

ABE INSTRUCTOR'S GUIDE

Introduction

The Instructor's Guide provides information for instructors working with adult learners, particularly Adult Basic Education (ABE) and ESL (English as a Second Language) learners.

The ABE Learner Handbook is appropriate for literacy learners and beginner to intermediate ESL learners. It explains what a census is, how it works, the questions that are asked, why the census is important and how the information is processed.

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Census Concepts

Discuss the following concepts with your learners before they start the activities:

1. **Who's included in the census?** A census is an inventory of the population of Canada. All residents of Canada are included in the census. Foreign students, visa workers, refugees and Canadians overseas are all residents of Canada.

2. **Confidentiality:** Learners should be informed that an individual's responses are protected and are not shared with anyone else or any other government departments.

All census employees are required to take an Oath of Secrecy. The penalty for revealing personal information is a prison term of up to six months, a fine of \$1,000, or both.

3. **Household:** A household is defined as a person living alone or people living together such as a family or friends sharing a home. A household may consist of two or more families sharing a dwelling.

4. **Sampling:** Most households will fill in a short questionnaire. One in five households will receive a long questionnaire which asks additional questions on items such as education, employment, ethnicity, language and income. The answers from the one in five households give enough information to provide a portrait of all people in Canada.

5. **Census of Agriculture:** The Census of Agriculture is taken on the same day as the Census of Population. It is a count of every farm, ranch or other agricultural operation with sales of agricultural products during the year prior to the census.

Headings in the ABE Learner Handbook

What is a census?

Why do we have a census?

When is the next census?

How does it work?

What questions will be on the census questionnaire?

Who gets the long census questionnaire?

Why should we answer the questions?

What happens to the census questionnaire?

What is the Census of Agriculture?

When was the first census?

Notes

Census Help Line

Questions for Discussion

1. Have you filled in a census questionnaire before?
When? Where? If not, why?

2. Why are the census answers confidential (for census use only)?
What answers would people want to keep private?

3. Why is it important for all people living in Canada
to fill in the census questionnaire?

Exercises

Exercise 1 – Learner Census

Learner questionnaire

1. Please write down the names of the people in your household (home).

NAME

AGE

SEX

2. Write down their age after their name.
3. How many are female (F)? How many are male (M)? Write the answer after the age.
4. Where were you born?

5. What language(s) did you first learn at home as a child and still understand?

Exercise 2 – Vocabulary

(Answers on page 12)

Here are some of the words that are in the census. How many do you know?

Match the words in List A with their meanings in List B. Write the number beside the correct word(s).

| A | B |
|------------------------------|---|
| _____ income | 1. speak with someone else |
| _____ marital status | 2. English, Chinese, Italian, and other ethnic groups |
| _____ certificate, diploma | 3. money you get from a job, EI, welfare, pension income |
| _____ ethnic origins | 4. paper you get if you finish school |
| _____ operate (a farm) | 5. married, widowed, separated, single |
| _____ conduct a conversation | 6. house, apartment, or room with its own entrance |
| _____ questionnaire | 7. a form with questions on it |
| _____ dwelling | 8. not married but living together as partners or as husband and wife |
| _____ common-law partners | 9. to own or manage (a farm) |

Exercise 3 – Relationship to Person 1

(Answers on page 12)

Use the family tree on page 7 to do this exercise.

Pat is "Person 1".

Person 1 can be male or female.

Pat will fill in the questionnaire.

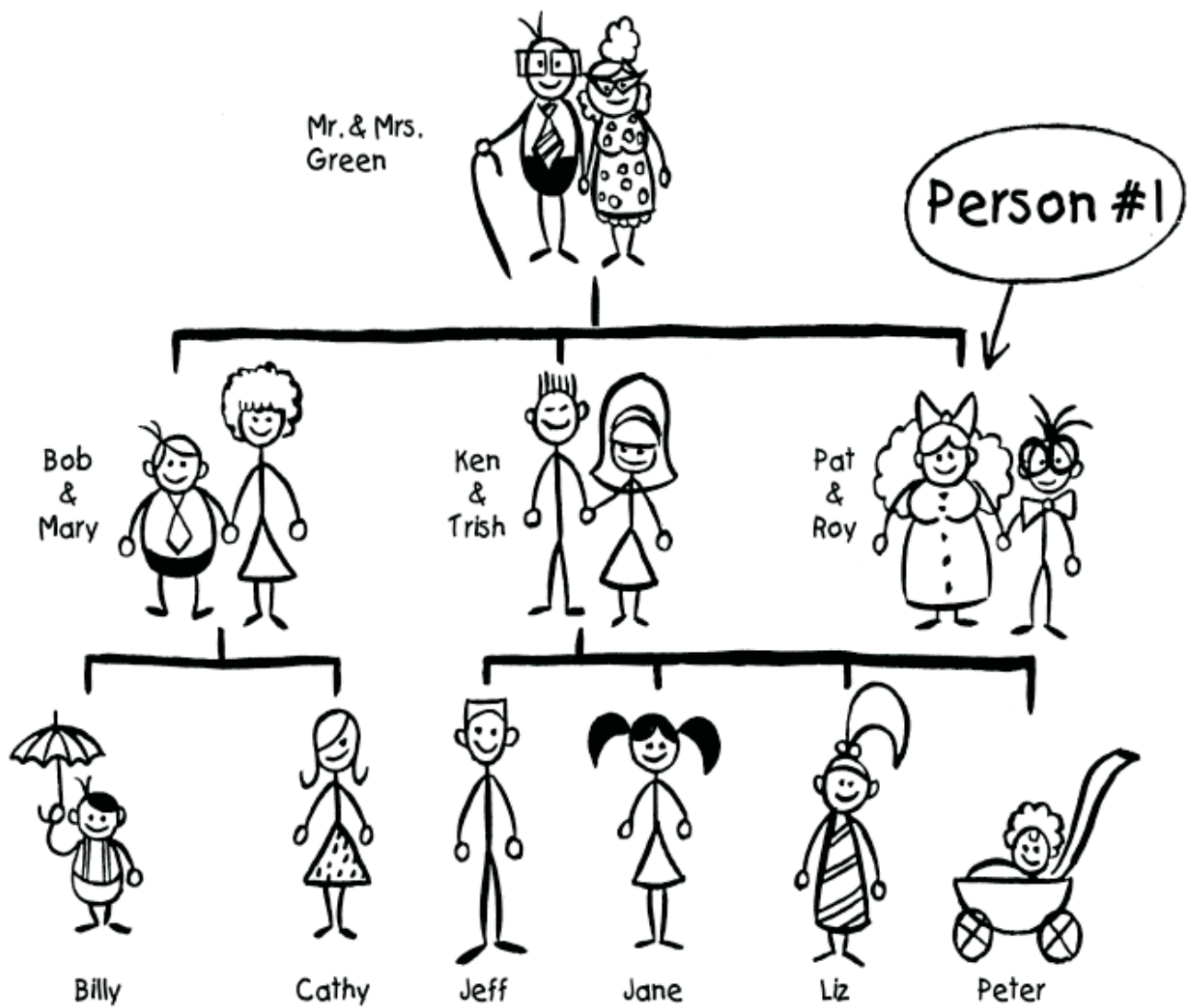
This is Pat's Family Tree.

It shows the relationship of other people to Person 1.

Fill in the blanks with a word from the list below (words may be used more than once):

| | | |
|---------------|----------------|---------------|
| sister | brother | wife |
| daughter | brother-in-law | father-in-law |
| son | nephew | father |
| sister-in-law | niece | |

1. Jane is Pat's _____
2. Ken is Pat's _____
3. Cathy is Pat's _____
4. Peter is Pat's _____
5. Mary is Pat's _____
6. Bob is Pat's _____
7. Mr. Green is Pat's _____



Exercise 4 – Interpreting Data (Bar Graph)

(Answers are on page 12)

Bar graph - Number of people aged 65 to 74 (See page 9)

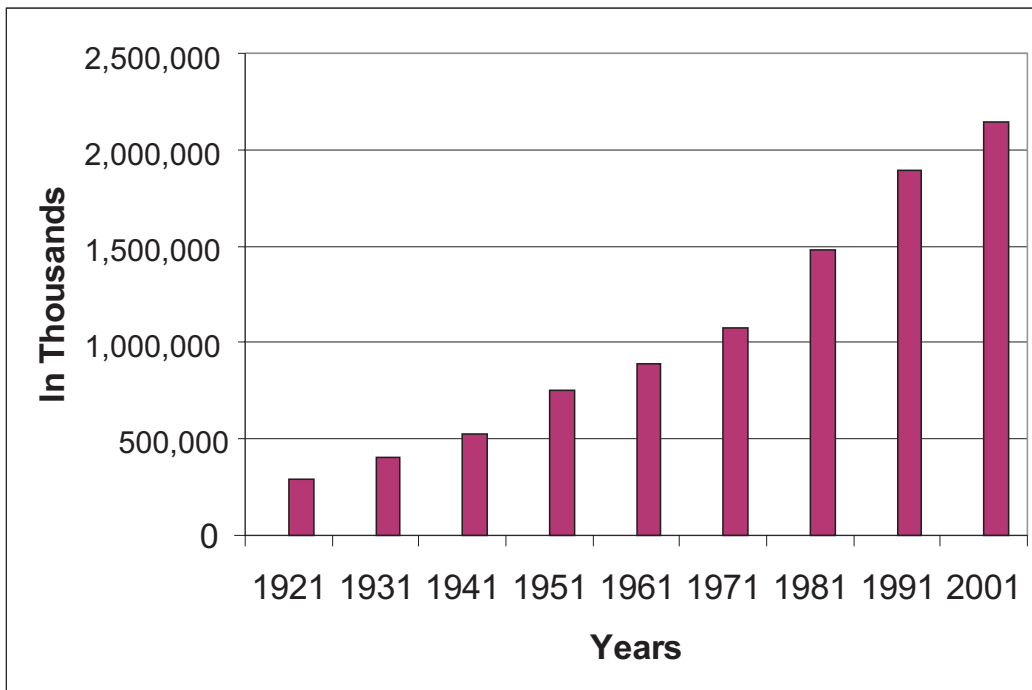
(Also see ABE Enrichment LEARNER ACTIVITY 2: Reading Numbers, Tables and Bar Graphs)

- 1) Show learners how to read a bar graph. Ask them questions to make sure they are interpreting the data correctly, for example:
 - a. Which year shows the most people aged 65 to 74 years old?
 - b. Which year shows the least number of people aged 65 to 74 years old?
 - c. How many census years does the graph represent?
 - d. How many people aged 65 to 74 were there in 1951?
 - e. How many people aged 65 to 74 were there in 1971?
 - f. How many people aged 65 to 74 years do you think there will be in 2006?

- 2) Discuss who might use the information in the bar graph.
It helps to use categories such as:
 - Government people - education, housing, health care, pension
 - Business people - advertising, clothing, supermarkets, restaurants, builders
 - Community people - recreation, support groups, libraries

- 3) Give learners a specific situation and ask them to speculate on how information in the graph would affect decision-making for seniors, using possibilities such as:
 - building a community-based business
 - social programs for seniors
 - government programs for seniors
 - seniors' homes
 - health programs for seniors

People aged 65 to 74, Canada, 1921 to 2001



Source: Statistics Canada

Exercise 5 – Pie Chart - Marital Status of People 15 Years and Older (See page 11)

(Answers on page 12)

- 1) Show learners how to read a pie chart.
Ask them questions to make sure they are interpreting the data correctly, for example:
 - a. Which is the largest group?
 - b. Which is the smallest group?
 - c. How many people were single in 2001?
 - d. How many more people were divorced than widowed?

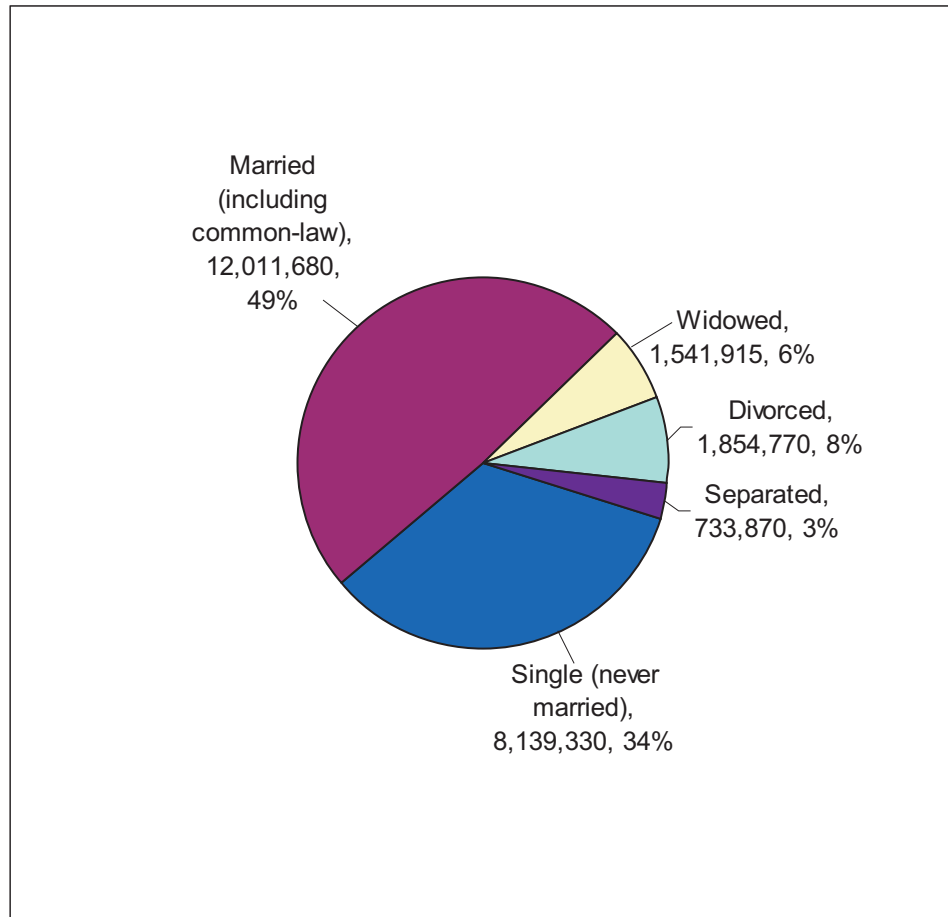
- 2) This graph is based on 2001 Census numbers. Based on trends noted below, ask learners what changes they think the 2006 Census will show.
 - a. The 2001 Census showed an increase in common-law families. Married couples accounted for 70% of all families in 2001, down from 83% in 1981. At the same time, the proportion of common-law couples rose from 6% to 14%.
 - b. The 2001 Census showed that the proportion of the population living as a couple was declining (including married and common-law unions).
 - c. There was an increase in the percentage of the population living alone: 26% of the population aged 15 and over lived alone in 2001, up slightly from 12% in 1996 and 11% in 1991. The aging population was largely responsible for this increase.
 - d. For the 2001 Census, the definition of common-law was extended to opposite- and same-sex unions (from opposite-sex only in 1996).

- 3) Give learners a specific situation or an existing program and ask them to speculate on how the information in the graph would affect decision-making. Have learners work in small groups.

They could use categories such as:

- Government people - education, housing, health care, pension
- Business people - advertising, clothing, supermarkets, restaurants, builders
- Community people - recreation, support groups, libraries

Marital status of people 15 years and older in Canada, 2001



Source: Statistics Canada

ANSWERS

ANSWERS to Exercise 1. Learner Census on page 4: Learner fills in the answers.

ANSWERS to Exercise 2. Vocabulary on page 5: 3, 5, 4, 2, 9, 1, 7, 6, 8

ANSWERS to Exercise 3. Relationship to Person 1 on page 6:

niece, brother, niece, nephew, sister-in-law, brother, father

ANSWERS to Exercise 4. Interpreting Data, question 1 on page 8:

- a. 2001
- b. 1921
- c. 9
- d. 750,000
- e. 1,100,000
- f. Will likely be more than the total for 2001 (to be discussed in class).

ANSWERS to Exercise 5. Pie Chart, question 1 on page 10:

- a. married
- b. separated
- c. 8,139,330
- d. 312,855

The material in this kit may be reproduced.

NOTES

Census Day: May 16, 2006



How to Obtain Additional Copies of the 2006 Census ABE/Literacy Kit

The ABE/Literacy Kit is also available on Statistics Canada's 2006 Census Web site:
www.census2006.ca.

Please send us your comments and suggestions regarding this kit.
To be added to the mailing list or to receive a kit, please contact:

Statistics Canada
Census Communications
Ground Floor C-7, Jean Talon Building
Ottawa ON K1A 0T6
Fax: (613) 951-0930
E-mail: censuskit@statcan.ca

(To download the 2006 Census Teacher's Kit
from Statistics Canada's 2006 Census Web site, go to: www.census2006.ca.)

Please ensure that your learners understand that they can phone the **Census Help Line, at 1 877 594-2006**, starting May 1st, with questions about completing their census questionnaire. Census questions are available in 62 languages (44 ethnic and 18 Aboriginal) as well as in English and French.

Census Help Line

(available from 8 a.m. to 9 p.m.,
starting May 1st)

1 877 594-2006 (free of charge)

TTY (teletype machines only) users call:

1 888 243-0730 (free of charge)