



2011 Census Adult Education Kit Instructor's Guide

The adult education kit provides information about the 2011 Census to instructors and students in adult literacy and English as a second language (ESL) classes.

Statistics Canada is providing this information to assist you in explaining the 2011 Census to your students, so that they will know what to do, when to do it and why.

The first few pages of this guide contain **Quick Census Facts**. You should be familiar with this information before you begin the activities.

The best time to conduct these activities is in early May 2011. This will coincide with the arrival of census information at households across Canada.

This guide contains five activities:

Activity 1: Introduction to the census and Statistics Canada

Activity 2: Student census

Exercise 1 – Conducting a student census

Activity 3: What happens?

Exercise 2 – Census steps: Filling in the blanks

Activity 4: Who is included?

Exercise 3 – Am I included?

Activity 5: Completing the questionnaire

Exercise 4 – Listing order for household members

Exercise 5 – Identifying family relationships

Exercise 6 – Matching census terms with definitions

Note: For each activity, information which appears in italics, denotes information that is pertinent to the instructor. All other text in the activities is meant to be read aloud to your students.

Student workbooks contain a brief review of the information that instructors read from the Instructor's guide, usually in point form.

The Student workbooks also contain some explanatory diagrams and basic exercises.

Students can take their workbooks home with them and refer to the information when they fill in their census forms.

Learning objectives

- understand the importance of a census
- become familiar with the census process in Canada
- recognize and understand census words



Quick Census Facts

What is a census?

The census provides basic information on Canada and its residents. Almost every country in the world carries out a census on a regular basis.

The census collects information every five years, on every man, woman and child living in Canada.

A Census of Agriculture is taken 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?

May 2011.

Why take a census?

The census provides information that is used in deciding how and where money will be spent for services such as new roads, schools, police and fire protection for communities.

Who will be included in the census?

Every household in Canada is included.

How is the information collected?

In 2011, Statistics Canada will collect census information from questionnaires completed online or by paper and returned by mail.

One person completes the questionnaire for everyone in the household.

Census Help Line

The **Census Help Line** (CHL) provides assistance in English, French, and in **several** other languages. The CHL begins operating on May 2nd, from 8 a.m. to 8 p.m., at this toll-free number: 1-877-777-2011. TTY users can call 1-800-363-7629.

Questionnaires

The questionnaire asks basic questions such as age, sex, marital status, relationship to others in the household and mother tongue. The paper questionnaire has enough space for answers from six people. If more than six people live in a household, call the Census Help Line for another questionnaire. It is important to count everyone.

Legal requirements and confidentiality

By law, every household in Canada must participate in the census.

By law, Statistics Canada must protect information provided by respondents.



Activity 1: Introduction to the census and Statistics Canada

1. *Explain to students what a census is. The information below will help. Tell students that some of these points appear on page 1 of their student workbook.*

 - The census asks questions about every person who lives in Canada.
 - A census is taken every five years.
 - The 2011 Census will take place in May 2011.
 - The answers to the census questions are added together to provide information about groups of people. The groups can be small (such as in a community) or large (for example, for the entire country).
 - The information is used to decide about services such as new roads and schools.
2. *Explain to students that:*

 - Communities use census information when planning schools, daycare, police services and fire protection.
 - The number of people counted in this census will tell us how many people to elect in Canada's government. After the 2001 Census, the number of people elected to the House of Commons increased from 301 to 308.
 - Information from the census is important for allocating provincial and community resources. In 2009–2010, the federal government in Ottawa transferred over \$60 billion to the provinces and territories.
3. *Guide the students into a discussion about the use of census information for services they have recently used. Explain that census information is used to provide the products and services that people use every day. You may wish to probe by asking some of the questions below.*

 - How did you get to class? Did you drive on the road? Did you ride a bicycle on the sidewalk or on a pathway? Did you take public transportation, like the bus?
 - Did a school bus pick your children up from home this morning? Are your children being taught at a school?
4. *Explain to the students that:*

 - Census information is so important, that by law, everyone in Canada has to answer the questions.
 - Your answers are protected by law. Answers are not shown to anyone else.
5. *Introduce students to Statistics Canada. Explain:*

 - When the answers to questions are added together, they are called statistics.
 - Statistics Canada is the name of the government department that collects statistics for Canada.
6. *Ask students to look at the Statistics Canada and federal government identifiers on page 1 of their workbooks. Explain that:*

 - The Canada wordmark is on all documents produced for the public by the Government of Canada. Census documents will have the Canada wordmark as well as an identifier for Statistics Canada.



Activity 2: Student census

1. Ask students to turn to **exercise 1** – on page **2** of their workbooks. Ask them to:
 - write down their own name and the name of the other persons who live with them
 - write down the age of each person in the second column
 - mark each person’s sex in the third column by placing an “x” in either the “male” or “female” circle
 - write the language that each person first learned to speak in childhood and still understands.
2. When students have finished the exercise, explain the kind of decisions that can be made from this information. By adding their responses together you would get results for this class. By adding the responses from all of the other classes you would get results for everyone in the program.
 - The results might tell you that this class of students has a large number of children who are under four years of age. If added to information from other students in this program, we might find out that they too, had a large number of children in this age group.

Decision: In this case the program might decide that it would be a good idea to create an organized play-group for children, or a daycare operation to make it easier for their parents to attend this training program.

- The results might tell you that there was a large group of teenagers between the ages of 15 and 18.

Decision: The program might decide that it would be a good idea to organize a drop-in centre where they could get help with school work or participate in organized sports activities.

- To get good results, it is important that the same questions are answered by every person. Questionnaires help make sure that this happens.
3. Explain to students that if they want help with the census, students will need to tell census telephone workers the language that they speak. Have them practice saying this language out loud in English.



Activity 2: Exercise 1 – Conducting a student census

Name	Age	Sex	Language
		<input type="radio"/> Male <input type="radio"/> Female	
		<input type="radio"/> Male <input type="radio"/> Female	
		<input type="radio"/> Male <input type="radio"/> Female	
		<input type="radio"/> Male <input type="radio"/> Female	
		<input type="radio"/> Male <input type="radio"/> Female	
		<input type="radio"/> Male <input type="radio"/> Female	



Activity 3: What happens?

1. Explain to the students:

- On May 3rd a yellow letter will be mailed to many households in Canada. The letter has a number at the top called a **secure access code**, which is different for each household. This 15-digit number lets you answer the census questions online.
- To complete the census online, go to **www.census2011.gc.ca**. Enter the 15-digit **secure access code** and follow the instructions.
- The letter also gives a telephone number to call to obtain a paper copy of the questions instead of using the Internet.
- Enter the 15-digit secure access code by using the keypad on the telephone and a paper questionnaire package will be mailed to your household.
- There will be a second telephone number on the letter that reaches the **Census Help Line**. Call this number if you need to ask someone how to answer a question.

Other households in Canada will get a yellow package with a questionnaire and a green mail-back envelope. The package contains two questionnaires – one in English and one in French, so you can answer the questions in the official language of your choice.

Each paper questionnaire also has a **secure access code** on it. To complete the questionnaire online, go to **www.census2011.gc.ca** and enter your 15-digit **secure access code**.

If you choose to complete a paper questionnaire, mail it back in the green postage-paid envelope.

When to complete the questionnaire

Complete the census questions **as soon as you get them**.

If questionnaires are **not** returned to Statistics Canada by May 10th, reminders are sent by telephone and by mail. If they still are not received, interviewers will visit and collect the information by interview.

- ### 2. Refer students to pages 3 and 4 of their workbook, and review the information. Summarize:

Many households will receive a letter by mail.

- the letter has the **website address** and the **secure access code**
 - the letter provides phone numbers so you can:
 - call to have a paper questionnaire package mailed to you
- or**
- reach the Census Help Line.

Remaining households will receive a package with a questionnaire by mail or from an interviewer.

- the questionnaire has the **website address** and the **secure access code**, so it can be completed over the Internet rather than on paper
- the questionnaire has a telephone number for the **Census Help Line**.



Activity 3: What happens?

3. *Explain how the Census Help Line works to the students. Use the information listed below. Students may wish to refer to page 5 of their Student workbook as you review this information.*

The phone number for the Census Help Line is 1-877-777-2011. TTY users can call 1-800-363-7629.

Call the Census Help Line for questions about the census. You can call from 8 a.m. until 8 p.m., seven days a week, starting May 2, 2011.

Call the Census Help Line:

- if you don't understand a question and you want someone to explain it to you
- if by May 10th, you have still **not** received a letter or a paper questionnaire
- if you lost the letter or the paper questionnaire with your secure access code
- when you are completing a paper questionnaire and need a **second** one because there is not enough room to enter the information for all of the people who live with you.

The census questions are available in several languages as well as in English and French. The names of the languages that are available are listed on the census website (www.census2011.gc.ca). The Census Help Line operators will help you in some other languages.

When you call the Census Help Line, be prepared to provide:

- your name
 - your address
 - your telephone number, and
 - the English name of the language that you speak and understand if you need help in a language other than English or French.
4. *Have students complete **exercise 2** on page 6 of their workbooks.*



Activity 3: Exercise 2 – Census steps: filling in the blanks

Some of the more important census steps are listed below. Fill in the blanks by choosing the words from the list provided.

questionnaire	secure access code
green	language
Canada	visit
Census Help Line	

1. You get a yellow letter in the mail. You know it is from the government because it has the **Canada** wordmark on it.
2. To complete the **questionnaire** on the computer, go to www.census2011.gc.ca and enter your secure access code.
3. You have a 15-digit **secure access code** on your letter.
4. For help with the census call the **Census Help Line** at 1-877-777-2011. TTY users can call 1-800-363-7629.
5. If you want help in your **language** the Census Help Line operator will ask “What language do you speak?”
6. If you need help in another language the Census Help Line operator may tell you that someone will telephone you or **visit** you.
7. If you complete a paper questionnaire, you must mail it back in the postage paid **green**



Activity 4: Who is included?

envelope.

1. *Explain to the students who is included in the census by reviewing the following information with them:*

Everyone who is living in Canada on May 10, 2011 should be included on a census form.

This includes:

- Canadian citizens
 - landed immigrants
 - refugees and people claiming refugee status
 - people with work permits, study permits or other temporary residence permits.
2. *Review with students the definitions of dwelling, household and usual place of residence, by referring to the information listed below.*

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

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

Even small buildings can have more than one dwelling. There may be one dwelling on the main floor of a building, and another in the basement or second floor of the building.

A **household** may consist of:

- a family group with or without other persons

- two or more families sharing a dwelling
- a group of unrelated persons, or
- one person living alone.

Each **household** will be asked to answer the census questions.

Who in your household is included?

- yourself
- everyone else who usually lives in your household.

Here is a list of people who might live in your household:

- spouse
- children, including babies born on or before May 10, 2011
- parents
- other relatives (aunts, uncles, etc.)
- roommates: These are people who are not related to each other but share a dwelling. They often share the rent and other expenses.
- roomers or boarders (people who rent a room in your dwelling).

Do **not** include people who have a home somewhere else (in Canada or in another country) and who **usually** live at another address.

People who are **temporarily** away from the dwelling should be **included** on the census form.

Students who return to live with their parents when classes are over should be included at their parent's address even if they live elsewhere while attending school or working at a summer



Activity 4: Exercise 3 – Am I included?

job.

3. Have students turn to page 8 of their workbooks and complete **exercise 3** by choosing individuals to read aloud the scenarios below. At the end of each scenario, ask the class to answer whether or not this person should be included.

Scenario 1

My name is Sayed. I rent a room from a family who lives in Ottawa while I attend university. My family lives in Toronto. I will go back home and live with them in two weeks, once my course is over. Should my father include me on his census form? What do you think?

Answer for scenario 1: yes, Sayed is a student who will return to live with his parents. He should therefore be listed on his parents' form.

Scenario 2

My name is Julie. I am visiting my mother and father who live in Vancouver. I have brought my two-year-old daughter Sophia with me. My husband and I live in an apartment in Manitoba. Should my parents include me on their census form?

Answer for scenario 2: no, Julie will be included on the form that was sent to her **usual** place of residence – in Manitoba.

Scenario 3

My name is John. My wife and I are visiting my brother and his wife in Montreal. My wife and I live in England. Should I be included on my brother's census form?

Answer for scenario 3: no, John's **usual** place of residence is in England.

Scenario 4

My name is Roberto. I live in Toronto, with my wife and my daughter Claudia. My son Aldo usually lives here too, but he has gone to Italy for the summer. Should I include my son Aldo on my census form?

Answer for scenario 4: yes, Roberto should include his son Aldo on the census form, because Aldo is only visiting Italy and his **usual** place of residence is with his family in Toronto.



Activity 5: Completing the questionnaire

1. *Ask students to turn to page 9 of their workbooks, while you review the following information:*

One person living in the household completes the questions for everyone who lives there. This person must be an adult.

You will be asked for your telephone number.

You will be asked to make sure that your address is correct. If it is wrong, you must correct it.

You will be asked how many people **usually** live at the address as of May 10, 2011.

Then you must list everyone in the household in a specific order.

The person who is completing the questions is listed first, and is called **Person 1**.

The next person on the list – called **Person 2** should be the husband, wife or partner of **Person 1** if there is one.

After the spouse or partner, each **child** should be listed, usually from the oldest to the youngest.

If **Person 1** does not have a spouse or partner, then the eldest child of **Person 1** would be **Person 2** on the list.

After children are listed, list other people who are related to **Person 1**.

Next would be any people living there who were not related.



Activity 5: Exercise 4 – Listing order for household members

2. Ask students to turn to page 9 in their workbooks and complete **exercise 4**.

We will do an exercise to practice the order in which household members should be listed.

Read the scenario for exercise 4 aloud. After reading it, allow students time to complete the listing order. Then discuss and review their answers.

Scenario

Sam is married to Maria.

Dominique is renting a room.

Sam and Maria's children are Lucas – 3 years of age, and Juanita – 5 years of age.

Sam is **Person 1**. He will complete the census questions.

Complete the table in your workbook, by entering the names of people who should be selected as Person 2, Person 3, Person 4 and Person 5.

Answer: exercise 4

Person 1	Sam
Person 2	Maria
Person 3	Juanita
Person 4	Lucas
Person 5	Dominique

3. Ask students to turn to page 10 in their workbooks. Review the following information about the census form with students:

Questions on the census form

For each person in the household, you will be asked to answer eight questions. These are:

- name
- sex
- date of birth and age
- marital status
- common-law status
- the language that was first learned in childhood (and is still understood)
- If you agree to let people see your answers 92 years from now.

You will also be asked to say how each person in the household **is related** to the person who is completing the questions – **Person 1**.

Marital status

You will be asked about each person's current **legal** marital status. This question should be answered for everyone, even children. For children, mark the first circle "never legally married."

For current legal marital status, you can mark

- never legally married
- legally married (and not separated)
- separated, but still legally married
- divorced
- widowed



Activity 5: Exercise 5 – Identifying family relationships

4. Have students turn to page 11 of their workbooks, and complete **exercise 5**.

Explain:

This exercise uses a family tree to help you to see the different relationships for people who might live together in a household.

Pat is **Person 1**.

Person 1 can be male or female.

Pat will fill in the questionnaire.

This is Pat's family tree.

It shows the relationship of other people to **Person 1**.

Fill in the blanks with a word from the list below (words may be used more than once).

sister	brother	wife	father
daughter	brother-in-law	father-in-law	niece
son	nephew	sister-in-law	

Answers:

1. Jane is Pat's niece	2. Ken is Pat's brother
3. Cathy is Pat's niece	4. Peter is Pat's nephew
5. Mary is Pat's sister-in-law	6. Bob is Pat's brother
7. Mr. Green is Pat's father	



Activity 5: Exercise 6 – Matching census terms with definitions

5. Have students turn to page 12 of their workbooks and complete **exercise 6**. Tell them:

Column A lists some of the words that are used in the census. Match these words with their descriptions in Column B. Write the number of the description beside the correct word(s).

Column A	Column B
Internet <u>12</u>	1. married, widowed, separated, single
farm operator <u>9</u>	2. a house or apartment with its own entrance
age <u>6</u>	3. a form with questions on it
dwelling <u>2</u>	4. people who are not married but are living together as a couple
common-law partners <u>4</u>	5. a place you can telephone to get questions about the census answered
Census Help Line <u>5</u>	6. the number of years you have lived
questionnaire <u>3</u>	7. numbers that describe people or things
census <u>11</u>	8. a group of people who live in a dwelling
household <u>8</u>	9. a person who produces at least one agricultural product (for example crops or livestock) to sell
marital status <u>1</u>	10. confidential, not to be told to anyone else
statistics <u>7</u>	11. a complete count of the people of Canada
secret <u>10</u>	12. a way you can complete the census questions with a computer

Name:

Date:



The Census logo



Census, May 2011

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