



2021 Census Secondary Classroom Kit



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Exploring our Canadian Cities



Big Ideas

- Developing an understanding of what information the census gathers, along with the official terminology used by Statistics Canada when collecting and communicating about population data.
- Identifying different levels of geography in Canada, and learning about the people who inhabit those regions.
- Learning about how amenities and services may differ from region to region in Canada.
- Allowing for students to engage in future planning by considering opportunities that may exist outside of their own communities.

Context

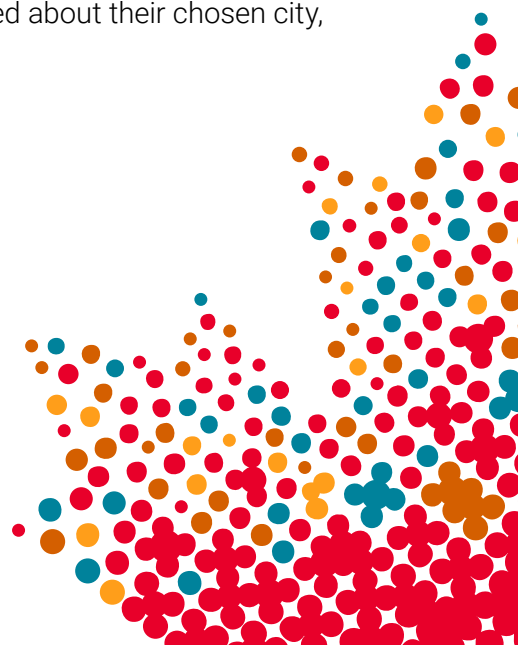
The intention behind this activity is to provide students with an understanding of what the census is, and what information it collects. Further, they are provided with the opportunity to gain up-to-date insights on the Canadian population by accessing data from the 2021 Census.

Students will learn about the terminology used by Statistics Canada by accessing the [Census of Population dictionary](#). Different levels of geography will be outlined, so that students have an understanding of how these regions are defined.

Students will have the opportunity to test their knowledge and compete against one another by participating in a Kahoot! activity, which will provide them with updated 2021 Census data for different levels of geography (small, medium, and large cities).

Once the Kahoot! activity has wrapped up, students will be asked to identify one of the cities that were presented in Kahoot!, and look at the [Census Profile](#) tool to develop a detailed understanding of the population characteristics of that area. They will be prompted to research that city and identify notable features and amenities available.

As a wrap-up activity, students will share the information they've uncovered about their chosen city, and provide a "day in the life" overview of someone who lives there.



Preparation

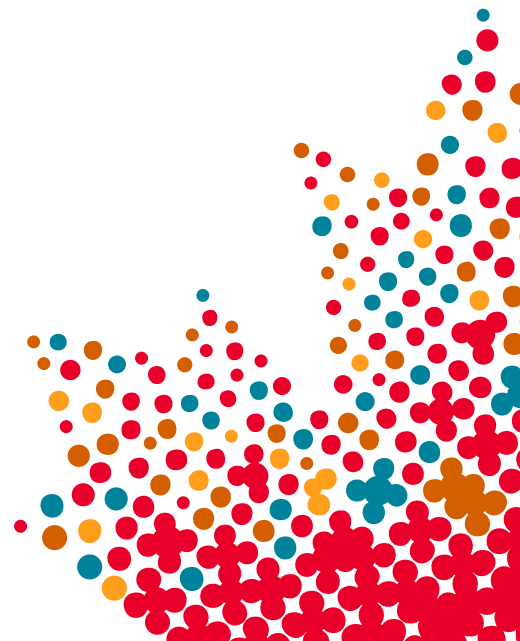


Ask students to think about the neighbourhoods that they currently live in. Encourage them to make a list of what notable features they can think of, top of mind (i.e.: how many schools, shopping centres, police stations?). They can share some examples with the class.

Access the [GeoSearch](#) and share it on the SmartBoard so that students can see what the tool looks like. To get a sense for how to use the tool, ask students to use GeoSearch to find their communities on the map. Using GeoSearch, they are able to access up-to-date population data that can provide insight into the characteristics of the people who live in their neighbourhoods.

Provide students with a brief introduction to the [2021 Census](#) (What is the census? Census of Population? Census of Agriculture?), along with the terminology that is used in the census to collect information on our population. Official definitions, obtained from the [Census of Population dictionary](#), can help students to better understand how different levels of geography are identified, and how these distinctions impact the planning of services. Students can be introduced to definitions such as:

- [Census metropolitan area \(CMA\)](#)
- [Census division \(CD\)](#)
- [Census subdivision \(CSD\)](#)
- [Census tract \(CT\)](#)
- [Designated place \(DPL\)](#)



Activity



Part I:

[Kahoot!](#)

- Invite students to join the [Kahoot!](#) activity by logging into the platform using the code provided.
- The Kahoot! activity will allow students to compete against one another to learn more about different cities across Canada. The questions within Kahoot! will provide up-to-date data from the 2021 Census, to provide students with an understanding of what characteristics make up each of the chosen cities.
- Students will also begin to develop an understanding of how census-related terminology is linked to different cities across the country.

Part II:

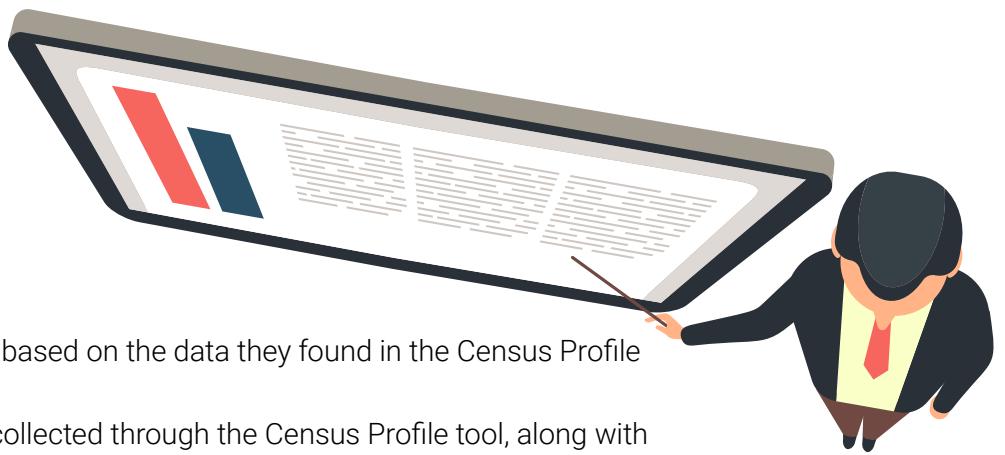
- Access the [Census Profile](#) tool and ask students to name one of the cities they saw in the [Kahoot!](#) activity (or the name of their current city). Input the city, and provide a quick demonstration to show students how to manoeuvre the tool.
- Ask students to choose one of the cities that was identified in the Kahoot! activity to perform their own analysis.
- Once a city has been selected, ask students to learn more about their chosen city by accessing the [Census Profile](#) tool.

Students can be asked to collect the following information:

- The total population in 2021
- The age range of the largest segment of the population
- The average age of the population
- The most common type of dwelling
- The most common size of household
- Using the Census Profile tool will provide students with a detailed understanding of who lives in a particular area, so that they can get a feel for what the city might have to offer.
- Once data have been gathered, ask students to compile key findings so that they can present a demographic snapshot to their peers.

Part III:

- Ask students to plan out a “day in the life” for someone who lives in the city



they selected in Part II, based on the data they found in the Census Profile tool.

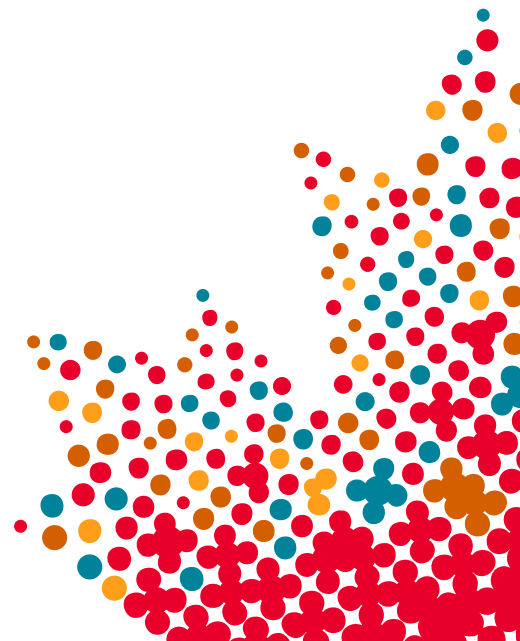
- Using the information collected through the Census Profile tool, along with online research of their own, ask students to learn more about what the city they selected has to offer.

Encourage students to consider and include the following:

- What is the demographic profile of the population in the city?
- Where are the most populated areas in the city?
- What are the noteworthy attractions and landmarks?
- What are the major industries in the city?
- How do people get around?

Findings can be assembled in a visual format, such as a [Canva](#) or [Prezi](#) presentation.

Students share their findings with their classmates. They present their city and provide an overview of the demographic characteristics of their chosen region.



Consolidation and Wrap-up



Students go through their “day in the life” and share highlights of the city.

Students can be encouraged to reflect on their findings and consider whether there is something missing from the community, based on the data gathered from the Census Profile tool.

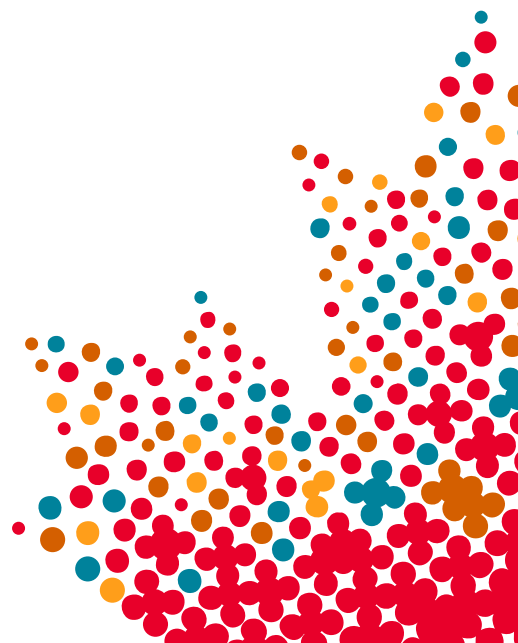
Extensions

Students can be asked to map out their own neighbourhoods on a sheet of chart paper. On this map, they can identify features – residential areas, parks, special features, commercial areas, places of worship, schools, and any other unique identifiers.

Students can be asked to consider:

- How do the amenities that they’ve identified fall in line with the data they have uncovered in GeoSearch?
- Do they meet the needs of those who live in their communities?
- Why or why not?

NOTE: These are suggested curriculum tie-ins for a selection of provinces and territories. This is a non-comprehensive list of the possible connections between the



Curriculum Tie-ins



Toolkit and provincial or territorial curricula.

British Columbia



[Social Studies 10 - PDF](#)

Curricular Competency: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions

- **Key Skills:** Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or an issue.
- **Key Skills:** Assess and defend a variety of positions on a problem, an issue, or a topic.
- **Key Skills:** Evaluate and organize collected data (e.g., in outlines, summaries, notes, timelines, charts).
- **Key Skills:** Interpret and present data in a variety of forms (e.g., oral, written, and graphic)



Alberta



[Social Studies 10 - PDF](#)

S.3 Develop skills of geographic thinking

- Make inferences and draw conclusions from maps and other geographical sources
- Locate, gather, interpret and organize information, using historical maps
- Use current, reliable information sources from around the world, including online atlases

S.4 Demonstrate skills of decision making and problem solving

- Demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues
- Generate and apply new ideas and strategies to contribute to decision making and problem solving
 - Describe a plan of action to use technology to solve a problem
 - Use appropriate tools and materials to accomplish a plan of action

S.9 Develop skills of media literacy:

- Assess the authority, reliability and validity of electronically accessed information
- Demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic

Saskatchewan

Appropriate curriculum tie-in could not be found.



Manitoba



[Social Studies 10 - PDF](#)

Learning Experience 1.1: What Is Geography?

- KC-001: Give examples of ways in which geographic knowledge and understanding can inform decision making.
- S-100: Collaborate with others to achieve group goals and responsibilities.
- S-201: Organize and record information in a variety of formats and reference sources appropriately. (Examples: maps, graphs, tables, concept maps)
- S-302: Draw conclusions and make decisions based on research and various types of evidence.

Learning Experience 1.2: Physical and Human Geography

- S-200: Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary
- S-309: Observe patterns and make generalizations based on geographic inquiry.
- S-400: Listen to others to understand their perspectives.



Ontario



[Geography - PDF](#)



[Civics and Careers - PDF](#)

B: Interactions in the Physical Environment

- B1: The Physical Environment and Human Activities: analyse various interactions between physical processes, phenomena, and events and human activities in Canada (FOCUS ON: Interrelationships; Geographic Perspective)

D: Changing Populations

- D2: Immigration and Cultural Diversity: describe the diversity of Canada's population, and assess some social, economic, political, and environmental implications of immigration and diversity for Canada (FOCUS ON: Spatial Significance; Geographic Perspective)
- D3: Demographic Patterns and Trends: analyse patterns of population settlement and various demographic characteristics of the Canadian population (FOCUS ON: Spatial Significance; Patterns and Trends)

E: Liveable Communities

- E3: Characteristics of Land Use in Canada: analyse characteristics of land use in various Canadian communities, and explain how some factors influence land-use patterns (FOCUS ON: Spatial Significance; Patterns and Trends)

A: Political Inquiry and Skill Development

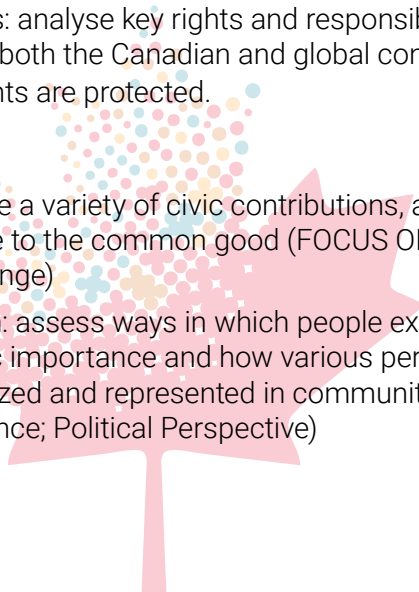
- A2: Developing Transferable Skills: apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset

B: Civic Awareness

- B3: Rights and Responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected.

C: Civic Engagement and Action

- C1: Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good (FOCUS ON: Political Significance; Stability and Change)
- C2: Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada (FOCUS ON: Political Significance; Political Perspective)



Québec

Appropriate curriculum tie-in could not be found.

New Brunswick



[Canadian Geography - PDF](#)

Unit 3: Settling the Land

Students should develop an appreciation of the man-made patterns on the Canadian landscape through an understanding of the salient physical and cultural influences. This will be achieved by studies of the physical, historical, cultural and economic factors which have produced

- Canada's present population distribution
- Canada's varying rural landscapes
- Created the country's major population clusters

This should enable students to assess the impact of current policies and trends on Canada's future settlement patterns.

Students will be able to:

1. Describe and explain the pattern of Canada's population growth
2. Describe and explain the ethnic composition of the Canadian population and regional variations therein
3. Describe and explain the distribution of Canada's population



Newfoundland and Labrador



[Canadian Geography - PDF](#)

Unit 3: Settling the Land

- GCO 6: Interdependence
 - Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.
- GCO 7: People, Place, and Environment
 - Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.
- 10.1: explain the relationship between population, carrying capacity, science and technology
- 10.2: explain the theory of demographic transition
- 10.3: explain the challenges and possible responses associated with high population growth rates
- 10.4: explain the challenges and possible responses associated with low population growth rates

Nova Scotia



[Geography - PDF](#)

Unit 1: Geographic Perspective

- Specific Curriculum Outcome 1: Students will be expected to view events from a geographic perspective by defining the nature and scope of geographic phenomena using the five themes of geography: place, location, region, human-environment interaction, and movement.



Prince Edward Island



[Geography - PDF](#)

Unit 1: Canadian Connections

Students will be expected to:

- 1.1: articulate their own understanding of Canadian geography

Unit 2: Methods of Geographic Inquiry

Students will be expected to:

- 2.1: use methods and tools of geographic inquiry to locate, gather, evaluate, and organize information about Canada's natural and human systems
- 2.2: analyze and interpret data gathered in inquiries about the geography of Canada, using a variety of methods and geotechnologies

Unit 4: Cultural Connections

Students will be expected to:

- 4.2: analyze how natural and human systems change over time and from place to place
- 4.2.2: identify and explain patterns and trends in Canadian migration
- 4.2.3: identify and explain patterns and trends in rural/urban settlement

Yukon

Yukon schools follow the [British Columbia \(BC\) curriculum](#), with adaptations to include:

- Yukon content; and
- Yukon First Nations' ways of knowing and doing.

Northwest Territories

Northwest Territories currently follow the [Alberta curriculum](#), with the announcement that the British Columbia curriculum will be adopted in the future.

Nunavut

Appropriate curriculum tie-in could not be found.

