

# 2006 CENSUS TEACHER'S KIT



## Teacher's Guide



Statistics  
Canada

Statistique  
Canada

Canada





**Count Yourself In!**  
**May 16, 2006**

## Teacher's Guide

### 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](http://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](http://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](http://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](http://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 addresses 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](http://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](http://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](http://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.



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## Census Vocabulary

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<b>agriculture</b>	see <b>Census of Agriculture</b>
<b>block canvass</b>	a new operation for the 2006 Census. Enumerators systematically canvass every block in selected areas to locate every housing unit and verify addresses for future mailing of census questionnaires.
<b>census</b>	The word census comes from the Latin <i>censere</i> — 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.
<b>census agglomeration (CA)</b>	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.
<b>census data</b>	information produced from the census.
<b>census division (CD)</b>	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)
<b>census metropolitan area (CMA)</b>	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.
<b>Census of Agriculture</b>	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.
<b>Census of Population</b>	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.

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## Census Vocabulary (cont'd)

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<b>census subdivision (CSD)</b>	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).
<b>collection unit (CU)</b>	the small geographic area used to delineate manageable areas for collection. In remote areas it is the unit for which an enumerator is responsible.
<b>complete count</b>	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.
<b>confidentiality</b>	The <i>Statistics Act</i> requires that all personal census information be kept confidential. Data are released only after responses have been combined in a database to produce statistics.
<b>data</b>	facts from which conclusions can be drawn.
<b>data processing centre (DPC)</b>	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.
<b>diversity</b>	as in cultural diversity, multicultural, different cultures in Canada.
<b>dwelling</b>	a set of living quarters in which a person or a group of persons reside or could reside.
<b>enumeration</b>	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.
<b>farm operator</b>	person(s) responsible for the day-to-day decisions made in the farming operation.
<b>farm population</b>	includes all members of a farm operator's household living on a farm in a rural or urban area.
<b>grid</b>	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.
<b>household</b>	a family or a group of unrelated persons living in a dwelling.
<b>House of Commons</b>	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.

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## Census Vocabulary (cont'd)

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<b>immigrant population</b>	people who are, or have been at one time, landed immigrants in Canada. A <b>landed immigrant</b> 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. <b>Recent immigrants</b> are people who immigrated to Canada during the five years before the last census. <b>Asian-born</b> refers to people born in the Middle East as well as other parts of Asia. <b>Canadian-born</b> 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)
<b>immigration</b>	the act of entering a foreign country as a permanent resident.
<b>immigration source areas</b>	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.
<b>Internet</b>	In 2006, census questionnaires can be completed and returned online.
<b>labour force</b>	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.
<b>mother tongue</b>	the first language learned at home in childhood and still understood by the individual at the time of the census.
<b>multicultural</b>	having a number of distinct cultures existing side by side in the same country.
<b>net farm income</b>	as reported on the Census of Population questionnaire: gross farm receipts minus operating expenses such as wages, rents and depreciation.
<b>non-farm work</b>	(formerly called off-farm work) the number of days farm operators worked away from the farming operation at paid agricultural and non-agricultural work.
<b>non-permanent residents</b>	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.
<b>overcount (a noun)</b>	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).
<b>place of birth</b>	the country in which a person was born, according to present boundaries.

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## Census Vocabulary (cont'd)

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<b>population</b>	the total number of people living in a given area. Population density refers to the number of persons per square kilometre.
<b>privacy</b>	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.
<b>questionnaire</b>	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.
<b>rural</b>	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.
<b>sample</b>	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.
<b>snapshot of the population</b>	the census is sometimes described this way, or as a portrait of Canada.
<b>stacked column</b>	a column in a bar graph. The column is broken into proportional segments to total 100%.
<b>statistics</b>	numerical facts about people, the weather, business conditions, etc.; the science of collecting and classifying such facts in order to show their significance.
<b>survey</b>	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 <i>census</i> and <i>survey</i> 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.
<b>undercount (noun)</b>	the estimated number of persons who were <i>not</i> counted in the census.
<b>urban</b>	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](http://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](mailto:censuskit@statcan.ca)

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

**Census Day: May 16, 2006**



**Count Yourself In!**