



2021 CENSUS

Adult Education Kit



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Dear Educator:

The **2021 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 is designed to help respondents whose mother tongue is not English or French understand and complete the 2021 Census, to give them an opportunity to practise official language skills while learning about the benefits of the census, and to help them gain a new perspective on their community.

It contains four activities that provide opportunities for listening, speaking, reading and writing. The activities will help students become familiar with the Census of Population and 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.

Although these activities can be incorporated into classroom studies throughout the school year, the best time to incorporate the Adult Education Kit into your curriculum is early April 2021, right before the Census of Population and the Census of Agriculture are conducted.

If you have questions or comments about the 2021 Census Adult Education Kit, please contact [Census Communications](#).

A digital download of the 2021 Census Adult Education Kit is available on the [2021 Census website](#).

Thank you for helping to share the census message with your students. We welcome and appreciate your feedback. To help us improve the Adult Education Kit for 2026, please complete this [feedback form](#).

Note: A separate **2021 Census Teacher's Kit** is available for educators who teach elementary, intermediate and secondary classes. To download the 2021 Census Teacher's Kit, please visit the [census website](#).

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. It contains an overview of the activities included in the kit and background information on the Census of Population and the Census of Agriculture.

Additional information about the 2021 Census of Population can be found on the [2021 Census website](#), and on the [Census Program page](#) of the Statistics Canada website.

Additional information about the 2021 Census of Agriculture can be found on the [Agriculture and food statistics page](#) of the Statistics Canada website.

This kit is designed to

- provide you with ready-to-use activities to teach your students important vocabulary in a fun and dynamic way
- help prepare students for the census process so that they will know what to expect, what to do and when to do it
- help your students relate to an important part of our Canadian heritage and gain a new perspective on their community.

Planning

The best time to incorporate the Adult Education Kit into your curriculum is early April 2021. 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.

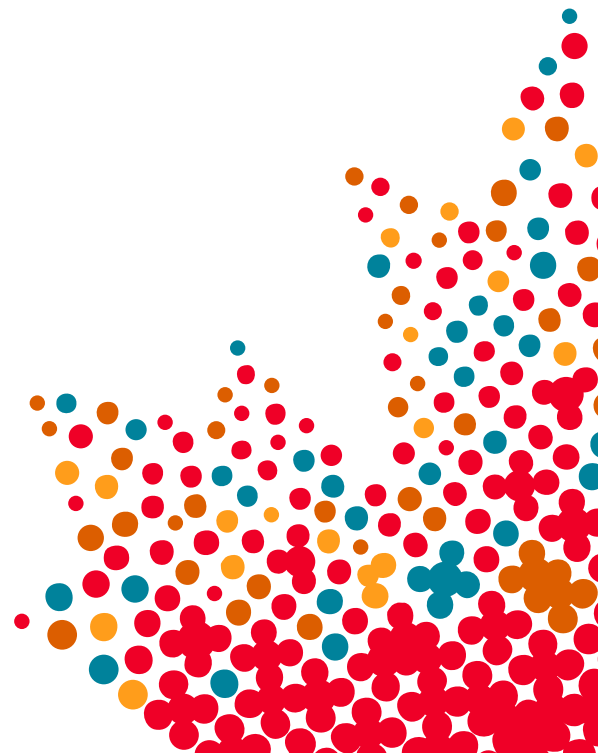
Activities guide students through four different modules that will help them understand the Census of Population and apply important census concepts and terms.

Specific learning objectives are highlighted for each activity, based on Canadian Language Benchmarks. Where possible, essential employment skills, such as communicating orally, finding information or using documents, are incorporated into the activities.

Suggestions are provided, but educators should feel free to adapt activities to their program and student needs.

Each activity plan includes the following:

- **Overview:** A short paragraph outlining what the students will be doing in the activity.
- **Estimated completion time:** An estimate 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. Educators are encouraged to add or omit sections to meet their classroom needs.
- **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 and 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 the main activity has been completed.



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 3. The profiles created for this activity may be used or referenced as needed throughout all the activities.

Stand-alone activity: Profiles of Canadians

In this activity, students will read short, fictional profiles of 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 census vocabulary for support.

Activity 1: What is the census?

In this activity, students will practise language skills while learning how the 2021 Census will benefit communities. They will learn what the census is and develop an understanding of how the information gathered impacts the allocation of government services.

Activity 2: 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 practice answering some of the questions from the census.

Activity 3: 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 variety of resources are available to inform students, their families and educators about the Census of Population.

Included in this kit

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

Additional resources

- [Library and Archives Canada collections databases](#) contain 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.
- [Statistics Canada's data repository](#) is an online socioeconomic database of statistics obtained through various Canadian surveys and census questionnaires. Statistics Canada encourages people to download and reuse its data.
- [The Census of Agriculture survey page](#) is an online resource for both general and specific information about the Census of Agriculture, including archived versions of census questionnaires and data from previous years.
- [The Census of Population survey page](#) is an online resource for both general and specific information about the Census of Population, including data sources, methods used by the census and archived versions of census questionnaires.
- [The Indigenous Liaison Program](#) serves as a bridge between Statistics Canada and First Nations, Métis and Inuit communities, and Indigenous organizations. Program objectives include increasing understanding of and access to Statistics Canada's data, products and services, and helping to build the statistical capacity of Indigenous peoples and organizations.

Quick census facts



What is the census?

The Census of Population provides a statistical picture of Canada and its people. Almost every country in the world conducts a census on a regular basis.

The Census of Population collects information, in five-year intervals, on every person living in Canada, with some exceptions. For more details, refer to the section “Who will be included in the census?”

The Census of Agriculture is conducted 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 will take place in May 2021 throughout the country.

Why conduct the census?

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

It is the primary source of sociodemographic data for specific population groups, such as lone-parent families, Indigenous peoples, immigrants, seniors and language groups.

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

Privacy and confidentiality

In Canada, great care is taken to ensure that information collected in the census is clearly in the public interest and cannot be obtained effectively from other sources.

Statistics Canada places the highest priority on maintaining the confidentiality of individual questionnaires. Stringent instructions and procedures have been implemented to ensure that confidentiality is maintained at all times. For instance, census data are processed and stored on a highly restricted internal network and cannot be accessed by anyone who has not taken an oath of secrecy.

Who will be included in the census?

Included in the census are Canadian citizens, landed immigrants (permanent residents), people who have claimed refugee status (asylum seekers), and people from another country with a work or study permit and family members living here with them.

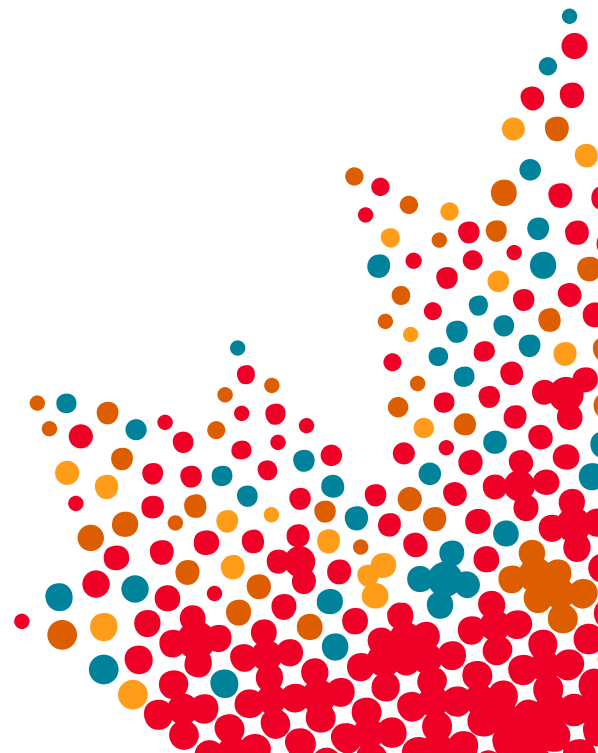
How can I complete the questionnaire?

Most households will receive a letter, delivered by Canada Post or hand-delivered by a census employee, that invites them to complete the census questionnaire online.

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

Who uses census data?

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



Census of Population fact sheet



Census of Population

Statistics Canada conducts the Census of Population every five years. The last census was conducted in May 2016. The next census will be conducted in May 2021.

Census history

Census taking is not a new concept. During the third and fourth centuries BCE, the Babylonians, Chinese and Egyptians enumerated their populations 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 1666, 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.

The recorded population (excluding Indigenous people and royal troops) was 3,215. Information was obtained on age, sex, marital status and locality. In addition, the census identified professions and trades for 763 people.

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, gristmills and sawmills; 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 passed, new topics appeared on the census, such as race, ethnicity, religion and place of birth.

During the 1800s, separate censuses were held at various times in the Atlantic colonies, in 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 (every five years) 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?

In May 2021, every household in Canada will be asked to complete a census questionnaire, either online or on paper. Over 15 million households are expected to participate.

Questionnaires

In 2021, Statistics Canada will be encouraging households to complete their census questionnaire online. The benefits of completing a questionnaire online include improved data quality, time savings for respondents and less paper use. Paper questionnaires and alternative format questionnaires (e.g., large print or braille) will still be available upon request.

Every household in Canada is required to complete a census questionnaire. Most households receive the short-form questionnaire. However, a sample of households receive the long-form questionnaire, which also includes the questions from the short form.

Short-form census questionnaire

The short-form census questionnaire collects basic information on every person living in Canada, with some exceptions.

Long-form census questionnaire

The long-form census questionnaire 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 schools, daycares, family services, public transportation and skills training for employment.



Methodology

In May 2021, approximately 99% of private dwellings will receive a letter inviting them to complete the 2021 Census questionnaire. The census invitation letter contains the information required to complete the census questionnaire online.

Over 90% will have their letter delivered by Canada Post on May 3, 2021. In some rural communities, the letter will be hand-delivered by a census employee between May 3 and May 10, 2021.

Households that prefer to complete a paper questionnaire can request one by calling the phone number included in the invitation letter.

How are the census questions determined?

Determining census content is an ongoing process that involves user consultations, content testing and content approval for the short-form and long-form questionnaires.

Before each census, Statistics Canada conducts user consultations and testing to determine the census questions, taking emerging social and economic issues into account. Results from the user consultation feed into the content testing process. This is followed by the development of recommendations on final questionnaire content and the subsequent approval process.

The final questions are presented to and approved by Cabinet and are then published in the *Canada Gazette*.

Who uses census data?

Governments, Indigenous leadership, businesses, associations, community organizations and many others use census data. 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.
- Demographic data from the census are used to produce population estimates. In turn, these population estimates are used to determine representation in Parliament, to calculate transfer payments between levels of government and to support various government programs across the country.
- Government departments use census data to determine population age trends to estimate future demand for child tax benefits and Old Age Security pensions.



- Indigenous leadership uses census information on Indigenous languages to assess the need for services in traditional languages and to create programs to support the learning and growth of these languages in their community.
- Communities use census information on population growth and movement to plan services such as schools, daycares, police services and fire protection services.
- 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, which are determined through census data.
- Manufacturers of household and farm equipment use 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 law. The *Statistics Act* states the legal obligation of every household to participate in the census. Under the same law, Statistics Canada must protect the confidentiality of the personal information provided by respondents.

Privacy and confidentiality

In Canada, great care is taken to ensure that information collected in the census is clearly in the public interest and cannot be obtained effectively from other sources.

Statistics Canada places the highest priority on maintaining the confidentiality of individual questionnaires. Stringent instructions and procedures have been implemented to ensure that confidentiality is maintained at all times. For instance, census data are processed and stored on a highly restricted internal network and cannot be accessed by anyone who has not taken an oath of secrecy.

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 formats, 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), select the **Census** tab, and then select **2016 Census Profile**.



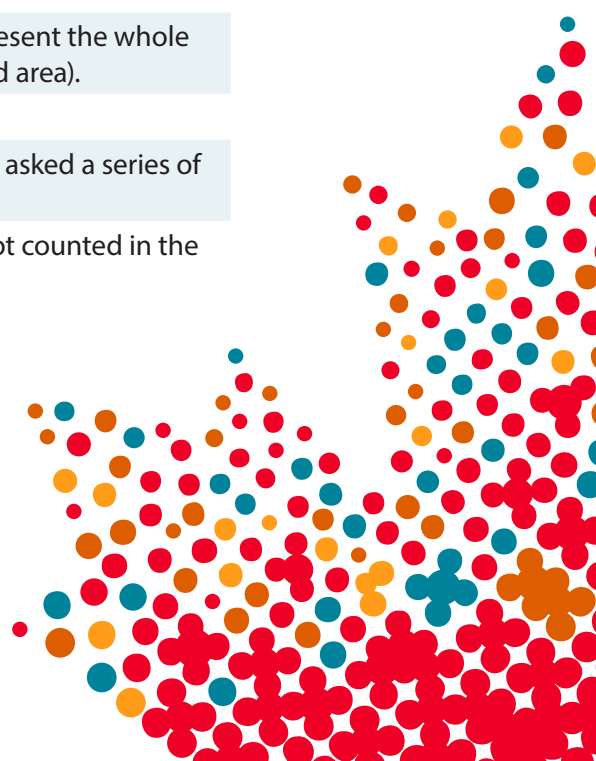
Census Vocabulary

Agriculture	see Census of Agriculture.
Census	A collection of information from every household in a country, on topics that are important to that country, that is used to help all levels of government, businesses, associations, community organizations and many others make decisions
Census agglomeration (CA)	An area that includes one or more municipalities that are centred on 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 that work together for regional planning and to manage shared services, such as police or ambulance services. These divisions are smaller than a province, but larger than a census subdivision.
Census farm	A farm, ranch or other operation that produces agricultural products intended for sale.
Census metropolitan area (CMA)	An area that includes one or more municipalities centred on a major urban core. A CMA must have a total population of at least 100,000, of which 50,000 or more must live in the 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, conducted once every five years. Topics include age, marital status, household members and languages spoken.
Census questionnaire	A written series of questions intended to gather specific information about all household members.
Census reference day	The point in time relative to which census information is recorded. The reference day for the 2021 Census is May 11, 2021.
Census subdivision (CSD)	Municipalities or areas treated as municipal equivalents (e.g., First Nations reserves or Indian settlements) for statistical purposes within a census division.

Collection unit (CU)	A geographic area outlined to make census data collection more manageable. In remote areas, an enumerator is responsible for this area.
Complete count	An important goal of the census—to collect information about everyone who is living in Canada, including Canadians working overseas (for federal or provincial governments, Canadian embassies, and the Canadian Armed Forces) and their families.
Confidentiality	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 where a person or group of people live or could live. The dwelling's entrance must be accessible without passing through the living quarters of some other person or group of people.
Enumeration	The completion of a census questionnaire at home, online, on paper, by telephone, or with the help of an enumerator.
Enumerator	A person whose job is to collect census data directly from the population. Enumerators also contact households that have not returned their census questionnaire online or by mail.
Farm operator	A person who is at least 15 years old and who is responsible for the day-to-day management decisions made in operating a census farm.
Farm population	All people who are members of a farm operator's household who are living on a farm.
Field crop	A crop that does not include fruits or vegetables, such as hay, grains (e.g., wheat and corn), oilseeds (e.g., flaxseed, canola, soybeans and sunflower), pulses (e.g., dry beans and peas, lentils and chickpeas), potatoes and other crops (e.g., tobacco, ginseng, sugar beets and other spices).
Grid	A system of survey lines that follow longitude and latitude and divide an area into counties, sections, lots, etc.
Household	A person or group of people who live in the same dwelling.



Indigenous identity	Refers to whether a person identifies with the Indigenous peoples of Canada on the census questionnaire. This includes those who are First Nations, Métis or Inuit, and/or those who are Registered or Treaty Indians (i.e., registered under the <i>Indian Act</i>), and/or those who have membership in a First Nation or Indian band.
Indigenous peoples of Canada	First Nations, Métis and Inuit, as defined in the <i>Constitution Act</i> , 1982, section 35 (2). A person may be in more than one of these three specific groups.
Mother tongue	The first language(s) learned by an individual at home, in childhood, that they still understand.
Net farm income	A measurement of a farm operation's profit or loss, calculated by subtracting the total farm operating expenses from the total farm operating revenues.
Non-permanent residents	People from another country who are living or staying in Canada for a limited time (not permanently) on Census Day, including people with work or study permits, refugee claimants, and visiting family members.
Overcount	The estimated number of people 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 people per square kilometre. This includes small population centres (population between 1,000 and 29,999), medium population centres (population between 30,000 and 99,999) and large urban population centres (population of 100,000 or more).
Reserve	A tract of land, for which the legal title is held by the Crown, which has been set apart for the use and benefit of a First Nation. Some First Nations have more than one reserve.
Rural areas	Areas outside population centres.
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	An activity where a specific group of people is asked a series of questions to find out information.
Undercount	The estimated number of people who were not counted in the Census of Population.



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:

45-60
minutes

Census knowledge

- Understand and use key terminology from the Census of Population.
- Understand the kinds of information gathered by the Census of Population.

Specific learning objectives

Listening

- Understand short, simple communications about a person or situation, and identify factual details and expressions (**CANADIAN LANGUAGE BENCHMARK 3**).

Speaking

- Briefly describe people and situations, and provide some basic details (**CANADIAN LANGUAGE BENCHMARK 3**).
- Use simple questions to ask about another person (**CANADIAN LANGUAGE BENCHMARK 3**).

Reading

- Get information from simple, clear, 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**).

Writing

- 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**).

Essential employment skill areas

- Read, using references
- Communicate, asking questions
- Work with others

Materials

Supplies

- Scissors
- Pens or pencils

Handouts

- Profiles of Canadians—version A, B or C
- Profiles of Canadians worksheet
- Census vocabulary from the **Instructor's Guide** (*optional*)

Activity

- 1** Prepare photocopies of the **Profiles of Canadians** handouts and have students choose one profile. This can be done by cutting the printed profiles into strips and distributing them, or by 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—Profile A:** This profile handout uses basic language and includes definitions for some potentially challenging vocabulary.
- **Profiles of Canadians—Profile 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—Profile C:** This profile handout uses more advanced sentence structure and idiomatic language.

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

- 2** 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.

Ask students to highlight any vocabulary that looks unfamiliar or challenging.

- 3** 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 and use reference materials (e.g., vocabulary lists, dictionaries, etc.) to determine the meaning and write their own definitions.

- 4** Individually or in pairs, have students summarize the important points of the profile they read with their partner, using their own words.

- 5** Have students complete the **Profiles of Canadians worksheet**, which asks them to come up with 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, try the following:

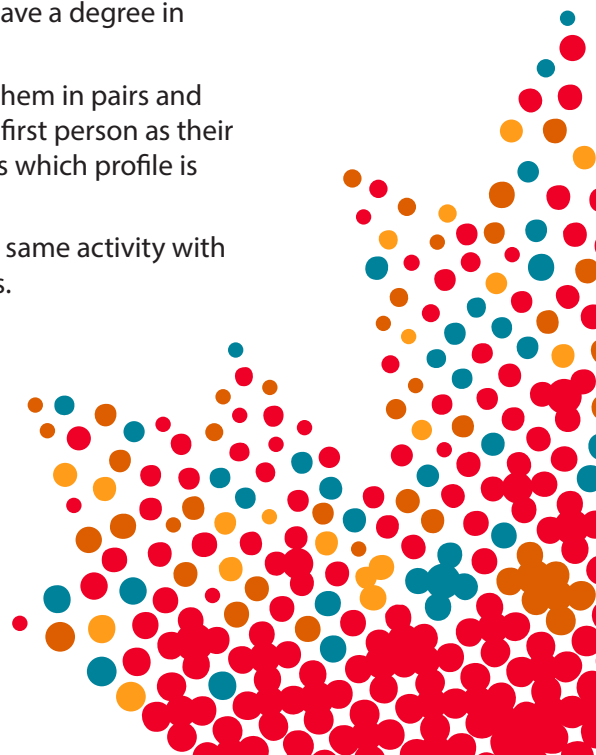
- Select the most appropriate version of the **Profiles of Canadians** handout for your students. Some students may benefit from having potentially challenging vocabulary defined for them (Profile A), while others may benefit from identifying vocabulary that is challenging and using available resources to create definitions that are more personally relevant (profiles B or C).
- To help students create questions, 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 models for their own questions.
- Vocabulary may be written on a set of cue cards, and prepared definitions may be written on another set. Students who find it challenging to create their own definitions may work at matching words with their corresponding definitions. These cue cards can be used to create a word wall that students can reference throughout census activities.

If students require an additional challenge, try the following:

- 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 Profile C 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 roleplay 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 and using their own words. Partners can guess which profile is being used.
- In 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—Profile A



PROFILE FOR PERSON 1

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 roommate.
I have a master's degree in business, and I speak English and French fluently.
I have a good job at a large company, but sometimes my parents give me money.

KEYWORDS:

roommate: a person who shares a room, apartment or home with another person.
single man/woman: a person who is not married, has no common-law partner and is not in a committed relationship.
to speak fluently: to speak comfortably about many different topics so that listeners usually understand.

Profiles of Canadians—Profile A

PROFILE FOR PERSON 2

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.

KEYWORDS:

to immigrate: to enter or settle in a country or region that is different from where you were born.
to pass away: to die.
to retire: to leave a job and stop working at a certain age.

Profiles of Canadians—Profile A

PROFILE FOR FAMILY 1

I am a divorced lone parent in my late 40s.
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.

KEYWORDS:

to divorce: to legally end a marriage.
lone parent: one parent who cares for a child without the help of another parent.
to rent: to pay to use property or land.
to run a business: to own or manage a business.

Profiles of Canadians—Profile A



PROFILE OF FAMILY 2

My partner and I are a common-law couple with 4-year-old twins.
 We live in the country and keep honey bees and run a 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.

KEYWORDS:

common-law couple: two people who live together as a couple but who are not married, regardless of the duration of the relationship.
produce farm: a farm that produces fruit and/or vegetables.
part-time job: a job where you work less than 30 hours each week.

Profiles of Canadians—Profile A

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.

KEYWORDS:

bilingual: speaks two languages.
suburbs: a place where people live that is outside the city, but not in the country.
to retire: to leave a job and stop working at a certain age.
volunteer: a person who does something without being asked or without pay.

Profiles of Canadians—Profile A

PROFILE OF FAMILY 4

My family and I live in Northern Alberta as part of a Cree 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-20s, and we have two young children.
 Our son is in elementary school.
 We both speak English and a little bit of Cree.

KEYWORDS:

Cree: an Indigenous language spoken by First Nations people of Cree descent.
First Nations: Indigenous peoples in Canada who are not Inuit or Métis. There are over 600 of these communities across Canada, each with different languages, traditions and cultures.
diploma: a document from a school, college or university that shows that a person has successfully completed a program of study.
mid-20s: 24 to 26 years old.

Profiles of Canadians—Profile A

PROFILE OF FAMILY 5

I am 18 and will soon move out of my parents' 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-40s. 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.

KEYWORDS:

mid-40s: 44 to 46 years old.
to immigrate: to enter or settle in a country or region that is different from where you were born.
to speak fluently: to speak comfortably about many different topics so that listeners usually understand.

Profiles of Canadians—Profile A

Profiles of Canadians—Profile B



PROFILE FOR PERSON 1

KEYWORDS:

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 roommate.
I have a master's degree in business, and I speak English and French fluently.
I have a good job at a large company, but sometimes my parents give me money.

Profiles of Canadians—Profile B

PROFILE FOR PERSON 2

KEYWORDS:

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.

Profiles of Canadians—Profile B

PROFILE FOR FAMILY 1

KEYWORDS:

I am a divorced lone parent in my late 40s.
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.

Profiles of Canadians—Profile B



PROFILE OF FAMILY 2

KEYWORDS:

My partner and I are a common-law couple with 4-year-old twins.
We live in the country and keep honey bees and run a 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.

Profiles of Canadians—Profile B

PROFILE OF FAMILY 3

KEYWORDS:

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.

Profiles of Canadians—Profile B

PROFILE OF FAMILY 4

KEYWORDS:

My family and I live in Northern Alberta as part of a Cree 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-20s, and we have two young children.
Our son is in elementary school.
We both speak English and a little bit of Cree.

Profiles of Canadians—Profile B

PROFILE OF FAMILY 5

KEYWORDS:

I am 18 and will soon move out of my parents' 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-40s. 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.

Profiles of Canadians—Profile B

Profiles of Canadians—Profile C



PROFILE FOR PERSON 1

I am a single man in my early 30s, 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 roommate. 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.

Profiles of Canadians—Profile C

PROFILE FOR PERSON 2

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 seniors' 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.

Profiles of Canadians—Profile C

PROFILE FOR FAMILY 1

I am a divorced lone parent in my late 40s with one child living at home and one who is grown up and moved out. My daughter and I 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.

Profiles of Canadians—Profile C

PROFILE OF FAMILY 2

My partner and I are a common-law couple with 4-year-old twins who have just started school. We live in the country, and, for most of the year, we keep honey bees and run the produce 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.

Profiles of Canadians—Profile C

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.

Profiles of Canadians—Profile C

PROFILE OF FAMILY 4

My family and I live in Northern Alberta as part of a Cree First Nations community. My husband is a truck driver for a local company, and I am currently going back to school to get my diploma in health care. We are both in our mid-20s, and we have two small children, one of whom is in elementary school. We both speak English and a little bit of Cree.

Profiles of Canadians—Profile C

PROFILE OF FAMILY 5

I am 18 and about to move out of my parents' house into my own apartment. I have 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-40s and 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.

Profiles of Canadians—Profile C

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 get the information they talked about in their profile.
 - Who?
 - What?
 - Where?
 - When?
 - How?

Activity 1: What is the census?

Overview

In this activity, students will practise language skills while learning how the 2021 Census benefits communities. They will learn what the census is and develop an understanding of how the information gathered impacts the allocation of government services.

Estimated completion time:

60-90
minutes

Census knowledge

- 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.

Specific learning objectives

Speaking

- Give detailed descriptions (**CANADIAN LANGUAGE BENCHMARK 5**).
- Ask for and give information related to routine daily activities (**CANADIAN LANGUAGE BENCHMARK 5**).

Listening

- Understand factual details and some implied meanings in descriptive or narrative topics (**CANADIAN LANGUAGE BENCHMARK 5**).

Reading

- Get information from simple two- to three-paragraph texts (**CANADIAN LANGUAGE BENCHMARK 4**).

Writing

- Describe people, places, objects, situations, events or daily routines in five to eight sentences (**CANADIAN LANGUAGE BENCHMARK 3**).

Essential employment skill areas

- Communicate orally
- Work with others
- Think, find information

Materials

Supplies

- Pens or pencils

Handouts

- What is the Census of Population?
- Community snapshot
- Community snapshot legend
- Census and services worksheet
- Census vocabulary from the **Instructor's Guide** (*optional*)

Activity

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

Ask students to work with partners or alone and read the description of the census and highlight new or unfamiliar words. Encourage students to use the census vocabulary included in the **Instructor's Guide** 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

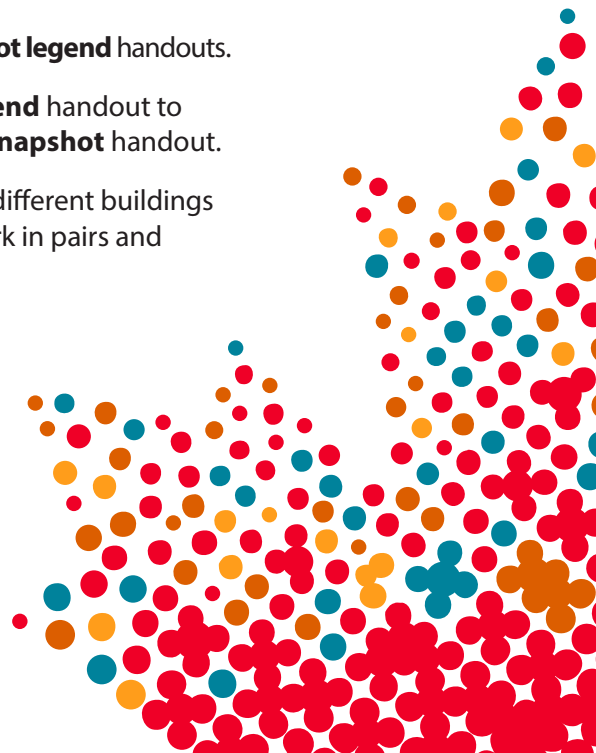
- Who participates in the Census of Population?
- How often does the Census of Population take place?
- How is the information gathered by the census used?

2 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.

3 Provide students with the **Community snapshot** and **Community snapshot legend** handouts.

Ask students to use the first column of the **Community snapshot legend** handout 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. Students can also work in pairs and complete this step using printed handouts.



4 Discuss the community.

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 suburban? (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 in this community (e.g., walk, drive, bike, public transportation)?
7. Does this look similar to or different from your own community? How?

5 Break up 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 worksheet as a class.

The worksheet has two columns. One column lists examples of services provided to communities. The other column lists census topics, with a checkbox for each topic. Ask students to mark the census topic checkboxes that they think would provide information about each service listed.

Here are examples of how census information is used as a planning tool to help design stronger, better communities:

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

Modifications

If students require additional support, try the following:

- Read the **What is the Census of Population?** handout as a class, and encourage students to use the census vocabulary included in the **Instructor's Guide** 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).



If students require an additional challenge, try the following:

- Have students 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 seniors' community centre where I live, but it would be good to have one for my grandmother.
 - 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 have them research 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 then ask them to 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 2016 and 2011 censuses of population to learn more about the people who live in your community, their families and their languages spoken. Make predictions about how the community might be different in five years.

To find specific information about your city, town or community, go to the Census Portal on the Statistics Canada website (www.statcan.gc.ca/census) and select **2016 Census Profile**.

- 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 (e.g., what the community was like 10, 20 or 50 years ago). Ask students to investigate how the community has changed and how services have changed over the years.

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

- English: <https://www150.statcan.gc.ca/n1/en/type/data>
- French: <https://www150.statcan.gc.ca/n1/fr/type/donnees>

Statistics Canada encourages people to download and reuse data provided in its socioeconomic database.



What is the Census of Population?

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

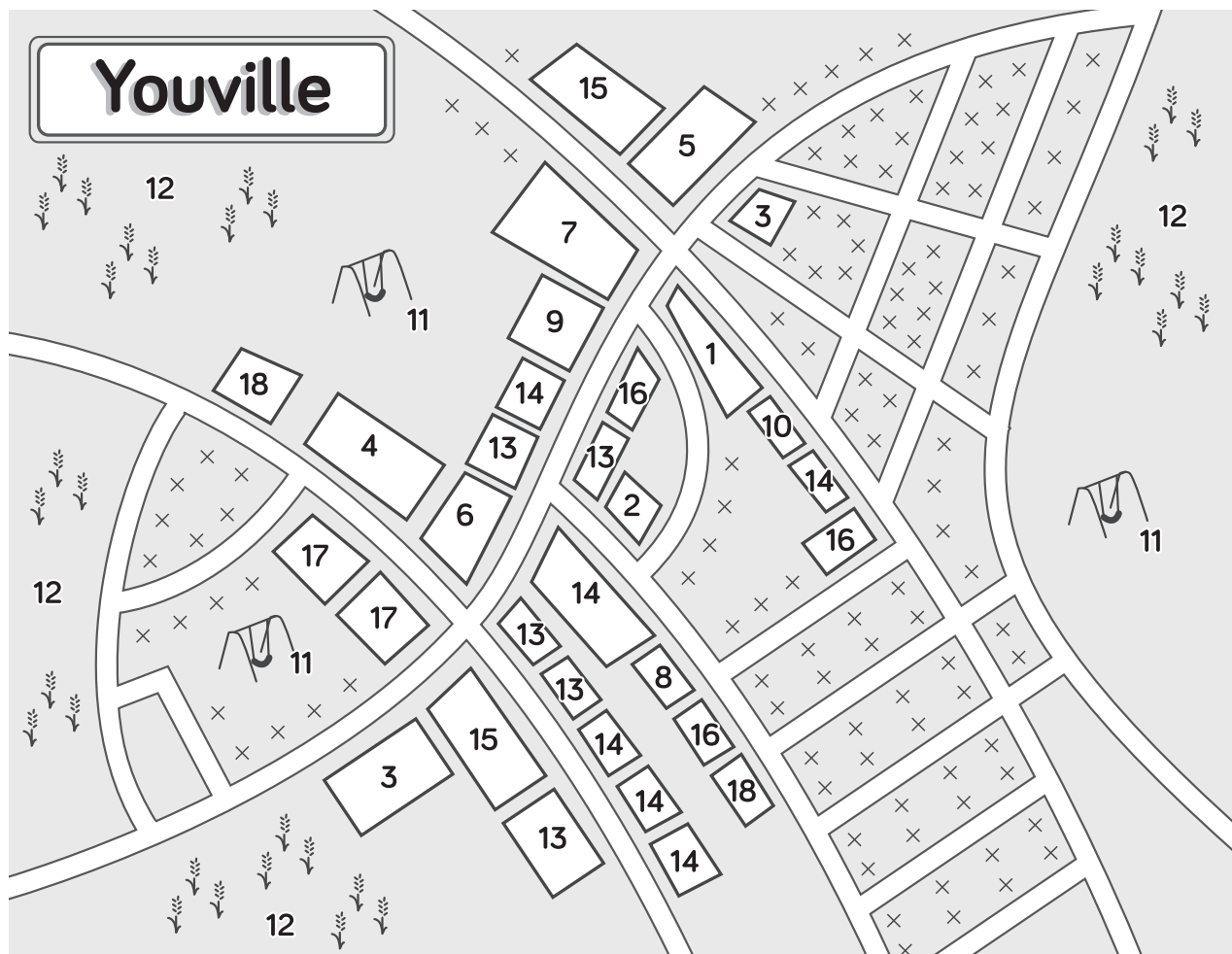
The Census of Population collects information, in five-year intervals, on every person living in Canada, with some exceptions. By law, every household in Canada must participate and, by law, Statistics Canada must protect the information that is gathered.

Census questions ask about topics such as age, marital status, household members, relationships between household members, and languages spoken.

Census of Population data are important for all communities and are vital for planning services such as schools, daycares, family services, housing, police services, fire protection services, roads, public transportation and skills training for employment. These data are used by governments, businesses, associations, organizations and many others to make important decisions.

The last Census of Population was conducted in 2016. The next one will take place in 2021.

Community snapshot



Youville is a small community in Canada. There are a few farms on the outskirts of the community, 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

- A hospital
- Schools
- Park spaces
- A shopping mall
- Small retail stores
- A recreation centre
- A library
- A seniors' community centre
- Restaurants
- A police station
- A fire station
- A medical clinic
- Grocery stores

Community snapshot legend

In the column “Number in Youville,” indicate the how many of each kind of building are in Youville.

Icon	Kind of building or land use	Number 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	Seniors’ 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 information from the census that would be useful in making decisions about that service. The information listed in the table below is some of the information collected by the 2021 Census of Population.

Select as many types of information as applicable for each service.

Kind of service	Information from the census that would be useful
<p>Schools and daycare</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Number of people who live in a household <input type="checkbox"/> Sex at birth of people who live in a household <input type="checkbox"/> Gender 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 status 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"/> Amount of primary or secondary schooling done in French
<p>Emergency services (e.g., fire protection, police and medical services)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Number of people who live in a household <input type="checkbox"/> Sex at birth of people who live in a household <input type="checkbox"/> Gender 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 status 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"/> Amount of primary or secondary schooling done in French

Kind of service	Information from the census that would be useful
Roads and public transit	<ul style="list-style-type: none"> <input type="checkbox"/> Number of people who live in a household <input type="checkbox"/> Sex at birth of people who live in a household <input type="checkbox"/> Gender 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 status 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"/> Amount of primary or secondary schooling done in French
Community services (e.g., health care, education and employment)	<ul style="list-style-type: none"> <input type="checkbox"/> Number of people who live in a household <input type="checkbox"/> Sex at birth of people who live in a household <input type="checkbox"/> Gender 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 status 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"/> Amount of primary or secondary schooling done in French

Activity 2: 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 will practise answering some questions from the census.

Estimated completion time:

45-60
minutes

Census knowledge

- Review the questions asked in the 2021 Census of Population.
- Identify the significance of questions asked in the 2021 Census of Population.
- Practise answering the kinds of questions that will be asked in the 2021 Census of Population.

Specific learning objectives

Listening

- Respond to requests for facts relating to informational texts (**CANADIAN LANGUAGE BENCHMARK 5**).

Speaking

- Summarize and report back information (**CANADIAN LANGUAGE BENCHMARK 5**).

Reading

- Find information in forms or questionnaires, tables, and directions (**CANADIAN LANGUAGE BENCHMARK 3**).

Writing

- Fill out simple forms or questionnaires (**CANADIAN LANGUAGE BENCHMARK 2**).

Essential employment skill areas

- Use documents
- Communicate orally
- Work with others

Materials

Supplies

- Scissors
- Pens or pencils

Handouts

- Quick census questions
- Personal profile cards
- Census vocabulary from the **Instructor's guide**
- **Profiles of Canadians** handout from the **Stand-alone activity: Profiles of Canadians** (*optional*)

Activity

- 1** To begin this activity, distribute the **Quick census questions** and **Census vocabulary** handouts. Give students time to review the questions from the 2021 Census questionnaire.

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

Family name: your last name. This may also be called a “surname.”

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

- 2** Ask students to adopt the persona of a fictional person, such as a character on a television show or movie (e.g., Sherlock Holmes or Robin Hood). Alternatively, students may use one of the profiles from the **Profiles of Canadians** handout included in the **Stand-alone activity: Profiles of Canadians**. Students will use this persona to complete the activity below.

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 2021 Census of Population will remain confidential and is gathered to make important decisions about services that will impact their community.

For more information on census confidentiality, go to

- (English) <https://www12.statcan.gc.ca/census-recensement/2016/ref/98-304/chap1-eng.cfm#a4>
- (French) <https://www12.statcan.gc.ca/census-recensement/2016/ref/98-304/chap1-fra.cfm#a4>.

- 3** 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 2021 Census of Population, respondents will need to provide this kind of information for everyone in their household, so it is a good idea to include people of all ages and backgrounds in the profiles created for this exercise.



- 4** Encourage students to work with a partner. Ask them to read each census question out loud, and then use the discussion questions below to discuss the census questions 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 will knowing this information help our community?

Sample response

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

- 5** Distribute the **Personal profile cards** handout and ask students to use them to complete a personal profile. These cards can be cut out and completed and used in various ways.

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 to the other 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 profile information to assess communication and comprehension.

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

- Ask each student to complete the information on the **Personal profile cards** handout.
- Ask students to cut out their cards and mix and match profile responses with their classmates to create original profiles.
- 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** handout included in the **Stand-alone activity: Profiles of Canadians**, or they may wish to be more creative and use fictional characters for inspiration.



Modifications

If students require additional support, try the following:

- Walk students through questions and responses as they select and complete the information on the **Profiles of Canadians** handout included in the **Stand-alone activity: Profiles of Canadians**. 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 makes respondents 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 whether someone feels uncomfortable with the conversation through their body language or tone of voice, since this may differ from culture to culture.

If students require an additional challenge, try the following:

- Ask students to roleplay a complete door-to-door enumeration interview or phone call, including introducing themselves, 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 the **Quick census facts** handout from the **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 and informational conversations compared with 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** handout 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

1. NAME

Family name:

Given name:

2. WHAT WAS THIS PERSON'S SEX AT BIRTH?

Sex refers to the sex assigned at birth.

Male Female

3. WHAT IS THIS PERSON'S GENDER?

Gender refers to the current gender, which may be different from sex assigned at birth and may be different from what is indicated on legal documents.

Male Female Or please specify this person's gender:

4. DATE OF BIRTH AND AGE

If the exact date of birth is not known, enter your best estimate. For children less than 1 year old, enter 0 for age.

Day: Month: Year: Age:

5. MARITAL STATUS

Never legally married Legally married (and not separated)
 Separated, but still legally married Divorced Widowed

6. IS THIS PERSON LIVING WITH A COMMON-LAW PARTNER?

Common-law refers to two people who live together as a couple but who are not married, regardless of the duration of the relationship.

Yes No

7. LANGUAGES

(a) Can this person speak English or French well enough to conduct a conversation?

English only French only Both English and French Neither English nor French

(b) What language(s) does this person speak on a regular basis at home?

English French Other language(s)—specify:

(c) Of these languages, which one does this person speak most often at home?

English French Other language—specify:

(d) What is the language that this person first learned at home in childhood and still understands?

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

English French Other language—specify:

Personal profile cards

Family name:		Sex at birth:	
Given name:		Gender:	
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	Divorced	Widowed	
Can only speak English		Can only speak French	
Can speak English and French		Cannot speak English or French	
Speaks English at home		Speaks French at home	
Speaks another language at home:			
First learned English as a child and still understands it		First learned French as a child and still understands it	
First learned another language as a child and still understands it:			

Activity 3: 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:

60-90
minutes

Census knowledge

- Identify important information about people living in a household.
- Review sample questions asked in the 2021 Census of Population.
- Practise using supporting documents to answer the types of questions that will be asked in the 2021 Census of Population.

Specific learning objectives

Listening

- Understand short, descriptive communications on a topic of personal relevance (**CANADIAN LANGUAGE BENCHMARK 4**).

Speaking

- Describe scenes or pictures, providing adequate descriptions and using appropriate vocabulary (**CANADIAN LANGUAGE BENCHMARK 5**).

Reading

- Locate and use one or two pieces of information from moderately complex formatted texts, such as maps or tables (**CANADIAN LANGUAGE BENCHMARK 5**).

Writing

- 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**).

Essential employment skills areas

- Communicate orally
- Work with others
- Use documents—blueprints, tables, icons and legends

Materials

Supplies

- Pens or pencils

Handouts

- Dwelling layout
- Household relationship icons
- Census vocabulary from the **Instructor's Guide** (*optional*)
- Profiles of Canadians handout from **Stand-alone activity: Profiles of Canadians** (*optional*)

Activity

- 1 Post and explain the definitions of the terms “dwelling” and “household.”

Dwelling: a place where a person or group of people live or could live. The dwelling's entrance must be accessible without passing through the living quarters of some other person or group of people.

Household: a person or group of people who live in the same dwelling.

- 2 Explain that one census questionnaire is completed for all the people who live in one **household** and that 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

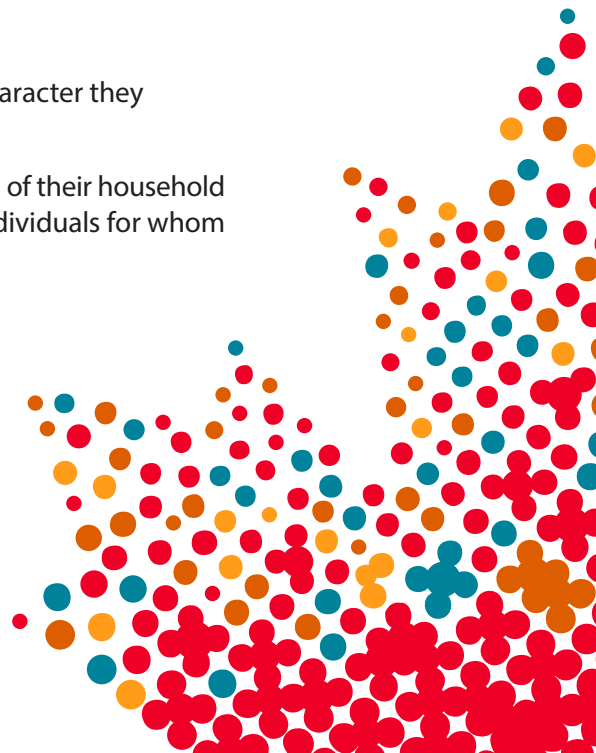
- a family group with or without other people
- two or more families sharing a dwelling
- a group of unrelated people
- one person living alone.

- 3 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 their current residence
- draw a rough layout of the floor plan of the residence of the character they created in Activity 2.

- 4 On a separate sheet of paper, ask students to make a list of the members of their household who live in the dwelling created in Step 3. Explain that these are the individuals for whom they will need to provide information during the 2021 Census.



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

- Yourself
- Everyone else who usually lives in your household, such as
 - o your spouse or common-law partner
 - o your children (including foster children), including babies born on or before May 11, 2021
 - o your parents
 - o other relatives who live in your household (e.g., aunt, cousin, grandparents, brother-in-law)
 - o your roommates (i.e., people who are not related to you, but who share your dwelling; they often share the rent and other expenses)
 - o your lodgers or boarders (i.e., people who rent a room in your dwelling)
 - o people who are **temporarily** away from your 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.

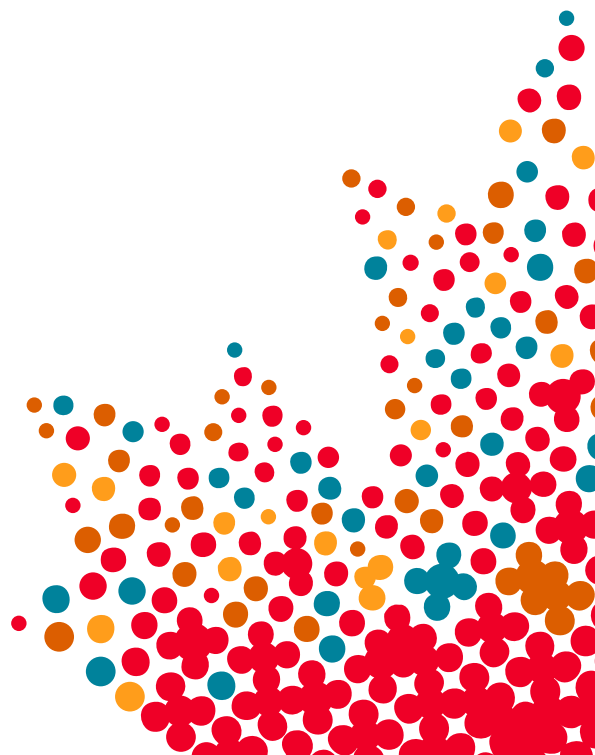
Alternatively, if students are single, live alone or are part of a very small family unit, provide them with the **Profiles of Canadians** handout from the **Stand-alone activity: Profiles of Canadians**. Students can select one or more of the individuals or families from the handout to practise additional relationship vocabulary.

- 5** Give students time with a partner to verbally describe their dwelling and some of the people who live with them, using their own words (e.g., son, wife's daughter from the first time she was married, sister, husband's mother, person who lives with me, non-related person, daughter's friend from school, boyfriend).

Guiding questions

- What kind of dwelling is this?
- How many people are members of this household?
- Are they all family or are they connected in different ways?
- How are they related or connected to one another?
- How are they connected to you or Person 1?

- 6** Explain to students that, if they are the person answering the census questions, they will be called "Person 1" and will need to describe how each person in their household is connected to them.



7 Provide students with the **Profiles of Canadians** handout included in the **Stand-alone activity: Profiles of Canadians** and have them select a profile. You can assign a profile to each individual student or to a pair of students.

Alternatively, allow students to create their own households. If students are comfortable, they may incorporate details from their own household into the activity.

It should be noted that family titles differ from culture to culture; this should be taken into account when students are attempting to explain who lives in their household and their relationship to Person 1.

8 Ask students to complete the **Dwelling layout** handout. Post or provide students with 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 people who live there or who are currently staying in the dwelling.

If using the **Profiles of Canadians** handout included in the **Stand-alone activity: Profiles of Canadians** 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 **Household relationship icons** 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 live together as a couple but who are not married, regardless of the duration of the relationship. 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.

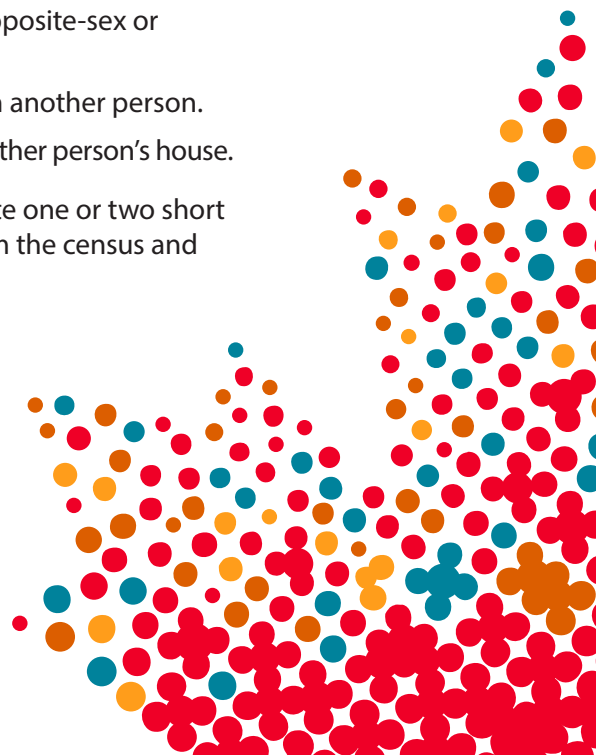
Foster child: a child who has been placed in the care of a person or family, but who is not related to that person or family by birth or marriage.

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

Roommate: 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.

9 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 that 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 roommate.
- Person 1 is a woman and she's in the living room. She lives with two other women. 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, try the following:

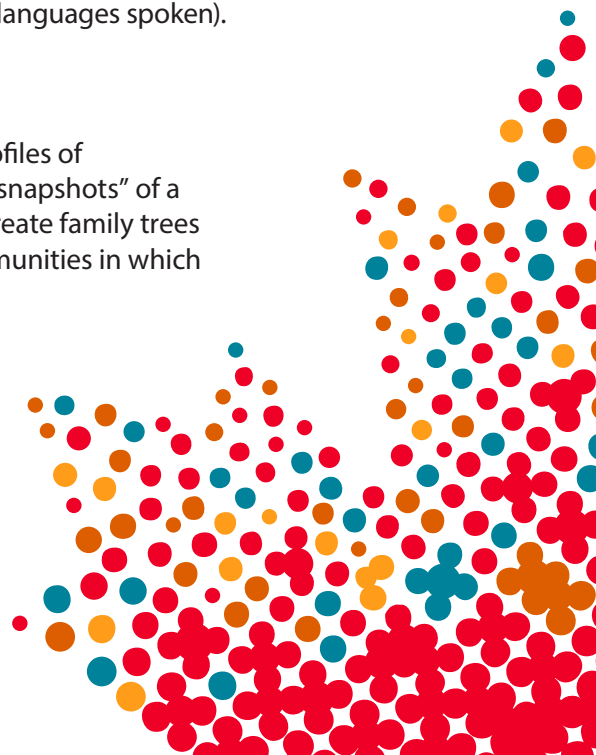
- As they are describing people and places in the dwelling layout, review household vocabulary for rooms and for common furniture and fixtures.
- Students should focus exclusively on the relationships in their own household and should only share if they are comfortable doing so.
- Discuss the different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

If students require an additional challenge, try the following:

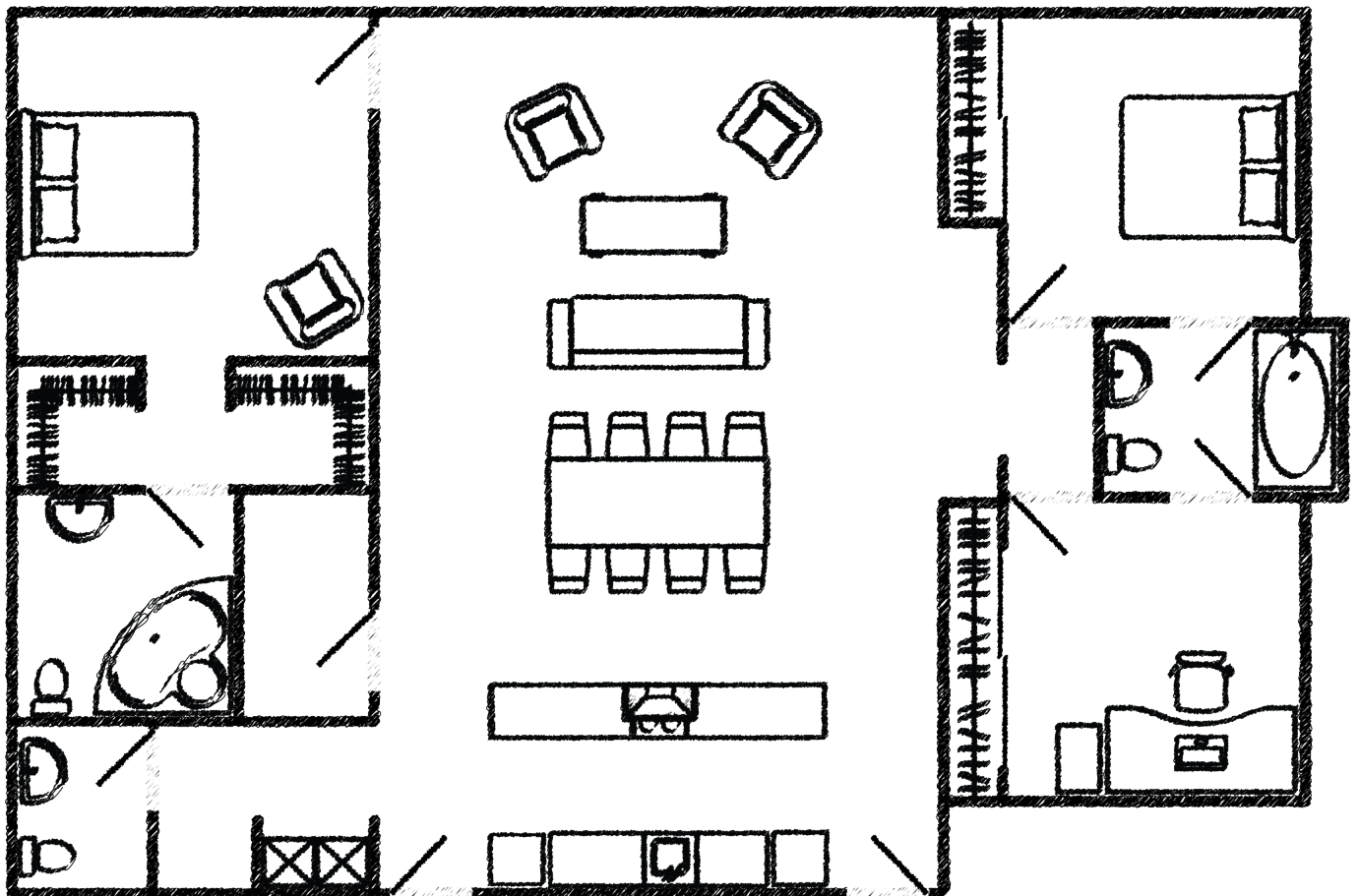
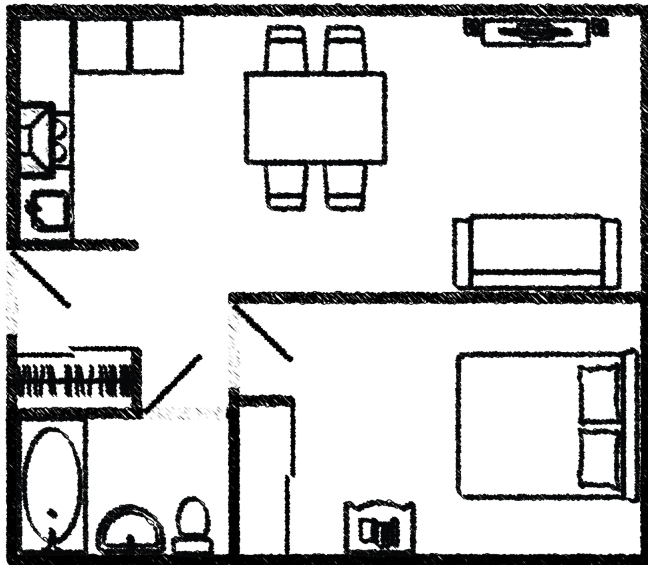
- Encourage students to identify the information that has **not** been included in the profiles, but that would be useful to know about a particular profile (e.g., geographic location of dwelling, type of dwelling or additional languages spoken).

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 the communities 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

Person 1	
★	Person 1
Person 2	
●	Husband or wife of Person 1
■	Common-law partner of Person 1
▼	Son or daughter of Person 1 only
▽	Grandchild of Person 1
▽	Son-in-law or daughter-in-law of Person 1
▲	Father or mother of Person 1
▲	Father-in-law or mother-in-law of Person 1
▶	Brother or sister of Person 1
▣	Foster child
■	Roommate, lodger or boarder
?	Other relationship—specify
Persons 3 to 6	
▽	Son or daughter of both Persons 1 and 2
▽ ₁	Son or daughter of Person 1 only
▽ ₂	Son or daughter of Person 2 only
▽	Grandchild of Person 1
▽	Son-in-law or daughter-in-law of Person 1
△	Father or mother of Person 1
△	Father-in-law or mother-in-law of Person 1
▶	Brother or sister of Person 1
▣	Foster child
□	Roommate, lodger or boarder
?	Other relationship—specify