with a higher life expectancy have a smaller percentage of women married by age 18. That might also mean that the women with longer lives take the comfort of marrying later, while women with shorter lives will marry earlier because they have to make money for their families.



# EXAMPLES OF RIGHTS EDUCATION IN A JUNIOR GRADE CLASSROOM

- Literacy
  - Diverse graphic novel study



# EXAMPLES OF RIGHTS EDUCATION IN A JUNIOR GRADE CLASSROOM

- Literacy
  - News
- Collective action projects and integration across the curriculum
  - Fundraising and awareness efforts



OISEUofT  
@OISEUofT

Grade 6 students of OISE's Laboratory School ( [@JackmanICS](#) ) are protesting cuts to public education. They decided to organize this initiative after hearing about today's [#StudentsSayNo](#) protest in their daily news discussion.



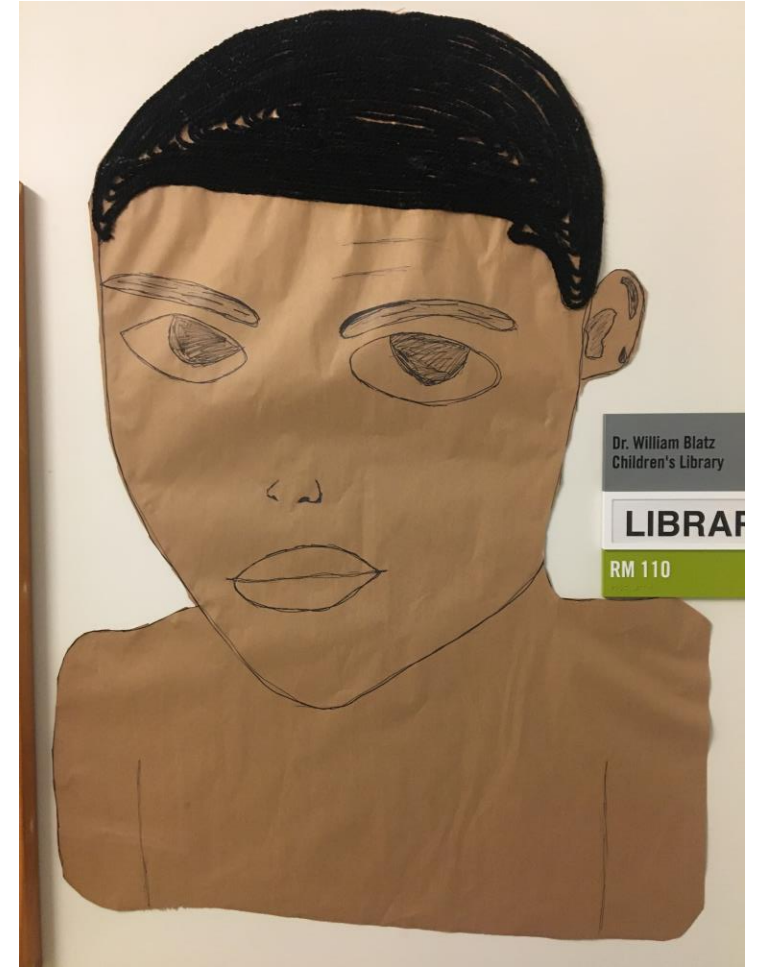
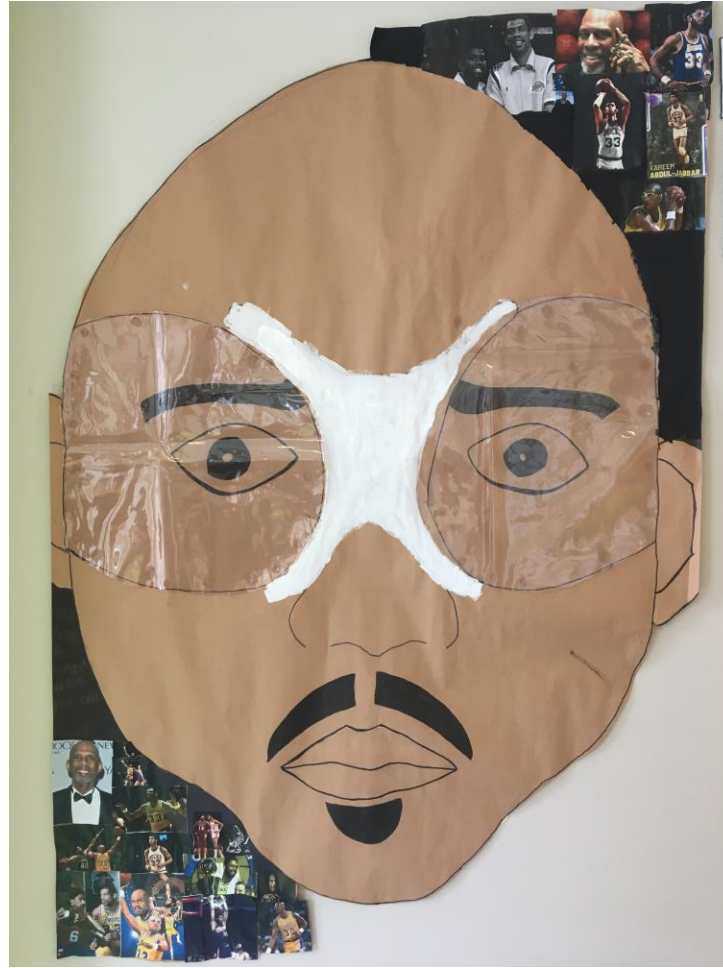
1:57 PM · Apr 4, 2019 · Twitter Web Client



# EXAMPLES OF RIGHTS EDUCATION IN A JUNIOR GRADE CLASSROOM

- Black History
  - BIG statements, big opportunity to celebrate social justice

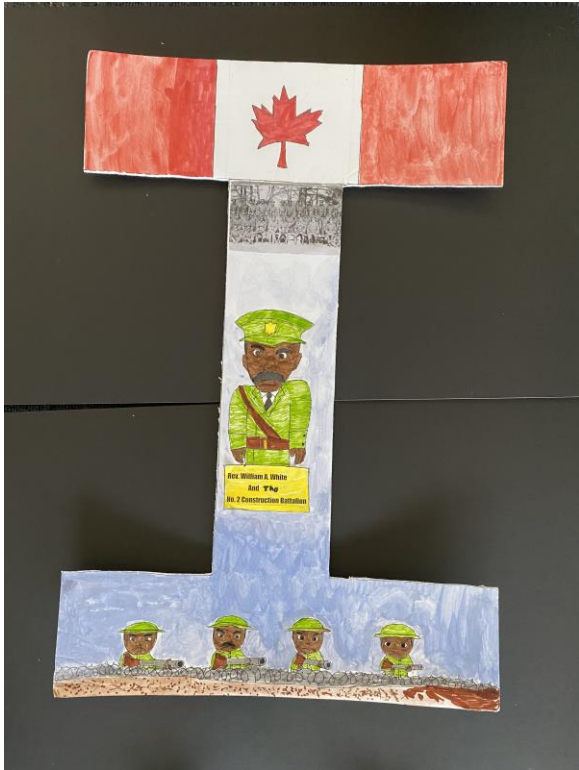
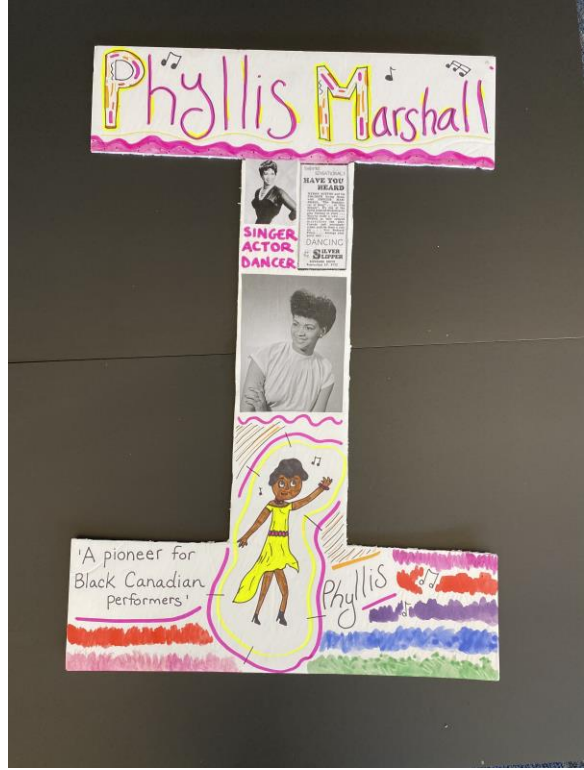














# ACKNOWLEDGING THE TENSIONS

- Unpacking your own identity, biases, and blinders
- Knowing your students, their identities, lived experiences, and perspectives
- Avoiding "othering"
- Listening for misconceptions
- Providing safe forum for exploring and developing opinions and ideas
- Balancing the burden
- Supporting activism in authentic and meaningful ways
- Embracing the fear of making mistakes



# Learning About Child and Youth Activists and Advocates

## Kids Who Care

Learning About Child Activism

Student Names:

Date:

Name of Activist:

What is the problem that first bothered this activist as a child?

How did this activist get started helping/what were the first steps?

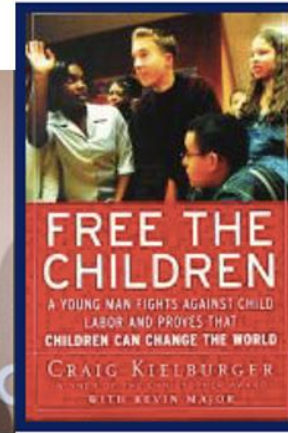
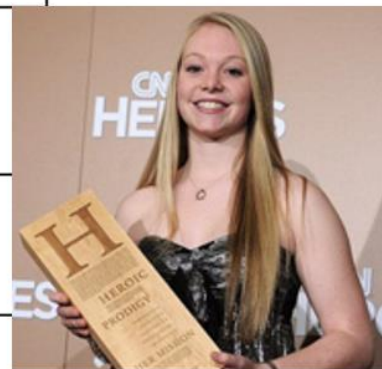
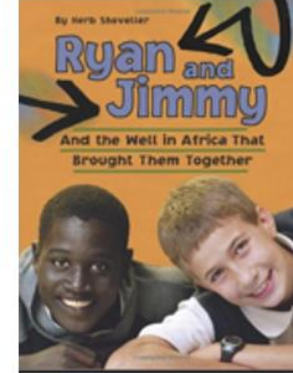
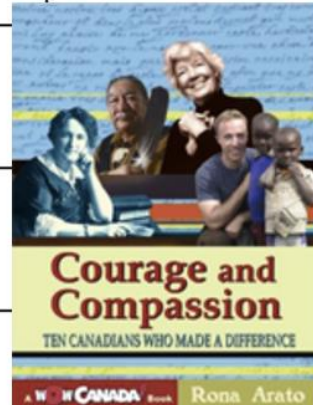
Who else helped along the way?

What did this activist accomplish?

What is inspiring about this story?

How can others continue to support this work?

**HANNAH  
TAYLOR  
SPEAKS AT  
WE DAY**





# FROM NOVEL STUDY TO AWARENESS, ADVOCACY, AND ACTIVISM

Book Talks on Social Justice Novels  
and Children's Rights Posters  
Advocate for the Rights of the Child



The Children's Rights Market  
Raises Awareness and Funds



# Children have a right to know about rights

- **Article 42: Everyone Must Know Children's Rights**

"Governments should actively tell children and adults about this Convention so that everyone knows about children's rights."

<https://www.unicef.org/sop/convention-rights-child-child-friendly-version>



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# THANK YOU



# THE POSSIBLE SCHOOL

Daisy Gand

