Dear Educator:

The 2006 Census **Teacher's Kit** has been developed for use in elementary, intermediate, and secondary classes across the country. All activities are classroom-ready and have been tested to meet curriculum requirements.

The eight activities are appropriate for many subjects including Language Arts, Economics, Mathematics, Art, Social Studies, Geography, History, Family Studies, Theatre Arts, Science and ESL.

A census colouring book and a game placemat are included for young students. You may order extra copies for your students. A separate ABE/Literacy Kit is also available.

If you have any questions or comments about the Teacher's Kit, please contact:

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

The 2006 Census Teacher's Kit is also available on the 2006 Census Web site at www.census2006.ca.

Thank you for your help in spreading the census message to your students.

Contents of Teacher's Kit

2006

Count Yourself In!
May 16, 2006

1.   Letter to the Educator

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6.   2006 Census National Poster, 8 1/2 x 11 (bilingual)

7.   *Canada at a Glance*, booklet of Canadian data (bilingual)

8.   *Count Yourself In!*, a fun colouring book about the census (bilingual)

9.   Game Placemat "Colour each envelope yellow and each mouse red.*",*
    as well as a Census Quiz and Census Wordfind on the back of the placemat (bilingual)

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

Statistics Canada
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Ground Floor C-7, Jean Talon Building
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(To download the 2006 Census Teacher's Kit from the Statistics
Canada Web site, go to: www.census2006.ca)

Statistics Canada   **Statistique Canada**

Canada

ACTIVITY	SUGGESTED GRADE, # OF CLASSES	SUGGESTED SUBJECTS	DESCRIPTION
1. **Taking a Census**	**Elementary** 1 class	Art, Mathematics, Social Studies, Language Arts	Students learn what the census is and conduct a census of their own by counting the people in their homes and class.
2. **Add! Don't Subtract! – A Complete Count**	**Elementary** 2 classes	Geography, Social Studies Mathematics	Students learn the concepts of complete count and undercount, interpret a map, summarize data, and make decisions.
3. **Important Decisions Don't Just Happen! Using Data to Plan Your Services**	**Intermediate** 1-2 classes	Social Studies, Mathematics, Geography	Students gain hands-on experience using census-like data as a basis for decisions about community services and businesses.
4. **Where Do We Come From?**	**Intermediate, Intermediate ESL** 1-2 classes	ESL, Geography, Social Studies, Language Arts	Students learn about the places of birth of immigrants to Canada, and how this information is gathered through a census. Students gain an understanding of the multicultural nature of Canadian society by examining the cultural diversity present within their classroom.
5. **Agriculture at a Glance**	**Elementary** (5A, C), **Intermediate** (5A, B, C), **Secondary** (5A, B) 1/4- 2 classes	Theatre Arts, Mathematics, Language Arts, Geography, Science, History, Economics, Family Studies	Students learn about agriculture, Canada's most important primary industry and examine the trends identified by the Census of Agriculture, and work on 1 or all of the activities: 5A: students create a play in which they assume the roles of a farm in transition; 5B: students measure and compare the size of their classroom or school to the size of the average Canadian farm; 5C: students make the link between Canadian grains and ethnic homemade breads in a short matching game.
6. **Immigration**	**Intermediate, Intermediate ESL** 1-2 classes	Mathematics, Geography, History, Family Studies, Language Arts, Social Studies	Students develop an awareness and appreciation of the multicultural nature of Canadian society. Students complete a series of graphs showing Canada's immigration patterns over time. They carry out a small survey by making up a class profile, and review the language questions from the 2006 Census questionnaire.
7. **That's Easy for You to Say! — Survey Project**	**Secondary** Long project: 8-10 classes Short project: 2-3 classes	Social Studies, Mathematics, Data Management	Students study the process of designing, conducting and reporting a survey. They have the option of carrying out a survey Project.
8. **Census Game**	**Secondary** 1 class	Geography, Economics, Social Studies, History	Students participate in a game designed to help them understand the range of demographic, social and economic information provided by the census.

2006 CENSUS TEACHER'S KIT

Teacher's Guide

Teacher's Guide

Count Yourself In!
May 16, 2006

Introduction

This guide contains useful information for both teachers and students. Pages three and four are specific to the teacher, while the following pages contain background information on the Census of Population, the Census of Agriculture, and **Census Vocabulary** (pp. 9-12), that will be helpful to both students and teachers. There is also a set of **Quick Census Facts** (pp. 13-14).

Teacher-ready activities have been divided into three suggested grade levels: elementary, intermediate, and secondary. Some activities have classroom extensions to enrich students' comprehension.

Objectives

1. Create awareness and understanding about the importance of the census and the information it will provide.

2. Increase awareness among teachers and students about census information as a valuable tool for student and teacher research projects.

Enrichment

In addition to the enrichment exercises in each activity, here are some additional ideas:

1. **Send the message home**.
   The **2006 Census logo** with its slogan "Count Yourself In!" appears on the back of this guide. The logo is a drawing of three people with the year of the census in front of them — 2006. This image reflects how important people are to the census. **Quick Census Facts**

and the Census logo can be reproduced and sent home with students to help spread the census message.

2. **Get students involved**.
   Motivate students to actively participate in the census by having them generate community awareness projects. Ask them for their ideas on what they can do to make area residents aware of the upcoming census.

   A variety of school communications vehicles could be used to generate awareness among the student body: announcements on the public address system, posters in gymnasiums and school buses, messages on the school's cable TV or radio station, displays on classroom bulletin boards, census stories in the school newspaper, and announcements on the school's Web site.

3. **Take a look at the 1911 Census of Canada (Elementary level)**
   Students can examine a few pages from the 1911 Census of Canada. (Print pages from www.collectionscanada.ca/archivianet/1911.) Students could be led in a class discussion about the types of information that are found and what that information may tell them about the people who are listed. For example, students can take a look at the size of families, the age of parents when they had their first child, what occupations people had and who they worked for, how old the children were who worked, how many children went to school, how many people could read and write, etc.

4. **Research the changes in population in your community (Intermediate/Secondary levels)**
   Students can research a street in their community using the 1911 Census of Canada

and compare it with what they would find on the same street today. If the community did not exist in 1911, students can select a near-by community that is listed in the 1911 Census. (Students can print the relevant pages from www.collectionscanada.ca/archivianet/1911.) By examining the data contained in the census pages, students can create a snapshot of the way life was in 1911. What were the people like who lived in the students' chosen area? How are the people listed similar to the people who live there today? How do they differ? (Students can compare a wide range of interesting factors, such as the number of households, the number and ages of the people who live there, their occupations and employer, where they were born, the language they spoke, etc.)

5. **Research family history (Secondary level)**
   Working in groups, students can research various ancestors of members of the class. Only ancestors who were living in Canada in 1911 should be chosen. Each group should select several names to search, as some names may not be found in the census records. Those without ancestors living in Canada in 1911 can "adopt" a classmate's ancestor to research. To search the 1911 Census of Canada online at www.collectionscanada.ca/archivianet/1911, students will need to know where in Canada (town, city, etc.) an ancestor was living in 1911. Once students have located an ancestor, they will be able to check the census record to find such interesting information as: other family members and their ages, occupations, employers, religion, place of birth, whether they could read and write, etc. Each group could compile this information in a brief report for a family history. Students may wish to find additional information by checking other genealogical sources such as passenger lists, military records, immigration records, etc. A good place to continue the search is the Canadian Genealogy Centre (www.lac-bac.ca/genealogy) under "Databases".

When Should I Use the Teacher's Kit?

Allow yourself time to prepare for the project you undertake. The best time to conduct these activities is in early May 2006. This will coincide with Statistics Canada's national, provincial and local census awareness campaigns, and with the delivery of the census questionnaire to every household in Canada. (However, after Census Day, May 16, 2006, people still have time to respond to the census.) Send the message: *It's not too late.*

The Census of Canada

The Census of Population

Every five years Statistics Canada takes a Census of Population. The last Census Day was on May 15, 2001; the next one will be May 16, 2006. The census provides a comprehensive collection of data about people in Canada. For example, people are asked questions about their age, sex, marital status, education, employment, income, ethnic origin, language, and other subjects. The need for this kind of information increases as our society becomes more complex.

Census History

Census taking is not a new idea. During the third and fourth centuries B.C., the Babylonians, Chinese, and Egyptians were enumerating their populations to collect taxes and to fight foreign wars. The Romans were avid census takers and regularly held censuses to inform themselves about areas in their far-reaching empire.

In contrast to early censuses, later censuses became more than just a way to levy taxes or to muster men for fighting. They were seen as an inquiry into the social and economic state of the nation.

The first modern census: Intendant Jean Talon is generally regarded to have been the first in the world to put a modern census into practice. Sent by Louis XIV to administer the colony of New France, Talon recognized the importance of having reliable information on which to organize the colony and further its development. This first census in 1666 enumerated 3,215 inhabitants and collected information on age, sex, marital status, locality, and occupation. A supplementary inquiry in 1667 covered area of land under cultivation and the numbers of cattle and sheep.

No fewer than 36 censuses were conducted during the French regime. Each one brought a few new questions including the production of various crops, the number of public buildings, churches, grist mills and sawmills, and the number of firearms and swords.

The first census under the British regime was taken in 1765 and contained much the same information as the censuses in the latter part of the French regime. As time progressed, new topics appeared such as race, ethnicity, religion, and place of birth.

During the 1800s separate censuses of different complexities were held at various times in the Atlantic colonies, Upper and Lower Canada, and in Manitoba. Eventually, with 1867 and Confederation, the *British North America Act* called for a Census of Canada to provide an official count of the population to determine the number of members in the House of Commons. The first national census was to be taken in 1871 with additional ones to be taken every 10 years thereafter.

A census every five years: In 1956, the Dominion Bureau of Statistics began taking censuses once every five years to provide up-to-date information on the nation's rapidly changing population. This mid-decade census was made mandatory in the *Statistics Act* of 1971.

How Is the Census Taken?

During the 2006 Census, every household in Canada will receive a census questionnaire. Over 12.7 million households are expected to be counted in Canada.

Mail-out, mail-back: In 2006, Statistics Canada will be mailing out the census forms to 70% of the country. Census Enumerators will deliver to the remaining 30% of households. Delivery of census forms will start on May 2, 2006. All census forms will be either mailed back or returned online to the Data Processing Centre (DPC). This new method will enhance the security and confidentiality of the census. The forms are to be completed and returned online or by mail by May 16, 2006.

Internet: For the first time, every person living in a private household can complete the census form online. This will allow the census data to be processed more quickly.

Sampling: While most households receive a short questionnaire, one household in five will receive a longer questionnaire. The short questionnaire asks basic questions such as age, sex, and marital status. The longer version asks these questions plus more detailed ones such as education, income, and employment. Sampling produces statistics that are accurate for the entire population. Some of the advantages of sampling include reduced response burden as well as reduced collection and processing costs.

Drop-off: In rural and less populated parts of the country, households will still receive their forms from enumerators.

Personal interview: Because of the smaller number of people living in northern and remote areas, or on Indian reserves, the one-in-five sampling ratio would not accurately reflect all people within the group. In these areas everyone is interviewed by an enumerator using the long form.

Data Processing Centre (DPC): When all the forms are returned to the DPC, the responses are edited and scanned into a computer. The wealth of data produced can then be sorted and cross-referenced. We can find out, for example, the number of school-aged children in Edmonton or the number of people employed in the forest industry in New Brunswick.

The Census of Agriculture

The Census of Agriculture is taken at the same time as the Census of Population to find out about the country's farming and food production population.

Agriculture is an important part of our economy. Jean Talon's census of 1667 tells us that the colony had 11,448 arpents of land (3,915 hectares) under cultivation; 3,107 cattle; and 85 sheep.

As mentioned in **Census History**, the *British North America Act* of 1867 called for a Census of Canada to be taken in 1871 and every 10 years thereafter. However, the expansion of western Canada at the turn of the 19th century created a demand for agricultural information at more regular intervals. A mid-decade agricultural census was first held in Manitoba in 1896 and then extended in 1906 to Alberta and Saskatchewan. In 1956, Canada began taking a Census of Population and Census of Agriculture every five years.

By May 16, 2006 everyone who runs an agricultural operation will receive a Census of Agriculture questionnaire. The Census of Agriculture gives us facts about the country's farming and food production. The farm industry, as a whole, benefits from census data in many ways: agricultural producer groups are guided by census data both when informing their membership about industry trends and developments and when putting operators' viewpoints before legislators and the Canadian public. Governments and private groups use agricultural statistics to develop or evaluate agricultural policies and programs. Analysing information on the quantity of produce and livestock grown helps forecast shortages or surpluses and can, for example, aid in making production or marketing decisions. Information about farm energy usage helps energy companies prepare for fuel and electricity requirements. (**Activity 5** includes an overview of the **Census of Agriculture** with specific vocabulary.)

Who Uses Census Data?

Census data are used by governments, businesses and industries, social organizations and countless other agencies. For instance:

Census data are essential for producing the population estimates used to allocate transfer payments from the **federal government** to the provinces and territories, and from the provinces to the municipalities.

Governments of all levels use census data to develop policies on economic and social programs. In fact, census data are used by programs which administer a variety of federal transfer payments, Old Age Security, Official Languages, and War Veterans' Allowances. At the local level, municipalities use census data to assess the need for community programs and services, such as transportation, police, or youth services.

Businesses and industries use census data to analyse markets for their goods and services, plan their need for employees, or select new retail or manufacturing sites.

The health-care industry uses census data to forecast health care needs and costs, and select sites for hospitals, seniors' homes, and clinics.

The **labour sector** uses census data to measure the number, location and skills of Canadian workers and provide information on their age, education, income, sex, marital status and ethnic origin. Much use can be made of this information including helping planners decide what employment or training programs to develop.

Social service agencies use census data to assess many social needs such as day care or subsidized housing.

The **education sector** uses census data on the level of schooling achieved to plan postsecondary and adult education programs. School boards use population figures by age group and ethnic origin to project school enrolments or to plan special programs.

The **agricultural sector** uses census data to determine the agricultural programs operated by government and private industry.

The **media** use census data on economic activity, income, housing, education, language, immigration, ethnic origin, and family composition as background for articles.

More Than a Civic Responsibility?

It is vital that decision makers have accurate statistics when making policies that will shape our country's future. For this reason, answering census questions is more than a civic responsibility — it is required by law. The *Statistics Act* states this requirement and details the penalties for not filling in a census form. By the same law, Statistics Canada must protect the confidentiality of the personal information provided by respondents.

Privacy and Confidentiality

Under the *Statistics Act*, all personal census information must be kept confidential. Only Statistics Canada employees who have a need to examine individual forms have access to the completed questionnaires. Penalties for employees who release personal census information are laid down in the *Statistics Act*. No one outside of Statistics Canada can have access to personal census information.

Although names and addresses are required on the census form, this is only to ensure that no household is missed or counted twice. Names and adresses are not entered into the census database. This database combines information from all the census questionnaires and produces data in the form of statistics.

What Questions Are Asked?

Great care is also taken when deciding on questions. The information collected must be clearly in the public interest and unable to be obtained from other sources. When deciding questions for the 2006 Census, Statistics Canada consulted with many organizations across the country including federal and provincial governments, businesses, universities, social action groups, town planners, and individuals, who offered some 1,931 comments. The questions then had to be approved by Cabinet and published in the *Canada Gazette* in April 2005. The questions for the 2006 Census were being developed even before the results of the 2001 Census were complete. Likewise, planning for the 2011 Census is already well underway.

Many of the questions remain the same from census to census. In this way, trends can be tracked over the years, such as the growth or decline in the population in various areas of the country. However, as appropriate, new questions are asked and some are deleted. For example, in 2001 a new two-part question on language spoken at home was introduced.

For 2006 a new question asking whether the respondent would permit Statistics Canada to make their information public in 92 years was also added. A new question granting Statistics Canada permission to use data from income tax records has been introduced.

For the census of Agriculture a new question on day-to-day management decisions made by farm operators has been added.

Resources for Census Material

Census information can be obtained free of charge in many libraries located across Canada. Academic and large city libraries have received a full range of Statistics Canada products in a variety of media while others carry a selection of publications. You can also get census information from bookstores selling Government of Canada publications.

On the **Statistics Canada Web site** (www.statcan.ca) you will find information such as Canadian Statistics, Statistical Profile of Canadian Communities, Population and Dwelling Counts Tables, and a section about the Census.

You can download a Game Placemat, a Word Find Puzzle, a 2006 Census Quiz, and the 2006 Census Teacher's Kit from the 2006 Census page on the **Census Web site** at: www.census2006.ca. The Teacher's Kit includes a Teacher's Guide and eight Activities.

Additional educational material is available free of charge on the Statistics Canada Web site at: www.statcan.ca, under Learning Resources.

The **Census Help Line** (CHL) will be available to help with completing the census questionnaire. The CHL operates starting May 1st, from 8 a.m. to 9 p.m., at this toll-free number: 1 877 594-2006. TTY/TDD users call: 1 888 243-0730.

agriculture	see **Census of Agriculture**
block canvass	a new operation for the 2006 Census. Enumerators systematically canvas every block in selected areas to locate every housing unit and verify addresses for future mailing of census questionnaires.
census	The word census comes from the Latin *censere* — to appraise. By collecting information from every person in Canada, the census can tell us about a wide variety of social and economic topics important to the country. These include age, sex, marital status, education, ethnic origin, language, labour force activities, agricultural activities, immigration, migration, and others. A Census of Population and a Census of Agriculture are held concurrently once every five years. The next Census of Canada takes place on May 16, 2006.
census agglomeration (CA)	like a census metropolitan area (CMA), a CA is an urban area with adjacent urban and rural areas that are socially and economically integrated, but on a smaller scale. The population of its urban core is at least 10,000. Charlottetown in Prince Edward Island, is a CA.
census data	information produced from the census.
census division (CD)	a geographic area established by provincial law. CD often corresponds to counties, regional districts and regional municipalities, among others. CDs are smaller than a province, but larger than a census subdivision. (see CSD)
census metropolitan area (CMA)	a very large urban area (known as the urban core) together with adjacent urban and rural areas that have a high degree of social and economic integration with the urban core. A CMA has an urban core of at least 100,000, based on the previous census. The census has identified 27 CMAs across Canada. Winnipeg in Manitoba is a CMA.
Census of Agriculture	an enumeration of every farm, ranch or other agricultural operation with sales of agricultural products during the year prior to the census. Held every five years in conjunction with the Census of Population, the Census of Agriculture asks questions about land use, crops, livestock, agricultural labour, farm income, and land management practices.
Census of Population	an enumeration of every household and person in the country once every five years on a particular day. A short form, which is distributed to 80% of the population, asks basic questions such as date of birth, sex, family relationship, marital and common-law status, and mother tongue. A longer form, which is distributed to 20% of the population, asks more detailed questions on language, citizenship and immigration, ethnic origin, education, labour market activities, income, unpaid work, and dwellings. The 20% sample obtains information that is statistically accurate for the country as a whole while lowering the cost of the census and the burden on respondents.

census subdivison (CSD)	corresponds to a city, town, village, or Indian reserve within a census division (CD), among others. In Newfoundland, Nova Scotia and British Columbia, a CSD also describes geographic areas created jointly by Statistics Canada with the provinces. (see CD).
collection unit (CU)	the small geographic area used to delineate manageable areas for collection. In remote areas it is the unit for which an enumerator is responsible.
complete count	the census goal — to obtain information from everyone who is a resident of Canada, as well as Canadians working overseas for the federal and provincial governments, Canadian embassies, Canadian Armed Forces, and their families.
confidentiality	The *Statistics Act* requires that all personal census information be kept confidential. Data are released only after responses have been combined in a database to produce statistics.
data	facts from which conclusions can be drawn.
data processing centre (DPC)	a key innovation for the 2006 Census — a centralized centre where all questionnaires are forwarded for scanning and data capture, enhancing the security and confidentiality of the census collection process.
diversity	as in cultural diversity, multicultural, different cultures in Canada.
dwelling	a set of living quarters in which a person or a group of persons reside or could reside.
enumeration	In the census, 70% of Canadians are enumerated by self-enumeration. Canada Post delivers a questionnaire to each dwelling. Respondents then complete the questionnaire in the privacy of their own homes, on paper or online. In remote areas census enumerators enumerate householders by canvasser enumeration or personal interview.
farm operator	person(s) responsible for the day-to-day decisions made in the farming operation.
farm population	includes all members of a farm operator's household living on a farm in a rural or urban area.
grid	a system of survey lines running parallel to lines of latitude and longitude, used for the division of an area into counties, sections, lots, etc.
household	a family or a group of unrelated persons living in a dwelling.
House of Commons	the elected House of Parliament. Each member of the House of Commons is elected from one of Canada's federal electoral districts (FEDs or ridings). The most recent changes, which were determined by information from the 2001 Census of Population, called for the creation of an additional 6 federal electoral districts, increasing the number of Canada's elected officials in the House of Commons from 301 to 307.

immigrant population

people who are, or have been at one time, landed immigrants in Canada. A **landed immigrant** is a person who has been granted the right to live in Canada permanently by immigration authorities. Some are recent arrivals, while others have resided in Canada for a number of years. **Recent immigrants** are people who immigrated to Canada during the five years before the last census. **Asian-born** refers to people born in the Middle East as well as other parts of Asia. **Canadian-born** refers to people who are Canadian citizens by birth. Most were born in Canada, but a small number were born outside Canada to Canadian parents. (see non-permanent residents)

immigration

the act of entering a foreign country as a permanent resident.

immigration source areas

Immigrants to Canada were born in many countries all over the world. Statistics Canada has arranged these countries by six source areas: 1) North America (excluding Canada), 2) Central and South America and the Caribbean, 3) Europe, 4) Africa, 5) Asia and the Middle East, and 6) Oceania.

Internet

In 2006, census questionnaires can be completed and returned online.

labour force

refers to all persons aged 15 years and over, excluding institutional residents, who were employed during the week prior to Census Day. Also included are unemployed persons who looked for work in the four weeks preceding the census, those who were to start a new job within four weeks of the census or who were temporarily laid off.

mother tongue

the first language learned at home in childhood and still understood by the individual at the time of the census.

multicultural

having a number of distinct cultures existing side by side in the same country.

net farm income

as reported on the Census of Population questionnaire: gross farm receipts minus operating expenses such as wages, rents and depreciation.

non-farm work

(formerly called off-farm work) the number of days farm operators worked away from the farming operation at paid agricultural and non-agricultural work.

non-permanent residents

refers to people from another country who live in Canada and have work, student or Minister's permits, or are persons claiming refugee status in Canada at the time of the census. They are not included in the immigrant population and are less than 1% of the total population.

overcount (a noun)

those people who were counted more than once (e.g., people away from home who were counted at a hotel/motel as well as at their regular residence).

place of birth

the country in which a person was born, according to present boundaries.

population
the total number of people living in a given area. Population density refers to the number of persons per square kilometre.

privacy
refers to disclosing personal information on the census form. Providing personal information to anyone does involve some loss of privacy. However, in virtually any country in the world, it is recognized that the public benefits of accurate census data far outweigh this minimal loss of privacy; especially when the personal information is kept strictly confidential and is used only to produce statistics.

questionnaire
a document containing a series of questions. It is used to ensure that information is collected in a standardized manner and is usually designed so that the answers can be tabulated quickly.

rural
all territory outside urban areas, therefore with a maximum population concentration of less than 1,000 and a population density of less than 400 per square kilometre.

sample
part of something that can be used to represent the whole. For the census, a sample of one in five households in populated areas is asked additional questions. The combined characteristics of these households are representative of the entire population.

snapshot of the population
the census is sometimes described this way, or as a portrait of Canada.

stacked column
a column in a bar graph. The column is broken into proportional segments to total 100%.

statistics
numerical facts about people, the weather, business conditions, etc.; the science of collecting and classifying such facts in order to show their significance.

survey
a study made by gathering information in the form of statistics. Although the census is often referred to as Canada's largest survey, the terms *census* and *survey* really mean different things. In a census, a wide variety of information is gathered from the entire population. In a survey, information on a narrower topic is gathered from a smaller sample within the population.

undercount (noun)
the estimated number of persons who were *not* counted in the census.

urban
urban areas have minimum population concentrations of 1,000 and a population density of at least 400 people per square kilometre, based on the previous census population counts (2001). All territory outside urban areas is considered rural. Taken together, urban and rural areas cover all of Canada.

What is the census?

The census collects information on a wide variety of topics including age, sex, language, education, labour activities and others. The information is collected from every man, woman and child in Canada once every five years. The census encompasses an area of more than 9.2 million square kilometres, collecting information from over 12.7 million households and every farm operation in Canada. It is estimated that 32.5 million people will count themselves in.

When will the next Census be held?

May 16, 2006 is Census Day.

Why take a census?

The census tells us about the social and economic situation of the country — a kind of statistical portrait of Canada and its people. The information is used to make important decisions in areas such as health care, housing, employment, education, public transit, and much more.

Who will be included in the census?

Every household in Canada is included, as well as Canadians working overseas for the federal and provincial governments, Canadian embassies, Canadian Armed Forces, and their families.

How is the information collected?

Canada Post delivers 70% of the questionnaires during the first two weeks of May. The remaining 30% of questionnaires are delivered by census enumerators. One in five households receive the long questionnaire (2B), while the rest of the households receive the short questionnaire (2A). One person completes the form for everyone in the household and returns it online at www.census2006.ca or by mail by Census Day.

Cost

The total estimated cost of the 2006 Census in 2005 dollars is $567 million or $44.80 per household.

Questionnaires

The 2006 short form (2A) contains eight questions on age, sex, marital status and mother tongue. The long questionnaire (2B) contains 61 questions. 16,135,000 short questionnaires and five million long questionnaires in English have been printed. In French, 13,365,000 short questionnaires and 2,200,000 long questionnaires have also been printed. New for 2006 are questions on permission to use data from income tax records, a question asking whether the respondent would permit Statistics Canada to make their information public in 92 years and a question on where individuals received their highest level of education.

Legal Requirements and Confidentiality

According to the *Statistics Act*:
• A census must be conducted every five years.
• Every Canadian household must participate in the census.
• Every Statistics Canada employee must take an oath of secrecy not to reveal any information that could be traced to an individual.

Users of Census Data

All levels of government as well as business, labour, education, health care, agricultural, and social service sectors use census data to make informed decisions that affect the lives of everyone in Canada. This could include anything from calculating transfer payments to the provinces to determining the number of police in your community.

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, Ontario K1A 0T6
Fax: (613) 951-0930
E-mail: censuskit@statcan.ca

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

Census Day: May 16, 2006

Count Yourself In!

2006

Count Yourself In!
May 16, 2006

Activity 1:
Taking a Census

Suggested Level: **Elementary**
Subjects: **Art, Social Studies, Mathematics, Language Arts**

Overview

This activity introduces students to the concept of a census. Students relate the census to counting of households, in order to help them understand how and why a census is taken in Canada every five years. (1 class period)

Note: See the **Teacher's Guide** for general background on the census and census vocabulary.

Learning Objectives

- Explain the term census and name some of the information gathered by the census.

- Use counting techniques to take a census of their household and classroom.

- Collect information and organize data.

Vocabulary

Census, household, population

Materials

- Teacher's Guide

- Handout 1: *The Census Logo*

- Handout 2: *Taking a Census*

- Coloured pencils, markers, crayons (not included)

Getting Started

Explain to students that a census collects information on every man, woman and child in Canada every five years, on a particular day. We take a census every five years because the number of people in Canada is always changing. The next census takes place on May 16, 2006.

The numbers that the census provides are used to make important decisions. For example, playgrounds will be built close to where a lot of children live.

Census Activity

1. Distribute Handout 1: *The Census Logo*. Explain that the census logo shows a group of people. These people represent everyone who will be counted in the census on May 16, 2006. Have the students colour the census logo in the official census colours (yellow, red and green).

2. Tell the students that they are now going to take a census, and distribute copies of Handout 2: *Taking a Census*. Read the introduction with them and then have them answer the questions.

3. Ask the students to take the handouts home to remind their families of Census Day on May 16, 2006.

Statistics Canada   **Statistique Canada**

Canada

Extension/Enrichment

1. Have the students count the members of the class. They could then organize the data by sex, age, or other characteristics they are interested in. This could be done by having the students form groups for the characteristic in question (e.g., girls on one side, boys on the other). Have them re-group for each characteristic.

   The class should choose items of interest to the students. These could range from favourite colours to method of getting to school. The aim here is to have students recognize that almost anything can be counted and that the results influence decisions. For example, favourite colours could determine the colours for a new school crest; method of getting to school could determine the number of bike racks needed in the schoolyard.

2. Expand this activity by designating a few students as "census takers." Each census taker could be responsible for one particular item, e.g., favourite TV shows, types of pets, etc. The results could be listed on the chalkboard, followed by a discussion of the class profile.

   If desired, students could graph the results.

   Have the students create a bulletin board display of what they have done in class. Add pictures and drawings.

The census collects information on every man, woman and child in Canada, every five years, on a particular day.

The census tells us many things. It tells us how many people are old and how many are young. It tells us what languages people speak.

The answers we get from the census help us make important decisions. For example: How many children are there in your neighbourhood? Are there enough playgrounds for all these children? Do we need to build another playground?

On May 16, 2006 every household in Canada will be counted in the census. Can you take a census of your household? Be sure to count every person.

1. How many adults live in your household? _____

2. How many boys live in your household? _____

3. How many girls live in your household? _____

4. How many people in total live in your household? _____

Activity 2: Add! Don't Subtract! — A Complete Count

Count Yourself In!
May 16, 2006

Suggested Level: **Elementary**
Subjects: **Mathematics, Social Studies, Geography**

Overview

This activity shows students how the answers to the census are useful in decision making when they are totalled and associated with geographic areas.

Students will engage in activities which use a neighbourhood map, summarize data about persons in households, and make decisions based on the results of their calculations. (2 class periods)

Note: See the **Teacher's Guide** for general background on the census and census vocabulary.

Learning Objectives

- Define the term census.

- Summarize and verify a set of data.

- Use a simple model to make a decision.

- See how important decisions are affected when census information is not complete.

- Describe how people depend upon each other by seeing how the individual behaviour of some can affect everyone.

Vocabulary

Census, dwelling, population

Materials

- Teacher's Guide

- Handout 1: *Map of Centreville Neighbourhood*

- Handout 2: *Counting a Centreville Neighbourhood*

- Red pencils/markers (not included)

Getting Started

1. Introduce this activity by having a discussion of the vocabulary. Tell the students that they are going to be learning some important words. Begin with the word *census*. Ask the students if they know the meaning of this word.

2. Tell the students that a census takes place every five years in Canada. Ask them if they know when the next census will take place. As a follow-up question, ask why a census is taken every five years in Canada. (ANSWERS: May 16, 2006; to provide accurate and up-to-date information.)

Statistics Canada **Statistique Canada**

Canada

3. Explain the words *population* and *dwelling*. Ask the students why these are important words to know. Tell them that these words describe what is counted in a census. The census also collects information about people (such as age and sex).

4. Tell the students that they will see how census totals are used in making decisions.

Census Activity

1. Distribute Handout 1: *Map of Centreville Neighbourhood*. Go over the map with the students so that there is no confusion about the different shapes and their meanings.

2. Present the following story to the class:

   The mayor of Centreville wants to build a new park in the vacant block in the centre of your map. The park would be used by people in the surrounding neighbourhood. The mayor has posed this question: Is at least one-half of the population of the neighbourhood children and seniors? If yes, she would propose building the park. If no, she would agree to build a shopping mall for adults.

   You are the town planner. The mayor has given you a table that shows results from the census describing the ages of people in the neighbourhood. She has asked you to help her decide whether or not to build the park.

3. Distribute Handout 2: *Counting a Centreville Neighbourhood*. Tell the students that they will be totalling the numbers of children, adults and senior citizens living in Houses A to T.

4. Familiarize the students with the table. Emphasize that in order for the mayor to make her decision, the information must be totalled. A decision cannot be made just by looking at the information about the people in the neighbourhood.

5. Have the students calculate the total number of people in each house by adding across each row. Next, ask them to determine the total population of the neighbourhood by adding down the column titled *Total Number of People in Each House* (Answer: 55).

   Have students calculate the totals for each of the columns marked *Children, Adults, Senior Citizens* (Answers: 20, 25, 10). Have them write in their answers at the bottom of each column.

   Have the students cross-check their calculations by adding the total of the three columns together. The sum should equal the figure for the total number of people in the neighbourhood.

6. Ask the students which of their totals will answer the mayor's question. Ask them how they will arrive at their answer.

   The students only need to use the figures in the columns *Children* (20), *Senior Citizens* (10) and *Total Number of People in the Neighbourhood* (55). The question they must answer is: Are the number of children plus the number of senior citizens greater than or equal to one-half the total number of people in the neighbourhood, or is 20 + 10 equal to or greater than 55 divided by 2? The answer is yes. The park can be built on the centre block of the map.

Now Take Away Some of the Data

7. Explain to the students that they are now going to learn what happens when some people are not counted. They will repeat the process in steps 5 and 6, except this time, the census information they have to work with will not be complete.

8. Using the red pencils/markers, have the students put an X over Houses A, D, E, I and M on the map and cross out all the information from these houses on the table of information presented in Handout 1.

    Ask the students to imagine that in the census some people did not fill in their census questionnaires. The people in Houses A and E did not think they had to fill in their forms. The people in Houses D and I did not care about the census and the people in House M refused to return their form.

    Because people were left out of the census, the numbers describing the neighbourhood have changed. Ask the students to find out how much the information has changed. Ask them if the changes in information will change the mayor's decision.

9. Have the students repeat the calculations they did for the complete count. The new figures are: children (14), adults (21), senior citizens (5) and total number of people in the neighbourhood (40).

    Now the question is: Is 19 greater than or equal to 20? The answer is no. Because some people were not counted in the census, the mayor will build a shopping mall instead of a park, when in fact the park was needed.

    Discuss with the students how the decisions of a few people who left themselves out of the census affected the whole neighbourhood. See if they can apply the concept to their own community.

gas station   theater

grocery store   bank

A

B   C   D   E

bakery   grocery store

F   G

First Avenue

Maple Street

police
station

fire
station

school   town hall

?

Elm Street

H

I

J

K   L

Second Avenue

place of
worship

library

laundromat

S   R   Q   P

T

clothing store

N   M

O

place of
worship
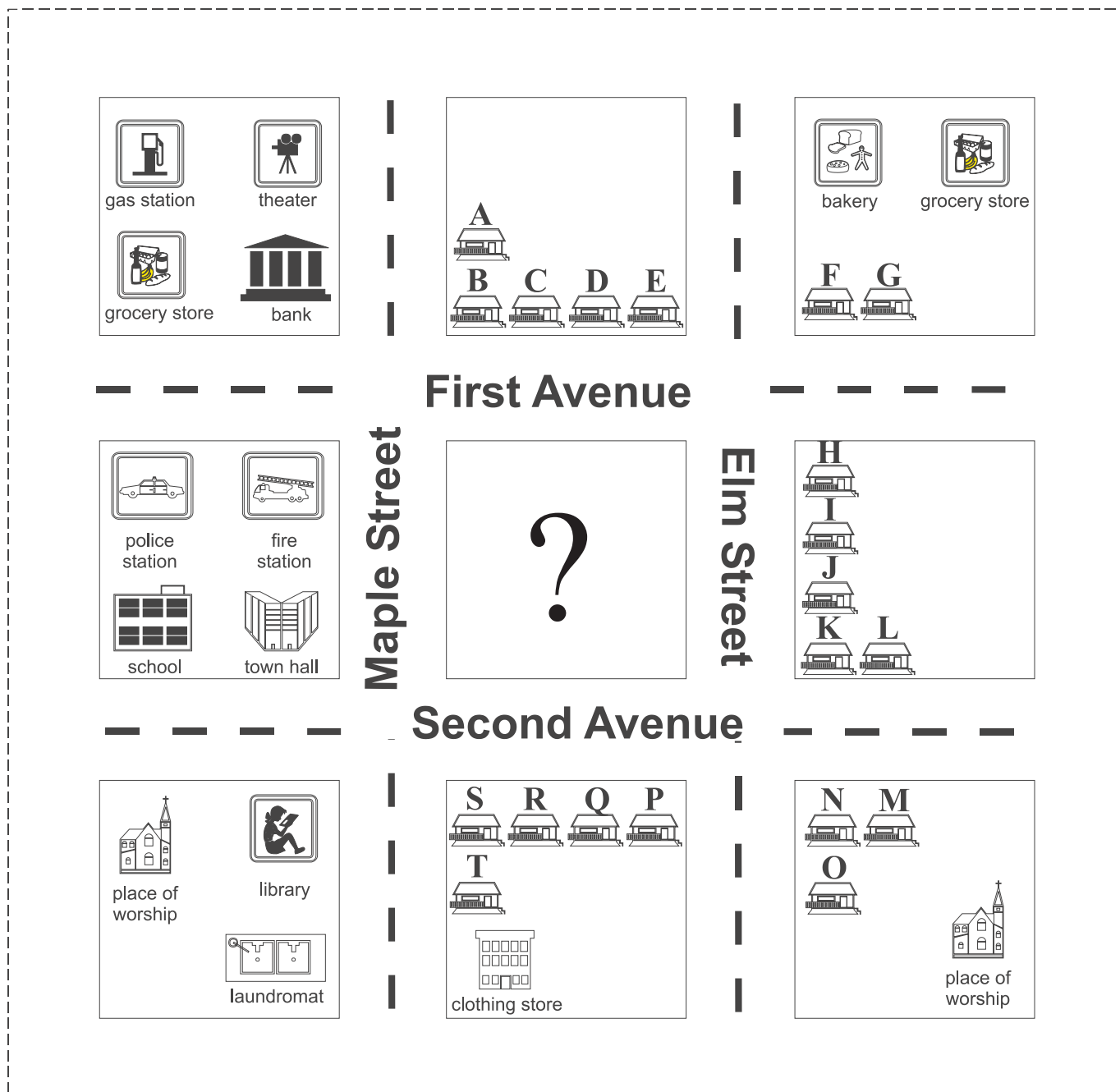
	Number of:			Total Number of People in Each House
	Children	**Adults**	**Senior Citizens**	
House A	0	0	3	
House B	0	1	0	
House C	3	1	1	
House D	3	2	0	
House E	0	1	0	
House F	0	2	0	
House G	3	2	0	
House H	1	1	0	
House I	2	1	0	
House J	0	1	1	
House K	2	3	0	
House L	0	2	1	
House M	1	0	2	
House N	3	2	0	
House O	0	0	0	
House P	0	1	0	
House Q	1	1	0	
House R	1	1	1	
House S	0	2	0	
House T	+ 0	+ 1	+ 1	
Total People By Age				
				Total People in the Neighbourhood

2006
Count Yourself In!
May 16, 2006

Activity 3:
Important Decisions Don't Just Happen!
Using Data to Plan Your Services

Suggested Level: **Intermediate**
Subjects: **Social Studies, Mathematics, Geography**

Overview

This activity gives students hands-on experience with census data, introduces them to data for small geographic areas, refines decision-making skills and demonstrates some of the actual uses of census data.

Accordingly, students will examine sets of imaginary data associated with several community services, decide which neighbourhoods would benefit most from each service, and illustrate their findings on a grid map. (1-2 class periods)

Note: See the **Teacher's Guide** for general background on the census and census vocabulary.

Learning Objectives

• Interpret a statistical table and a grid map.

• Sort and rank numeric values.

• Graphically display information on a grid map.

• Name at least one piece of information collected in a census.

Vocabulary

Census, census data, grid

Materials

• Teacher's Guide

• Handout 1: *Important Decisions Don't Just Happen!*

• Transparency of Handout 1 and coloured markers (not included)

Getting Started

1. Ask your students to imagine that they are the advisors to the town council in a community where three-quarters of the families have children younger than six years. What do they think would be the special concerns of residents in this community?

   Ask your students what special services they would advise the town council to include in its plans. The answers will vary but will probably include schools, day-care centres, playgrounds, libraries and health centres.

   Have students explain their recommendations. Point out that their decisions were influenced by the number of families with young children.

2. Explain to the students that real-life decisions also require this type of statistical data. The Census of Canada is an important source of such data. The census is conducted by Statistics Canada every five years and the next census will take place on May 16, 2006.

Spend time discussing the upcoming census with the class, especially how census data are used in the everyday life of the community. Census data are used at the local, provincial and federal government levels as well as by community organizations, businesses and individuals. (See Teacher's Guide, pp. 6-7)

3. Tell the students that they are going to have a chance to make some decisions for another imaginary community using the type of data that is produced in a census.

Census Activity

1. Distribute the **handout** and have a student read aloud for the class the three paragraphs under the first question: *How many school-aged children are there in your community?*

2. Explain to the students that they are going to be researchers at Data-R-Us. Their task will be to select the best neighbourhood in the town of Petunia for some new community services.

3. The length of this activity may warrant conducting part of it aloud. You may also want to take the students through the tables.

    It helps to copy **Table 2** and the **map** with its legend on the chalkboard or on overhead transparencies.

    Students could link the patterns in the legend with the numbers selected from Table 2 by using different coloured markers.

4. This exercise lends itself to group work. Divide the class into groups of three to five students and have them determine where to locate the services on the map.

Note: The selection of the medical centre area is both the hardest and the easiest for the students to locate. They must look for high numbers in two table categories (*People - 15 years and under* and

People - 65 years and over) at the same time. By solving the playground and seniors' centre sections of the exercise and overlapping the patterns where appropriate, the medical centre area magically appears.

5. Once your students have correctly identified the best group of neighbourhoods for each service, ask them to pinpoint (within that group) where the service should be located (using the letters A to D and a solid line for the bus route).

    The location should be the spot that makes the service most accessible to all the people in the selected group of neighbourhoods. These locations have been identified for you on the answer sheet's map (p. 3).

Extension/Enrichment

1. Have your students discuss other census data that would be important in researching the best location for these services. Of course not all other important data are necessarily census-related. Availability of land, land prices in the community, existing street patterns and the present locations of similar services will be considered in the selection of a site.

2. Ask your students to visit the Statistics Canada Web site (www.statcan.ca) and research census data on the age distribution of their own community and province under the "Community Profiles" button. Then, have the students report on any new services that have become established. Why are these new services located where they are? Municipal offices, chambers of commerce and provincial development agencies are good sources of current information. Local businesses that have moved away or that have not succeeded could also be investigated.

TABLE 2: CENSUS DATA

Neighbourhood	(Playground) People - 15 years and under	(Seniors' Centre) People - 65 years and over	(Bus Routes) Total Population
1	**175***	79	334
2	**170***	**190***	450
3	5	**250***	312
4	95	145	**520***
5	**171***	94	470
6	**150***	**201***	440
7	65	**220***	335
8	84	98	**522***
9	20	100	207
10	27	5	171
11	90	78	**568***
12	75	43	**608***
13	17	76	192
14	15	22	169
15	120	11	**632***
16	20	1	163

* highest number of people in each category

Census Map of Petunia
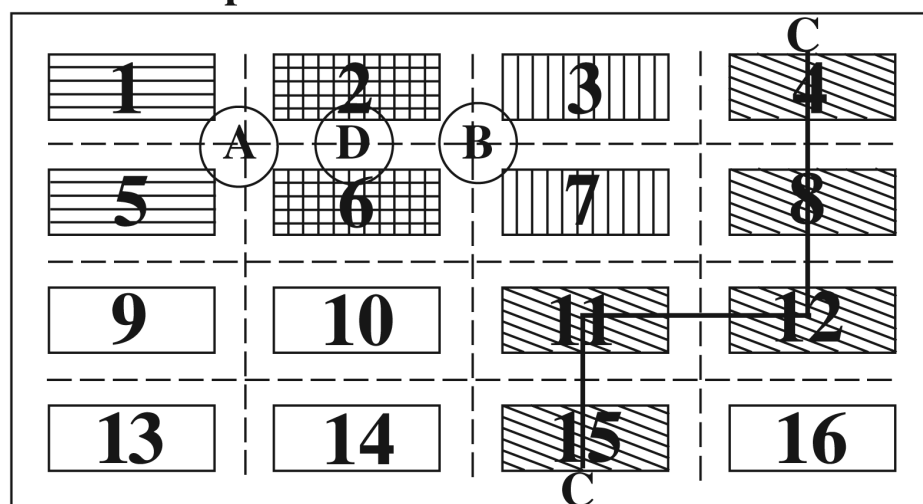
Legend - Best Locations

playground (A)

seniors' centre (B)

bus route (C)

medical centre (D)

How many school-aged children are there in your community?

Your community is growing and more young families are moving in. Are there enough schools to look after the extra children, or should your school board think about building more?

This kind of decision is made every day using census data. Decisions can be made by guessing; sometimes the guess would be right but more often it would be wrong.

In today's world, millions of dollars can be lost on a guess. That's why people need facts to make decisions. For example, retail businesses use data, to help choose new locations or add new products. More and more often they turn to data that have been gathered by the census.

What if you wanted to find a location for a sailboard store?

Your choices are: Vancouver, British Columbia; Montreal, Quebec; or Toronto, Ontario. How would you choose? You would want to find out which city has the most days that are sunny, the best winds, and available waterfront. And once you have chosen the city, what spot would you pick for your store? Who buys sailboards anyway?

The following exercise asks you to make some choices.

In your job at Data-R-Us, you help clients make decisions using census data. Your boss comes into your office with requests from two clients who want to find the best location in Petunia for some new services. You have the job of researching the best areas in the city for each service.

The first request is from the town council, which has been given money to build a new playground and a new seniors' centre. As well, the council has the money to buy a new bus and start a new bus route.

The second request comes from the Get Well Medical Clinic. This company wants to expand into Petunia and is looking for a location close to large numbers of children and seniors.

Imagine that you have looked at the census report on Petunia and have picked the data that best describe the people who will use the services. **Table 1** is the result of this effort. Take a moment to study the table.

TABLE 1		
Service	**Who needs the service**	**Census Data**
playground	children	people - 15 years and under
seniors' centre	seniors	people - 65 years and over
new bus route	workers	total population
medical centre	children and seniors	people - 15 years and under people - 65 years and over

You have census data for different parts of Petunia. The city is divided into 16 parts or neighbourhoods. They are numbered 1 through 16. You also have a **census map** of the city showing you where the 16 neighbourhoods are located.

Imagine that you have now made a second table from the census report on Petunia.

On this table you have listed census data for each of Petunia's 16 neighbourhoods. For each neighbourhood you have listed ONLY the census

data you felt were needed to help the town council and the Get Well Medical Clinic set up their new services. **Table 2** is the result of this effort.

For your research you decided that the best location for each service would be determined by finding the neighbourhoods with the largest number of people who need the service.

TABLE 2: CENSUS FACTS			
Neighbourhood	People - 15 years and under	People - 65 years and over	Total Population
1	175	79	334
2	170	190	450
3	5	250	312
4	95	145	520
5	171	94	470
6	150	201	440
7	65	220	335
8	84	98	522
9	20	100	207
10	27	5	171
11	90	78	568
12	75	43	608
13	17	76	192
14	15	22	169
15	120	11	632
16	20	1	163

For example, Table 1 tells you that children need the playground. By looking at the *People - 15 years and under* column in Table 2, you will see that Neighbourhood 1 has the most children. Neighbourhood 1 will be one of the best locations for the playground.

Once you have decided which neighbourhoods a service should be located in, mark them on the census map. Do this by filling in the squares for each neighbourhood with the pattern for the service. (The patterns for each service are shown in the legend.) Neighbourhood 1, one of the choices for locating the playground, has already been marked for you.

Now find the next best neighbourhood for a playground. Mark it on the census map. Complete your job of finding the best locations for the remaining services using Table 1, Table 2, and the map.
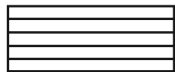
In addition to the **two** best neighbourhoods for the playground, you must find:

• the **two** best neighbourhoods for the seniors' centre

• the **five** best neighbourhoods for the bus route

• the **two** best neighbourhoods for the medical centre.

Census Map of Petunia

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
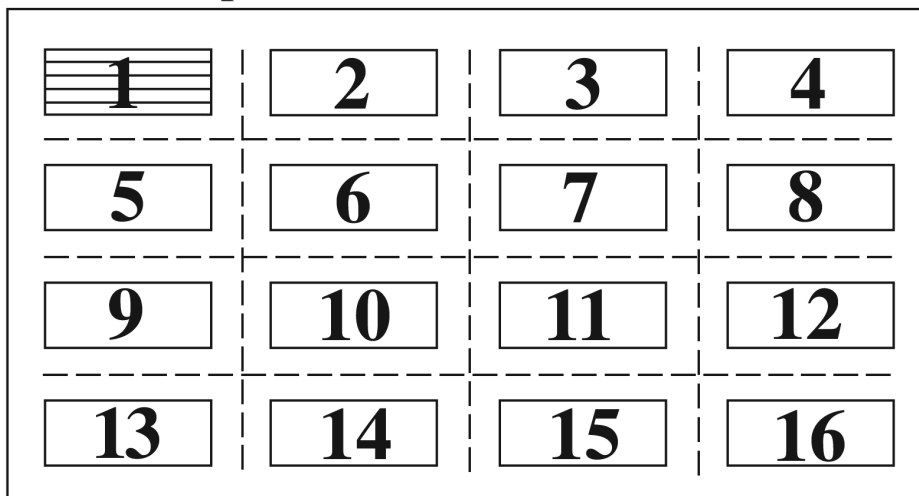
Legend - Best Locations

playground (A)

seniors' centre (B)

bus route (C)

medical centre (D)

Census Day: May 16, 2006

Count Yourself In!

2006

Count Yourself In!
May 16, 2006

Activity 4:
Where Do We Come From?

Suggested Level: **Intermediate, Intermediate ESL**
Subjects: **ESL, Geography, Social Studies, Language Arts**

Overview

This activity makes students aware of the places of birth of people who immigrate to Canada. Students will gain an understanding of the multicultural nature of Canadian society by examining the cultural diversity present within their classroom. As an Extension/Enrichment exercise, they can look at how immigrants contribute to our society. (1-2 class periods for main activity)

Note: See the **Teacher's Guide** for general background on the census and census vocabulary.

Learning Objectives

- Develop an awareness of the places of birth of people who immigrate to Canada.

- Understand how this information is gathered through a census.

- In a group, locate their place of birth on a world map.

- Express/understand personal experiences of immigration to Canada through pictures or stories.

- Recognise the contributions that immigrants have made and continue to make to Canadian society.

Vocabulary

Census, diversity, emigrate, immigrate, immigration source areas, multicultural, place of birth

Materials

- Teacher's Guide

- Handout 1: *Where Do We Come From?*

- Handout 2: *How Immigrants Contribute to Canada*

Getting Started

1. Using the background information provided in the Teacher's Guide, tell students about the census and explain that the next one takes place on May 16, 2006. Mention the importance of immigration information that the census gathers. The data are used to provide services to immigrants.

2. Explain to your students that one of the questions asked in the census is: Where were you born? In this way, we know where people come from and how many come from each place.

Statistics Canada   **Statistique Canada**

Canada

Census Activity

1. Ask your students to name the country in which they were born and find its approximate location on the world map in Handout 1: *Where Do We Come From?* Tell them to write in the name of their country near its location.

   Ask students to draw an arrow connecting their place of birth to where they live now in Canada. (Maps can be displayed so that students can see the various places of birth of their classmates.)

2. Ask your students to colour the stacked columns in the graph and the map according to the colour key.

3. Do a mini-census of the classroom counting the total number of students from each country. Display the results on the blackboard or a chart.

4. (a) In a class that includes students who have immigrated to Canada: invite students to share their experiences of immigrating to Canada with the class (see the questions suggested in 4 (b).

   (b) For a class of students who were all born in Canada:

   Invite a person who immigrated to Canada to visit your class. Students with parents, grandparents, or neighbours who are immigrants, could ask them about their experience, and report back to the class with the stories they have gathered.

   Here are a few QUESTIONS you can use as examples (the census asks similar questions about language and where you were born): Where were you born? How long ago did you come to Canada? Why did you come? When you immigrated to Canada, were there others who came here at the same time?

Did you already speak English or French when you came to Canada? What language(s) did you learn as a young child? Do you still speak it (them) now?

Did you play the same or different games? Tell us about your culture's art and music. What was the most important thing you brought with you when you came here? What did you find hardest to learn or adjust to in Canada? What do you like best about living here?

5. Have each student write and/or draw a story about immigrating to Canada.

Extension/Enrichment

1. Ask your students to put these stories together in a book format. Each student's story can be a chapter in the book.

   Using Handout 2: *How Immigrants Contribute to Canada*, prepare your students to research a source area and country of their choice. The work could be done individually or in groups.

2. Ask your students to visit the Statistics Canada Web site (www.statcan.ca) and research the immigration characteristics of their community and their province under the "Community Profile" button. Ask them to draw a chart using the census data.
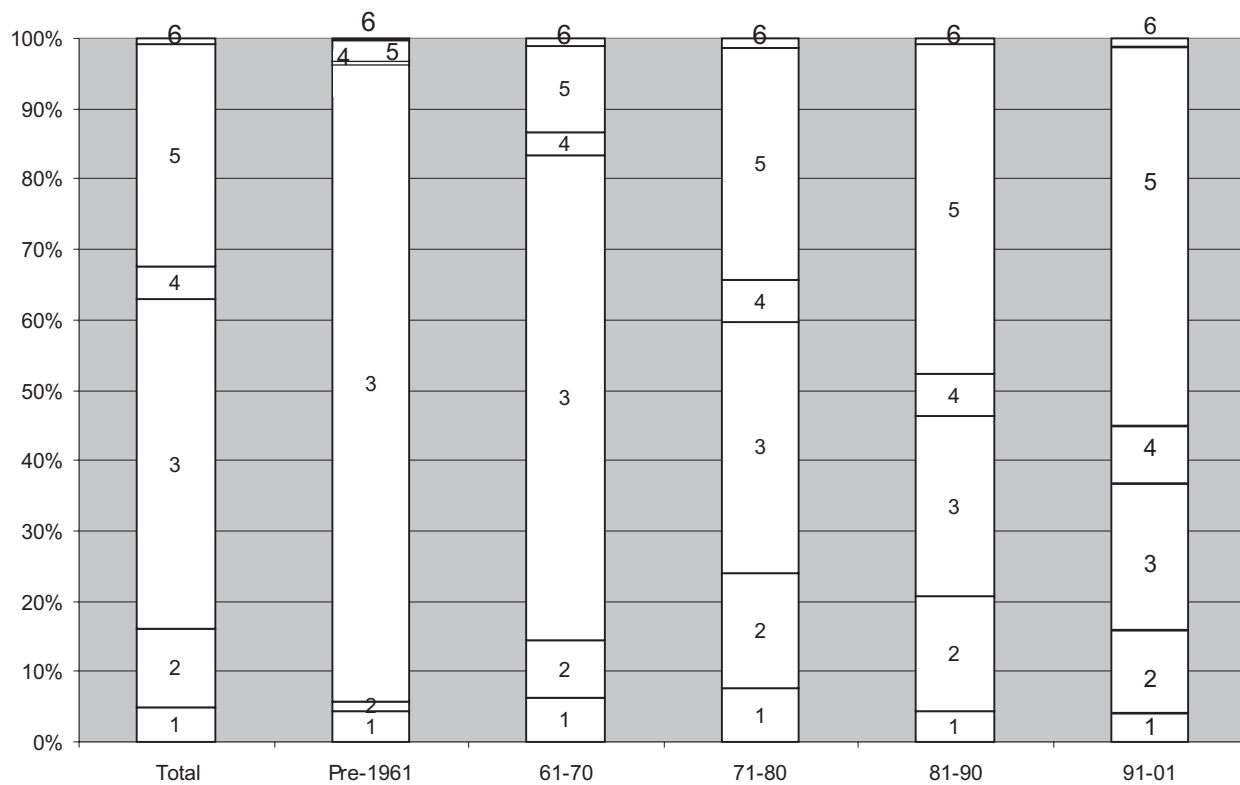
Map of Immigration Source Areas

Colour Key

1. North America (excluding Canada). . . . . red
2. Central and South America, and the Caribbean. . . green
3. Europe. . . . . yellow

4. Africa. . . . . blue
5. Asia and the Middle East. . . . . orange
6. Oceania and other. . . . . purple

GRAPH 1: Immigrant Population by Place of Birth and Period of Immigration

Colour the Stacked coloumns and the map.

Colour Key Legend

1. North America (excluding Canada) ☐ (red)

2. Central and South America, and the Caribbean ☐ (green)

3. Europe ☐ (yellow)

4. Africa ☐ (blue)

5. Asia and the Middle East ☐ (orange)

6. Oceania and other ☐ (purple)

Activity 4

Pick an immigration source area that you would like to research online and circle its name.

| Africa | Asia and the Middle East | Europe | Central America, South America, and the Caribbean | North America | Oceania |

1.   Using an atlas or a wall map, name some countries that are located within your immigration source area.

1._____   3. _____

2._____   4. _____

2.   Name some large cities within the countries you listed in Question 1.

1._____   3. _____

2._____   4. _____

3.   Pick a country within your immigration source area and do some research online. Write down the most interesting things you find out. Include things such as special customs, festivals, foods, etc.

Country: _____

_____

_____

4. (a) List some people you know who have immigrated to Canada and tell where they came from. These people could be friends or classmates, or people you know in your neighbourhood. They could be either adults or children.

Name: _____From: _____

Name: _____From: _____

Name: _____From: _____

  (b) Think of the names of some well-known Canadians you've read or heard about, both past and present, whose families immigrated to Canada.

Name: _____From: _____

Famous for: _____

Name: _____From: _____

Famous for: _____

Census Day: May 16, 2006

2006

Count Yourself In!

2006
Count Yourself In!
May 16, 2006

Activity 5:
Agriculture at a Glance

Suggested level: **Secondary (5A, 5B, 5C), Intermediate (5A, 5B, 5C), Elementary (5A, 5C)**
Subjects: **Theatre Arts, Mathematics, Geography, Science, Language Arts, History, Economics, Family Studies**

Overview

This activity introduces students to the Census of Agriculture. It helps them to understand why a detailed picture of Canada's most important primary industry is needed every five years. Students will begin to appreciate the place of agriculture in today's society and its affect on their own lives. Three activities round out the lessons for various age levels.

In activity 5A, students write a short play and assume the roles of a farm family struggling to make important business and family decisions in a changing world.
(1-2 class periods)

In activity 5B, using real statistics students can measure and compare the size of their classroom or school to the size of an average Canadian farm.
(1 class period)

In activity 5C, a short matching game encourages students to recognize various types of bread made with grains grown on Canadian farms.
(1/4-1/2 class period)

Note: See the **Teacher's Guide** for general background on the census and census vocabulary. Census of Agriculture vocabulary is provided in Handout 1.

Learning Objectives

• Develop an awareness and appreciation of agriculture as a vital and changing industry in Canada.

• Learn cooperation by working in small groups.

• Express ideas through developing and playing roles in a short play.

• Appreciate that statistics represent real people and their actions.

Materials

• Teacher's Guide

• Handout 1: *The Changing Face of Canadian Agriculture*

• Activity 5A: Handout 2: *Create a Play*

• Activity 5B: Calculators, Handout 3: *Land Size Conversions and Comparisons*

• Activity 5C: Handout 4: *Breads of the World: A Game of Ethnic Breads and Canadian Grains*

Statistics Canada   **Statistique Canada**

Canada

Getting Started

Explain to your students that the next census takes place on May 16, 2006. Begin with a general discussion of the census — what it is and how it is carried out. (See Teacher's Guide.) Distribute Handout 1: *The Changing Face of Canadian Agriculture* to your students.

Besides saving money, conducting the Census of Population and the Census of Agriculture at the same time every five years allows us to combine the data so we can compare the farm operator to the general population. By looking at current trends, we can predict what is likely to happen in the future.

Explain how the charts indicate trends. Take turns reading aloud in class. Discuss the trends in farming that were identified through the reading. These include:

- the decreasing number of farms
- the move to larger, more specialized farms
- the increase in the use of technology and computers
- management of farms by men and women
- the education and aging trend
- new data on farm-related injuries
- farm income and motivation for non-farm work
- why more farm women work off the farm

Choose an activity from 5A, 5B, and 5C.

Census Activity 5A
(1-2 classroom periods)

Divide the class into small groups. (The preferred group size is four, but the exercise can be conducted by a group of three.)

Distribute Handout 2: *Create a Play* and read through the scenarios with the class.

Census Activity 5B
(1 classroom period)

Distribute Handout 3: *Land Size Conversions and Comparisons*.

Have students convert the figures provided in the Table in Handout 3 – and add your school's figures. Students will require the data on the size of the school grounds or the classroom if time is not available to calculate it. Review the steps to writing numbers in scientific notation.

Answers to Activity 5B

	Acres	Hectares	Square metres
Standard prairie field	160	64.78	647,773
Urban lot for a house	0.22	0.09	880
Average size of a census farm in Canada in 2001	675	273.37	2,702,080
Average size of a census farm in Newfoundland and Labrador in 2001	155.95	63.11	623,800
Average size of a census farm in Saskatchewan in 2001	1,282.74	519.1	5,130,960
Your school grounds*			
Your classroom*			

* Numbers will vary for the sizes of classroom and school grounds. The idea is to be able to visualize the space of a hectare or acre.

1. The formulas are: 1 acre [a.] = 0.405 hectare; 1 hectare [ha] = 2.47 acres; and 1 hectare = 10,000 square metres [m^2].

2. The size of the classroom should be measured in square metres.

Census Activity 5C (a short game)

Using Handout 4: *Breads of the World: A Game of Ethnic Breads and Canadian Grains*, match the bread name to its grain and description.

Answers: K, J, I, H, G, F, E, D, C, B, A (A-K backwards)

Extension/Enrichment

Organize a field trip to a nearby farm to study the farm operation and interview the farm operators.

Invite a guest speaker to class to talk about farming from his or her perspective. Ask a retired farmer, a student from an agricultural college, an agricultural scientist, a representative from provincial agricultural offices or laboratories, a real-estate agent, a farm auctioneer or a practising farmer to come in.

To expand on Activity 5C, ask the students to bring in samples of the grain products in the main activity. Bake some bread!

Thirty-eight lessons were designed to compliment the 2001 edition of *Canadian Agriculture at a Glance*. Each lesson corresponds with one article (also provided in PDF format) and focuses on secondary school curricula in the following subject areas: Family Studies/Home Economics; Geography; History; and Science. When online, access the lesson plans at www.statcan.ca/english/kits/agric04/lesson.htm Census of Agriculture data are available at www.statcan.ca/english/agcensus2001/index.htm.
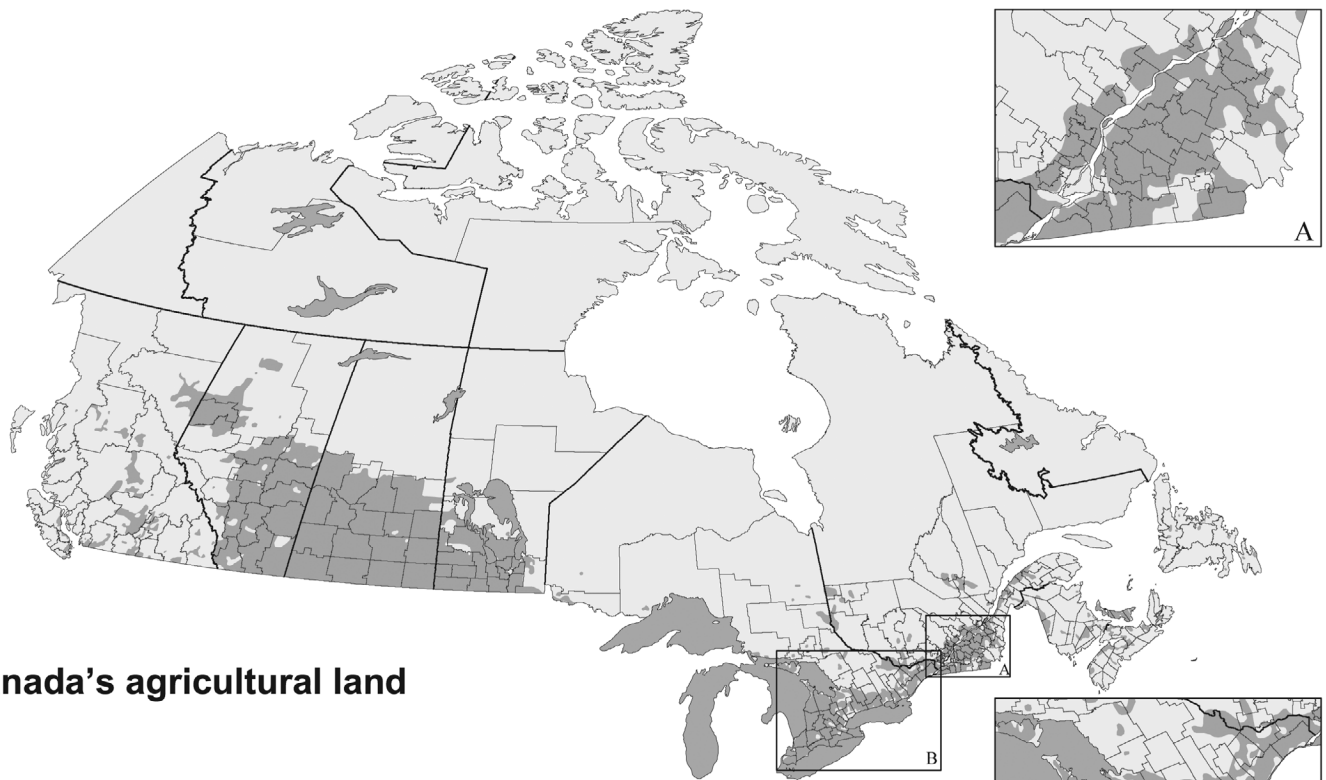
Canada's agricultural land

2001 agricultural ecumene   Non-agricultural area   _____ Census division boundary

Source: Statistics Canada, *Canadian Agriculture at a Glance*, 2004
Catalogue no. 96-325-XPB

A

B

1. APPRECIATING AGRICULTURE

Words You'll Need to Know

biotechnology: a science that relates biology to technology
diversification: giving variety to, expanding into different fields
subsistence: a livelihood, a means of staying alive
BSE: Bovine Spongiform Encephalopathy, or "mad cow disease"

If you're not living on a farm, studying agriculture or working in the food industry, what has Canadian agriculture got to do with you? Plenty! Canadian farms are where most of your food comes from, as well as many essential non-edible products you use daily. Our farms are also part of one of Canada's major industries: from the farmer's field to your grocery checkout, the agri-food industry employs hundreds of thousands of people and contributes billions of dollars to the economy. Every five years the Census of Agriculture gives us an updated snapshot of Canadian farms and the lives of the people who live and work on them. A **census farm** is defined as an agricultural operation producing at least one agricultural product for sale.

Gross farm receipts is the total revenue from all farming activities before deducting any expenses. This is an important concept that can be used to distinguish farmers whose operation is a business and their livelihood from those who farm as a sideline or lifestyle choice.

Land Area

Farms in Canada cover a surprisingly small area. The farmland you see out the car window on the highway may seem limitless, but in fact only 7% of Canada's land mass is used for farming. That's about 68 million hectares, or about three times the land area of Great Britain. Take a look at the map. (To give you an idea of the size of a hectare, keep in mind that 1 ha is 10,000 square metres, more than one-and-one-half times the size of a Canadian football field, and almost two-and-a-half times the size of an acre.)

Fewer, Larger, More Technologically Advanced Farms

Farming in Canada has come a long way from the small, subsistence activity it once was. Improvements in equipment, management practices, feed, fertilizer, and plant and animal breeding have made production soar.

Compared with 60 years ago, today's farms are larger, but there are fewer of them. This has been the trend since 1941, when farms peaked at almost 733,000. In 1991, the Census of Agriculture recorded 280,000 census farms (those that produce agricultural products intended for sale), down 4.5% from the 1986 figure.

While the decline between the 1991 and 1996 censuses was the smallest ever at 1.2%, it picked up again between 1996 and 2001 with numbers falling 10.7%. In 2001, the Census of Agriculture recorded 246,923 census farms. While their overall numbers were down, farms have been getting bigger in terms of gross sales. Only farm operations in the receipts category of $250,000 or more grew in terms of farm numbers over the five-year period. In 2000, they represented 34,139 farms, an increase of 32.0% from 1995. While they accounted for only 13.8% of all farms in Canada, they had 68.1% of all gross receipts reported.


Steady decline in census farms since 1941
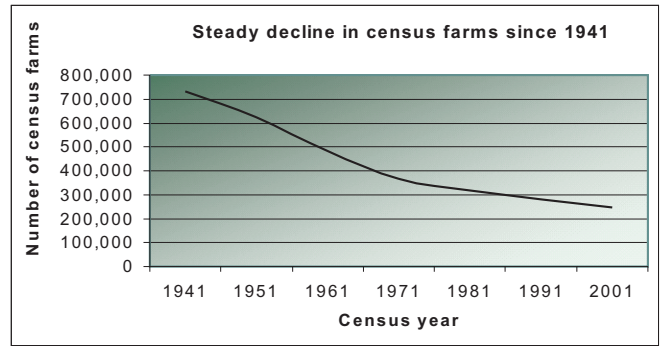
Technology@thefarm

Large farms call for major investments in buildings and machinery and demand sophisticated know-how. Today's farmer makes use of the latest technology — everything from computers for farm management to biotechnologies. The specialized buildings, machinery and equipment required to be an efficient agricultural producer have led the transition to larger, more specialized farms.

The share of farms using a computer to help manage the farm has doubled every five years since 1991. In 2001, it stood at almost 40%, compared with 21% in 1996. The higher the receipts, the more likely a farm was to have a computer. In 2001, more than two-thirds of farms with receipts of at least $250,000 used a computer in some capacity to manage their farm.

Computers Continue to Grow in Importance for Farm Management

% of farms with a computer by total gross farm receipts class
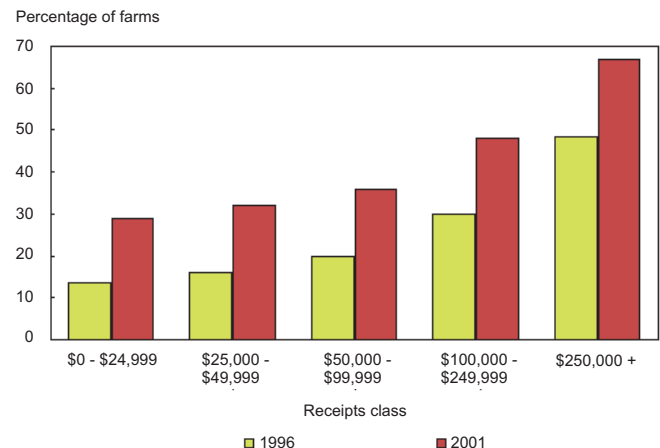
Types of Farming

A wide variety of farming takes place in Canada. Livestock products include hogs, poultry, dairy cattle and beef cattle. Although wheat is still popular, more and more Canadian farmers are growing a variety of other crops. These include oats, dry field peas, mustard seed, canary seed and dry coloured beans. Farmers are also growing other grain and oilseed products such as canola, barley, rye, corn, soybeans, and flax. Other crops include vegetables, fruits, root crops, tobacco, and forest products.

Specific types of farming are associated with certain provinces — potatoes in Prince Edward Island, corn in Ontario, wheat in Saskatchewan, beef in Alberta — but such generalizations create inaccurate pictures of farming in Canada. Table – Agriculture Profile of Canada, on page 9, gives a clearer picture of agricultural practices in each province. In fact, if you look at where different types of farming are located in Canada, it is clear that diversification, or producing a variety of products, is common within each province.

Production and Consumption Trends

The types and quantity of farm goods Canadians produce depend very much on consumer demand, both at home and abroad. Grains and oilseeds continue to be key products, particularly for the export market.

Production of canola, Canada's major oilseed, rose significantly in the 1980s and 1990s. The global market for this high-quality edible oil will likely continue to expand.

Farmers reported record levels of both cattle and hogs as of May 15, 2001. The number of cattle on Canadian farms rose 4.4% between 1996 and 2001, to a record 15.6 million head. The number of hogs also reached record highs, at 13.9 million — a 26.4% jump.

Shortly after the 2001 Census was completed BSE was discovered in a Canadian cattle herd. The subsequent loss of markets has caused a great deal of hardship for many in the agricultural sector. The 2006 Census of Agriculture will help to establish just how farmers have been affected and how they are reacting.

2. WHO'S DOWN ON THE FARM?

In 1941, just under 3.2 million people lived on farms, more than 25% of Canada's overall population. Since the Second World War, the proportion of people living on farms has dropped drastically. At the time of the 2001 Census of Agriculture, Canada's farm population was 727,125, about 2.4% of the overall population.

Between 1991 and 1996 the farm population declined 1.7%, while between 1996 and 2001, it declined 14.6%. Farm families are getting smaller, which is one reason for the decline in the farm population. At the same time, there are proportionately more seniors operating farms.

The 2001 Census counted 32,995 farm operators who were immigrants, about one-tenth of the total number of farmers. Between a third and one-half of immigrant farmers from the Netherlands, the United Kingdom and Germany, the three most frequent countries of birth for immigrant farmers, came to Canada before 1961.

Farm Operators — Men and Women

Between 1996 and 2001, the number of farm operators in Canada declined 10% to 346,200, which mirrored a 10.7% decrease in the number of farms. A farm operator is defined as a person responsible for the day-to-day management decisions in the operation of a census farm or agricultural operation.

Women represented just over one-quarter of all farm operators, virtually the same proportion as in 1996.

British Columbia reported the highest share of female farm operators (36%).

The management profile of Canada's farms changed little between census years. Just under two-thirds of Canada's farms were run only by men in 2001 (63%). Women ran the operation on 5% of farms, while the remaining 32% were operated by male-female teams.

Women were best represented on sheep and goat farms and on specialty livestock operations. They tended to manage smaller farms than men both in terms of area and sales. Compared with their female counterparts, men made up the highest percentage of operators on field-crop operations, and managed farms with higher sales.

Over one-third of operators in British Columbia were female in 2001
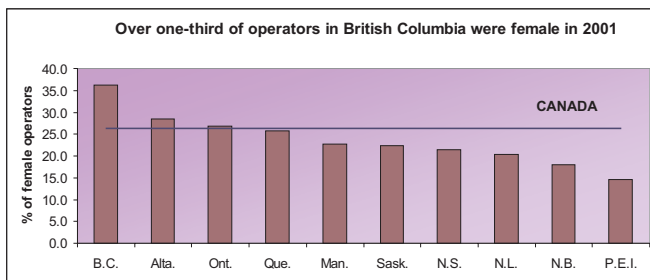
Increased Education

Farmers on the whole were better educated in 2001 than they were 20 years earlier. In addition to university education, many opted for some form of non-university postsecondary education such as an agricultural college.

In 2001, 11.5% of farmers of all ages had university education, compared with 28.5% with non-university postsecondary education. A number of factors may explain the preference for non-university, for example: 1) the time a university education requires away from the farm; and 2) the practical approach of college courses towards animal care and field techniques. This same trend was more evident in farm operators under the age of 35; 37.7% had a non-university postsecondary education, more than three times the 11.7% who went to university.

Female farm operators had more schooling than male farm operators. Nearly one-third of female farm operators (32.0%) had some non-university postsecondary education, while 14.4% had a university education. By comparison, 27.3% of male operators had a non-university postsecondary education, while 10.4% had a university education.

Aging Trend

Farm Operators: Older than the General Labour Force

An aging trend has been occurring among farm operators as well as in the general working population. About 88% of all farm operators were over the age of 34 in 2001, up from 84% five years earlier. At 48.4 years of age, the average female operator was two years younger than her male counterpart (50.4).

Over one-third (35%) of farm operators were aged 55 and over in 2001. By comparison, people aged 55 and over accounted for only 12% of the general labour force in 1996. Farm operators tend to be older on average than the general working population since they retire later. Often an older farmer will pass the farm down to the next generation, or scale back production while remaining an active farm operator. As well, those who retire from a non-farm job may continue to farm as a retirement activity, thus contributing to a higher average age.

Injuries

A farm can be a dangerous place to work and live. On average, 108 work-related fatalities occur on farms annually, according to the Canadian Agricultural Injury Surveillance Program. Children under the age of 15 account for about 10% of these fatalities.

In 2001, the Census of Agriculture collected data about farm-related injuries sustained by farmers. The census found that more than 11,000 operators or 3.2% of the total were injured on the farm in 2000, the last full year prior to the census. Farmers on livestock farms had higher injury rates than those on other types of farms. Male operators were nearly twice as likely to be injured as their female counterparts. The injury rate for men was 3.7% compared to 1.9% for women.

Majority of Operators Work Only on the Farm

The majority (55.5%) of farm operators worked only on the farm in 2000, up slightly from 1995. Only marginally more female farm operators reported working off the farm than their male colleagues in 2000. Those with non-farm work included two groups of operators, those who worked off the farm or operated another business to help make ends meet, as well as those who had non-farm work and farmed as a sideline or hobby.

Families on Unincorporated Farms

Wages and salaries remained the biggest source of income for farm families on unincorporated farms. In 2000, wages and salaries accounted for 57 cents of every dollar in total farm income. Net farm income was the second highest contributor to total family income at 18 cents of every dollar.

One reason that wages and salaries have grown in importance is the volatility of agricultural prices. Over time, farm families have diversified their income sources by seeking work off the farm as one way to stabilize their total income. For other families, farming could be considered a secondary occupation or even a hobby, and is not expected to provide the family with significant disposable income.

Those families who earned at least half their income in agriculture were more likely to be involved in dairy, hogs, poultry and egg, wheat, or grain and oilseed farming.

More Farm Women Work Off the Farm

Women have always played an essential role on Canadian farms. Now they are playing more of a role in their surrounding communities, as more farm women are working off the farm. In 1971 approximately 45% of all Canadian women (between the ages of 15 and 64) were in the labour force. Of all farm women, 43% were in the labour force. By 2001, 70% of all women (between the ages of 15 and 64) were in the labour force. For farm women the proportion had jumped to 83%.

Is it only a paycheque that has lured women off the farm? That's important, but other reasons factor in too. Agriculture is changing, and with it the traditional role of "farm wife." Small family-run operations such as dairy farms are giving way to larger operations. Mechanization and hired labour — both essential on large crop or livestock operations — have changed the traditional roles of women and other farm family members.

Today proportionately more farm women hold diplomas and degrees. Having a postsecondary education affords more options in terms of off-farm work. The numbers back this up. In 2001, 29% of farm women between 15 and 64 with a non-agricultural job had completed postsecondary education, compared with 24% of women working on the farm.

TABLE - Agricultural Profile of Canada

Highlight the highest figure in each column.
Circle the lowest figure in each column.

Farms reporting total gross farm receipts of $2,500 or more, classified by farm type, by province, 2001

	Total number of farms reporting	Dairy	Cattle (Beef)	Hog	Poultry and egg	Wheat	Grain & oilseed (except wheat)	Field crop (except grain& oilseed)	Fruit	Miscel- aneous specialty	Livestock combi- nation	Vege- table	Other combi- nation
							#						
Canada	230,540	18,574	67,814	7,148	4,394	15,249	52,648	17,286	6,560	28,315	4,991	2,890	4,671
N.L.	519	59	46	8	33	-	-	55	23	155	12	76	52
P.E.I.	1,739	309	455	94	22	14	43	461	91	114	35	42	59
N.S.	3,318	375	828	65	111	1	15	242	653	757	73	97	101
N.B.	2,563	320	718	79	47	4	26	433	304	494	33	54	51
Que.	30,539	8,594	5,159	2,193	756	56	3,129	1,700	1,042	6,200	309	802	599
Ont.	55,092	6,414	13,669	2,454	1,609	395	12,863	4,531	1,733	7,301	1,617	1,233	1,273
Man.	19,818	600	7,232	968	284	2,007	5,325	1,276	72	1,318	355	62	319
Sask.	48,990	332	12,078	293	113	8,992	21,736	2,055	48	1,706	756	38	843
Alta.	50,580	776	22,939	848	446	3,718	9,327	4,725	73	5,495	1,165	70	998
B.C.	17,382	795	4,690	146	973	62	184	1,808	2,521	4,775	636	416	376

- nil or zero

Farms reporting total gross farm receipts of $2,500 or more, classified by farm type, by province, 2001

	Total number of farms reporting	Dairy	Cattle (Beef)	Hog	Poultry and egg	Wheat	Grain & oilseed (except wheat)	Field crop (except grain& oilseed)	Fruit	Miscel- aneous specialty	Livestock combi- nation	Vege- table	Other combi- nation
	#	%	%	%	%	%	%	%	%	%	%	%	%
Canada	230,540	8.1	29.4	3.1	1.9	6.6	22.8	7.5	2.8	12.3	2.2	1.3	2.0
N.L.	519	11.4	8.9	1.5	6.4	-	-	10.6	4.4	29.9	2.3	14.6	10.0
P.E.I.	1,739	17.8	26.2	5.4	1.3	0.8	2.5	26.5	5.2	6.6	2.0	2.4	3.4
N.S.	3,318	11.3	25.0	2.0	3.3	-	0.5	7.3	19.7	22.8	2.2	2.9	3.0
N.B.	2,563	12.5	28.0	3.1	1.8	0.2	1.0	16.9	11.9	19.3	1.3	2.1	2.0
Que.	30,539	28.1	16.9	7.2	2.5	0.2	10.2	5.6	3.4	20.3	1.0	2.6	2.0
Ont.	55,092	11.6	24.8	4.5	2.9	0.7	23.3	8.2	3.1	13.3	2.9	2.2	2.3
Man.	19,818	3.0	36.5	4.9	1.4	10.1	26.9	6.4	0.4	6.7	1.8	0.3	1.6
Sask.	48,990	0.7	24.7	0.6	0.2	18.4	44.4	4.2	0.1	3.5	1.5	0.1	1.7
Alta.	50,580	1.5	45.4	1.7	0.9	7.4	18.4	9.3	0.1	10.9	2.3	0.1	2.0
B.C.	17,382	4.6	27.0	0.8	5.6	0.4	1.1	10.4	14.5	27.5	3.7	2.4	2.2

- nil or zero

"Kitchen Table" Scenario

Jack and Joan Green are third-generation farmers in the province of _____. The farm has provided a reasonable standard of living for their family for over 100 years. They have always assumed that their eldest son, Michael, would want to continue the family tradition and that their daughter Laura would settle close to home. However, circumstances change and the time has come to make some decisions.

1. **Develop** a short play, about five minutes long. The family members are having a discussion around the kitchen table after dinner about the future of their farm. Each group member should assume the role of one character.

2. **Decide** on portraying one of the following scenes, or create an appropriate situation of your own. Remember to give each character a point of view based on the trends in farming that were identified in Handout 1.

   (a) Laura has returned from agricultural college and is marrying a local farmer. They want to merge their farm with the Green's farm.

   (b) Michael and Laura announce that neither of them is interested in taking over the family farm.

   (c) Jack and Joan decide to retire and announce they will be selling the farm. Michael and/or Laura had been planning to take over the farm.

   (d) Three years of poor harvests and an increasing debt load has forced the family to consider (i) giving up the farm (ii) diversifying into other farm products (iii) getting non-farm jobs to supplement their income. Discuss any or all of these options.

   (e) The farm at its current size cannot provide the same standard of living as in the past. To keep the farm viable and the major income provider for the family, it will be necessary to expand considerably.

   (f) Over the years, the nearest town/city has expanded and now the family farm is in the urban fringe. Discuss positive and negative implications for the family and the farm.

   (g) Your own scenario.

3. **Allow time** for each person to develop a response to the scenario based on his or her role.

4. **Blend** the Census of Agriculture information into each person's reaction to the scenario — e.g., Laura: "When John and I get married, we want to do like other farmers and increase our land by buying out the farm next door." Create small cue cards to help you remember your facts.

5. **Rehearse** your scene around a desk that could serve as the kitchen table.

6. **Think of a few props** that would make your presentation more realistic. Can you think of small costume hints for each character?

7. **Get into the roles** by becoming your new persona and believing that your future depends on what is decided around the kitchen table.

1. The metric system became standard in Canada in 1977. The metric unit for measuring farmland is hectares. Using these conversion numbers (1 acre [a.] = 0.405 hectare; and 1 hectare [ha] = 2.47 acres = 10,000 square metres [m^2]), complete the following table:

	Acres	**Hectares**	**Square metres**
Standard prairie field	160		
Urban lot for a house			880
Average size of a census farm in Canada in 2001		273	
Average size of a census farm in Newfoundland and Labrador in 2001		63	
Average size of a census farm in Saskatchewan in 2001		519	
Your school grounds			
Your classroom			

2. How many rooms the size of your classroom could fit in 1 ha?

People make bread in every country of the world. They mix flour or meal with water or other liquids. They may add a little fat (like oil or butter) and a rising agent (such as yeast). Then they cook the mixture in a pan or oven. Sharing bread with guests can be a way to make them feel welcome.

Here are the names of the some of the delicious breads we eat here in Canada. They come from all over the world. Can you match the name of the bread to its description?

HOME-MADE BREADS

A. Baguette   __ Mexican bread (corn or wheat)

B. Bannock   __ Bread from the Caribbean and India (whole wheat)

C. Challa   __ Dark rye bread from Eastern Europe (rye)

D. Injara   __ Mediterranean pocket bread (wheat)

E. Naan   __ Italian fruit bread for Christmas (wheat or millet)

F. Johnnycake   __ Corn bread (corn)

G. Panettone   __ White bread from India (wheat)

H. Pita   __ Ethiopian bread, very thin (teff grain, or millet and barley)

I. Pumpernickel   __ Jewish egg bread (wheat)

J. Roti   __ First Nations' bread, of Scottish origin (oatmeal or barley)

K. Tortilla   __ A long thin loaf of French bread (wheat)

2006
Count Yourself In!
May 16, 2006

Activity 6:
Immigration

Suggested Level: **Intermediate, Intermediate ESL**
Subjects: **Mathematics, Geography, History, Family Studies, Language Arts, Social Studies**

Overview

This activity provides students with an understanding of the multicultural nature of Canadian society. Students complete a series of graphs showing Canada's immigration patterns over time. They examine Canadian immigration, including place of birth, language, and the changing proportion of immigrants. They learn how this information is gathered through a census, and carry out a small survey. (1-2 class periods)

Note: See the **Teacher's Guide** for general background on the census and census vocabulary.

Learning Objectives

- Develop an awareness and appreciation of Canada's cultural diversity.

- Use graphing techniques to illustrate immigration data.

- Identify changes in data over time.

- Understand language questions from the 2006 Census questionnaire.

- Compile data to make up a class profile.

- Analyse data and write a report.

Vocabulary

Census, census metropolitan area, immigration, multicultural, place of birth, population, stacked column, statistics

Materials

- Teacher's Guide

- Classroom map of the world (not included)

- Handout 1: *Graphing Immigration*

- Handout 2: *Map of Immigration Source Areas*

- Handout 3: *2006 Census Questions on Language*

Getting Started

1. Tell the students the next census takes place on May 16, 2006. Begin with a general discussion of the census — what it is and how it is carried out. Mention that immigrants to Canada come from many different countries and speak many different languages. (See the Teacher's Guide.)

Statistics Canada   Statistique Canada

Canada

2. Review Handout 1: *Graphing Immigration* and Handout 2: *Map of Immigration Source Areas* focusing on the categories used for place of birth, and help students locate these on the world map. The students will be learning about immigration to Canada and the changes that have occurred over 40 years.

3. Make sure everyone understands the instructions for graphing. Examine the results of the graphing together as a class.

Census Activity

1. Look at the bar graph in Handout 1, and identify trends in immigration.

   During the period 1961-1970, where did most of Canada's immigrants come from? How does this compare with 1981-1991 and 1991-2001?

   Discuss the trends of the other immigrant populations mentioned in the graph.

2. Steer discussion from immigration to how it affects the variety of languages spoken in Canada. Note that the census not only requests information on the place of birth, but also language(s). Mention that all responses to census questions are kept strictly confidential.

   Distribute copies of Handout 3: *2006 Census Questions on Language* to the class and have students fill in their answers.

   Write the names of the languages reported in Handout 3 on the blackboard and record the number of students who speak each one. Discuss briefly the findings of this small classroom survey.

Extension/Enrichment

1. Students could write a brief report describing trends in immigration to Canada between 1961 and 2001.

2. Students could write a brief summary (five to eight sentences) about the class survey on language.

3. Working in small groups of two to three, students could prepare a bar graph showing languages spoken at home by members of the class.

4. Ask students to visit Statistics Canada's 2006 Census Web site (www.census2006.ca). Choose the "Multimedia presentations of census data" link to view "The one hundred years of immigration to Canada (1901-2001)" presentation.

Introduction: The immigrant population of Canada consists of people who were born in other countries and have been granted the right to live in Canada permanently. Many of these people immigrated many years ago; some have come more recently. The newest information about immigration patterns in Canada comes from the 2001 Census. In Handout 1 you will be graphing or analyzing immigration statistics. Follow the instructions at the beginning of each graph.

Graph 1: The census takes a snapshot of the population at a certain point in time. The graph on this page tells us that 13% of the population enumerated in the census of 1901 were immigrants. The remaining 87% of the population were born in Canada. Use the data below to graph the statistics for other census years.

Census Year	Percentage of immigrants in the total population
1901	13.0%
1911	22.0%
1921	22.3%
1931	22.2%
1941	17.5%
1951	14.7%
1961	15.6%
1971	15.3%
1981	16.0%
1991	16.1%
1996	17.4%
2001	18.4%

GRAPH 1. Percentage of Immigrants in the Total Population, 1901-2001

Comment on a trend you have observed: _____

_____

Graph 2: People who have immigrated to Canada were born in many countries all over the world. Statistics Canada has arranged these countries by source areas, and you can see them in Handout 2: *Map of Immigration Source Areas*.

The data below are reflected in the graph of stacked columns. The first stacked column (marked "total") shows the places of birth of all people who have ever immigrated to Canada. The next five columns show the statistics for people who immigrated during specific time periods
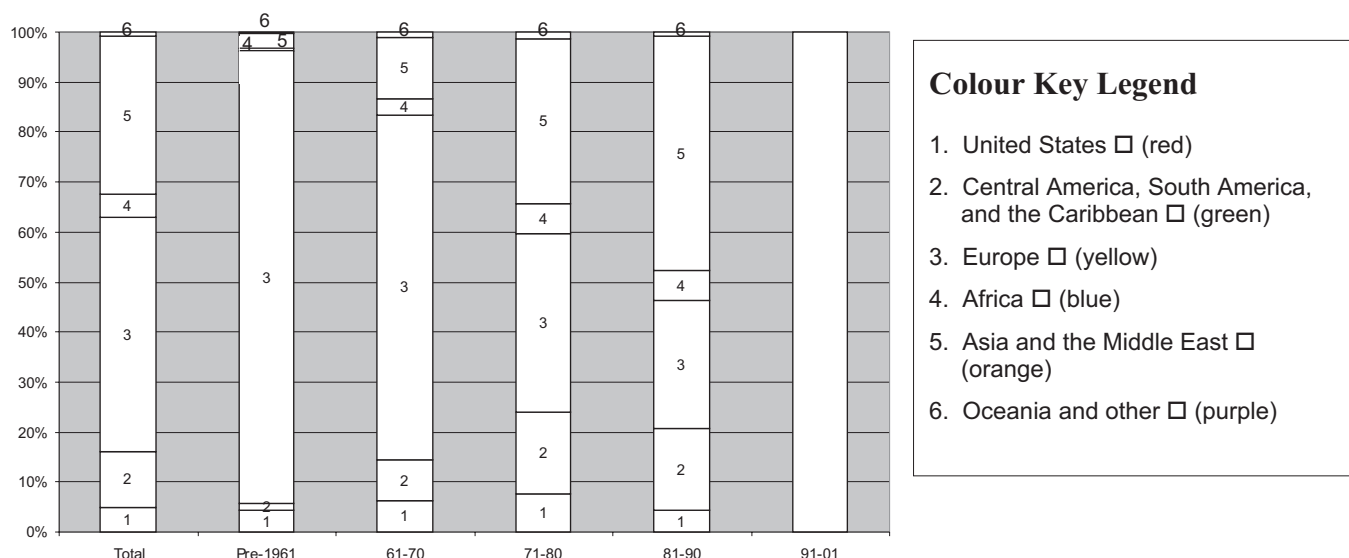
To begin, colour the stacked columns in Graph 2 according to the colour key legend. Complete the last column using the data provided and colour it in.

Table: Immigrant Population by Birth and Period of Immigration (as a percentage)

Place of birth	total	pre-1961	1961-70	1971-80	1981-90	1991-2001
United States	4	4	6	7	4	3
Central America, South America, and the Caribbean	11	1	8	16	16	11
Europe	42	90	69	36	26	20
Africa	5	1	3	6	6	8
Asia and the Middle East	37	3	12	33	47	58
Oceania and other	1	0	1	1	1	1

Note: Numbers have been rounded to the nearest tenth of a decimal point and do not always add exactly to 100.

GRAPH 2: Immigrant Population by Place of Birth and Period of Immigration

Colour Key Legend

1. United States ☐ (red)
2. Central America, South America, and the Caribbean ☐ (green)
3. Europe ☐ (yellow)
4. Africa ☐ (blue)
5. Asia and the Middle East ☐ (orange)
6. Oceania and other ☐ (purple)

Create 1 sentence that describes a trend _____

_____

Graph 3: Where have Canada's immigrants settled? By examining the two graphs on this page, you can see that immigrants have tended to settle in certain places rather than in others. Graph 3, which has been completed for you, shows the figures for the provinces and territories. Ontario leads with 26.8% of its residents having emigrated from other countries. What is the percentage for your province or territory?
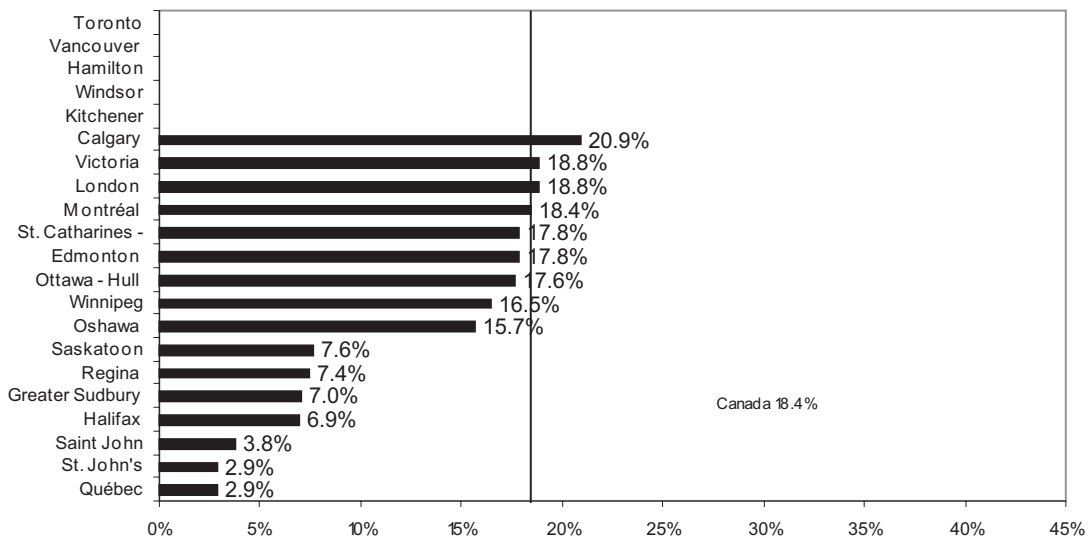
GRAPH 3: Percentage of Immigrants in Total Provincial Population, 2001

Province/Territory	Percentage
Ontario	26.80%
British Columbia	26.10%
Alberta	14.90%
Manitoba	12.10%
Yukon Territory	10.60%
Quebec	9.90%
Northwest Territories	6.40%
Saskatchewan	5.00%
Nova Scotia	4.60%
New Brunswick	3.10%
Prince Edward Island	3.10%
Nunavut	1.70%
Newfoundland and Labrador	1.60%

Canada 18.4%
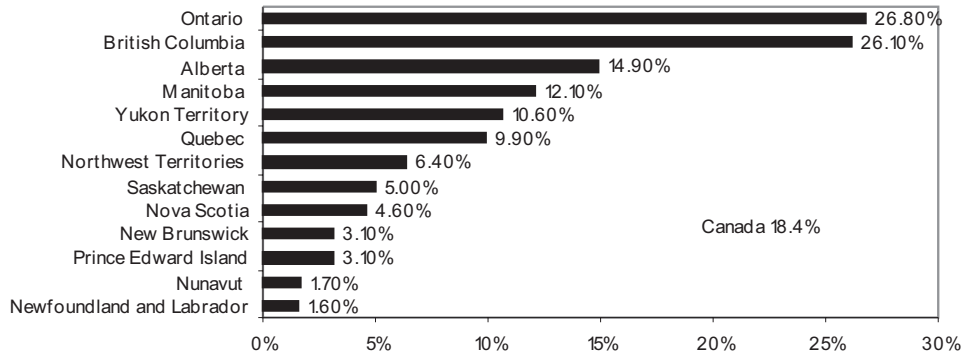
Graph 4: This graph shows the statistics for the top 21 census metropolitan areas (CMAs) in Canada. As you can see, immigrants have been more attracted to some of these large urban centers than to others. Fill in the missing bars in the graph using the data below from the 2001 Census.

CMA	Percentage of total CMA population (2001)
	%
Toronto	43.7
Vancouver	37.5
Hamilton	23.6
Windsor	22.3
Kitchener	22.1

GRAPH 4: Percentage of Immigrants in Total Population (CMA's)

CMA	Percentage
Toronto	
Vancouver	
Hamilton	
Windsor	
Kitchener	
Calgary	20.9%
Victoria	18.8%
London	18.8%
Montréal	18.4%
St. Catharines -	17.8%
Edmonton	17.8%
Ottawa - Hull	17.6%
Winnipeg	16.5%
Oshawa	15.7%
Saskatoon	7.6%
Regina	7.4%
Greater Sudbury	7.0%
Halifax	6.9%
Saint John	3.8%
St. John's	2.9%
Québec	2.9%

Canada 18.4%

Map of Immigration Source Areas

Colour Key

1. North America (excluding Canada). . . . . red
2. Central and South America, and the Caribbean. . . green
3. Europe. . . . . yellow
4. Africa. . . . . blue
5. Asia and the Middle East. . . . . orange
6. Oceania and other. . . . . purple

13   Can you speak English or French well enough to have a conversation?

- O   English only
- O   French only
- O   Both English and French
- O   Neither English nor French

14   What language(s), **other than English or French**, can this person speak well enough to conduct a conversation?

- O   None
- **OR**
- *Specify other language(s)*
- _____

15(a)   What language does this person speak **most often** at home?

- O   English
- O   French
- O   Other — S*pecify*
- _____

  (b)   Does this person speak any other languages **on a regular basis** at home?

- O   English
- O   French
- O   Other — *Specify*
- _____

16   What is the language that this person **first learned** at home **in childhood** and **still understands**?

- O   English
- O   French
- O   Other — *Specify*
- _____

If this person no longer understands the first language learned,
Indicate the second language learned.

48(a)   In this job, what language did this person use **most often**?

- O   English
- O   French
- O   Other — *Specify*
- _____

  (b)   Did this person use any other languages **on a regular basis** in this job?

- O   No
- O   Yes, English
- O   Yes, French
- O   Yes, Other — *Specify*
- _____

Census Day: May 16, 2006

Count Yourself In!

2006
Count Yourself In!
May 16, 2006

Activity 7:
That's Easy for You to Say! —
Survey Project

Suggested Level: **Secondary**
Subjects: **Mathematics, Social Studies, Data Management**

Overview

This activity demonstrates to students through hands-on experience many aspects of planning, conducting and reporting a survey.

Students will learn what goes into the production of statistical information, how individual responses on a questionnaire are merged to create summary data, and how the summarized information is used.

This activity could take the form of a full count of the student body. If this is too ambitious, a small survey or an opinion poll of a sample of the student population or specific class may be more appropriate. Use topics of interest to students and teachers.

Since Census Day is May 16, 2006, schedule the completion of this activity or parts of it (data collection) to closely coincide with this date, if possible. If you intend to have the students conduct a survey or census, remember to allow yourself enough lead time. (For number of class periods, see next column.)

Note: See the **Teacher's Guide** for general background on the census and census vocabulary.

Class Time Required

Four class periods before conducting the survey; one or two periods collecting the data; three or four periods after collecting the data. (Times will vary with the complexity of the questionnaire and the size of the group surveyed.)

or

Two or three class periods if the activity is restricted to using the prepared questionnaire (Handout 2) in one or two classes.

Learning Objectives

- Understand the stages of designing, conducting and processing a survey.

- Design, conduct, process and report on a survey of their own.

- Write a report analysing the results of a survey.

- Work as a team to reach mutually agreed decisions and to resolve issues.

Statistics Canada **Statistique Canada**

Canada

Vocabulary

Census, complete count, confidentiality, data, enumeration, privacy, questionnaire, sample, survey, undercount

Materials

- Teacher's Guide
- Handout 1: *That's Easy for You to Say!*
- Handout 2: *Student Survey on Future Plans*

Getting Started

1. Ask your students to write down what they think the population of Canada was in 2001. Give them a moment to do so and then write the figure on the chalkboard. (Answer: In 2001, the population of Canada was 30,007,094.)

2. Ask several of the students to comment on how their estimates compared to the actual figure.

3. Ask students how they think the 2001 population figure for Canada was determined. (Answer: Every five years Statistics Canada conducts a census — a complete count of the country's population.)

4. Ask the class to concentrate again on the 2001 population figure. Ask them to estimate the time it took to produce this figure. Now distribute Handout 1*: That's Easy for You to Say!* for all to read.

Note: The 2001 Census took place on May 15, 2001. The first results — population counts — were made publicly available in March 2002. The remaining information dealing mostly with socio-economic topics was released in stages from July 2002 to May 2003.

Census Activity

1. Discuss the stages of the survey process listed on the handout. You may wish to show a flow chart such as the one below, listing the questions in the handout below each stage.

Define ➜ Design ➜ Collect ➜ Process ➜ Report

2. This is the point at which the class should decide whether they want to plan and conduct their own survey or use the one in Handout 2. If the class decides not to create their own survey, continue with the rest of item 2 and end the lesson. If the class does want to create their own survey, skip to item 3.

    (a) Distribute Handout 2: *Student Survey on Future Plans*

    (b) Before students answer the prepared questionnaire, have them discuss how they will process their answers (electronically or by hand) and what they will want to report. Ask them to consider what summary information they would like to analyse and what their tables will look like.

    Ask students to identify interesting questions that summary data could answer. For example: "Do male and female students in the class have the same career goals?" To answer this question they must be able to cross-tabulate question 2 with question 7. This can be a tedious job if the processing is done by hand. Manual tallying may limit them to looking at the simple frequencies for single questions, such as "Do you plan to get married?" Access to a computer and statistical software will provide greater flexibility.

    (c) Have the students answer the prepared questionnaire. Ask the class to follow through on their processing and reporting strategies for Handout 2.

(d) The class may wish to conduct the same survey with a larger group to learn how the data compare with the whole grade or the whole school. How students process the data, what they report, and how much time they have will dictate the response here.

3. (a) For students conducting their own survey, have them re-examine the full range of questions in Handout 1. Some key questions to consider are:

   • How big is the project going to be?

   • Who will be surveyed about what?

   • How much time will the class invest in conducting, processing and analysing the survey?

   • Will the results be shared?

   (b) Distribute Handout 2: *Student Survey on Future Plans*

   (c) Ask students to consider the merits of the prepared questionnaire by taking note of its concise questions, multiple-choice format, and lack of open-ended questions. The prepared questionnaire may be used as a model for the survey form the class will design.

Teacher Hints

If the students design their own survey, limit the number of questions to about 10.

Avoid fill-in-the-answer (open-ended) type questions in favour of questions where answers may be checked or circled.

Include several "demographic background" items so that students can correlate data and make statements such as "Female students are most likely to say . . . ."

Try to centre the survey on student and school concerns.

Take time to test the questionnaire through role-playing or small sample surveys to ensure that the questions make sense and provide useful answers.

Try to make the survey part of some larger event such as a display, special assembly or open house so students can see that other people are interested in the survey results.

Note: Be sure that the survey has been approved/registered in advance by your school's administration.

The population of Canada in 2001 was 30,007,094. That was easy to say wasn't it? In a few breaths you have just stated what took years to produce. Have you ever tried to count 30,007,094 people? It's a big job!

It is difficult to describe how big a job it really is to take a census in Canada. For a few months in 2001, 34,000 temporary employees were added to the Statistics Canada payroll. These people were trained, equipped and supervised so that the portrait of Canada from the 2001 Census would be as accurate as possible.

Once all the census forms were collected, information from the questionnaires had to be scanned and the long task of analysing, interpreting and publishing the data could begin.

A good way to understand the many aspects of planning, conducting and reporting a census is to take one yourself. If you want to conduct a census or a survey in your school, take a look at the checklist of questions that must be answered before you can get it off the ground. Once you've answered these questions, it will be easy to walk up to someone and say, "Hi! I have a few questions to ask you."

Defining the Task

- Do you have permission to conduct a survey? _____

- How much time do you have for the whole project? (days, class periods) _____

- Will this be a class project or something larger? _____

- Will this be a census covering the entire school or a survey of a portion of the school population?

  _____

- Will you collect data or is this an opinion poll? _____

- When and how will you collect the data? _____

- What are the major topics to be researched and why?
  (for example, youth issues, school issues) _____

Designing the Questionnaire

- What type of questions will be used?
  (for example, multiple choice, fill-in-the-blank) _____

- How many topics do you want to include? _____

- How many questions? (If two topics, how many questions per topic?) _____

- How many possible answers will there be for each question? _____

- Are the questions concise and easy to understand? _____

- Do you want to include background questions like name, age, sex, grade, where the person lives?

  _____

- Will the questions provide the data you are seeking?_____

- How are the questions arranged on your form? _____

- How will your forms be printed?
  (Could the school newspaper/office print them?)_____

Collecting the Data

- Who will answer the questions? _____

- Is this a personal interview or is it a self-completed survey? _____

- How will you deal with the privacy of the respondents if you ask for their names? _____

  _____

- How will you get everyone to respond? _____

- Do you need publicity? _____

- What will you do if someone is away or does not answer? _____

- How will you make sure that everyone is counted only once?_____

- How will you know that all the forms were returned? _____

Processing the Data

- How will you check the returned questionnaires for completeness? _____

  _____

- How will you summarize the data? (For example, will you use tables, graphs, charts?)_____

  _____

- Is the questionnaire designed to make this easy? _____

- Are you using a computer or manually tallying? _____

• How does the use of one or the other affect the amount of time you need or how much you can ask?

_____

• How will you check to make sure there are no errors in the processing? _____

_____

• If processing is done on a computer, how will you construct the database? _____

_____

• If it is done by hand, how will you record the data (on a form, on the chalkboard, something else)?

_____

Reporting the Data

• How will you report the data?_____

• What tables do you want to make?_____

• Do you want to include graphics, like a bar or pie chart? _____

• Would percentages help communicate the data better? _____

• Do you want to write a report about the findings? _____

Directions: For each question, mark the circle next to one choice. Your answers will be completely confidential; only summary data will be reported.

Thank you for taking the time to complete this survey. Getting your answers and those from others is important in producing accurate data.

1. **How old are you?**

   O   Less than 12   O   16
   O   12   O   17
   O   13   O   18
   O   14   O   19
   O   15   O   Older than 19

2. **What is your sex?**

   O   Male   O   Female

3. **What languages do you speak well enough to have a conversation?**

   O   English only   O   French and other(s) _____
   O   French only   O   English and other(s) _____
   O   Other(s) _____   O   English, French and other(s)_____
   O   English and French

4. **How many hours did you spend last week on PAID work?**

   O   None   O   10 to 19 hours
   O   under 5 hours   O   over 19 hours
   O   5 to 9 hours

5. **How many hours did you spend last week doing UNPAID work (including homework, housework, babysitting, and caring for seniors)?**

   O   None   O   10 to 19 hours
   O   under 5 hours   O   over 19 hours
   O   5 to 9 hours

6. After high school, which of the following do you plan to do?

O   Attend a trade school
O   Attend a college or university
O   Join the police
O   Get a full-time job
O   Travel
O   None of these

7. Rank the top 3 occupations you would MOST like to pursue after school?

O	Truck driver	O	Salesperson
O	Teacher	O	Administrative Assistant
O	Nurse	O	Social worker
O	Farmer	O	Tradesperson — Carpenter, Mechanic, Electrician
O	Web designer	O	Childcare Worker/Babysitter/Nanny
O	Doctor	O	Firefighter/Police Officer
O	Fisherperson	O	Computer Analyst/Programmer
O	Stockbroker	O	Artist/Cultural Worker
O	Lawyer	O	Civil Servant
O	Engineer	O	Forest Ranger
O	Businessperson	O	Hairdresser, Esthetician
O	Chef	O	Homemaker/Caregiver of children, seniors (unpaid)
O	Writer	O	Other

8. Rank the top 3 occupations you would LEAST like to pursue after school?

O	Truck driver	O	Salesperson
O	Teacher	O	Administrative Assistant
O	Nurse	O	Social worker
O	Farmer	O	Tradesperson — Carpenter, Mechanic, Electrician
O	Web designer	O	Childcare Worker/Babysitter/Nanny
O	Doctor	O	Firefighter/Police Officer
O	Fisherperson	O	Computer Analyst/Programmer
O	Stockbroker	O	Artist/Cultural Worker
O	Lawyer	O	Civil Servant
O	Engineer	O	Forest Ranger
O	Businessperson	O	Hairdresser, Esthetician
O	Chef	O	Homemaker/Caregiver of children, seniors (unpaid)
O	Writer	O	Other

Census Day: May 16, 2006

Count Yourself In!

2006
Count Yourself In!
May 16, 2006

Activity 8:
Census Game

Suggested Level: **Secondary**
Subjects: **Geography, History, Social Studies, Economics**

Overview

This activity uses a game format to encourage students to develop knowledge of Canada's demographic, social and economic features as revealed by the census. Questions addressing the local, regional and national implications of the census are offered in increasing difficulty to add challenge to the exercise. (1 class period)

Note: See the **Teacher's Guide** for general background on the census and census vocabulary.

Learning Objectives

Develop an awareness of the range of major demographic information provided by Canada's census.

Realize that all Canadians are part of the census and are represented by its findings.

Understand that each census is a snapshot of the population and that by comparing current census data with previous census data, the dynamics of the population can be studied.

Vocabulary

Census, confidentiality, House of Commons, immigrant, sample, urban

Materials

- Teacher's Guide
- Handout 1: *Census Geography Game Sheets*
- Handout 2: *Canada's Population Distribution*

Getting Started

1. Before students participate in this activity, they will need **background information**. Discuss or photocopy the information on the census beginning on page 2 of the Teacher's Guide, or you can use Quick Census Facts on pages 10 and 11 (also in the Guide). Explain that the census provides a wide range of demographic, social and economic information about Canada.

2. **Divide the class into four to six teams**. Distribute Handout 1*: Census Geography Game Sheets* and Handout 2: *Canada's Population Distribution* to each player on each team. Allow students a few moments to look at the handouts. The map in Handout 2 will be useful for answering some of the questions in the activity.

3. **Teams could suggest team names**. Since each team begins with a score of zero (0), write one large zero for each team below their team names on the blackboard. Decide the order of play (e.g., alphabetical order of team names). You may want to limit the number of categories in play depending on the time available.

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4. **Describe how to play the game** as detailed in the Census Activity section. In brief, a team picks any topic from the six categories on the game sheet, the teacher reads the "answer" and the team are asked for the "question."

   Points are awarded or removed depending on whether an acceptable response is given. The point values for the topics increase to reflect their difficulty. Do a practice round using the sample given on Handout 1.

Census Activity

1. Each team in turn has the opportunity to select a topic listed under one of the categories on the game sheet (Handout 1). From the ANSWERS AND QUESTIONS beginning on page 3, the teacher reads the appropriate answer to the team. Time is then allowed for the team to confer, reach a consensus and respond with the question (about one minute). Encourage different members of the team to respond rather than having one member provide the questions for all the answers.

   If the question is acceptable to the teacher, the team is awarded the number of points shown for the topic on the game sheet. The team's score is then increased on the blackboard and the topic is eliminated. Unacceptable responses reduce the team's score by the value of the

topic and this topic remains in play. Any answer completes a turn and the play moves on to the next team. Eight topics have double points (bonus questions). These can be changed by the teacher.

3. The game is over when all the topics have been used or when time has run out. Leave time to tabulate the final score and announce the winning team.

Extension/Enrichment

1. Any of the rules can be altered to suit the circumstances. The number of categories and topics in play can be changed as well as the value of the questions.

2. Allow students to create their own answers and questions.

3. Suggest that students take the materials home and play the game with their families.

4. Consider the possibility of a challenge match between classes using either the topics provided or those created by the students. Maybe the teachers could challenge the students!

1. **Census: Game Sheet 1**

   COUNT (5)   This survey counts the Canadian population. **What is the Census of Population?**

   TIME (10)   This time period separates each modern Canadian census so that census information stays up-to-date. **What is five years?**

   DATE (15)   On this day, each resident in Canada will be asked to "count yourself in." **What is May 16, 2006?**

   FARM (20)   This survey asks farmers for detailed information on their agricultural operations. **What is the Census of Agriculture?**

   SAMPLE (25)   This percentage or ratio of Canadian households will get a long census questionnaire to complete in the next census. **What is 20% (or one in five)?**

   Census: Game Sheet 2

   PLACE (5)   This is the place where most people will complete their own census questionnaires. **What is a home?**

   LAW (10)   ***Double points*** This term means that your census information is kept secret. **What is confidentiality?**

   NEW (15)   If this life-beginning event happened to you on May 17, 2006 you would not be included in the 2006 Census. **What is birth?**

   FACTS (20)   This term refers to all the numbers or values calculated from the census. **What are data (or information)?**

   TERM (25)   This term refers to the study of the spatial distribution of population.
                        What is geography?

2. **Geography: Game Sheet 1**

   BIG (5)   This second largest country in land size had a population of 30.5 million people on May 15, 2001. **What is Canada?**

   COMPLETE (10)   In 1951, this province of Canada was included in the census for the first time.
                        What is Newfoundland?

   ASIA (15)   ***Double points*** This major western Canadian city has the largest number of immigrants from Asia. **What is Vancouver?**

   ORIGIN (20)   88% of Quebec's immigrants live in this city. **What is Montreal?**

   ABORIGINAL (25)   The 2001 Census reported that 85% of the population in this Canadian region is of Aboriginal origin. **What is Nunavut?**

Geography: Game Sheet 2

NEW (5)   This, Canada's most populous province, is home to 55% of the country's immigrant population. **What is Ontario?**

FOOD (10)   These Quebec residents, members of the province's fourth largest ethnic group, are famous for their pasta. **Who are people of Italian ancestry?**

URBAN (15)   In 2001, 79% of Canadians lived in these non-rural areas. **What are urban areas?**

NORTH (20)   In Canada's territories in the north, we are the largest aboriginal group? **Who are the Inuit?**

SEATS (25)   ***Double points*** This national parliamentary chamber has always had its membership determined by the results of the census once every 10 years. **What is the House of Commons?**

3.   **Who Am I?: Game Sheet 1**

ARRIVAL (5)   Although I came to live in Canada from another country, I am still counted in the census. **What is an immigrant?**

MOVE (10)   Like many Canadians, I migrated to and settled in this western province during the 1970s to work in the oil exploration business. **What is an Albertan?**

CITY (15)   I live in Canada's largest urban area (or metropolitan area) which has a population of over four and a half million. **What is a Torontonian?**

ROOTS (20)   We are some of Canada's earliest immigrants. Our great-grandparents came from the "Emerald Isle" during the potato famines in the 1800s. **Who are the Irish?**

FIRST (25)   We are Canadians who speak over 50 different languages or dialects and belong to 10 different linguistic groups. **Who are Aboriginal peoples?**

Who Am I?: Game Sheet 2

BIRTH (5)   How I came to be living in Canada gives me something in common with approximately 82% of Canada's population. **What is "born in Canada"?**

SMALL (10)   I live in Canada's least-populated province, but my name is not Anne. **What is a Prince Edward Islander?**

NEW (15)   ***Double points*** I come from the continent that provides most of Canada's immigrants today. **What is an Asian?**

WORK (20)   I work for the Canadian government agency that develops and conducts a census of the population. **What is a Statistics Canada employee?**

CHECK (25)   I deliver census questionnaires to 70% of households in Canada. **What is a Canada Post mail carrier?**

4. **Settlement: Game Sheet 1**

AREA (5)   They are political divisions shown on the map of population distribution. **What are the provinces and territories?**

DOT (10)   This is the number of people with whom I share a dot on Canada's 2001 population distribution map. **What are 999 people?**

CLUSTER (15)   *** **Double points***** This area in Ontario is home to 22% of the population of Canada. **What is the extended Golden Horseshoe?**

DONUT (20)   This eastern province's population distribution map has its population clustered around its exterior. **What is New Brunswick?**

GATEWAY (25)   This western capital city's population appears on the population distribution map as a cluster of dots and is the gateway to Canada's western Arctic. **What is Edmonton?**

Settlement: Game Sheet 2

FEW (5)   This non-provincial region of Canada consists of 0.1% of Canada's population in 2001 and has few dots due to the scattered settlement pattern. **What is the Yukon Territory?**

CLUSTERS (10)   This broad and fairly flat region of Canada features a settlement pattern of scattered clusters of dots. **What are the Prairies?**

ISLAND (15)   This west coast island features a population pattern that is concentrated along its eastern side. **What is Vancouver Island?**

WATER (20)   The largest province in Canada features settlement that is highly concentrated along this major river. **What is the St. Lawrence River?**

COASTAL (25)   These three provinces in Atlantic Canada feature settlement along their coastal borders. **What are Nova Scotia, New Brunswick and Newfoundland?**

5. **Results: Game Sheet 1**

WATER (5)   The most striking concentration of population in Canada shown on the distribution map lies along the northern shores of these large bodies of water. **What are the Great Lakes?**

METALS (10)   The clusters of settlement north of the major population centres in Quebec and Ontario are communities built around this rock-based economic activity. **What is mining?**

NARROWS (15)   This provincial capital city is the centre of a large concentration of population located between two large lakes and an international border. **What is Winnipeg?**

DOUBLE V (20)   *****Double points***** These two west coast cities form their province's major population concentration and begin with the same letter.
What are Vancouver and Victoria?

LANDFALL (25)   This provincial capital appears as the major cluster on the island and faces Europe. **What is St. John's?**

Results: Game Sheet 2

YOUTH (5)
The location of these buildings, constructed for education, is determined through census data. **What are schools?**

ADS (10)
These television messages are aimed at certain segments of the population whose numbers were determined by the census. **What are commercials?**

GRANTS (15)
These political areas of Canada receive money (grants) from the federal government based on their population as counted by the census.
What are the provinces and territories?

SEATS (20)
Double points Information from the Census of Population divides voters into areas called ridings from which representatives are elected to this government body. **What is the House of Commons?**

SECTIONS (25)
Canada is divided into these units to enable the orderly count of the population at census time. **What are collection units?**

6.   At Home: Game Sheet 1

HOME (5)
This name is used to identify your concentration of population as counted by the census. **What is (name your community)?**

DRAW (10)
This natural feature was the principal attraction that drew population to this area.
What is (local answer)?

MOVE (15)
Double points This term is used to describe the movement of people to new areas in the same country. **What is migration?**

WORK (20)
This money-earning task is the principal reason why people migrate to different areas of the country. **What is a job?**

PLACES (25)
These concentrations of population offer the largest number and variety of work opportunities and therefore attract even more settlement.
What are cities?

At Home: Game Sheet 2

SPOT (5)
This is how a community of 2,000 persons would be shown on the population distribution map. **What are two dots?**

NEWS (10)
This reading material depends on a large daily readership in a concentrated area as identified by the census. **What is a newspaper?**

HOME (15)
This type of dwelling is the most common form of shelter in Canada.
What is a house?

GROUP (20)
The average size of this household unit in 2001 was 2.6 persons.
What is a family?

SPEAK (25)
This term refers to the first language you learned to speak.
What is mother tongue?

GAME SHEET 1

Team name: _____

Team members: _____

CATEGORIES:

Census	Geography	Who Am I?	Settlement	Results	At Home
Count (5)	Big (5)	Arrival (5)	Area (5)	Water (5)	Home (5)
Time (10)	Complete (10)	Move (10)	Dot (10)	Metals (10)	Draw (10)
Date (15)	Asia (15)	City (15)	Cluster (15)	Narrows (15)	Move (15)
Farm (20)	Origin (20)	Roots (20)	Donut (20)	Double V (20)	Work (20)
Sample (25)	Aboriginal (25)	First (25)	Gateway (25)	Landfall (25)	Places (25)

Sample exercise
Topic: DAY (5):
Answer: This is the day when all people living in Canada are counted.
Question: What is Census Day?

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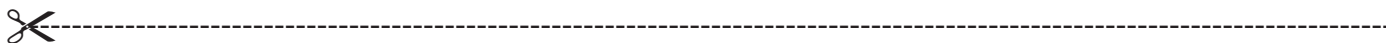
Handout 1: *Census Geography Game Sheets*

GAME SHEET 2

Team name: _____

Team members: _____

CATEGORIES:

| Census	Geography	Who Am I?	Settlement	Results	At Home
Place (5)	New (5)	Birth (5)	Few (5)	Youth (5)	Spot (5)
Law (10)	October (10)	Small (10)	Clusters (10)	Ads (10)	News (10)
New (15)	Urban (15)	New (15)	Island (15)	Grants (15)	Home (15)
Facts (20)	North (20)	Work (20)	Water (20)	Seats (20)	Group (20)
Term (25)	Seats (25)	Check (25)	Coastal (25)	Sections (25)	Speak (25)

Sample exercise
Topic: DAY (5):
Answer: This is the day when all people living in Canada are counted.
Question: What is Census Day?

CANADA

Population Distribution, 2001

1 dot = 1000 persons

(Dots distributed by Census Subdivision)
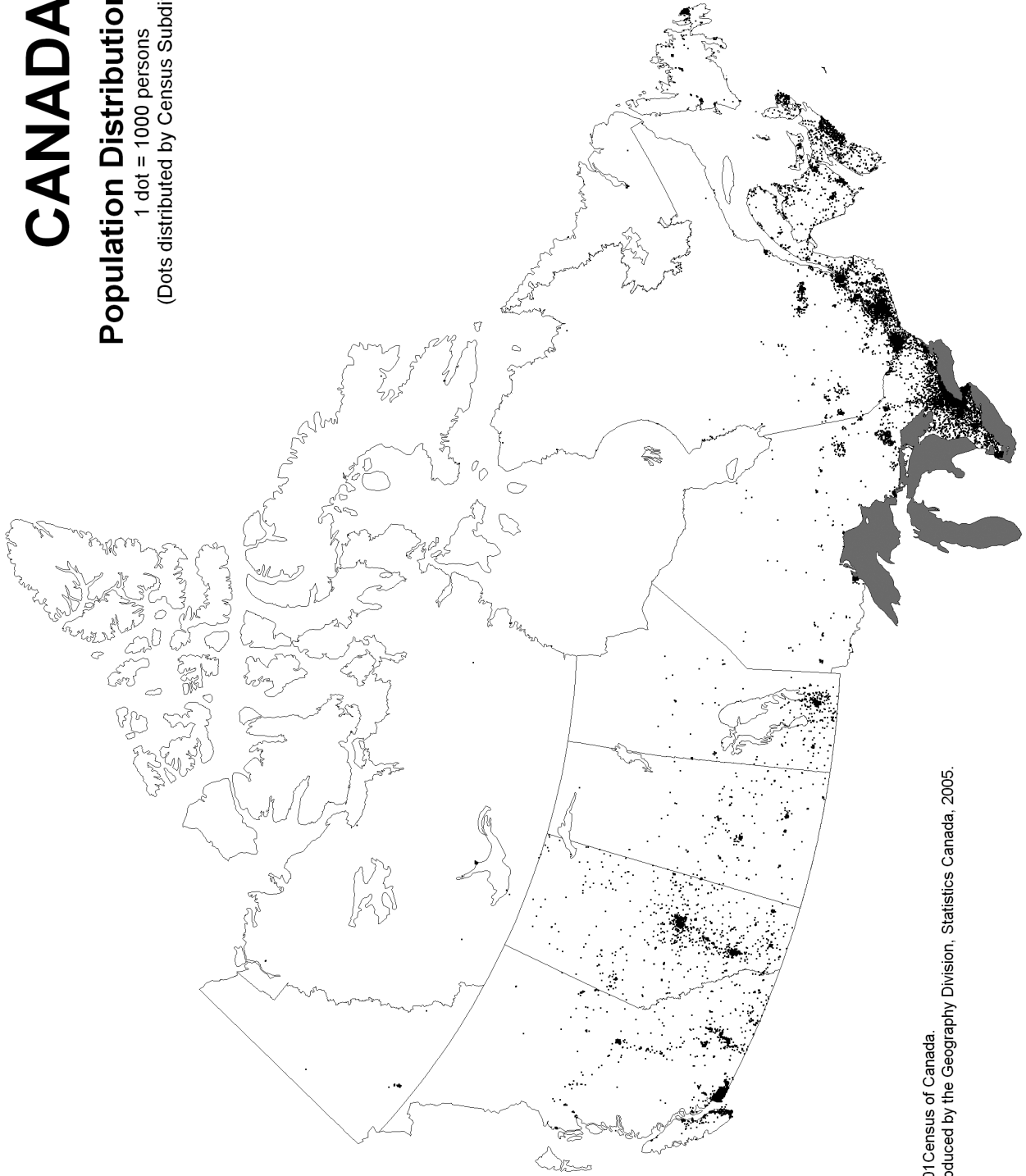
Source: 2001 Census of Canada.
Produced by the Geography Division, Statistics Canada, 2005.