

2016
Census
Adult
Education
Kit



2016

CENSUS • RECENSEMENT

Instructor's Guide



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www.census.gc.ca

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Dear educator:

The **2016 Census Adult Education Kit** has been developed for use in adult literacy and English- or French-as-a-second-language (ESL or FSL) classes across the country. All activities are classroom-ready.

The kit contains five activities that provide opportunities for listening, speaking, reading and writing. The activities help students become familiar with the Census of Population, gain an understanding of how the census works and how information obtained through the census is used.

Students will learn where to find information when they are completing the census questionnaire, and will gain experience with important vocabulary.

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

If you have questions or comments about the 2016 Census Adult Education 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 Adult Education 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 Adult Education Kit for 2021, please fill in the enclosed feedback form and fax it back to 613-951-0930 or 1-877-256-2370.

Note: A separate **2016 Census Teacher's Kit**, for use in grade 2 to 12 classrooms, is available online at www.census.gc.ca.

Instructor's guide

Introduction

This guide contains useful information for instructors and students in adult literacy and English- or French-as-a-second-language classes.

Statistics Canada is providing this information to help explain the 2016 Census to students.

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:

- help prepare students for the census process so that they will know what to expect, what to do and when to do it
- help students understand how information obtained through the census contributes to decisions made for their local community and for the country.

Planning

The best time to incorporate the 2016 Census Adult Education 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. Instructors are also encouraged to use census activities, concepts and statistics obtained from the census process in ongoing studies.

Activities guide students through five different activities that will help them understand the Census of Population and apply important census concepts and terms.

Specific learning objectives are highlighted for each activity, based on Canadian Language Benchmarks. Where possible, essential employment skills, such as oral communication, finding information or document use, are incorporated into the activities.

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.
- **Estimated completion time:** an estimation of how long the activity should take to complete with a group of students. Activities range from 45 to 90 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 classroom.
- **Census knowledge:** a set of census-specific learning goals for each activity.
- **Specific learning objectives:** a set of language learning goals in the areas of listening, speaking, reading, writing, and more general skills.
- **Materials:** a list of general classroom supplies, online resources and handouts to support each activity. Handouts may include reference material, worksheets or visual aids.
- **Activity:** a set of step-by-step directions for teachers.
- **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

The stand-alone activity (Profiles of Canadians) can be completed independently, or as a drop-in activity to complement or expand on activities 1 to 4. The profiles created for this activity may be used or referenced as appropriate throughout all of the activities.

Stand-alone activity Profiles of Canadians

In this activity, students will read short, fictional profiles about people who have answered census questions. They will identify new terms and develop questions that could be answered with the information contained in these profiles, using prompts and a census vocabulary for support.

Activity 1 What is the census?

In this activity, students will practise language skills while learning how the 2016 Census will benefit communities. They will learn what the census is, and develop an understanding that the information gathered impacts the allocation of government services.

Activity 2 The census process

In this activity, students will learn about the process involved in completing the Census of Population questionnaire. They will also learn about the requirement to complete the census questionnaire and the support available to help them do so.

Activity 3 Creating a personal profile

In this activity, students will learn relevant vocabulary for the Census of Population. They will create a personal profile for a fictional character and practise answering some of the questions from the census.

Activity 4 Relationship vocabulary

In this activity, students will practise language skills while investigating relationship vocabulary used to describe people who share a dwelling. Students will create visual representations of households, identify people who share a residence and describe relationships using Census of Population terminology.

Resources

A number 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 do 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, that 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 Adult Education Kit

Stand-alone activity: Profiles of Canadians

Overview

In this activity, students will read short, fictional profiles about people who have answered census questions. They will identify new vocabulary and develop questions that could be answered with the information contained in these profiles, using prompts and vocabulary lists for support.

Estimated completion time: 45 to 60 minutes

Census knowledge	Specific learning objectives
<ul style="list-style-type: none"> • Understand and use key terminology from the Census of Population. • Understand the kinds of information gathered by the Census of Population. 	<p>Listening</p> <ul style="list-style-type: none"> • Understand short, simple communication about a person or situation and identify factual details and expressions. (Canadian Language Benchmark 3) <p>Speaking</p> <ul style="list-style-type: none"> • Briefly describe people and situations, providing some basic details. (Canadian Language Benchmark 3) • Use simple questions to ask about another person. (Canadian Language Benchmark 3) <p>Reading</p> <ul style="list-style-type: none"> • Get information from simple, explicit, one- to two-paragraph texts related to everyday topics. (Canadian Language Benchmark 3) • Use standard reference texts such as vocabulary lists to identify and understand new vocabulary. (Canadian Language Benchmark 3) <p>Writing</p> <ul style="list-style-type: none"> • Copy or record words and sentences with correct capitalization and punctuation. (Canadian Language Benchmark 3) • Compose short, basic questions about a text. (Canadian Language Benchmark 3) <p>Essential employment skill areas</p> <ul style="list-style-type: none"> • Read, using references • Communicate, asking questions • Work with others

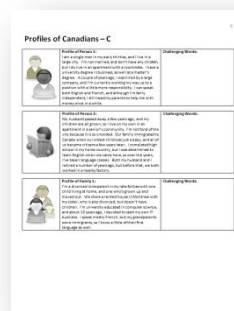
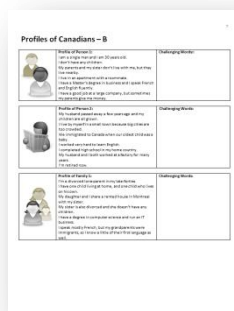
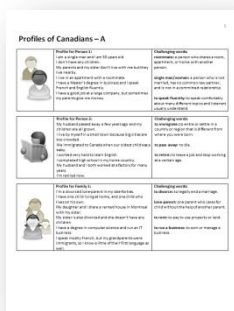
Materials
<p>Supplies</p> <ul style="list-style-type: none"> • Scissors • Pens or pencils <p>Handouts</p> <ul style="list-style-type: none"> • Profiles of Canadians – version A, B or C • Profiles of Canadians worksheet • (Optional) Census vocabulary

Activity

1. Prepare photocopies of the Profiles of Canadians handout and have students choose one profile. This can be done by cutting the printed profiles into strips and distributing them, or simply allowing students to select a profile.

Three different types of profile documents are included in this activity. Instructors should select the most appropriate profile handout for their students.

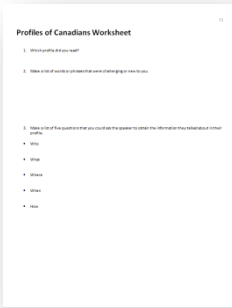
- **Profiles of Canadians – A:** This profile handout uses basic language and includes definitions for some potentially challenging vocabulary.
- **Profiles of Canadians – B:** This profile handout uses basic language and includes a section for students to identify and define words or expressions that are challenging.
- **Profiles of Canadians – C:** This profile handout uses more advanced sentence structure and idiomatic language. It also includes a section for students to identify and define words or expressions that are challenging.



In a larger classroom, there may be more than one student working with the same profile.

2. Working individually or in pairs, have students read through the profile, first quietly to themselves, and then aloud with a partner. Ask partners to repeat back key information after listening.
3. Ask students to highlight any vocabulary that looks unfamiliar or challenging.
4. As a group, make a list of challenging words or expressions and then work together to create definitions. Alternatively, challenge students to work with a partner to use reference materials (e.g., vocabulary lists, dictionaries, and so on) to determine meaning and write their own definitions.
5. Individually or in pairs, have students summarize the important points of the profile they read with a partner, using their own words.

6. Have students complete the Profiles of Canadians worksheet handout, which asks them to generate original questions that would result in the kind of information presented in the profiles.



If more than one student is working with the same profile, it may be useful for them to share and compare their summaries.

Modifications

If students require additional support:

- Select the most appropriate version of the Profiles of Canadians handout for your students. Some students may benefit from having potentially challenging vocabulary defined for them (Profiles of Canadians – A), while others may benefit from the practice of identifying vocabulary that is challenging and using available resources to create definitions that are more personally relevant (Profiles of Canadians – B or C).
- To help students create questions on the worksheet, generate a few sample questions using who, what, when, where and how. Post the sample questions in the classroom, along with sample answers so that students can reference them as a model for their own questions.
- Vocabulary may be written on a set of cue cards, and pre-prepared definitions may be written on another set. Students who find it overly challenging to create their own definitions may work at matching words with their corresponding definitions. These can be used to create a word wall that may be referenced throughout census activities.




If students require an additional challenge:


- Encourage students to brainstorm or search for synonyms, idiomatic expressions or other ways of expressing the same concept for vocabulary used in the profile(s) they are reading.
- Provide students with 'version C' of the profiles for more complex sentence structure and more idiomatic vocabulary.


Next steps


- Ask students to select one to three words or expressions from the Profiles of Canadians handout that they think will be useful to them in their day-to-day lives. Ask students to use these words or expressions in a conversation with a partner to describe themselves (e.g., I am also a lone parent. I have a degree in chemistry. I run a sewing business. I live in the suburbs).
- Ask students to role-play the profile they have been given. Put them in pairs and tell them to 'introduce' themselves to a partner, speaking in the first person as their profile character, using their own words. Partners can guess which profile is being used.
- During May, when the Census of Population is underway, repeat the same activity with several different profiles as a warm-up at the beginning of class.
- Integrate the Profiles of Canadians from this activity into other census activities in the classroom.


Profiles of Canadians – A

	<p>Profile for Person 1</p> <p>I am a single man and I am 30 years old. I do not have any children. My parents and my sister do not live with me but they live nearby. I live in an apartment with a room-mate. I have a master's degree in business and I speak French and English fluently. I have a good job at a large company, but sometimes my parents give me money.</p>	<p>Challenging words:</p> <p>room-mate: a person who shares a room, apartment or home with another person.</p> <p>single man/woman: a person who is not married, has no common-law partner and is not in a committed relationship.</p> <p>to speak fluently: to speak comfortably about many different topics so that listeners usually understand.</p>
	<p>Profile for Person 2</p> <p>My husband passed away a few years ago and my children are all grown. I live by myself in a small town because big cities are too crowded. We immigrated to Canada when our oldest child was a baby. I worked very hard to learn English. I completed high school in my home country. My husband and I both worked at a factory for many years. I am retired now.</p>	<p>Challenging words:</p> <p>to immigrate: to enter or settle in a country or region that is different from where you were born.</p> <p>to pass away: to die.</p> <p>to retire: to leave a job and stop working at a certain age.</p>
	<p>Profile for Family 1</p> <p>I am a divorced lone parent in my late forties. I have one child living at home and one child who lives on his own. My daughter and I share a rented house in Montréal with my sister. My sister is also divorced and she does not have any children. I have a degree in computer science and run an IT business. I speak mostly French, but my grandparents were immigrants, so I know a little of their first language as well.</p>	<p>Challenging words:</p> <p>to divorce: to legally end a marriage.</p> <p>lone parent: one parent who cares for a child without the help of another parent.</p> <p>to rent: to pay to use property or land.</p> <p>to run a business: to own or manage a business.</p>


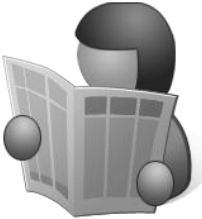
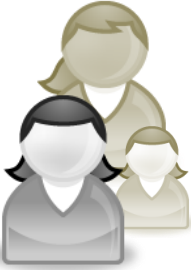
	<p>Profile of Family 2</p> <p>My partner and I are a common-law couple with four-year-old twins.</p> <p>We live in the country and we run a bee and produce farm.</p> <p>It has been our family business for many years.</p> <p>We both work part-time jobs as well.</p> <p>I work in a local market and my partner does snow removal and landscaping.</p> <p>We all speak English.</p>	<p>Challenging words:</p> <p>common-law couple: two people in a romantic relationship who have lived together more than one year, but are not married.</p> <p>produce farm: a fruit or vegetable farm.</p> <p>part-time job: a job where you work less than 35 hours each week.</p>
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	<p>Profile of Family 3</p> <p>My wife and I retired a few years ago.</p> <p>I was a teacher and my wife was a dentist.</p> <p>We own a home in the suburbs, and my adult stepson is living with us.</p> <p>He is completing his university education.</p> <p>My wife takes art history courses online for fun.</p> <p>I volunteer with a local charity.</p> <p>My wife grew up in Quebec, and is bilingual.</p> <p>I usually speak English at home.</p> <p>I speak Mandarin with my parents when they visit.</p>	<p>Challenging words:</p> <p>bilingual: speaks two languages.</p> <p>suburbs: a place where people live that is outside the city, but not in the country.</p> <p>to retire: to leave a job and stop working at a certain age.</p> <p>volunteer: a person who does something without being asked or without pay.</p>
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	<p>Profile of Family 4</p> <p>My family and I live in Northern Alberta, as part of a First Nations community.</p> <p>My husband is a truck driver for a local company.</p> <p>I am going back to school for a diploma in health care.</p> <p>We are both in our mid-twenties, and we have two young children.</p> <p>Our son is in elementary school.</p> <p>We both speak English and a little bit of Cree.</p>	<p>Challenging words:</p> <p>First Nations: Aboriginal peoples in Canada who are not Inuit or Métis.</p> <p>diploma: a certificate you receive when you complete a course of study.</p> <p>mid-twenties: 24 to 26 years old.</p>
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	<p>Profile of Family 5</p> <p>I am eighteen and will soon move out of my parent's house into my own apartment.</p> <p>I have a part-time job in the performing arts.</p> <p>I will go back to school part-time in the fall.</p> <p>My parents are both in their mid-forties.</p> <p>They speak fluent English.</p> <p>They immigrated before I was born.</p> <p>My grandparents have just moved to Canada and into our house.</p> <p>Neither of them speaks any English, so they need some help.</p>	<p>Challenging words:</p> <p>mid-forties: 44 to 46 years old.</p> <p>to immigrate: to enter or settle in a country or region that is different from where you were born.</p> <p>to speak fluently: to speak comfortably about many different topics so that listeners usually understand.</p>
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Profiles of Canadians – B

	<p>Profile of Person 1</p> <p>I am a single man and I am 30 years old. I do not have any children. My parents and my sister do not live with me, but they live nearby. I live in an apartment with a room-mate. I have a master's degree in business and I speak French and English fluently. I have a good job at a large company, but sometimes my parents give me money.</p>	<p>Challenging words:</p>
	<p>Profile of Person 2</p> <p>My husband passed away a few years ago and my children are all grown. I live by myself in a small town because big cities are too crowded. We immigrated to Canada when our oldest child was a baby. I worked very hard to learn English. I completed high school in my home country. My husband and I both worked at a factory for many years. I am retired now.</p>	<p>Challenging words:</p>
	<p>Profile of Family 1</p> <p>I am a divorced lone parent in my late forties. I have one child living at home and one child who lives on his own. My daughter and I share a rented house in Montréal with my sister. My sister is also divorced and she does not have any children. I have a degree in computer science and run an IT business. I speak mostly French, but my grandparents were immigrants, so I know a little of their first language as well.</p>	<p>Challenging words:</p>




	<p>Profile of Family 2 My partner and I are a common-law couple with four-year-old twins. We live in the country and we run a bee and produce farm. It has been our family business for many years. We both work part-time jobs as well. I work in a local market and my partner does snow removal and landscaping. We all speak English.</p>	<p>Challenging words:</p>
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	<p>Profile of Family 3 My wife and I retired a few years ago. I was a teacher and my wife was a dentist. We own a home in the suburbs, and my adult stepson is living with us. He is completing his university education. My wife takes art history courses online for fun. I volunteer with a local charity. My wife grew up in Quebec, and is bilingual. I usually speak English at home. I speak Mandarin with my parents when they visit.</p>	<p>Challenging words:</p>
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	<p>Profile of Family 4 My family and I live in Northern Alberta, as part of a First Nations community. My husband is a truck driver for a local company. I am going back to school for a diploma in health care. We are both in our mid-twenties, and we have two young children. Our son is in elementary school. We both speak English and a little bit of Cree.</p>	<p>Challenging words:</p>
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	<p>Profile of Family 5 I am eighteen and will soon move out of my parent's house into my own apartment. I have a part-time job in the performing arts. I will go back to school part-time in the fall. My parents are both in their mid-forties. They speak fluent English. They immigrated before I was born. My grandparents have just moved to Canada and into our house. Neither of them speaks any English, so they need some help.</p>	<p>Challenging words:</p>
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Profiles of Canadians – C

	<p>Profile of Person 1</p> <p>I am a single man in my early thirties, and I live in a large city. I am not married, and do not have any children, but I do live in an apartment with a room-mate. I have a university degree in business, as well as a master’s degree. A couple of years ago, I was hired by a large company, and I am currently working my way up to a position with a little more responsibility. I can speak both English and French, and although I am fairly independent, I still need my parents to help me with money once in a while.</p>	<p>Challenging words:</p>
	<p>Profile of Person 2</p> <p>My husband passed away a few years ago, and my children are all grown, so I live on my own in an apartment in a senior’s community. I am not fond of the city because it is so crowded. Our family immigrated to Canada when our oldest child was just a baby, and all of us became citizens a few years later. I completed high school in my home country, but I was determined to learn English when we came here, so over the years, I have taken language classes. Both my husband and I retired a number of years ago, but before that, we both worked in a nearby factory.</p>	<p>Challenging words:</p>
	<p>Profile of Family 1</p> <p>I am a divorced lone parent in my late forties with one child living at home, and one who is grown up and moved out. We share a rented house in Montréal with my sister, who is also divorced, but does not have children. I am university educated in computer science, and about 10 years ago, I decided to start my own IT business. I speak mostly French, but my grandparents were immigrants, so I know a little of their first language as well.</p>	<p>Challenging words:</p>

	<p>Profile of Family 2 My partner and I are a common-law couple with four year-old twins who have just started school. We live in the country and for most of the year, we run the farm that's been in my family for generations. I have a college diploma, my partner has a secondary diploma, and we both speak English. To help pay our bills in the off-season, we work part-time jobs, me in a local market and my partner in snow removal and landscaping.</p>	<p>Challenging words:</p>
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	<p>Profile of Family 3 My wife and I retired a few years ago, me from my career as a teacher and my wife from hers as a dentist. We own a home in the suburbs, and my adult stepson is living with us while he completes his university education. Although we are both retired, we like to keep busy. My wife has been taking art history courses online, and I have been volunteering with a local charity. My wife grew up in Quebec, and is bilingual. I speak English at home, but I have spoken Mandarin with my parents since childhood.</p>	<p>Challenging words:</p>
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	<p>Profile of Family 4 My family and I live in Northern Alberta, as part of a First Nations community. My husband is a truck driver for a local company, and I am currently going back to get my diploma in health care. We are both in our mid-twenties, and we have two small children, one of whom is in elementary school. We both speak English and a little bit of Cree.</p>	<p>Challenging words:</p>
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	<p>Profile of Family 5: I am eighteen and about to move out of my parent's house into my own apartment. I have got a job lined up in the performing arts, and will also be going back to school part-time in the fall. My parents are both in their mid-forties, speak fluent English, and both have worked in industry since they immigrated. My grandparents have just moved into an in-law suite in our house. They are new to Canada, and neither of them speaks English well enough to manage on their own, so we help them when we can.</p>	<p>Challenging words:</p>
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Profiles of Canadians worksheet

1. Which profile did you read?

2. Make a list of words or phrases that were challenging or new to you.

3. Make a list of five questions that you could ask the speaker to obtain the information they talked about in their profile.
 - Who?

 - What?

 - Where?

 - When?

 - How?

2016 Census Adult Education Kit

Activity 1: What is the census?

Overview

In this activity, students will practise language skills while learning how the 2016 Census will benefit communities. They will learn what the census is, and develop an understanding that the information gathered impacts the allocation of government services.

Estimated completion time: 60 to 90 minutes

Census knowledge	Specific learning objectives
<ul style="list-style-type: none"> • Understand basic concepts about the Census of Population, including what it is, why it is important and who is required to participate. • Learn about some government services offered in communities. • Learn about the role the Census of Population plays in identifying the changing needs of communities. 	<p>Speaking</p> <ul style="list-style-type: none"> • Give detailed descriptions. (Canadian Language Benchmark 5) • Ask for and give information related to routine daily activities. (Canadian Language Benchmark 5) <p>Listening</p> <ul style="list-style-type: none"> • Understand factual details and some implied meanings in descriptive or narrative topics. (Canadian Language Benchmark 5) <p>Reading</p> <ul style="list-style-type: none"> • Get information from simple two-to-three paragraph texts. (Canadian Language Benchmark 4) <p>Writing</p> <ul style="list-style-type: none"> • Describe people, places, objects, situations, events or daily routines in five to eight sentences. (Canadian Language Benchmark 3) <p>Essential employment skill areas</p> <ul style="list-style-type: none"> • Communicate orally • Work with others • Think, find information

Materials
<p>Supplies</p> <p>Pens or pencils</p> <p>Handouts</p> <ul style="list-style-type: none"> • What is the Census of Population? • Community snapshot • Community snapshot legend • Census and services worksheet • Census vocabulary

Activity

1. To begin this activity, provide students with a copy of the **What is the Census of Population?** handout.



2. Ask students to work in partners or alone to read the description of the census and highlight new or unfamiliar words. Encourage students to use the **Census vocabulary** handout as a reference. Review any new or unfamiliar terms as a class and discuss the questions below.

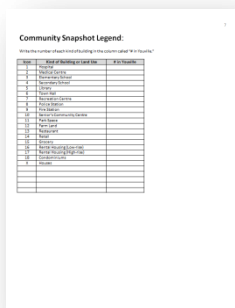
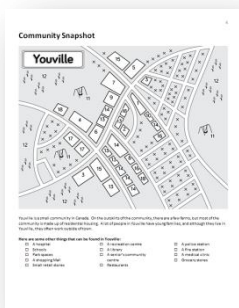
Alternatively, based on your students' needs, anticipate challenging vocabulary before beginning the activity and post key terms and definitions in the classroom. These can be reviewed before reading the handout, or referenced as the class reads together.

Discussion questions

- Who participates in the Census of Population?
- How often does the Census of Population take place?
- How is the information gathered from the census used?

In **Activity 2: The census process**, students will learn additional information about how they will be notified when the census is taking place, and about resources for support while responding to the census questionnaire.

3. Explain to students that they will be looking at a sample community. They will consider how the information gathered by the census would be helpful in supporting that community and in making decisions about the services it needs.
4. Provide students with the **Community snapshot** and **Community snapshot legend** handouts.



5. Using the first column of the **Community snapshot legend** handout, ask students to identify the places on the checklist at the bottom of the **Community snapshot** handout.

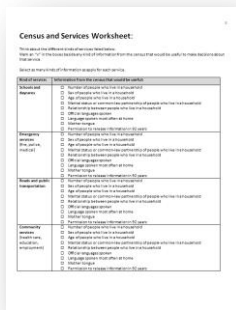
If possible, display the illustration on a screen or monitor and point to different buildings so students can use the legend to identify them. This can also be done in pairs by students using printed handouts.

6. Discuss the community as a whole.

Possible questions

1. Does this community have a name?
2. What size is this community? Is it crowded or heavily populated? Does it look urban, rural or like a suburb? Define these terms if necessary.
3. Who do you think lives in this community (e.g., young families, urban professionals or retired couples)?
4. What types of homes are in this community? High-rise or low-rise rental apartments? Houses? Condominiums?
5. What else is in this community (e.g., retail establishments, community centres, recreation centres or libraries)?
6. How do people get around within this community (e.g., walk, drive, bike, public transportation)?
7. Does this look similar to or different from your own community? How?

7. Break the class into small groups or partners and assign each group a different type of service to consider, using the **Census and services worksheet** handout. Complete one or two examples from the handout as a class.



The worksheet has two columns. In one column, examples of services provided to communities are listed. In the other column, census topics are listed with a checkbox for each topic. Using the worksheet, ask students to place a check mark in the census topic boxes that they feel would provide information about each service.

Examples of how census information is used as a planning tool to help design stronger, better communities

- Schools, daycares
- Emergency services (fire, police, medical)
- Roads and public transportation
- Community services (programs such as health care, education, employment)

Modifications

If students require additional support:

- Read the **What is the Census of Population?** handout as a class, and encourage students to use the **Census vocabulary** handout as a reference.
- Discuss the purpose of the census (instead of using the handout) and focus on the map and checklist portions of the activity.
- Before comparing 'Youville' with the community in which students live, practise comparative vocabulary (e.g., large, larger, small, smaller, more, less, etc.).

If students require an additional challenge:

- Create a comparison chart highlighting the differences and similarities between the fictional community of 'Youville' and their own community. This could also include differences and similarities in the kinds of services available in their community. (For example, Youville does not have a bus system, but we have a lot of public transportation where I live. We do not have a senior community centre where I live, but it would be good to have one for my mother-in-law. There are more parks and farm space in Youville.)

Next steps

- If resources are accessible, have students choose one of the services discussed in class and learn more about a particular service or program that falls under that category. Ask students to look online or go to a local community or service centre to learn more about it and share their findings with the class. Talk about why this service is important or useful in their community, based on the population that lives there.
- Look at the statistics available online from the 2011 and 2006 censuses of population to learn more about the people who live in the province, their families and languages spoken. Make predictions about how the community might be different in five years. (www12.statcan.gc.ca/census-recensement/index-eng.cfm or www12.statcan.gc.ca/census-recensement/index-fra.cfm)
- If resources and interests allow, encourage students to investigate the history of their community by accessing resources at a local library or speaking with neighbours (for example, what it was like 10, 20, or 50 years ago). Ask them to investigate how the community has changed and how services have changed over many years.

What is the Census of Population?

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, the people who live in a household, how they are connected to each other, and languages spoken.

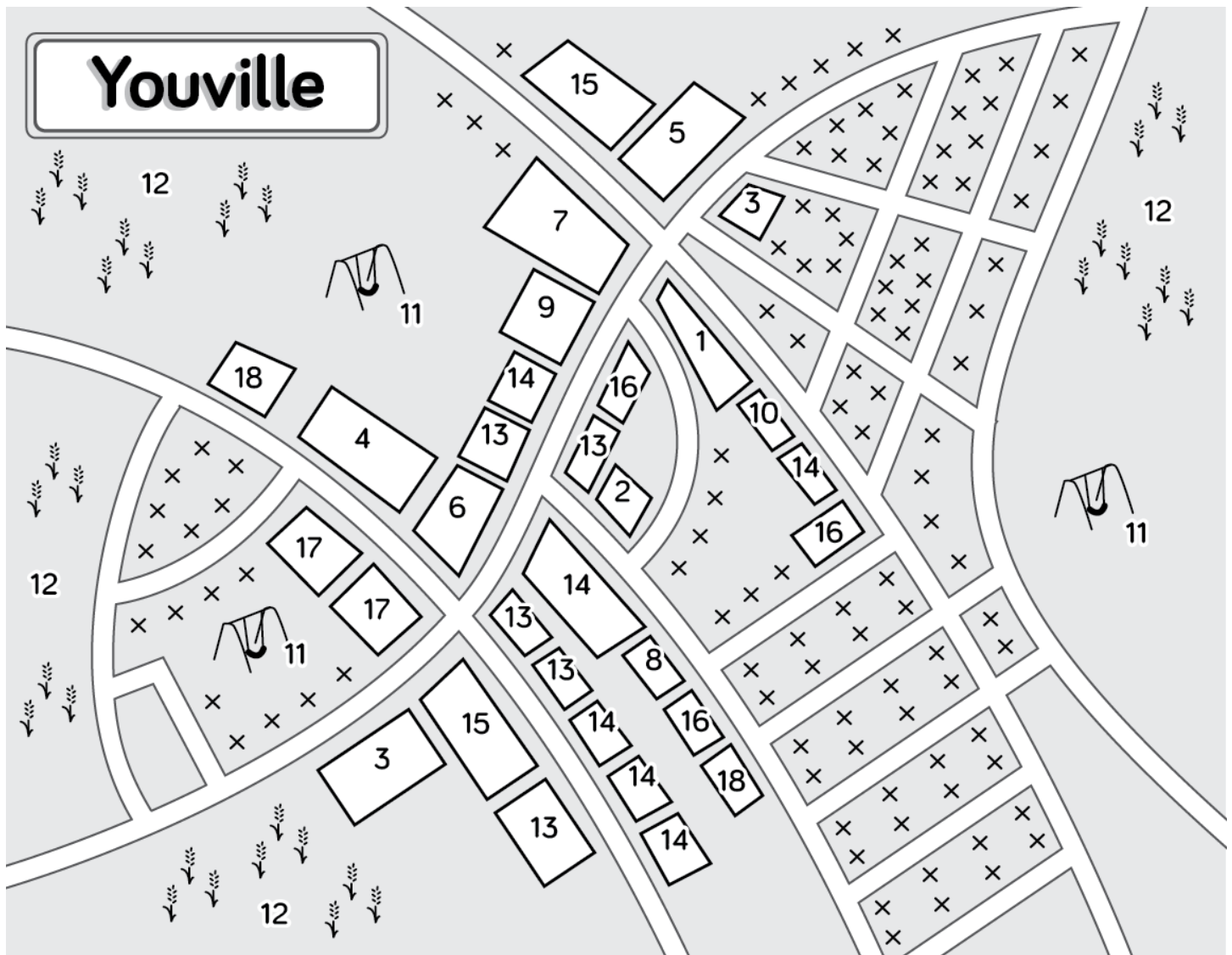
The information collected during a census is used by all levels of government, as well as the health care industry, social service agencies, educators and the media. Information is used to make decisions about how and where money will be spent for services such as new roads, schools, police and fire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

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.

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

Community snapshot



Youville is a small community in Canada. On the outskirts of the community, there are a few farms, but most of the community is made up of residential housing. A lot of people in Youville have young families, and although they live in Youville, they often work outside of town.

Here are some other things that can be found in Youville

- | | | |
|--|--|---|
| <input type="checkbox"/> A hospital | <input type="checkbox"/> A recreation centre | <input type="checkbox"/> A police station |
| <input type="checkbox"/> Schools | <input type="checkbox"/> A library | <input type="checkbox"/> A fire station |
| <input type="checkbox"/> Park spaces | <input type="checkbox"/> A senior's community centre | <input type="checkbox"/> A medical clinic |
| <input type="checkbox"/> A shopping mall | <input type="checkbox"/> Restaurants | <input type="checkbox"/> Grocery stores |
| <input type="checkbox"/> Small retail stores | | |

Community snapshot legend

Write the number of each kind of building in the column called 'No. in Youville.'

Icon	Kind of building or land use	No. in Youville
1	Hospital	
2	Medical centre	
3	Elementary school	
4	Secondary school	
5	Library	
6	Town hall	
7	Recreation centre	
8	Police station	
9	Fire station	
10	Senior's community centre	
11	Park space	
12	Farm land	
13	Restaurant	
14	Retail	
15	Grocery	
16	Rental housing (low-rise)	
17	Rental housing (high-rise)	
18	Condominium	
X	House	

Census and services worksheet

Think about the different kinds of services listed below.

Mark an 'x' in the boxes beside any kind of information from the census that would be useful in making decisions about that service.

Select as many kinds of information as apply for each service.

Kind of service	Information from the census that would be useful
Schools and daycares	<input type="checkbox"/> Number of people who live in a household <input type="checkbox"/> Sex of people who live in a household <input type="checkbox"/> Age of people who live in a household <input type="checkbox"/> Marital status or common-law partnership of people who live in a household <input type="checkbox"/> Relationship between people who live in a household <input type="checkbox"/> Official languages spoken <input type="checkbox"/> Language spoken most often at home <input type="checkbox"/> Mother tongue <input type="checkbox"/> Permission to release information in 92 years
Emergency services (fire, police, medical)	<input type="checkbox"/> Number of people who live in a household <input type="checkbox"/> Sex of people who live in a household <input type="checkbox"/> Age of people who live in a household <input type="checkbox"/> Marital status or common-law partnership of people who live in a household <input type="checkbox"/> Relationship between people who live in a household <input type="checkbox"/> Official languages spoken <input type="checkbox"/> Language spoken most often at home <input type="checkbox"/> Mother tongue <input type="checkbox"/> Permission to release information in 92 years
Roads and public transportation	<input type="checkbox"/> Number of people who live in a household <input type="checkbox"/> Sex of people who live in a household <input type="checkbox"/> Age of people who live in a household <input type="checkbox"/> Marital status or common-law partnership of people who live in a household <input type="checkbox"/> Relationship between people who live in a household <input type="checkbox"/> Official languages spoken <input type="checkbox"/> Language spoken most often at home <input type="checkbox"/> Mother tongue <input type="checkbox"/> Permission to release information in 92 years
Community services (health care, education, employment)	<input type="checkbox"/> Number of people who live in a household <input type="checkbox"/> Sex of people who live in a household <input type="checkbox"/> Age of people who live in a household <input type="checkbox"/> Marital status or common-law partnership of people who live in a household <input type="checkbox"/> Relationship between people who live in a household <input type="checkbox"/> Official languages spoken <input type="checkbox"/> Language spoken most often at home <input type="checkbox"/> Mother tongue <input type="checkbox"/> Permission to release information in 92 years

2016 Census Adult Education Kit

Activity 2: The census process

Overview

In this activity, students will learn about the process involved in completing the Census of Population. They will also learn about the requirement to complete the census questionnaire and the support available to help them do so.

Estimated completion time: 60 to 90 minutes

Census knowledge	Specific learning objectives
<ul style="list-style-type: none">• Learn about the process and obligation to complete the 2016 Census of Population.• Gain an understanding of how they will receive information about the census and how they can learn more.• Explain part of the census process to someone who is unfamiliar with it.	<p>Listening</p> <ul style="list-style-type: none">• Understand factual data, some implied meanings, simple advice, and suggestions. (Canadian Language Benchmark 5) <p>Speaking</p> <ul style="list-style-type: none">• Ask for and give simple, informal advice. (Canadian Language Benchmark 5) <p>Reading</p> <ul style="list-style-type: none">• Understand simple interviews or dialogues. (Canadian Language Benchmark 5)• Receive key information from short letters. (Canadian Language Benchmark 4) <p>Writing</p> <ul style="list-style-type: none">• Record names, addresses, numbers, directions and other details with correct spelling, in legible handwriting. (Canadian Language Benchmark 5) <p>Essential employment skill areas</p> <ul style="list-style-type: none">• Read letters, find information• Write, record information• Use documents, create a checklist• Communicate orally

Materials

Supplies

Pens or pencils

Handouts

- Sample census letter
- Census letter dialogue
- Census letter worksheet
- Census letter worksheet – Answers (for teacher)
- Census vocabulary

Activity

1. As a class, create a list of tasks that are important for new Canadians to know how to accomplish. These should somehow involve government services.

Possible examples

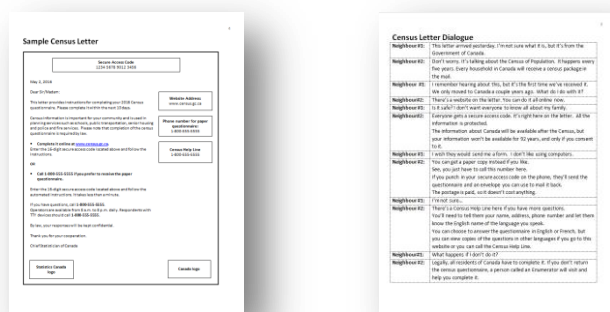
- Finding a family doctor
- Registering children for school

2. Tell students that completing the census is something all households in Canada are legally required to do.

If necessary, refer back to the previous activity to review the purpose of the Census of Population.

3. Provide students with a copy of the **Sample census letter**, and **Census letter dialogue** handouts.

Make sure students understand that the letter is a sample only. The telephone numbers provided are fictitious, for the purpose of role play and reference. Students can go to www.census.gc.ca for information about the census throughout the year, including up-to-date information about telephone numbers or resources that will be available closer to May 2016, when the census will be conducted.

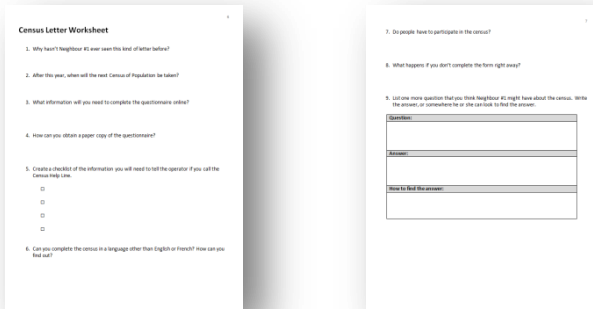


4. Read the **Census letter dialogue** as a class, listen to a pre-recorded version of two people reading the dialogue, or have students work in pairs to read through the dialogue together, depending on student ability.

Encourage students to point to the specific areas of the sample letter as the access code, website, telephone number and Census Help Line (CHL) are mentioned in the dialogue.

5. Ask students to highlight any unfamiliar words or expressions and discuss them with a partner, or use the **Census vocabulary** handout to determine meaning and use.

6. Students can work in pairs or individually to complete the **Census letter worksheet** handout.



Modifications

If students require additional support:

- Break the dialogue into shorter sections and divide the class into small groups. Ask each group to read and discuss their section of the dialogue and then share what they learned with the class as a whole.

If students require an additional challenge:

- Encourage students to rewrite portions of the dialogue, incorporating terms from the **Census vocabulary** handout.
- Cut the dialogue into strips, mix them up and have students place them in the correct order, write new responses, or add new questions and answers about the census to the dialogue.

Next steps

- Have the students role play, by calling a fictitious number to ask for a paper copy of the census or to ask about the census questions or process. Ask one student to act as the Census Help Line operator and the other as the caller, and then ask them to change roles.
- If resources are available, ask students to summarize and record what they've learned about completing the census and getting help. This could be presented as a public service announcement or as a news program interview with a person living in Canada.

Sample census letter

Secure access code
1234 5678 9012 3456

May 2, 2016

Dear Sir/Madam:

This letter provides instructions for completing your 2016 Census questionnaire. Please complete it within the next 10 days.

Website address
www.census.gc.ca

Census information is important for your community and is used in planning services such as schools, public transportation, senior housing and police and fire services. Please note that completion of the census questionnaire is required by law.

**Telephone number for
paper questionnaire**
1-800-555-5555

- **Complete it online at www.census.gc.ca.**
Enter the 16-digit secure access code located above and follow the instructions.

Census Help Line
1-800-555-5555

OR

- **Call 1-800-555-5555 if you prefer to receive the paper questionnaire.**

Enter the 16-digit secure access code located above and follow the automated instructions. It takes less than a minute.

If you have questions, call **1-800-555-5555**.

Operators are available from 8 a.m. to 8 p.m. daily. Respondents with TTY devices should call **1-800-555-5555**.

By law, your responses will be kept confidential.

Thank you for your cooperation.

Chief Statistician of Canada

**Statistics Canada
logo**

Canada logo

Census letter dialogue

Neighbour 1	This letter arrived yesterday. I am not sure what it is, but it is from the Government of Canada.
Neighbour 2	Do not worry. It is talking about the Census of Population. It happens every five years. Every household in Canada will receive a census package in the mail.
Neighbour 1	I remember hearing about this, but it is the first time we have received it. We only moved to Canada a couple years ago. What do I do with it?
Neighbour 2	There is a website on the letter. You can do it all online now.
Neighbour 1	Is it safe? I do not want everyone to know all about my family.
Neighbour 2	Everyone gets a secure access code. It is right here on the letter. All the information is protected. The information about Canada will be available after the census, but your information will not be available for 92 years, and only if you consent to it.
Neighbour 1	I wish they would send me a form. I do not like using computers.
Neighbour 2	You can get a paper copy instead if you like. See, you just have to call this number here. If you punch in your secure access code on the telephone, they will send the questionnaire and an envelope you can use to mail it back. The postage is paid, so it does not cost anything.
Neighbour 1	I am not sure...
Neighbour 2	There is a Census Help Line number here if you have more questions. You will need to tell them your name, address, telephone number and let them know the English name of the language you speak. You can choose to answer the questionnaire in English or French, but you can view the questions in other languages if you go to the website, or you can call the Census Help Line.
Neighbour 1	What happens if I do not do it?
Neighbour 2	Legally, all residents of Canada have to complete it. If you do not return the census questionnaire, a person called an enumerator will visit and help you complete it.

Census letter worksheet

1. Why hasn't Neighbour 1 ever seen this kind of letter before?
2. After this year, when will the next Census of Population be taken?
3. What information will you need to complete the questionnaire online?
4. How can you obtain a paper copy of the questionnaire?
5. Create a checklist of the information you will need to tell the operator if you call the Census Help Line.
 -
 -
 -
 -
6. Can you complete the census questionnaire in a language other than English or French? How can you find out?
7. Do people have to participate in the census?
8. What happens if you do not complete the form right away?

9. List one more question that you think Neighbour 1 might have about the census. Write the answer, or explain where he or she can look to find the answer.

Question:
Answer:
How to find the answer:

Census letter worksheet – Answers

1. Why hasn't Neighbour 1 ever seen this kind of letter before?

Neighbour 1 has only been living in Canada for two years. The census takes place every five years.

2. After this year, when will the next Census of Population be taken?

The last census was completed in 2011. The next census will take place in 2016. The census after that will take place in 2021.

3. What information will you need to complete the questionnaire online?

- You will need to know the website to complete the census online: www.census.gc.ca.
- You will need to know your **16-digit secure access code**.

4. How can you obtain a paper copy of the questionnaire?

- Your census letter will include a telephone number to call if you want to obtain a paper copy of the questions, instead of using the Internet.
- You will need to know your 16-digit secure access code.

5. Create a checklist of the information you will need to tell the operator if you call the Census Help Line.

- your name
- your address
- your telephone number
- the English name of the language that you speak and understand, if you need help in a language that is not English or French

6. Can you complete the census questionnaire in a language other than English or French? How can you find out?

The census questionnaire can be completed in English or French only. The census questions are available in several other languages. These reference documents can be found at www.census.gc.ca. The Census Help Line also offers assistance in languages other than English and French.

7. Do people have to participate in the census?

All residents of Canada are legally required to complete the census questionnaire.

8. What happens if you do not complete the form right away?

If your completed form is not received by the beginning of June, an enumerator will visit your household to help you complete the questionnaire.

9. List one more question that you think Neighbour 1 might have about the census. Write the answer, or where he or she can look to find the answer.

Question:
Answer:
How to find the answer:

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Activity 3: Creating a personal profile

Overview

In this activity, students will learn relevant vocabulary for the Census of Population. They will create a personal profile for a fictional character and practise answering some of the questions from the census.

Estimated completion time: 45 to 60 minutes

Census knowledge	Specific learning objectives
<ul style="list-style-type: none"> • Review the questions asked in the 2011 Census of Population. • Identify the significance of questions asked in the 2011 Census of Population. • Practise answering the kinds of questions that will be asked in the 2016 Census of Population. 	<p>Listening</p> <ul style="list-style-type: none"> • Respond to requests for facts relating to informational text. (Canadian Language Benchmark 5) <p>Speaking</p> <ul style="list-style-type: none"> • Summarize and report back information. (Canadian Language Benchmark 5) <p>Reading</p> <ul style="list-style-type: none"> • Find information in forms or questionnaires, tables and directions. (Canadian Language Benchmark 3) <p>Writing</p> <ul style="list-style-type: none"> • Fill out simple forms or questionnaires. (Canadian Language Benchmark 2) <p>Essential employment skill areas</p> <ul style="list-style-type: none"> • Use documents • Communicate orally • Work with others

Materials
<p>Supplies</p> <ul style="list-style-type: none"> • Pens or pencils • Scissors <p>Handouts</p> <ul style="list-style-type: none"> • Quick census questions • Census vocabulary • Personal profile cards • (Optional) Profiles of Canadians from Stand-alone activity: Profiles of Canadians

Activity

- To begin this activity, distribute the **Quick census questions** and **Census vocabulary** handouts.

Quick Census Questions

1. **NAME**
 Family name: _____
 Given name: _____

2. **DATE OF BIRTH**
 Month: _____
 Day: _____
 Year: _____

3. **INDUSTRY**
 What industry do you work in?
 (e.g., Retail, Education, Health, Manufacturing, etc.)

4. **EDUCATION**
 What is your highest level of education?
 (e.g., High school, Bachelor's degree, Master's degree, etc.)

5. **LANGUAGE**
 What is your mother tongue?
 (e.g., English, French, Spanish, etc.)

6. **ETHNIC OR RACIAL BACKGROUND**
 What is your ethnic or racial background?
 (e.g., White, Black, Asian, etc.)

7. **RELIGION**
 What is your religion?
 (e.g., Catholic, Protestant, Muslim, etc.)

Census vocabulary list

Age
 The number of years since a person was born.

Age group
 A range of ages, such as 15 to 24.

Age-standardized rate
 A rate that has been adjusted for differences in age groups between two groups.

Age-standardized rate ratio
 The ratio of two age-standardized rates.

Age-standardized rate difference
 The difference between two age-standardized rates.

Age-standardized rate ratio confidence interval
 A range of values around an age-standardized rate ratio that is likely to contain the true value.

Age-standardized rate difference confidence interval
 A range of values around an age-standardized rate difference that is likely to contain the true value.

Age-standardized rate ratio p-value
 The probability that the observed age-standardized rate ratio is due to chance.

Age-standardized rate difference p-value
 The probability that the observed age-standardized rate difference is due to chance.

Age-standardized rate ratio test
 A statistical test used to determine if the observed age-standardized rate ratio is significantly different from 1.

Age-standardized rate difference test
 A statistical test used to determine if the observed age-standardized rate difference is significantly different from 0.

Age-standardized rate ratio confidence interval
 A range of values around an age-standardized rate ratio that is likely to contain the true value.

Age-standardized rate difference confidence interval
 A range of values around an age-standardized rate difference that is likely to contain the true value.

Age-standardized rate ratio p-value
 The probability that the observed age-standardized rate ratio is due to chance.

Age-standardized rate difference p-value
 The probability that the observed age-standardized rate difference is due to chance.

Age-standardized rate ratio test
 A statistical test used to determine if the observed age-standardized rate ratio is significantly different from 1.

Age-standardized rate difference test
 A statistical test used to determine if the observed age-standardized rate difference is significantly different from 0.

- Give students time to review the questions from the 2011 Census questionnaire.

Some students may require clarification of the following terms. Review them with students and post them in the classroom for reference.

Family name: your last name. This may also be presented as a surname.

Given name: your first name. This is often the name friends or family will call you.

- Ask students to adopt the persona of a fictional person, such as a character on a television show or movie, or one of the profiles from the **Stand-alone activity: Profiles of Canadians**. They will use this persona to complete the responses for the activity below.

Profiles of Canadians - A

Profile 1: A young professional
 Name: _____
 Age: _____
 Education: _____
 Industry: _____
 Religion: _____

Profile 2: A young professional
 Name: _____
 Age: _____
 Education: _____
 Industry: _____
 Religion: _____

Profile 3: A young professional
 Name: _____
 Age: _____
 Education: _____
 Industry: _____
 Religion: _____

Students may choose to incorporate information about themselves in this activity. Confidentiality cannot be guaranteed for information disclosed when this exercise is completed in class.

Remind students that the information they give when completing the actual 2016 Census of Population will remain confidential and is gathered to make important decisions about services that will impact their community.

All responses to the census questionnaire will be kept confidential and results will not be released without consent. **If consent is provided** at the end of the Census of Population, respondent information will be made a matter of public record **92 years** after completion of the census.

For more information on census confidentiality, go to

- (English) www12.statcan.gc.ca/census-recensement/2011/ref/about-apropos/right-droit-eng.cfm
- (French) www12.statcan.gc.ca/census-recensement/2011/ref/about-apropos/right-droit-fra.cfm

4. Give students time to practise reading the questions out loud to one another, and suggest that they pay attention to pacing, intonation and pronunciation.

When completing the 2016 Census of Population, respondents will need to provide this kind of information for everyone in their household, so it's a good idea to include people of all ages and backgrounds in the profiles created for this exercise.

5. For each question, encourage students to work with a partner. Ask them to read each question out loud, and then discuss the questions below with their partner.

Discussion questions for each census question:

- To check comprehension, ask: What information is being requested in this question?
- To consider the significance and purpose of the question, ask: Why is this information important?
- To consider how the information will be used, ask: How does knowing this information help our community?

Sample response:

- Understanding different age ranges in the population helps in making decisions about the kind of medical services a community may need, as well as support for daycare programs and funding for different levels of education.

6. Distribute a copy of the **Personal profile cards** handout included in this package and ask students to use them to complete a personal profile. These cards can be cut out and completed, and used in a variety of ways.

Personal Profile Cards

Family name:		Given name:	
Female		Male	
Day of birth	Month of birth	Year of birth	Age
Never married		Legally married (and not separated) Common law	
Separated (but still legally married)		Divorced	
Widowed			

Can speak English	Can speak French
Can speak English and French	Does not speak English or French
Speaks English at home	Speaks French at home
Speaks another language at home:	
First learned English as a child	First learned French as a child
First learned another language as a child:	

Option 1: Use the Personal profile cards to act as enumerator and respondent.

- Have students complete and select appropriate profile cards for their persona, to be used as a visual aid.
- Ask students to work in pairs, sitting back to back, or face to face with a visual barrier between. Have one student ask questions of the other in order to complete the **Quick census questions** handout. The person playing the respondent can use their profile cards to prompt their responses.
- After the interview, ask students to compare the form and the profile information, to assess communication and comprehension.

Option 2: 'Mix and match' profile responses to create original profiles.

- Ask each student to complete information on the **Census profile cards** handout.
- Ask students to cut out their cards and 'mix and match' profile responses with their classmates, to create original profiles.
- As above, encourage students to act as enumerator and respondent, using the profile cards for responses and the **Quick census questions** handout as a sample form.

For either of these options, students may wish to draw their profile information from the **Profiles of Canadians** handouts, or they may wish to be more creative and use fictional characters for inspiration.

Modifications

If students require additional support:

- Walk students through questions and responses as they select and complete the information on the **Census profile cards** handout from the stand-alone activity. Note new vocabulary or expressions on the board for reference.
- Encourage students to experiment with and practise reading the questions with different tones of voice, body language and pacing. When completing the census, enumerators must read the questions exactly as they are written, but it's important for them to speak clearly, naturally, and in a tone that encourages respondents to feel comfortable sharing information.
- Provide and model examples of polite, objective ways to ask personal questions, demonstrating word choice, body language and tone of voice. Discuss how to tell if someone feels uncomfortable with the conversation through their body language or tone of voice, as this may differ from culture to culture.

If students require an additional challenge:

- Fold the **Personal profile cards** so that only the information or icon is visible. Encourage students to guess the question or context in which this information could be obtained.
- Ask students to role-play a complete door-to-door enumeration interview or phone call, including introductions, showing identification and assuring confidentiality. Have students work in pairs to create a dialogue that includes expressions of encouragement or clarification for a respondent.
- As a review of content from activities 1 and 2, provide students with a copy of the **Quick census facts** handout from the *Adult Education Instructor's Guide*. Encourage students to read the handout with a partner and ask each other questions. Students can also divide the text on the **Quick census facts** handout by folding the paper in half, with each partner reading a different side. Students can then exchange information with their partners.
- As a follow-up activity, encourage students to think about different ways to ask the same questions in a social situation. Enumerators conducting a census must ask respondents questions exactly as they appear on the questionnaire, but in everyday conversation, these questions may seem blunt or unnatural to a listener. Discuss and demonstrate differences in word choice and tone in professional/informational conversations, compared to social conversations.







Next steps

- Encourage students to create a vocabulary list of new words, synonyms and expressions they encountered during this activity.
- Encourage students to complete the **Quick census questions** for other members of their households or people that they know, using fictional names to protect their privacy.
- Ask students to select a profile described by their classmates and use the information they've gathered to write a biographical paragraph, like those that are used for book covers, social media profiles or professional profiles. This paragraph should incorporate information from the questions found on the **Quick census questions** handout (as appropriate), and should include new and interesting information about that person and their role in their family or community.

Quick census questions

<p>1. NAME</p> <p>Family name:</p> <p>Given name:</p>	<p>2. SEX</p> <p><input type="checkbox"/> Male</p> <p><input type="checkbox"/> Female</p>	<p>3. DATE OF BIRTH AND AGE</p> <p><i>If exact date is not known, enter your best estimate.</i></p> <p>Day:</p> <p>Month:</p> <p>Year:</p> <p>Age:</p>
<p>4. MARITAL STATUS</p> <p><input type="checkbox"/> Never legally married</p> <p><input type="checkbox"/> Legally married (and not separated)</p> <p><input type="checkbox"/> Separated, but still legally married</p> <p><input type="checkbox"/> Divorced</p> <p><input type="checkbox"/> Widowed</p>		<p>5. Is this person living with a common-law partner?</p> <p><i>Common-law refers to two people who live together as a couple, but who are not legally married to each other.</i></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>6. LANGUAGES</p> <p>(a) Can this person speak English or French well enough to conduct a conversation?</p> <p><input type="checkbox"/> English only</p> <p><input type="checkbox"/> French only</p> <p><input type="checkbox"/> Both English and French</p> <p><input type="checkbox"/> Neither English nor French</p> <p>(b) What language does this person speak most often at home?</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> French</p> <p><input type="checkbox"/> Other: _____</p> <p>(c) Does this person speak any other languages on a regular basis at home?</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes, English</p> <p><input type="checkbox"/> Yes, French</p> <p><input type="checkbox"/> Yes, other: _____</p> <p>(d) What is the language that this person first learned at home in childhood and still understands?</p> <p><i>If this person no longer understands the first language learned, indicate the second language learned.</i></p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> French</p> <p><input type="checkbox"/> Other: _____</p>		
<p>7. Does this person agree to make his or her 2016 Census information available in 2108 (92 years after the census)?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>		

Personal profile cards

Family name:		Given name:	
Female		Male	
Day of birth	Month of birth	Year of birth	Age
Never married 		Legally married  (and not separated)	
Separated  (but still legally married)		Common-law partner 	
Widowed 		Divorced 	

Can speak English	Can speak French
Can speak English and French	Does not speak English or French
Speaks English at home	Speaks French at home
<p style="text-align: center;">Speaks another language at home:</p> <p style="text-align: center;">_____</p>	
First learned English as a child and still understands it	First learned French as a child and still understands it
<p style="text-align: center;">First learned another language as a child and still understands it:</p> <p style="text-align: center;">_____</p>	

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Activity 4: Relationship vocabulary

Overview

In this activity, students will practise language skills while investigating relationship vocabulary used to describe people who share a dwelling. Students will create visual representations of households, identify people who share a residence and describe relationships using Census of Population terminology.

Estimated completion time: 60 to 90 minutes

Census knowledge	Specific learning objectives
<ul style="list-style-type: none"> • Identify important information about people living in a household. • Review sample questions asked in the Census of Population. • Practise using support pieces to answer the types of questions that will be asked in the Census of Population. 	<p>Listening</p> <ul style="list-style-type: none"> • Understand short, descriptive communication on a topic of personal relevance. (Canadian Language Benchmark 4) <p>Speaking</p> <ul style="list-style-type: none"> • Describe scenes or pictures, providing adequate descriptions and using appropriate vocabulary. (Canadian Language Benchmark 5) <p>Reading</p> <ul style="list-style-type: none"> • Locate and use one or two pieces of information from moderately complex formatted texts, such as maps or tables. (Canadian Language Benchmark 5) <p>Writing</p> <ul style="list-style-type: none"> • Reduce short, factual, oral discourse to a descriptive text using visual supports and vocabulary lists. (Canadian Language Benchmark 5) • Write short paragraphs to describe a familiar situation. (Canadian Language Benchmark 4) <p>Essential employment skills areas</p> <ul style="list-style-type: none"> • Communicate orally • Work with others • Use documents – blueprints, tables, icons and legends

Materials
<p>Supplies Pens or pencils</p> <p>Handouts</p> <ul style="list-style-type: none"> • Census vocabulary • Dwelling layout • Household relationship icons • (Optional) Profiles of Canadians from the Stand-alone activity

Activity

1. Post and explain the definition of the terms 'Dwelling' and 'Household' from the **Census vocabulary** handout.

dwelling: a place in which a person or group of people live or could live

household: a person or group of people living in a given area



Who should be included in the Census of Population?

- Canadian citizens
- Landed immigrants
- Refugees and people claiming refugee status
- People with work permits, study permits or other temporary residence permits.

One census questionnaire is completed for all the people who live in one **household** (a group of people who live in a **dwelling**). A **dwelling** has a separate entrance from the outside, or from a door to a hallway that leads outside.

A building can have more than one dwelling. For example, an apartment block with six apartments has six dwellings because each dwelling has a separate door to a hallway that leads outside.

A **household** may consist of

- a family group with or without other persons
- two or more families sharing a dwelling
- a group of unrelated persons
- one person living alone.

2. Provide students with the **Dwelling layout** handout. Students can add to the illustration or change features as desired.



Alternatively, have students draw a rough layout of the floor plan of the residence in which they are currently living. For reference, post the icons from the handout in a visible place in the classroom.

3. On a separate piece of paper, ask students to make a list of the members of their household who live in their dwelling. Explain that these are the individuals for whom they will need to provide information on the 2016 Census.

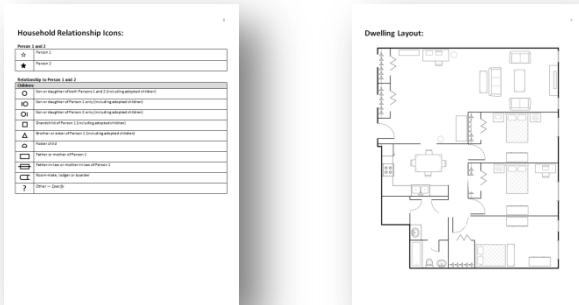
Who in your household should be included on the census questionnaire?

- Yourself
- Everyone else who usually lives in your household, such as
 - spouse
 - children, including babies born on or before May 10, 2016
 - parents
 - other relatives (aunts, uncles, etc.)
 - room-mates: people who are not related to each other, but who share a dwelling. They often share the rent and other expenses
 - roomers or boarders: people who rent a room in your dwelling
 - people who are **temporarily** away from the dwelling, such as students who return to live with their parents when classes are over.

Who should NOT be included on the census questionnaire?

- People who have a home somewhere else (in Canada or in another country) and who **usually** live at another address.

- Ask students to complete the **Dwelling layout** handout. Post or provide students with a copy of the **Household relationship icons** handout and review the terminology. Prompt students to add the appropriate icons to the dwelling layout, starting with Person 1, and adding other persons who live there or who are currently staying in the dwelling.



If using the **Profiles of Canadians** handout for this activity, it may be a good idea to demonstrate the activity using the individual profiles and encourage students to use the family profiles to complete their own worksheets.

If students find the vocabulary of the **Relationship icon** handout challenging, review the following terminology and post the definitions in the classroom for students to reference.

Adopted child: a child who has been legally given the rights, privileges and duties of a child and heir by an adoptive family.

Common-law partner: a partner in a romantic relationship between two people who have lived together more than one year, but are not married. In Canada, a common-law partner may be of the opposite or same sex.

Father-in-law or mother-in-law: the father or mother of one's spouse.

Foster child: a child who has been placed in the care of a person or family, but who is not related to that person or family by birth or marriage.

Spouse: a partner in a marriage. In Canada, a spouse may be an opposite-sex or same-sex partner in marriage.

Room-mate: a person who shares a room, apartment or home with another person.

Lodger or boarder: a person who pays to live and have meals at another person's house.

- After the icons have been added to the illustration, ask students to write one or two short paragraphs to describe each other's households, using vocabulary from the census and describing household members' relationships to Person 1.

Example observations

- I see there are six people in this household.
- There is a person in the kitchen. He's Person 1 and he is not married. There's another person in the living room and he's Person 1's room-mate.
- Person 2 is a woman and she's in the living room. She lives with two other females. This person in the bedroom is her daughter and this person in the bathroom is her sister.

- A family of four lives in this household. Person 1, here in the kitchen, is the mother. This is her son watching TV, and these are her parents at the table in the dining room.
- A family of five lives in this household. Person 1 is the husband of Person 2. Person 3 is his son and Person 4 is his foster child. Person 5 is his father-in-law.

Modifications

If students require additional support:

- As they are describing people and places in the dwelling layout, review household vocabulary for rooms as well as common furniture and fixtures.
- They should focus exclusively on the relationships in their own household and only share if they are comfortable in doing so.
- Discuss the different relationships listed on the **Household relationship icons** handout before beginning the activity. Have students circle terms that apply to their households.
- Create 'flash cards' for terminology with images or brief definitions for those relationships on the other side. Tape cards in a grid pattern to a spare wall in the classroom, so that students can walk over and 'flip' a particular card for a definition.

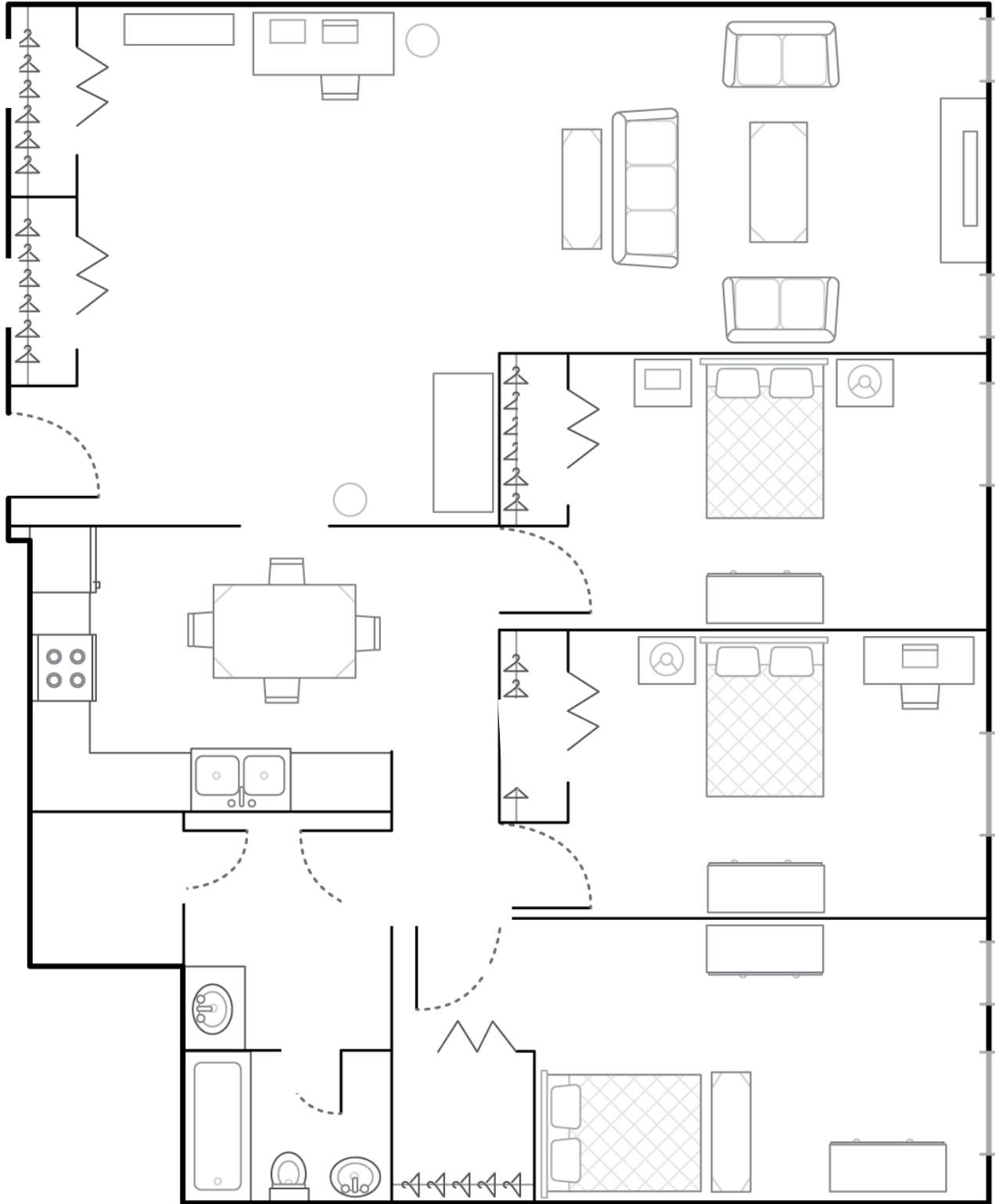
If students require an additional challenge:

- Encourage students to identify the information that has NOT been included in the profiles, but that would be useful to know about a particular profile (e.g., geographic location of dwelling, type of dwelling, additional languages spoken).

Next steps



- Have students work in small groups to combine completed profiles of individuals from this activity to create families, households or 'snapshots' of a community. Use classroom materials or available software to create family trees or representations (such as an aerial map) of a part of a community in which these families live. Post the new families or communities in the classroom and encourage students to use new relationship vocabulary when describing them to classmates.

Dwelling layout


























Household relationship icons

Persons 1 and 2

	Person 1
	Person 2

Relationship to Persons 1 and 2

Children	
	Son or daughter of both Persons 1 and 2 (including adopted children)
	Son or daughter of Person 1 only (including adopted children)
	Son or daughter of Person 2 only (including adopted children)
	Grandchild of Person 1 (including adopted children)
	Brother or sister of Person 1 (including adopted children)
	Foster child
	Father or mother of Person 1
	Father-in-law or mother-in-law of Person 1
	Room-mate, lodger or boarder
	Other — <i>Specify</i>

Adults	
	Opposite-sex spouse 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
	Brother or sister of Person 1
	Foster child
	Father or mother of Person 1
	Father-in-law or mother-in-law of Person 1
	Room-mate, lodger or boarder
	Other — <i>Specify</i>