



Example: 2016 Census - Teachers kit

Prepared by Statistics Canada

May 2016



2016
Census
Teacher's
Kit



2016

CENSUS • RECENSEMENT

Teacher's Guide



C E N S U S • R E C E N S E M E N T

www.census.gc.ca

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Dear educator:

The **2016 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 reviewed to meet curriculum requirements.

The four activities contained in this kit are appropriate for many subjects, including mathematics, social studies and language studies in English or French. They also include 'Next steps' ideas to connect these subject areas with concepts in the sciences and creative arts.

The best time to incorporate the teacher's kit into your curriculum is during May 2016, when the Census of Population and the Census of Agriculture are being conducted. However, activities can be incorporated into classroom studies throughout the school year.

If you have questions or comments about the 2016 Census Teacher's Kit, please contact:

Statistics Canada
Census Communications

100 Tunney's Pasture Driveway, 10th Floor
Ottawa, Ontario K1A 0T6
Fax: 613-951-0930 or 1-877-256-2370
Email: censuskit@statcan.gc.ca

A digital download of the 2016 Census Teacher's Kit is available on the 2016 Census website at www.census.gc.ca.

Thank you for helping to spread the census message to your students. We welcome and appreciate your feedback. To assist us in improving the teacher's kit for 2021, please complete the enclosed feedback form and fax it back to 613-951-0930 or 1-877-256-2370.

Note: A separate **2016 Adult Education Kit** is available on the 2016 Census website at www.census.gc.ca.

Teacher's guide

Introduction

This guide contains useful information for educators who are teaching their classes about the census, or who are incorporating activities from the 2016 Census Teacher's Kit into their programs.

The guide contains an overview of the activities included in the kit and background information about the Census of Population and the Census of Agriculture.

- Additional information about the 2016 Census of Population can be found online at
 - (English) www12.statcan.gc.ca/census-recensement/index-eng.cfm
 - (French) www12.statcan.gc.ca/census-recensement/index-fra.cfm
- Additional information about the 2016 Census of Agriculture can be found online at
 - (English) www.statcan.gc.ca/ca-ra2016/index-eng.htm
 - (French) www.statcan.gc.ca/ca-ra2016/index-fra.htm

This kit is designed to:

- encourage teachers and students to complete the census questionnaire and ensure that they pass this message on to friends and families within their community
- create awareness and understanding about the importance of the census and the information it will provide
- increase awareness among teachers and students about census information as a valuable tool for research projects.

Planning

The best time to incorporate the teacher's kit into your curriculum is during May 2016. This will coincide with Statistics Canada's national, provincial and local census awareness campaigns and with the arrival of census information in households across Canada. Teachers are also encouraged to use census activities, concepts and statistics obtained through the census throughout the school year.

Teacher-ready activities target four suggested grade levels, and an overview of these activities is provided on the following page for planning purposes. While suggestions are provided, educators should feel free to adapt activities to their programs and student needs.

Each activity plan includes the following:

- **Overview of activities:** a short paragraph outlining what the students will be doing in the activity.
- **Suggested grade level:** a recommended grade range for the activity.
- **Estimated completion time:** an estimation of how long the three-part activity plan should take to complete with a group of students. Activities range from 75 to 120 minutes of total in-class time, with suggestions for 'Next steps' to follow. Teachers are encouraged to add or omit sections to meet the needs of their classrooms.
- **Objectives:** a set of census-specific learning goals for each activity.
- **Subject-specific learning objectives:** a set of cross-curricular learning goals for each activity.
- **Materials:** a list of general classroom supplies, online resources and handouts to support each activity. Handouts may include reference material, worksheets or visual aids.
- **Vocabulary:** a list of key terms and definitions related to census concepts.
- **Three-part activity plan:**
 - **Part 1: Getting started** – a brief suggestion for a warm-up activity to help students begin to think about the topics that will be explored in later parts of the activity.
 - **Part 2: Activity** – a set of step-by-step directions for teachers.
 - **Part 3: Consolidation of learning** – an application task in which students demonstrate their learning.
- **Modifications:** a short list of organizational, instructional and enrichment strategies to help teachers accommodate a range of student needs and interests.
- **Next steps:** a short list of extension activities to further investigate or apply census concepts in the classroom, after completing the main activity.

Overview of activities

Activity 1 **Counting classmates**

Suggested grade level: grades 2 to 4

Primary and junior-level students will learn about collecting data to better understand a group of people. They will gather information and compare their findings with simplified statistics derived from the 2011 Census.

Activity 2 **Our class, our community**

Suggested grade level: grades 5 and 6

Junior-level students will think about the class as a community, similar to other small groups of people who live in Canada. They will learn how data can be used to make sure people in communities have services to support their needs. They will make decisions for their class community, using survey data to inform those decisions.

Activity 3 **Food, feed and function**

Suggested grade level: grades 7 to 9

Intermediate-level students will investigate current data from the Census of Agriculture and become familiar with some of the agricultural products from their region. They will consider geographic factors that contribute to the success of these products in their region, and compare their region's production with those of others in Canada.

Activity 4 **92 years from now**

Suggested grade level: grades 10 to 12

Senior-level students will investigate some of the questions asked in the census, using the 2011 Census as a tool. They will think critically about the census questionnaire and consider how this information would be useful to past and future generations. They will also be asked to devise their own census questions.

Resources

A variety of resources are available to inform students, their families and educators about the Census of Population.

Included in this kit

- **Quick census facts** that can be reproduced and sent home with students to help spread the census message.
- **The Census of Canada**, primarily for the teacher's reference, provides a more detailed description of the census and its history.
- A **Census vocabulary** that can be reproduced or used as a central reference for basic definitions of census terminology.

Additional resources

- **Collections Canada** (www.collectionscanada.gc.ca) is an online repository for information provided by Library and Archives Canada. Educators can search and access images, videos, articles, statistics and other featured resources about Canada and its history.
- **CANSIM** (www5.statcan.gc.ca/cansim) is an online socioeconomic database of statistics obtained through various Canadian surveys and census questionnaires. Statistics Canada encourages the downloading and reuse of its data.
- **Census of Population** (www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=3901) is an online resource for both general and specific information about the Census of Population, as well as definitions, data sources, access to statistics and methods used by the census.
- **Census of Agriculture** (www.statcan.gc.ca/ca-ra2011/index-eng.htm or www.statcan.gc.ca/ca-ra2011/index-fra.htm) is an online resource for both general and specific information about the Census of Agriculture, as well as archived versions of census questionnaires and data from previous years.

A note about enumeration

For the Census of Population, a field representative may, in some situations, contact households who have not returned the census questionnaire online or by mail. Sometimes these people will bring a paper copy of the questionnaire to a household or conduct interviews to help households complete the questionnaire.

The Census of Agriculture is different in this regard. Farm operators are asked to complete the census questionnaire themselves. If assistance is needed to complete the questionnaire, farm operators can call the Census Help Line (CHL).

Quick census facts

What is the census?

The census provides a statistical picture of a country and its people. Almost every country in the world carries out a census on a regular basis.

The Canadian census collects information, in five-year intervals, on every man, woman and child living in Canada. This does not include non-permanent residents, foreign diplomats or foreign military.

A Census of Agriculture is taken every five years at the same time as the Census of Population. The Census of Agriculture collects information on every agricultural operation in Canada.

When will the next census be held?

The next census takes place in May 2016.

Why take a census?

The census collects important information that is used for decision making.

It is the main source of detailed data available in a standard format for large and small areas of Canada.

Legal requirements and confidentiality

According to the *Statistics Act*, a census must be conducted **every five years** and **every household** in Canada must participate.

Confidential data never leave Statistics Canada premises, nor are they ever out of Statistics Canada's control.

Providing personal information to anyone, whether in a census, a survey, or in any other manner, does involve some loss of privacy. However, it is recognized that the public benefits of accurate data far outweigh this minimal loss of privacy, especially when measures are taken to ensure that personal information is kept strictly confidential.

Who will be included in the census?

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

Questionnaires

Most households will receive a letter inviting them to complete the census questionnaire online and some households will receive a questionnaire in the mail. A small percentage of households will be canvassed by an enumerator who will complete the questionnaire with them.

Completing the questionnaire online helps to improve data quality, saves time for respondents and reduces paper waste.

Paper questionnaires will still be available to respondents who prefer to complete their census forms by hand.

Who uses census data?

All levels of government, the private sector, social services sectors and the media use census data to make informed decisions that affect the lives of everyone in Canada.

Census Help Line

The **Census Help Line (CHL)** is available during the census to answer respondents' questions.

The Census of Canada

The Census of Population

Statistics Canada conducts a Census of Population every five years. The last census was in May 2011. The next one will be in May 2016.

Census history

Census taking is not a new idea. During the third and fourth centuries, B.C., the Babylonians, Chinese and Egyptians enumerated their populations in order to collect taxes and to fight foreign wars. The Romans were avid census takers and regularly held censuses to learn 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 'Canadian' census was taken in New France by Intendant Jean Talon. Sent by Louis XIV to administer the colony of New France, Talon recognized the importance of having reliable information with 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 and locality. In addition, the census identified professions and trades for 763 persons. A supplementary inquiry in 1667 asked about the area of land under cultivation and the number of cattle and sheep.

No fewer than 36 censuses were conducted in New France. Each one introduced new questions on topics such as the production of various crops, the number of public buildings, churches, grist mills and saw mills, and the number of firearms and swords.

The first census under the British regime was taken in 1765 and asked many of the same questions 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 were held at various times in the Atlantic colonies, Upper and Lower Canada, and in Manitoba. In 1867, the *British North America Act* (now called the *Constitution Act*) brought about Confederation and called for a Census of Canada to be taken every 10 years, starting in 1871. Census results would be used to determine the number of members in the House of Commons.

A mid-decade agricultural census was first held in Manitoba in 1896.

When the provinces of Saskatchewan and Alberta were created in 1905, the increasingly rapid settlement of the west made the quinquennial census a constitutional requirement. A new *Census and Statistics Act* called for additional censuses of population and agriculture to be taken in the provinces of Manitoba, Saskatchewan and Alberta in 1906 and every 10 years after that until the population of each of the three provinces reached 1.25 million. These censuses continued until 1956, when Canada began taking national censuses of population and agriculture every five years.

A census every five years

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

How is the census taken?

During May 2016, every household in Canada will be asked to complete a census questionnaire – either online or on paper. Over 13.4 million households are expected to take part.

Questionnaire

In 2016, Statistics Canada will be encouraging households to complete the census questionnaire online. Benefits of completing a questionnaire online include improved data quality, time savings for respondents and less paper. Paper questionnaires will still be available for those respondents who prefer to complete the census form by hand.

In addition, the 2016 Census will include a question asking respondents to consent to have their census information released after 92 years. This information will benefit historical, academic and genealogical research.

Every household in Canada is required to complete a census questionnaire.

Short-form census (questionnaire)

The short-form census questionnaire contains 10 questions that collect basic information such as age, sex, marital status, relationship to others in the household, and language.

Long-form census (questionnaire)

The long-form census questionnaire contains an additional 50 questions. It collects detailed social and economic information about our communities, and provides data for small geographic areas and small population groups. This information is needed to help plan public services such as child care, schooling, family services, public transportation and skills training for employment.

Methodology

Statistics Canada will contact about 80% of households by mail. Most households will receive a letter requesting they complete their census form online, while the remaining households will receive a paper questionnaire.

In rural and less-populated parts of the country, dwellings will receive a visit from an enumerator who will deliver a census questionnaire. These forms will contain a secure access code that respondents can use if they want to complete the questionnaire online.

Canvasser enumeration will be conducted in remote, isolated parts of the provinces and territories, reserves and where other collection methodologies are deemed to be too expensive to conduct. These areas will complete a census questionnaire with the help of an interviewer.

What questions are asked?

The information collected must be clearly in the public interest, needed at the small geographic level (for example, a community or neighbourhood) and not obtainable from other sources. The questions are approved by Order in Council and published in the *Canada Gazette*.

The questions remain the same, as much as possible, 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.

Who uses census data?

Governments, businesses and associations use census data extensively. The following are some examples:

- The federal government uses population counts from certain census years to realign the boundaries of federal electoral districts and to ensure equal representation of the population in the House of Commons.
- Data from some censuses are used in producing population estimates. These estimates are used in the calculation of transfer payments from the federal government to the provinces and territories, and from the provincial and territorial governments to municipalities.
- Government departments need to know the age trends of the population in order to estimate future demands for child tax benefits and old age security pensions.
- Communities use census information on population growth and movement for planning services such as schools, daycares, police services and fire protection.
- Town planners, social welfare workers and other government agencies use census information on families.
- Life insurance companies base their premium tables on census age data.
- Businesses determine new factory, store and office locations based largely on the size and distribution of the population in different areas.
- Manufacturers of household and farm equipment are guided by census data in determining the best market locations for their products. They can also assess the benefits of developing specific products by knowing the characteristics of the population in particular areas.

More than a civic responsibility?

It is vital that decision-makers have accurate information 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 the *Statistics Act*. This law states the legal obligation of every household to participate in the census. By the same law, Statistics Canada must protect the confidentiality of the personal information provided by respondents.

Privacy and confidentiality

Statistics Canada recognizes the importance of maintaining the confidentiality of personal information and has made the protection of such information its highest priority. Confidential data never leave Statistics Canada premises, nor are they ever out of Statistics Canada's control.

Providing personal information to anyone, whether in a census, a survey, or in any other manner, does involve some loss of privacy. However, it is recognized that the public benefits of accurate data far outweigh this minimal loss of privacy, especially when measures are taken to ensure that personal information is kept strictly confidential.

Resources for census material

Census information can be obtained free of charge in many libraries. Academic and large city libraries have a full range of Statistics Canada products in a variety of media, while others carry a selection of publications.

To find specific information about your city, town or community, go to the Statistics Canada website (www.statcan.gc.ca/), click **Census of Canada**, and then select **2006 Community Profiles**.

Census vocabulary

Agriculture	see Census of Agriculture.
Census	a collection of information from every household in a country, on topics that are important to that country, used to help different levels of government make decisions.
Census agglomeration (CA)	an area that includes one or more municipalities that are next to each other around a major urban core of at least 10,000 people (e.g., Charlottetown, Prince Edward Island).
Census data	information that comes from the census.
Census division (CD)	a group of municipalities that are next to each other and work together for regional planning and to manage services they share, such as police or ambulance services. These divisions are smaller than a province, but larger than a census subdivision.
Census metropolitan area (CMA)	an area that includes one or more municipalities that are next to each other around a major urban core of at least 100,000 people. These areas must have at least 50,000 people living in the urban core (e.g., Winnipeg, Manitoba).
Census of Agriculture	a census that takes place every five years and asks questions about every farm, ranch, or other agricultural operation in Canada, including questions about land use, crops, livestock, agricultural labour, farm income and land management.
Census of Population	an enumeration of every household and person in Canada, done once every five years. Topics include age, sex, marital status and languages spoken.
Census reference day	the day on which the information is provided for the census.
Census subdivision (CSD)	a term, used for statistical purposes, to describe municipalities within a census division. In some provinces (Newfoundland and Labrador, Nova Scotia and British Columbia) this term also describes a geographic area.
Collection unit (CU)	a small geographic area outlined to make the collection of census data more manageable. In remote areas, an enumerator is responsible for this area.
Complete count	an important goal of the census is to collect information about everyone who is living in Canada, including Canadians working overseas for federal or provincial governments, Canadian embassies, Canadian Armed Forces and their families.
Confidentiality	an assurance of high priority that all personal information collected in the census is protected by law. Statistics Canada does not release any information that could identify individuals or households without their consent.
Data	facts that can be studied and considered to form ideas or make decisions.
Dwelling	a place in which a person or group of persons live or could live.

Enumeration	the completion of a census questionnaire at home, online or on paper, by telephone or with the help of an enumerator.
Enumerator	a person who contacts households that have not returned the census questionnaire online or by mail. Sometimes these people will bring a paper copy of the questionnaire to a household or conduct interviews to help households complete the questionnaire.
Farm operator	a person, at least 15 years old, who is responsible for the day-to-day management decisions made in operating a census farm.
Farm population	all persons who are members of a farm operator's household living on a farm.
Grid	a system of survey lines that follow longitude and latitude and divide an area into counties, sections, lots and so on.
Household	a person or group of people who live in the same dwelling.
Mother tongue	the first language learned by an individual at home, in childhood, which is still understood.
Net farm income	a measurement of profit or loss of a farm operation, calculated by subtracting the total farm operating expenses from the total farm operating revenues.
Non-permanent residents	people from another country living or staying in Canada for a limited time (not permanent) on the day the census is taken, including people with work or study permits, refugee claimants and visiting family members.
Overcount	the estimated number of persons counted more than once in the Census of Population.
Population	the total number of people living in a given area.
Population centre	an area with a population of at least 1,000 and a density of 400 or more persons per square kilometre. This includes small population centres, with a population of between 1,000 and 29,000, medium population centres, with a population of between 30,000 and 99,999 and large urban population centres, with a population of 100,000 and over.
Questionnaire	a document with a series of questions.
Rural areas	areas outside of an urban area.
Sample	part of a larger group that can be used to represent the whole (e.g., one out of five households in a populated area).
Statistics	numerical facts.
Survey	a set of the same questions asked to a small group within a population whose results are used to draw conclusions about the larger group.
Undercount	the estimated number of persons who were not counted in the Census of Population.

2016 Census Teacher's Kit feedback form

Thank you for choosing to use the Statistics Canada's 2016 Census Teacher's Kit in your classroom.

We would like to know if the kit met your needs and expectations.

Please take a few moments to complete this evaluation. Our goal is to produce high-quality resources for teachers and instructors.

School/organization:				
Grade(s) and subject areas taught:			Province/territory:	
I used this kit in the classroom.			Comments:	
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
This kit met my curriculum standards.			Comments:	
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
Did you use the teacher's guide?			Comments:	
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
The students found the material interesting and they were engaged.				
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

The approach taken in the lessons was appropriate for the age and abilities of the intended group.

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

Comments:

The learning objectives outlined on each lesson were helpful when I was planning and tracking outcomes.

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

Comments:

Please share any other comments or feedback related to this resource.

Please return this evaluation form, using the contact information below.

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Send us your comments!

Please send us your comments and suggestions regarding this kit.

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Activity 1: Counting classmates

Overview

Primary and junior-level students will learn about collecting data to better understand a group of people. They will gather information and compare their findings with simplified statistics derived from the 2011 Census.

Estimated completion time: up to 120 minutes

Suggested grade level: grades 2 to 4

Objectives	Subject-specific learning objectives
<ul style="list-style-type: none"> Gain a basic understanding of the census and the kind of data that is collected. Understand how their class, as a sample of the population, could be represented using data. 	<p>Mathematics</p> <ul style="list-style-type: none"> Collect primary data. Create basic representations of simple data collected during a survey. Read and describe primary data presented in charts, tables and graphs. <p>Social studies</p> <ul style="list-style-type: none"> Gain a basic understanding of the roles and responsibilities of local governments. Begin to discuss how needs are met in communities.

Materials	Vocabulary
<p>Supplies A variety of tokens, tally or counting tools, timer or noisemaker to signal the end of a period of time.</p> <p>Handouts</p> <ul style="list-style-type: none"> Simplified census questions for centres Simplified 2011 Census data (Optional) Take home activity: New student 	<p>Census: a collection of information from every household in a country, on topics that are important to that country, used to help different levels of government make decisions.</p> <p>Data: facts that can be studied and considered to form ideas or make decisions.</p> <p>Dwelling: a place in which a person or group of people live or could live.</p> <p>Household: a person or group of people who live in the same dwelling.</p> <p>Population: the total number of people living in a given area.</p> <p>Statistics: numerical facts.</p> <p>Survey: a set of the same questions asked to a small group within a population whose results are used to draw conclusions about the larger group.</p>

Part 1: Getting started (15 to 30 minutes)

1. To begin this activity, ask students to think about three things they would like to know about their own class, such as the age of students in the class or when their birthdays are. Generate three questions and write them where all students can see them.
2. For each question, ask the class to stand up or sit down in order to answer (e.g., 'Stand up if... sit down if...'). Note the statistics for these responses on the board or on poster paper.

Sample questions

- Do you have a birthday in the summer, fall, winter or spring?
 - Do you write with your right or left hand?
3. Introduce the concept of a survey and the Census of Population to students. Ask them to think about a survey that they or their families have completed in the past, such as a customer service survey at a store.

What is a survey?

A survey is a series of identical questions given to a small group of people (out of a much larger group of people) in order to find out specific information.

What is the Census of Population?

- The Census of Population is similar to a survey, but it takes place every five years and asks the same questions about **every person** who lives in Canada, not just a small group of people.
- The census gathers facts about the people who live in Canada, including facts about how old people are, whether they are male or female, whether they are legally married or not, who they live with and languages they speak. People are also asked if they would like to share this information with the Canadian public in 92 years.
- The information gathered from the survey is used to learn about the people who live in Canada. This helps different levels of government make decisions about the programs and services they provide.

Part 2: Activity (30 to 45 minutes)

1. Tell the students that they are going to answer some of the questions that will appear on the Census of Population. By doing this, they can gather some information about their class (which is a small population within the larger population of Canada).
2. Set up three to five learning centres around the room (depending on time available) and place one question card from the **Simplified census questions for centres** handout at each centre. Data collection suggestions and tools have been provided with each card.

Centre 1: Month of birth
 Question: What month were you born?
 Add one token to the month of your birth.

January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	

Centre 2: Age
 Question: How old are the children in your household?
 Add one token to the category or box that shows how old you are.
 Add one token for each of your brothers or sisters that live with you.

0, 1, 2, 3 or 4 years old	5, 6, 7, or 8 years old	9, 10, 11, or 12 years old
13, 14, 15, or 16 years old	17, 18, 19, or 20 years old	21 years old or older

Centre 3: Spoken at home
 Question: What language do you speak at home?
 Add one token to the box that shows each language you speak at home.

English	French	Add language:
Add language:	Add language:	Add language:
Add language:	Add language:	Add language:

Centre 4: Number of people in a household
 Question: How many people live in your household?
 Draw a tiny token in the box that shows how many people live in your home.

Two	Three	Four
Five	Six	Seven or more

Centre 5: Official languages
 Question: Which of Canada's Official Languages do you know how to speak?
 Colour one circle with the ball marker for you.

<input type="checkbox"/>	<input type="checkbox"/>
I speak English.	I speak French.
<input type="checkbox"/>	<input type="checkbox"/>
I speak English and French.	I don't speak English or French.

Alternatively, set up a 'Survey centre' in one part of the room and have students answer a new question, using a different data collection tool for each day of the week.

3. Use a timer or signal to help small groups of students rotate quickly through the different centres. Encourage group members to take turns reading instructions to their classmates.

Part 3: Consolidation of learning (30 to 45 minutes)

4. After the groups have completed one full rotation, review the findings from each centre. Ask students questions about the data and have them choose the most interesting fact from their class survey. Record this fact in a math journal.

Encourage students to think about why this fact might be useful for their teacher or principal.

General questions

- Is any of the data surprising?
- How is this information helpful to you? Your teacher? Your principal?
- If someone asked your class the same questions in five years, would the data be different? How?
- What if we knew the answers to these questions for everyone in Canada? How would this be helpful?

Specific questions to ask about the data

- Do more or less than half of the students in this class speak French at home?
- Do more or less than half of the students in this class speak a language that is not French or English at home?
- How old are most of the students in this class?
- In which month do the greatest number of students have a birthday?
- There are 25 households in this classroom (one for each student). How many households have children who are 0 to 4 years old? How many have children who are 13 to 16 years old?

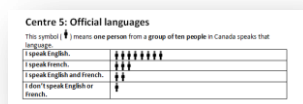
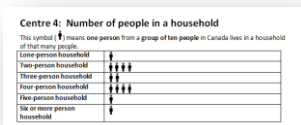
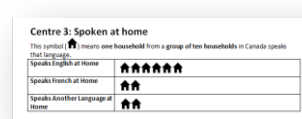
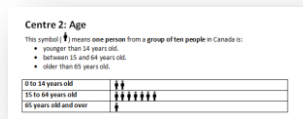
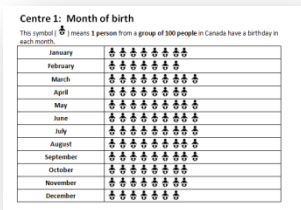
Modifications

If students require additional support:

- Review the vocabulary list before starting the exercise. Write the words and definitions on chart paper and post them around the classroom.
- Complete fewer centres (questions) or allow more time for groups to complete each centre. Verbally describe the task for each centre before beginning.

If students require an additional challenge:

- Display the appropriate simplified census data card at each corresponding centre so students can compare the statistics from their class with larger segments of the population in the rest of Canada.
- Have students create different graphic representations of the data they collected about their class, such as pictographs or bar graphs.



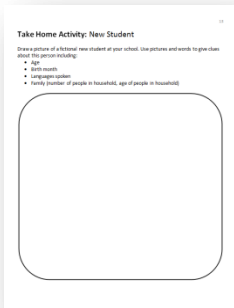
Next steps

To continue this activity, have students:

- Ask other classes in the same cohort or grade level to complete the same activity. Compare the data between classes.
- Have students create original survey questions or methods of collecting data, and ask them to gather more information about their classmates. Have each student write and present a brief 'news report' about their most fascinating findings.

(Optional) Take home activity: New student

Use the information students have gathered about the class and the Take home activity: New student to create a profile of an 'average student.' Do this by selecting some of the most common responses from their class statistics. Encourage students to draw a picture of a fictional new student in their class that matches this description. For example, the 'new student' may speak French at home, but English at school. He or she may have two siblings who are six and eight years old, and may celebrate his or her birthday in September.



Centre 1: Month of birth

Question: In what month were you born?

Add a **tally mark** to the month of your birth.

January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	

Centre 2: Age

Question: How old are the children in your household?

Add one token to the container or box that shows how old you are.

Add one token for each of your brothers or sisters that live with you.

<p>0, 1, 2, 3 or 4 years old</p>	<p>5, 6, 7 or 8 years old</p>	<p>9, 10, 11 or 12 years old</p>
<p>13, 14, 15 or 16 years old</p>	<p>17, 18, 19 or 20 years old</p>	<p>21 years old and over</p>

Centre 3: Language spoken at home

Question: What language(s) do you speak at home?

Add one sticker to the box that shows which language you speak at home.

English	French	Add a language: _____
Add a language: _____	Add a language: _____	Add a language: _____
Add a language: _____	Add a language: _____	Add a language: _____

Centre 4: Number of people in a household

Question: How many people live in your household?

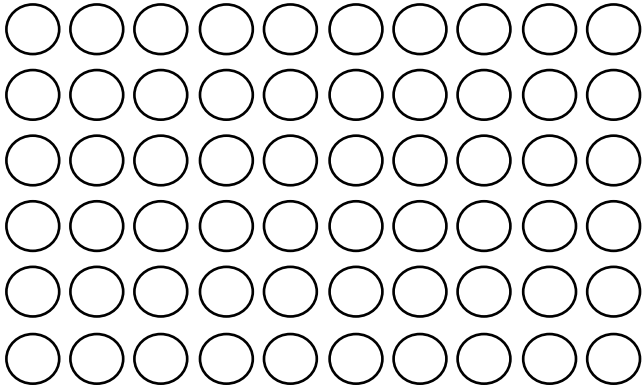
Draw a tiny house in the box that shows how many people live in your home.

<p>Two</p>	<p>Three</p>	<p>Four</p>
<p>Five</p>	<p>Six</p>	<p>Seven or more</p>

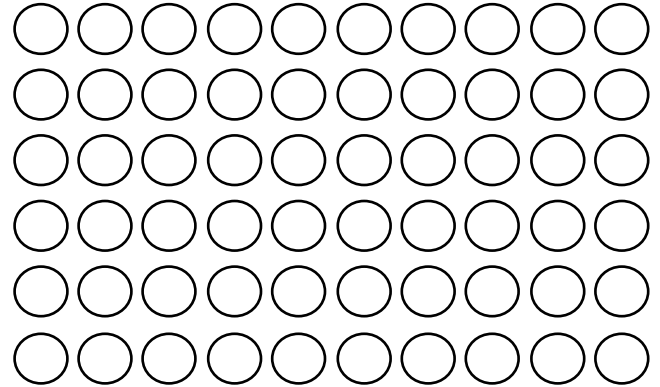
Centre 5: Official languages (modified approach)

Question: Which of Canada's official languages do you know how to speak?

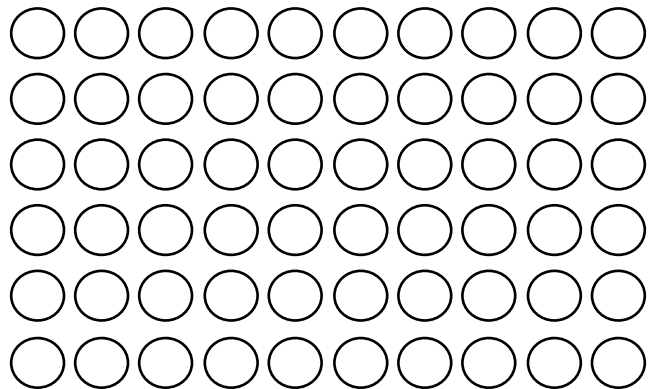
Colour **one** circle with the best answer for you.



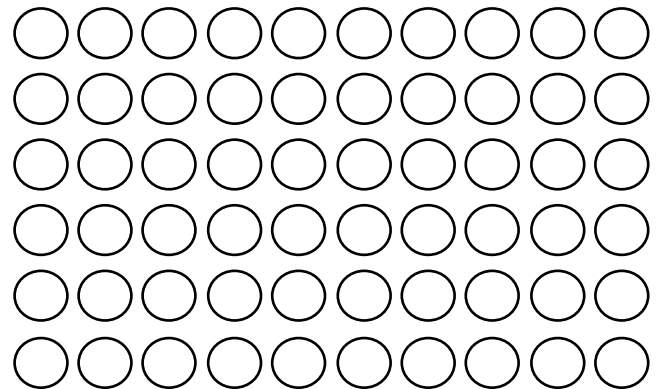
I speak English.



I speak French.















I speak English and French.



**I do not speak
English or French.**

Centre 1: Month of birth (modified approach)




This symbol () means **1 person** from a **group of 100 people** in Canada has a birthday in that month.

January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	


Centre 2: Age (modified approach)

This symbol () means **one person** from a **group of ten people** in Canada is:

- 14 years old and under
- between 15 and 64 years old
- 65 years old and over.

0 to 14 years old	
15 to 64 years old	
65 years old and over	







Centre 3: Language spoken at home (modified approach)

This symbol () means **one household** from a **group of ten households** in Canada speaks that language.


Speaks English at home	
Speaks French at home	
Speaks another language at home	





Centre 4: Number of people in a household (modified approach)

This symbol () means **one person** from a **group of ten people** in Canada lives in a household of that many people.

One-person household	
Two-person household	
Three-person household	
Four-person household	
Five-person household	
Six or more person household	

Centre 5: Official languages (modified approach)

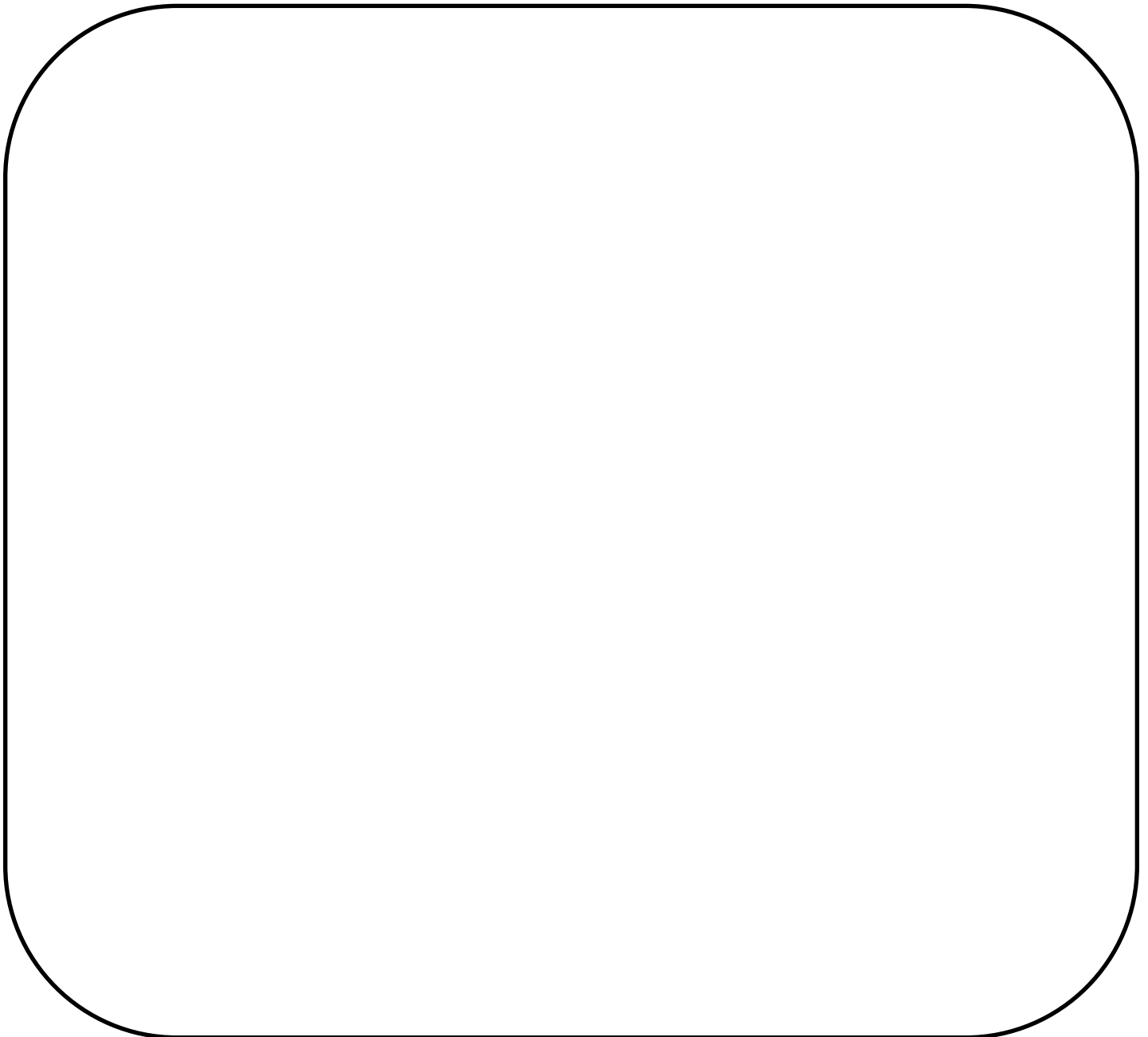
This symbol () means **one person** from a **group of ten people** in Canada speaks that language.

I speak English.	
I speak French.	
I speak English and French.	
I do not speak English or French.	

Take home activity: New student

Draw a picture of a fictional new student at your school. Use pictures and words to give clues about this person including:

- Age
- Birth month
- Languages spoken
- Family (number of people in household, age of people in household)



2016 Census Teacher’s Kit

Activity 2: Our class, our community

Overview

Junior-level students will think about the class as a community, and how they are similar to other small groups of people who live in Canada. They will learn how data can be used to make sure people in communities have services to support their needs. They will make decisions for their class community, using survey data to inform those decisions.

Estimated completion time: up to 105 minutes

Suggested grade level: grades 5 and 6

Objectives	Subject-specific learning objectives
<ul style="list-style-type: none"> • Make connections between the kind of information gathered in a survey and how that information can be used to make decisions for the benefit of a community. • Make decisions about allocation of resources using survey data to inform decisions. 	<p>Mathematics</p> <ul style="list-style-type: none"> • Collect data by conducting a survey about themselves or their community. • Demonstrate an understanding of how sets of data can be samples of larger populations. • Read, interpret and draw conclusions from primary data. <p>Social studies</p> <ul style="list-style-type: none"> • Gain a basic understanding of the roles and responsibilities of local governments. • Begin to discuss how needs are met in communities.

Materials	Vocabulary
<p>Supplies</p> <ul style="list-style-type: none"> • poster paper • markers <p>Handouts</p> <ul style="list-style-type: none"> • Classroom community questions • (Optional) Take home activity: Our Canadian class 	<p>Census: a collection of information from every household in a country, on topics that are important to that country, used to help different levels of government make decisions.</p> <p>Census reference day: the day on which the information is provided for the census.</p> <p>Community: several groups of people that live close enough together to interact with each other.</p> <p>Data: facts that can be studied and considered to form ideas or make decisions.</p> <p>Population: the total number of people living in a given area.</p> <p>Statistics: numerical facts.</p> <p>Survey: a set of the same questions asked to a small group within a population whose results are used to draw conclusions about the larger group.</p>

Part 1: Getting started (15 to 30 minutes)

1. To begin this activity, write the definition for 'community' on the board or on a large piece of poster paper.

Community: several groups of people that live close enough together to interact with each other.

2. As a class, briefly discuss the definition.

If time allows, encourage students to add words or phrases to the definition. You may also provide students with 'sticky notes' (Post-it) on which they can write and add their own words, phrases or definitions of community.

Guiding questions

- Do you think our definition and the definition here are similar or different? How?
- What kinds of things bring people together into a community? Is community just about where you live, or do community members share other things?
- Who is part of your community? How far does it extend?
- Is our class a community? Is it also part of another community?

Part 2: Activity (30 to 45 minutes)

3. Tell students that the Government of Canada conducts a Census of Population every five years. The census asks the same set of questions of every person who lives in every community in Canada. This is done in order to get an overall picture of who lives in Canada at one very specific point in time. This information is used to make decisions about the type of services and support communities need.

Topics in the questions about all people living in Canada on one day (census reference day) may include:

- age and sex
- marital status and relationships of people living in a household
- number of people living in a household
- languages spoken
- should this information be shared with the public in 92 years?

4. Ask students to work with a neighbour to think about some of the services that they have heard of or used that are provided by the Canadian government.

Services may include:

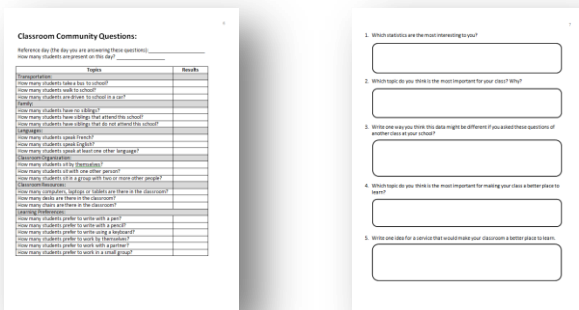
- schools and daycares
- emergency services, such as fire, police, or medical services
- roads and public transit
- community services, such as health care, education, or employment.

5. Ask students to think about their class as a small community within the larger community of their school. Tell students that they are going to answer a few questions inspired by the census. This will allow them to gather some information (statistics) about their class and class resources, so that they can make some decisions about some services or resources that their class needs.

- Distribute the **Classroom community questions** handout and read all of the questions aloud with the class before answering them. Ensure that students know that they should select one answer for each question.

Alternatively, if time and classroom resources allow, teachers or students can input the questions from the **Classroom community questions** handout into a free online survey tool, so that the survey can be completed online or on a mobile device. See **Next steps** for an extension activity if this method of data collection is being used.

- Read each question aloud and ask students to raise their hands when the answer applies to them. Count the number of raised hands, tally the student responses on the board and ask students to record the numbers on their handouts.



Alternatively, if time allows, divide students into groups to complete smaller tallies and add the results together. Create class statistics or investigate small group survey results with the class as a whole.

Part 3: Consolidation of learning (15 to 30 minutes)

- When the information has been collected and recorded, have students work in pairs or small groups to discuss and propose one service that their class needs.

Allow students to choose their own type of service, or provide groups with an assigned category of service that might be proposed. (See above for suggestions of service categories.)

Possible categories and proposed services

- Health
 - “Most students take a bus or are driven to school in a car. We should have a longer recess, more gym time, or do yoga in class so we can get more exercise.”
- Education
 - “Seven out of 30 students in the class speak a language other than English or French. We need to add some books written in those languages to the library.”

Modifications

If students require additional support:

Reduce the number of topics or questions in the survey, or focus on a different topic every day for several days.

If students require an additional challenge:

- Encourage students to represent the data in different ways by calculating percentages, or by creating graphs, diagrams, or infographics using online illustration tools.

- Ask students to consider how these data might change if the same students were asked the same questions in five years. Which information would stay the same (e.g., birthdays) and which information would be likely to change (e.g., fewer people preferring to use a pen as technology advances)?
- Encourage students to generate their own questions to learn more about their class and include these questions in the discussion.

Next steps

To continue this activity, have students:

- Ask another class (or several classes) in the school to complete the same activity and compare the data.
- If an online survey tool has been used to collect data, export the data into a spreadsheet software to create different kinds of graphs and practise information technology and math skills by manipulating the data.
- Read a book such as *If the World Were a Village* by David J. Smith and Shelagh Armstrong (ISBN-10: 1554535956, ISBN-13: 978-1554535958) or visit websites with a similar theme to further investigate how the characteristics and composition of a community (including a global one) may be represented numerically.
- Work as a class to select the top three proposals for services for the class. Establish criteria with which to evaluate them, such as interest level in the class, long-term benefit, feasibility and cost to implement. When a single service has been selected, have students write a letter to the principal, school council or parent groups asking them to provide support in implementing the service.

(Optional) Take home activity: Our Canadian class

Use the information students have gathered about the class to create a visual 'snapshot' of their class as a Canadian classroom. Encourage students to represent details about their classroom and the students within it in a variety of ways. This might include illustrations, written facts, graphs or charts, or infographics contained in the maple leaf outline. These can be cut out and posted in the school community or scanned and shared on a class website.



Classroom community questions

Reference day (the day you are answering these questions) _____

How many students are present on this day? _____

Topics	Results
Transportation	
How many students take a bus to school?	
How many students walk to school?	
How many students are driven to school in a car?	
Family	
How many students have no siblings?	
How many students have siblings that attend this school?	
How many students have siblings that do not attend this school?	
Languages	
How many students speak English?	
How many students speak French?	
How many students speak at least one other language?	
Classroom organization	
How many students sit by themselves?	
How many students sit with one other person?	
How many students sit in a group with two or more other people?	
Classroom resources	
How many computers, laptops or tablets are there in the classroom?	
How many desks are there in the classroom?	
How many chairs are there in the classroom?	
Learning preferences	
How many students prefer to write with a pen?	
How many students prefer to write with a pencil?	
How many students prefer to write using a keyboard?	
How many students prefer to work by themselves?	
How many students prefer to work with a partner?	
How many students prefer to work in a small group?	

1. Which statistics are the most interesting to you?

2. Which topic do you think is the most important for your class? Why?

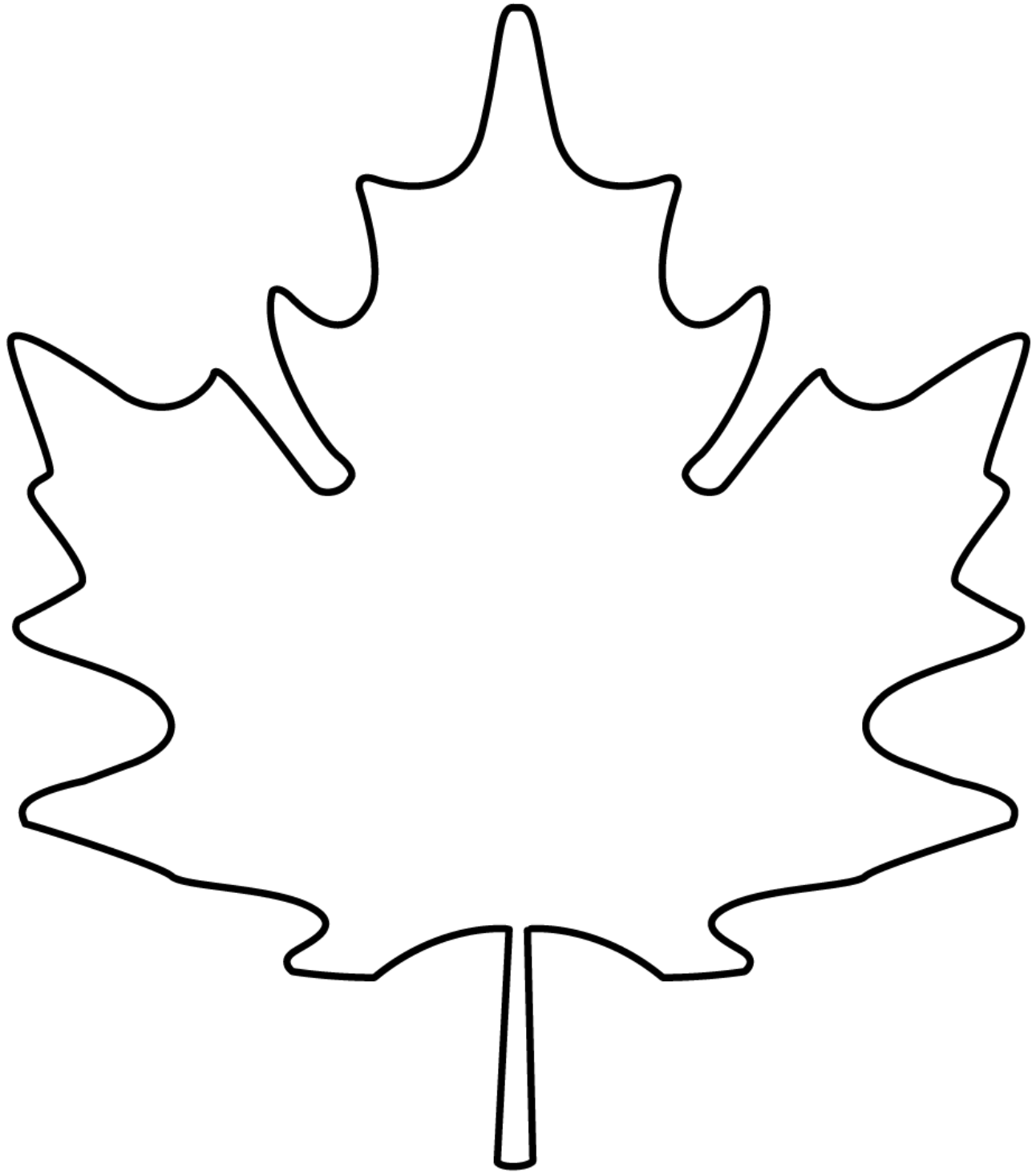
3. Write one way you think this data might be different if you asked these questions of another class at your school?

4. Which topic do you think is the most important for making your class a better place to learn?

5. Write one idea for a service that would make your classroom a better place to learn.

(Optional) Take home activity: Our Canadian class

Illustrate the maple leaf below with a 'snapshot' of your classroom, and show details from the data you collected about your class.



2016 Census Teacher’s Kit

Activity 3: Food, feed and function

Overview

Intermediate-level students will investigate current data from the Census of Agriculture and become familiar with some of the agricultural products from their region. They will consider geographic factors that contribute to the success of these products in their region, and compare their region’s production with that of other regions in Canada.

Estimated completion time: up to 105 minutes

Suggested grade level: grades 7 to 9

Objectives	Subject-specific learning objectives
<ul style="list-style-type: none"> Gain an awareness of the Census of Agriculture and the information it collects. Learn to access and use data drawn from the Census of Agriculture. Gain an understanding of the kinds of agricultural products that are produced in their region and the natural resources required to do this. 	<p>Mathematics</p> <ul style="list-style-type: none"> Prepare and evaluate convincing arguments, based on the analysis of data. <p>Social studies</p> <ul style="list-style-type: none"> Examine the relationship between the economic development of regions and their available resources. Demonstrate an awareness of significant geographic factors that affect economic development and quality of life.

Materials	Vocabulary
<p>Resources</p> <ul style="list-style-type: none"> poster paper markers scissors glue or tape <p>Questions from the 2011 Census of Agriculture</p> <ul style="list-style-type: none"> (English) www.statcan.gc.ca/eng/ca2011/201103/q11 (French) www.statcan.gc.ca/fra/ra2011/201103/q11 <p>Highlights and analyses – Farm data and farm operator data for 2011 and 2006</p> <ul style="list-style-type: none"> (English) www.statcan.gc.ca/pub/95-640-x/2011001/ha-fsa- 	<p>Census of Agriculture: a census that takes place every five years and asks questions about every farm, ranch, or other agricultural operation in Canada, including questions about land use, crops, livestock, agricultural labour, farm income and land management.</p> <p>Data: facts that can be studied and considered to form ideas or make decisions.</p> <p>Enumeration: the completion of a census questionnaire at home, online or on paper, by telephone, or with the help of an enumerator. (See note in Step 2 of this activity for additional information about enumeration for the Census of Agriculture.)</p> <p>Farm operator: a person, at least 15 years old, who is responsible for the day-to-day management decisions made in operating a census farm.</p> <p>Field crop: a crop that does not include fruits or vegetables, such as hay, grains (e.g., wheat and corn), oilseeds (e.g., flaxseed, canola, soybeans and sunflower), pulses (e.g., dry beans and peas, lentils and chickpeas), potatoes and other crops (e.g., tobacco, ginseng, sugar beets and other spices).</p> <p>Survey: a set of the same questions asked to a small group within a population whose results are used to draw conclusions about the larger group.</p>

eng.htm
www.statcan.gc.ca/cara2006/hl-fs-eng.htm

- (French)
www.statcan.gc.ca/pub/95-640-x/2011001/ha-fsa-fra.htm
www.statcan.gc.ca/cara2006/hl-fs-fra.htm

Handouts

- What is the Census of Agriculture?
- Food, feed and function labels
- **(Optional)** Food, feed and function illustrated labels
- 2011 and 2006 proportion of cropland throughout Canada

Statistics: numerical facts.

Getting started (15 to 30 minutes)

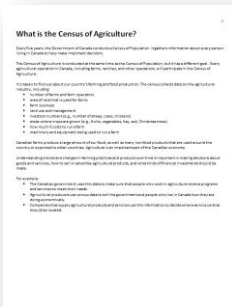
1. To begin this activity, divide the class into small groups and tell students they have two minutes to think of a list of crops that are grown on farms in their region (e.g., county, home province, territory, or within 100 km of their school).

Ask groups to record their ideas on a large piece of poster paper.

It may be helpful to post or project a map of the local region so students can make observations about geography and land use.

Activity (30 to 45 minutes)

2. Tell students that the government and agricultural operators in Canada need to know about agricultural trends, products and operations in their region.
3. Provide students with the **What is the Census of Agriculture?** handout.



A note about enumeration for the Census of Agriculture

For the Census of Population, a field representative may, in some situations, contact households who have not returned the census questionnaire online or by mail. Sometimes these people will bring a paper copy of the questionnaire to a household or conduct interviews to help households complete the questionnaire.

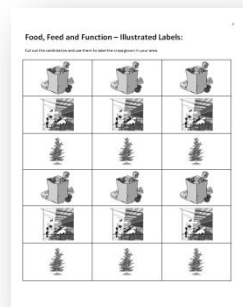
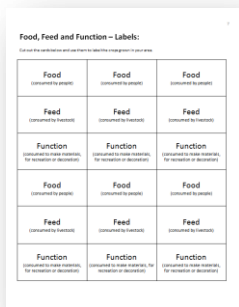
The Census of Agriculture is different in this regard. Farm operators are asked to complete the census questionnaire themselves. If assistance is needed to complete the questionnaire, farm operators can call the Census Help Line (CHL).

4. If time and resources allow, provide students with access to an online or printed version of the 2011 Census of Agriculture questionnaire so they can see the kinds of questions asked and investigate the different categories of agricultural products.
 - (English) www.statcan.gc.ca/sites/default/files/q11-eng.pdf
 - (French) www.statcan.gc.ca/sites/default/files/q11-fra.pdf
5. Read through the description as a class, or have students work in small groups to read and summarize their understanding with a partner.

Discussion questions

- What is the Census of Agriculture?
- How often is the census taken?
- Would your household need to take this census? Why or why not?
- Who uses the statistics gathered by the Census of Agriculture?

6. Print and cut out the cards from the **Food, feed, and function labels** or (Optional) **Food, feed, and function illustrated labels** handout and ask groups to use these labels to designate the products produced in their area as one of three categories: crops that are used for food (consumed by people), feed (consumed by livestock) or function (consumed to make materials, for recreation or decoration). Select the handout that best meets the needs of your students.



Alternatively, students can use different coloured markers or symbols to label crops produced in their region.

Consolidation of learning (30 minutes)

7. Distribute the **2011 and 2006 proportion of cropland throughout Canada** handout or display the relevant data for applicable regions where all students can view it. Have students work in groups or with a partner to complete questions on the **Food, feed and function worksheet** handout, using the statistics about cropland in Canada to answer some of the questions.

2011 and 2006 Proportion of Cropland throughout Canada

Notes: Have been taken from the 2011 Data and the 2006 Data, respectively. Functional Units, as defined:

- 1 hectare (2.47 acres) of cropland is equal to 10000 square metres.
- The figures indicate the proportion of cropland in the region of Canada for the year 2011 and 2006.

Alberta statistics

Year	Proportion of cropland (%)	Proportion of cropland (ha)
2011	27.3	1314
2006	26.9	1292
2011	4.2	201
2006	4.2	201
2011	4.3	203
2006	4.3	203

British Columbia statistics

Year	Proportion of cropland (%)	Proportion of cropland (ha)
2011	1.1	53
2006	1.1	53
2011	0.9	43
2006	0.9	43
2011	1.1	53
2006	1.1	53

Manitoba statistics

Year	Proportion of cropland (%)	Proportion of cropland (ha)
2011	18.9	913
2006	18.9	913
2011	18.9	913
2006	18.9	913
2011	18.9	913
2006	18.9	913

Ontario statistics

Year	Proportion of cropland (%)	Proportion of cropland (ha)
2011	18.9	913
2006	18.9	913
2011	18.9	913
2006	18.9	913
2011	18.9	913
2006	18.9	913

Quebec statistics

Year	Proportion of cropland (%)	Proportion of cropland (ha)
2011	1.1	53
2006	1.1	53
2011	1.1	53
2006	1.1	53
2011	1.1	53
2006	1.1	53

Atlantic provinces statistics

Year	Proportion of cropland (%)	Proportion of cropland (ha)
2011	1.1	53
2006	1.1	53
2011	1.1	53
2006	1.1	53
2011	1.1	53
2006	1.1	53

Central provinces

Year	Proportion of cropland (%)	Proportion of cropland (ha)
2011	18.9	913
2006	18.9	913
2011	18.9	913
2006	18.9	913
2011	18.9	913
2006	18.9	913

Western provinces

Year	Proportion of cropland (%)	Proportion of cropland (ha)
2011	18.9	913
2006	18.9	913
2011	18.9	913
2006	18.9	913
2011	18.9	913
2006	18.9	913

Atlantic provinces

Year	Proportion of cropland (%)	Proportion of cropland (ha)
2011	1.1	53
2006	1.1	53
2011	1.1	53
2006	1.1	53
2011	1.1	53
2006	1.1	53

Food, Feed and Function - Worksheet

1. Name a crop common to your region and how it is used (at least 2).

Crop	Food	Feed	Function

2. How do you estimate the proportion of cropland in your region that is used for each of the three categories?

3. Describe the three categories of cropland in your region that are used for each of the three categories.

4. What other crops or products are common to your region?

Food, Feed and Function - Worksheet

1. Name a crop common to your region and how it is used (at least 2).

Crop	Food	Feed	Function

2. How do you estimate the proportion of cropland in your region that is used for each of the three categories?

3. Describe the three categories of cropland in your region that are used for each of the three categories.

4. What other crops or products are common to your region?

Modifications

If students require additional support:

- Read the description of the Census of Agriculture as a class.
- Assign groups a particular type of crop and provide access to online or printed resources with background information about how those crops are grown and produced.
- If students are new to Canada, make a list of agricultural products grown in their home country. Students who live in urban areas may benefit from a trip to the local supermarket or a search through their refrigerators at home to investigate where the produce they eat is grown. As a class, talk about why these products may or may

not be grown in Canada. Discussion points may include differences in climate or other environmental factors or differences in preference and demand.

If students require an additional challenge:

Ask the students to complete a more in-depth investigation into the production of a particular agricultural product and its economic impact on a given region. Use online resources including Highlights and analyses from the 2011 Census of Agriculture. They can be found here:

- (English) www.statcan.gc.ca/pub/95-640-x/2011001/ha-fsa-eng.htm
- (French) www.statcan.gc.ca/pub/95-640-x/2011001/ha-fsa-fra.htm

Topics may include research into jobs created, the profits generated and the ecological impact of production.

Data gathered from previous census questionnaires and other surveys conducted by Statistics Canada can be searched by topic, year, region, etc., and can be found here:

- (English) www5.statcan.gc.ca/cansim/home-accueil?lang=eng
- (French) www5.statcan.gc.ca/cansim/home-accueil?lang=fra.

Statistics Canada encourages the downloading and reuse of data provided in its socioeconomic database (CANSIM).

Next steps

To continue this activity, have students:

- Conduct an in-depth investigation into the natural and human-made resources required to produce a given crop and create a 'web' or 'chain of connections' from seed to consumption. This chain should include themselves or their families, where appropriate.
- If possible, arrange for guest speakers who not only work in agriculture, but in the production, distribution and marketing of local products. Students may also be taken on a field trip to a business or organization that supports local agriculture. In either case, the focus should go beyond the farm to encompass other community members who make their livelihood producing or using these products.
- Complete the same activity with agricultural production related to livestock in a region of Canada, or extend this comparison to another country.

What is the Census of Agriculture?

Every five years, the Government of Canada conducts a Census of Population. It gathers information about every person living in Canada to help make important decisions.

The Census of Agriculture is conducted at the same time as the Census of Population, but it has a different goal. Every agricultural operation in Canada, including farms, ranches, and other operations, will participate in the Census of Agriculture.

It is taken to find out about our country's farming and food production. The census collects data on the agricultural industry, including:

- number of farms and farm operators
- area of land that is used for farms
- farm business
- land use and management
- livestock numbers (e.g., number of sheep, cows, chickens)
- areas where crops are grown (e.g., fruits, vegetables, hay, sod, Christmas trees)
- how much it costs to run a farm
- machinery and equipment being used to run a farm.

Canadian farms produce a large amount of our food, as well as many non-food products that are used around the country or exported to other countries. Agriculture is an important part of the Canadian economy.

Understanding trends and changes in farming practices and products over time is important in making decisions about goods and services, how to sell or advertise agricultural products, and what kinds of financial investments should be made.

For example:

- The Canadian government uses this data to make sure that people who work in agriculture receive programs and services to meet their needs.
- Agricultural producers use census data to tell the government and people who live in Canada how they are doing economically.
- Companies that supply agricultural products and services use this information to decide where service centres should be located.

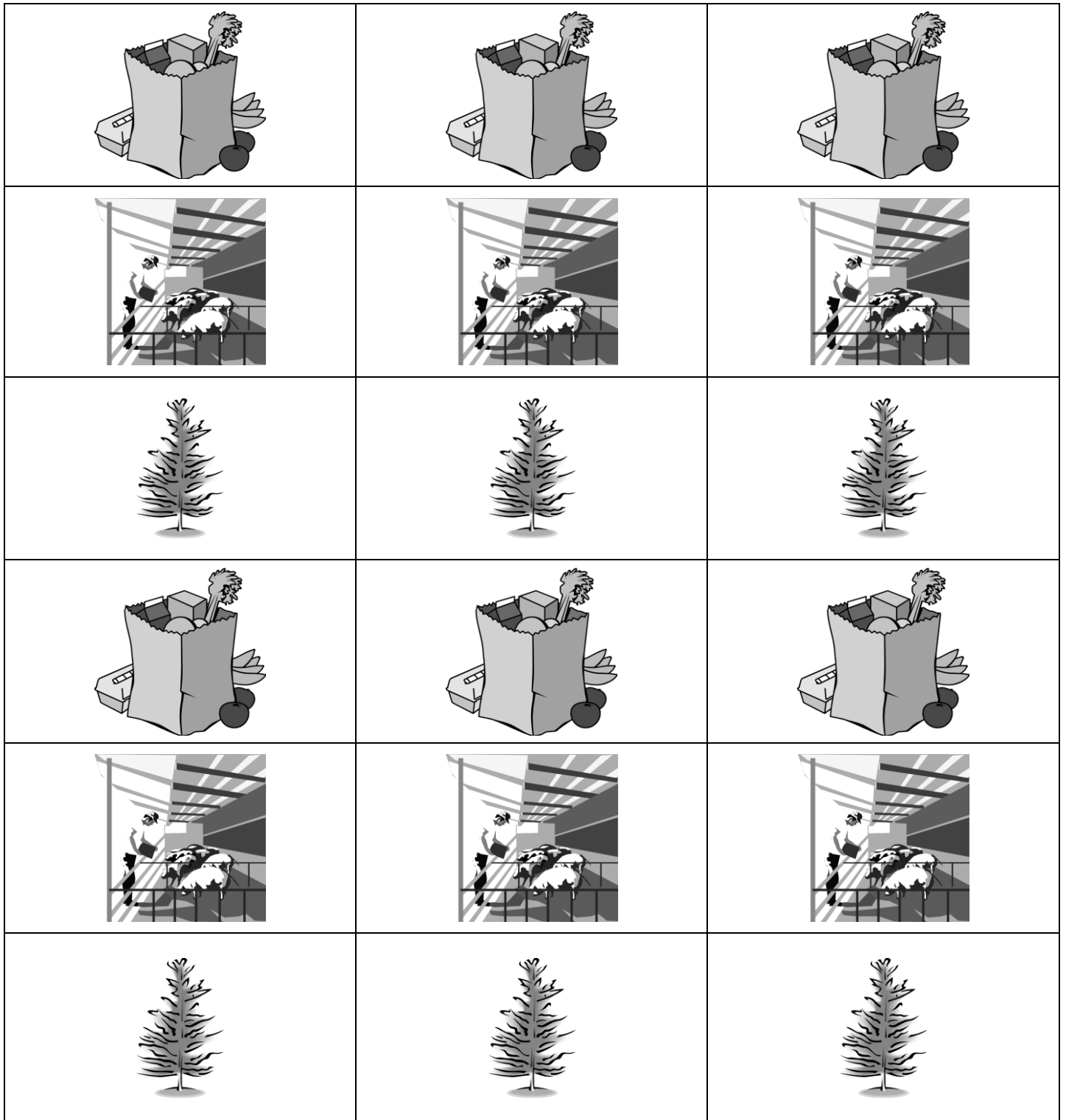
Food, feed and function labels

Cut out the cards below and use them to label the crops grown in your area.

Food (consumed by people)	Food (consumed by people)	Food (consumed by people)
Feed (consumed by livestock)	Feed (consumed by livestock)	Feed (consumed by livestock)
Function (consumed to make materials, for recreation or decoration)	Function (consumed to make materials, for recreation or decoration)	Function (consumed to make materials, for recreation or decoration)
Food (consumed by people)	Food (consumed by people)	Food (consumed by people)
Feed (consumed by livestock)	Feed (consumed by livestock)	Feed (consumed by livestock)
Function (consumed to make materials, for recreation or decoration)	Function (consumed to make materials, for recreation or decoration)	Function (consumed to make materials, for recreation or decoration)

Food, feed and function illustrated labels

Cut out the cards below and use them to label the crops grown in your area.



2011 and 2006 proportion of cropland throughout Canada

Tables have been drawn from the 2011 Census of Agriculture Farm and farm operator data, Highlights and analyses, and Provincial trends, available at:

- (English) www.statcan.gc.ca/pub/95-640-x/2011001/ha-fsa-eng.htm
- (French) www.statcan.gc.ca/pub/95-640-x/2011001/ha-fsa-fra.htm.

The boxes below show the proportion of cropland in different regions of Canada for the years 2011 and 2006.

Atlantic provinces

Newfoundland and Labrador

Composition of cropland	Percent of cropland*	
	2011	2006
Field crops	7.9	12.6
Hay	76.2	69.8
Fruits	6.9	9.7
Sod and Nursery	4.6	3.2
Vegetables	4.3	4.7

* Totals may not equal 100% due to rounding

Source: Statistics Canada, Census of Agriculture, 2006 and 2011

Prince Edward Island

Composition of cropland	Percent of cropland*	
	2011	2006
Field crops	65.0	59.7
Hay	31.2	37.2
Fruits	3.1	2.4
Vegetables	0.6	0.6
Sod and Nursery	0.1	0.0

* Totals may not equal 100% due to rounding

Source: Statistics Canada, Census of Agriculture, 2006 and 2011

Nova Scotia

Composition of cropland	Percent of cropland*	
	2011	2006
Field crops	18.8	15.7
Hay	58.9	64.7
Fruits	18.7	16.3
Vegetables	2.4	2.3
Sod and Nursery	1.2	1.1

* Totals may not equal 100% due to rounding

Source: Statistics Canada, Census of Agriculture, 2006 and 2011

New Brunswick

Composition of cropland	Percent of cropland*	
	2011	2006
Field crops	40.8	37.7
Hay	49.7	54.9
Fruits	8.5	6.4
Vegetables	0.5	0.6
Sod and Nursery	0.4	0.4

* Totals may not equal 100% due to rounding

Source: Statistics Canada, Census of Agriculture, 2006 and 2011

Central provinces

Quebec

Composition of cropland	Percent of cropland	
	2011	2006
Field crops	54.5	51.6
Hay	40.9	44.2
Vegetables	2.0	2.2
Fruits	2.1	1.5
Sod and Nursery	0.5	0.5

Source: Statistics Canada, Census of Agriculture, 2006 and 2011

Ontario

Composition of cropland	Percent of cropland*	
	2011	2006
Field crops	74.1	68.6
Hay	23.3	28.3
Vegetables	1.5	1.7
Fruits	0.6	0.7
Sod and Nursery	0.6	0.7

* Totals may not equal 100% due to rounding

Source: Statistics Canada, Census of Agriculture, 2006 and 2011

Western provinces

Manitoba

Composition of cropland	Percent of cropland	
	2011	2006
Field crops	82.9	79.8
Hay	17.0	20.1
Others*	0.1	0.1

Source: Statistics Canada, Census of Agriculture, 2006 and 2011

Saskatchewan

Composition of cropland	Percent of cropland	
	2011	2006
Field crops	87.4	86.1
Hay	12.6	13.9

Source: Statistics Canada, Census of Agriculture, 2006 and 2011

Alberta

Composition of cropland	Percent of cropland**	
	2011	2006
Field crops	78.6	74.6
Hay	21.3	25.2
Others*	0.1	0.1

* Includes fruits, field vegetables, sod and nursery

** Totals may not equal 100% due to rounding

Source: Statistics Canada, Census of Agriculture, 2006 and 2011

British Columbia

Composition of cropland	Percent of cropland	
	2011	2006
Hay	64.1	66.8
Field crops	29.8	27.7
Fruits	4.1	3.4
Vegetables	1.1	1.2
Sod and Nursery	0.9	0.9

Source: Statistics Canada, Census of Agriculture, 2006 and 2011

Food, feed and function worksheet

1. Name a crop commonly grown in your region and indicate how it is used (circle all that apply).

Crop:

Food

feed

function

2. What products created from this crop are used in daily life by you, your community, people across Canada, or people in other countries?

3. Describe up to three characteristics about the environment in your region that helps to make this crop a successful part of your local economy.

4. What other natural or human resources make this crop successful in your region?

2016 Census Teacher’s Kit

Activity 4: 92 Years from now

Overview

Senior-level students will investigate some of the questions asked in the census, using the 2011 Census as a tool. They’ll think critically about the census questionnaire and consider how this information would be useful to past and future generations. They’ll also be asked to devise their own ‘census questions.’

Estimated completion time: up to 90 minutes

Suggested grade level: grades 10 to 12

Objectives	Subject-specific learning objectives
<ul style="list-style-type: none"> Become familiar with the kinds of questions asked in the census. Think critically about why particular questions are asked. Consider and craft questions to gather additional information about the Canadian population. 	<p>Language and communication</p> <ul style="list-style-type: none"> Identify and analyse perspectives in text and comment on questions they raise about beliefs, values, identity, and power. Write for a particular purpose and audience. <p>Social studies</p> <ul style="list-style-type: none"> Understand that governments and other decision-making bodies evolve over time and are shaped by the traditions and pressures of the communities they govern. Formulate research questions. Investigate demographic trends and how data about the life patterns of individuals is obtained. Use appropriate information technology to access or transmit information (e.g., surveys).

Materials	Vocabulary
<p>Supplies Access to printed or online census questions</p> <ul style="list-style-type: none"> (English) www.gazette.gc.ca/rp-pr/p1/2010/2010-08-21/html/order-decret-eng.html (French) www.gazette.gc.ca/rp-pr/p1/2010/2010-08-21/html/order-decret-fra.html <p>Handouts</p> <ul style="list-style-type: none"> What is the Census of Population? Summary of census topics Census question worksheet 	<p>Census of Population: an enumeration of every household and person in Canada, done once every five years. Topics include age, sex, marital status and languages spoken.</p> <p>Confidentiality: an assurance that all personal information collected in the census is protected by law. Statistics Canada does not release any information that could identify individuals or households without their consent.</p> <p>Enumeration: the completion of a census questionnaire at home, online or on paper, by telephone or with the help of an enumerator.</p> <p>Enumerator: a person who contacts households that have not returned the census questionnaire online or by mail. Sometimes these people will bring a paper copy of the questionnaire to a household or conduct interviews to help households complete the questionnaire.</p>

Getting started (15 to 30 minutes)

- Gather and show students images of their region 100 years ago. As a class, discuss the images and how they feel life would have been different or similar for everyday Canadians in that time period.

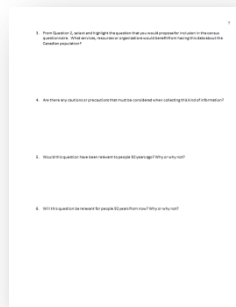
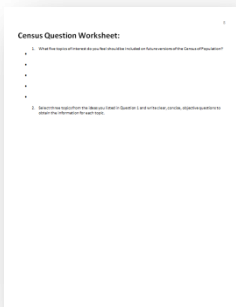
7. Draw student attention to the final topic of consent at the bottom of the summary. When it is time for them to complete the census, they will be required to consult with the members of their own family to determine if they would like to give permission to release confidential information in 92 years. Without this permission, individual responses will never be available; instead, this information will be part of the about Canada as a whole.

Discussion questions

- Would you say yes or no? Why?

Consolidation of learning (30 minutes)

8. Using the **Census question worksheet** handout, ask students to work individually or in pairs to define five informational topics they feel should be represented in the census data for 2016.



9. From these options, ask each student to select three topics and write clear, concise, objective questions to obtain the desired information. Encourage students to consider what makes an effective or useful question.

Considerations for survey question writing:

- Does this question presuppose information? Is it open-ended? Is it objective?
- Is it clear what I'm asking? Will people reading it know what I'd like from them?
- Does the question solicit useful information?

10. When they've completed their list of questions, ask students to pair up and test their questions.
11. Partners should not only answer each other's questions, but should provide feedback about whether or not the question was effective, as well as suggestions about how it might be improved. Be sure to give students time to reword and refine their questions, based on feedback from their peers.

Modifications

If students require additional support:

Some students may need their teacher to provide a number of examples before they are able to create and test their own. Sample questions from previous census questionnaires can be found at

- (English) www.gazette.gc.ca/rp-pr/p1/2010/2010-08-21/html/order-decret-eng.html
- (French) www.gazette.gc.ca/rp-pr/p1/2010/2010-08-21/html/order-decret-fra.html.

If students require an additional challenge:

Ask students to investigate previous census data to determine if topics similar to theirs have ever been included in any form of the census questionnaire. If the information has not, to date, been included, ask students to speculate on trends in responses to the question for five, ten or fifteen years in the future.

Data gathered from previous census questionnaires and other surveys conducted by Statistics Canada can be searched by topic, year, region, etc., and can be found here:

- (English) www5.statcan.gc.ca/cansim/home-accueil?lang=eng
- (French) www5.statcan.gc.ca/cansim/home-accueil?lang=fra

Statistics Canada encourages the downloading and reuse of data provided in its socioeconomic database (CANSIM).

Next steps

To continue this activity, have students:

- Examine how census questions have changed as Canada and its population have changed. Provide sample questions from past census documents (five, ten or fifty years ago) and have students try to guess which era the questions represent. Have them create a poster featuring a comparison chart with data trends for questions of interest.
- Investigate the history of the census, the data it provides, and how it is used by organizations, media outlets, researchers, and policy makers. Consult the highlights and analysis of 2011 Census data and reflect on interesting or surprising findings and how students relate to those findings personally, or in the long-term, professionally.
- Create a survey from student questions and use free online survey tools to collect data, using the questions from a sample population within the community. If collecting data from people in the local community, ensure that respondents are aware that their participation is voluntary and that confidentiality cannot be guaranteed in an informal survey.

What is the Census of Population?

A census is a tool that provides important basic information about a country's residents.

In Canada, the Census of Population is sent to every household, every five years. The goal of the census is to gather important information about every man, woman, and child who lives in Canada. By law, every household in Canada must participate, and by law, Statistics Canada must protect the information that is gathered.

The questions on the census ask about things like age, sex, marital status, who lives in a household, how they are connected to each other, and languages spoken.

The information collected during a census is used by all levels of government, as well by as the health care industry, social service agencies, educators, and the media. Information is used to make decisions about how and where money will be spent for services such as new roads, schools, police and fire protection for communities.

The last Canadian census was conducted in 2011. The next census in Canada will take place in 2016.

Summary of census topics

Respondents are asked to provide contact information and a current address before answering the following questions:

- **How many persons usually live at this address as of (date), including yourself?**
- **Is anyone a farm operator who produces at least one agricultural product intended for sale?**
 - Crops, livestock, milk, poultry, eggs, greenhouse or nursery products, Christmas trees, sod, honey, bees, maple syrup products, furs, etc.
- **For each person, information is provided regarding their:**
 - **Sex** (male or female)
 - **Date of birth and age** (day, month, year, age)
 - **Marital status** (never legally married, legally married [and not separated], separated, but still legally married, divorced, or widowed)
 - **Is this person living with a common-law partner?**
 - **Relationship to respondent (Person 1)**

Children	Adults
<ul style="list-style-type: none"> • Son or daughter of both Persons 1 and 2 • Son or daughter of Person 1 only • Son or daughter of Person 2 only • Son-in-law or daughter-in-law of Person 1 • Grandchild of Person 1 • Father or mother of Person 1 • Father-in-law or mother-in-law of Person 1 • Brother or sister of Person 1 • Foster child 	<ul style="list-style-type: none"> • Opposite-sex husband or wife of Person 1 • Opposite-sex common-law partner of Person 1 • Same-sex married spouse of Person 1 • Same-sex common-law partner of Person 1 • Son or daughter of Person 1 only • Son-in-law or daughter-in-law of Person 1 • Grandchild of Person 1 • Father or mother of Person 1 • Father-in-law or mother-in-law of Person 1 • Brother or sister of Person 1 • Foster child • Room-mate, lodger or boarder • Other — Specify

Additional instructions for consideration

- Adopted children are considered sons and daughters.
- Children in joint custody are included in the home of the parent where they live most of the time.
- Children who spend equal time with each parent are included in the home of the parent on a particular date (reference day).

- **These questions will also be asked about each person:**
 - Can this person speak English or French (or both or neither) well enough to conduct a conversation?
 - What language does this person speak **most often** at home?
 - Does this person speak any other languages **on a regular basis** at home?
 - What is the language that this person **first learned** at home, **in childhood**, and **still understands**?

- **The final question is for all persons listed on the questionnaire:**
 - Does this person agree to make his or her 2011 Census information available in 2103 (92 years after the census)?

Yes	No
<p>Only if you mark “YES” to this question will your census responses and family history be part of the historical record of Canada.</p> <p>A “YES” means your census responses will be available to family members and historical researchers, 92 years after the 2011 Census, in 2103.</p>	<p>If you mark “NO” or leave the answer blank, your census responses will never be made available to future generations.</p>

Census question worksheet

1. What five topics of interest do you feel should be included on future versions of the Census of Population?
 -
 -
 -
 -
 -
2. Select three topics from the ideas you listed in Question 1 and write clear, concise and objective questions to obtain the information for each topic.

