



2026 CENSUS

Teacher's Kit



Statistics
Canada

Statistique
Canada

Canada 

The 2026 Census Teacher's Kit has been developed for K-12 teachers across Canada to help them incorporate information about the census into their teaching programs.

This kit is designed to

- provide you with ready-to-use activities that make subjects like mathematics and social studies come to life in a fun and dynamic way,
- give you and your students access to valuable census data tools for your research projects, and
- help your students relate to an important part of our Canadian heritage and gain a new perspective on their community.

If you have questions or comments about the 2026 Census Teacher's Kit, please contact [Census Communications](#).

Note: A separate [2026 Census Adult Education Kit](#) is available for educators who teach English or French as a second language (ESL or FSL) classes.

Planning

The best time to incorporate the Teacher’s Kit into your curriculum is early April to May 2026. This will coincide with Statistics Canada’s national census awareness campaigns and with the arrival of census information in households across Canada. Teachers are also encouraged to use these activities and concepts, and statistics obtained through the census, throughout the school year.

Note: these activities are intended as a suggestion or a source of inspiration; 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 three-part activity should take to complete with a group of students. Activities range from 50 to 100 minutes of total in-class time, with suggestions for “next steps” to follow. Teachers are encouraged to add or omit sections to meet their classroom needs.
- **Suggested grade level:** A recommended grade range for the activity.
- **Learning objectives:** A set of cross-curricular learning goals for each activity.
- **Curriculum connections:** A list of curriculum expectations that are related to the activity.
- **Materials needed:** A list of general classroom supplies, online resources and handouts to support each activity.
- **Lesson procedure:** A suggested road map for the lesson, including a hook/mind on activity, the activity itself, and a way to wrap up the lesson.
- **Opportunities for assessment:** Aspects of the lesson that can be used to assess students’ knowledge or progress regarding certain topics and skills.
- **Adaptations and differentiation:** A short list of simplification, extension, and support strategies to help teachers accommodate a range of student needs.
- **Teacher tips:** Context or references for teachers to aid them in leading the activity.

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 5 years, at the same time as the Census of Population. The Census of Agriculture collects information on every agricultural operation in Canada. It provides a comprehensive profile of the physical, economic, social and environmental characteristics of Canada’s agriculture industry.

When will the next census be held?

The next census will take place in May 2026 throughout the country, except for select Northern and remote communities where collection begins in February 2026.

Why conduct the census?

The census collects important information that is used for making informed decisions. Census information is used to plan programs and services that support employment, schools, public transportation and hospitals.

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 5 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 privacy and confidentiality of individuals and their 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 the Statistics Canada oath of secrecy.

Who will be included in the census?

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 are included in the census.

How can I complete the questionnaire?

Most households will receive a letter in the mail 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. Instructions on other methods of completion, for those unable to complete their census online, are outlined in the census invitation letter.

Who uses census data?

All levels of governments, Indigenous leadership, businesses, associations, community organizations and many others use census data. The following are some examples:

- 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.

Resources

- The [Census of Agriculture page](#) on the Statistics Canada website provides information on past Census of Agricultures as well as the upcoming 2026 Census of Agriculture.
- [A brief history of the Canadian census](#) is a Statistics Canada resource on the history of the census from the first one conducted in North America 1666 to our most recent one in 2021. It also has information regarding how historical census records can be obtained.
- [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.

ACTIVITY 1

COLOUR AND COUNT



TIME REQUIRED: **1 class period**
can be broken up into three shorter sessions

GRADE LEVEL: **Junior kindergarten (JK) and Grade 1**

Lesson overview

Kindergarteners and Grade 1 students will practise their counting skills while colouring. Just as the census counts people, they will count objects in a picture. They will also be introduced to concepts specific to First Nations, Métis and Inuit communities. Three themes are available: Counting Canada, Living in the North and Berry Counting.

Curriculum connections



Mathematics

- Demonstrate an understanding of basic numbers.



Arts

- Develop fine motor skills and consolidate understanding of colours.
- Explore images from different cultures.
- Identify basic forms.



Geography

- Identify Canada and its basic provincial and territorial boundaries.
- Identify differences within Canadian landscapes and agriculture.

Learning objectives

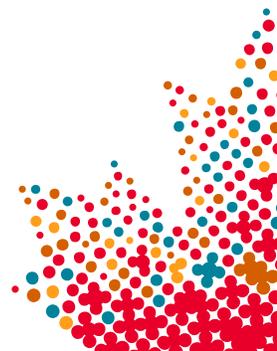
- Gain a basic understanding of the census.
- Gain a basic understanding of Canadian geography.
- Be introduced to concepts specific to First Nations, Métis and Inuit communities.

Materials needed:

- Coloured pencils, markers or crayons

Handouts:

- [Living in the North](#)
- [Berry Counting](#)
- [Counting Canada](#)



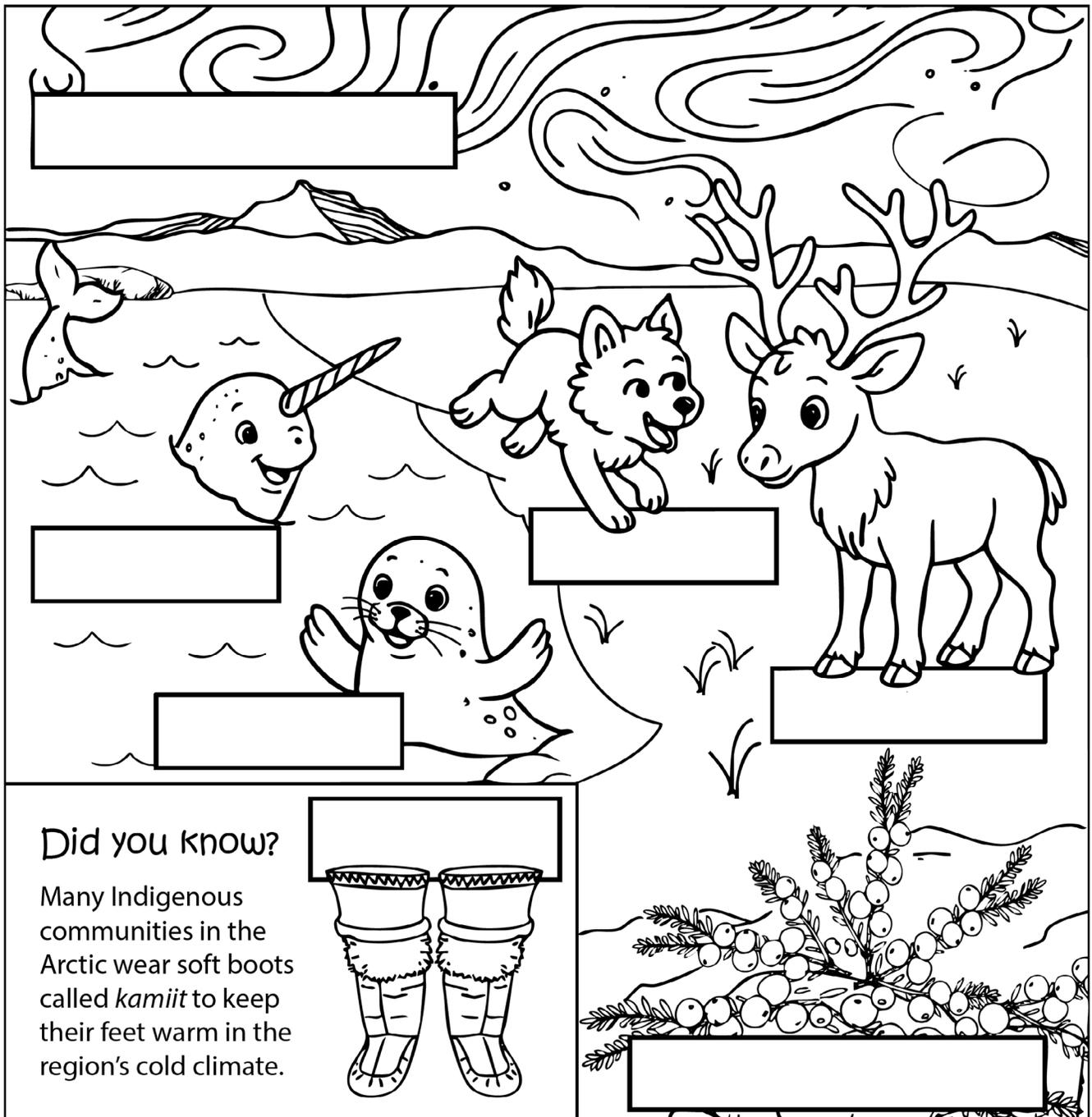
LIVING IN THE NORTH

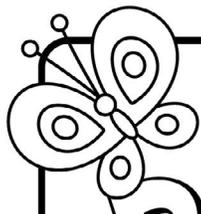
The census is used to learn more about every community in Canada.

Can you learn more about this northern community by matching the terms on the right to their image in the colouring page?

Word bank:

- seal • narwhal • crowberries
- aurora borealis • caribou • kamiit • sled dog



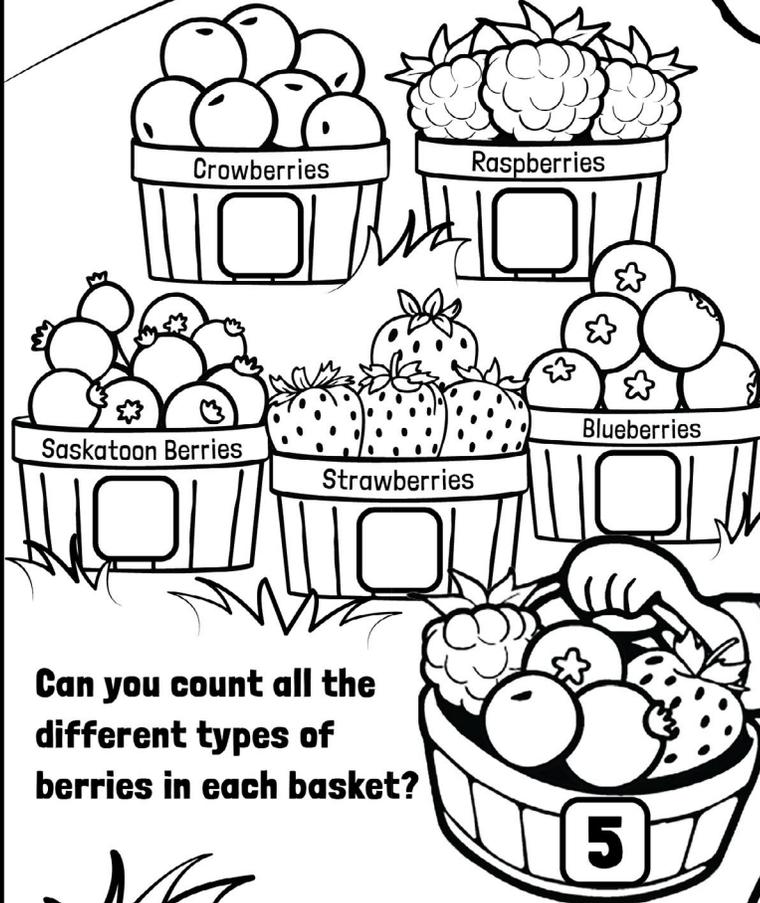


Berry counting across Canada

The census counts every person in Canada.

Did you know?

Blueberries grow across Canada and some varieties even thrive in colder northern climates. Many Indigenous communities use them for both food and medicine.



Can you count all the
different types of
berries in each basket?

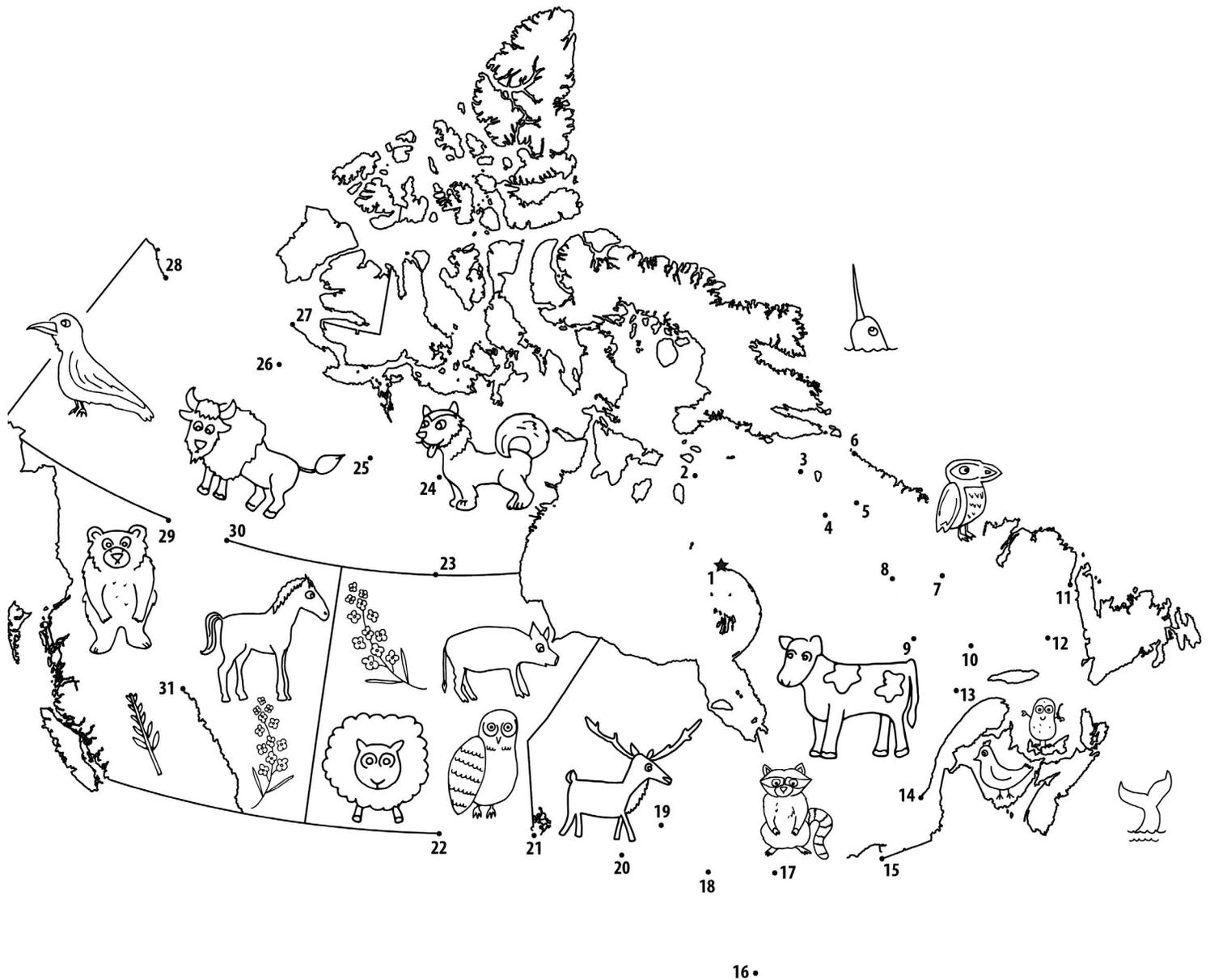


THE CENSUS COUNTS EVERY PERSON IN CANADA.



Practice counting by connecting all the dots, then colour Canada!

There's a census for farm animals too! Every 5 years, all farms are counted. Which animals in this picture would you usually find on a farm?



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ACTIVITY 2

BE A FARM DATA DETECTIVE



TIME REQUIRED: **1 to 2 class periods**

GRADE LEVEL: **Grades 1 to 4**
(easily adaptable for younger or older students)

Lesson overview

In this lesson, students will become farm data detectives, just like the experts who support the Census of Agriculture. They will design agriculture-related questions, survey their classmates, and organize their data to create a simple bar graph that represents their findings.

While students will conduct their own mini-survey in class, they'll also learn that in Canada, agricultural data aren't collected in person—farmers across the country complete the Census of Agriculture themselves by completing their census questionnaire.

This activity introduces students to key concepts in data collection and analysis, reflecting how real agricultural data are gathered.

Curriculum connections



Social Studies

Explore the role of agriculture and food production in Canada; understand how data support community planning and decision-making; develop awareness of Canadian identity.



Math

Practice collecting data, creating simple graphs, and interpreting results.



Language Arts

Develop oral communication skills and practice forming clear, purposeful questions.



Science

Learn about food systems, agricultural practices, and how humans interact with the environment (e.g., through farming and land use).

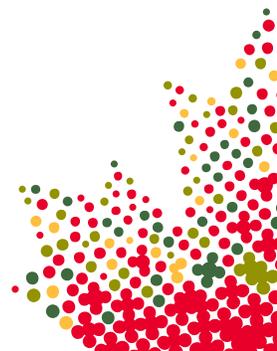
Learning objectives

By the end of this lesson, students should be able to:

- Understand the purpose of the Census of Agriculture and how it helps support agriculture in Canada
- Develop and ask simple survey questions related to agriculture
- Collect, organize, and tally data from their classmates
- Create a basic bar graph to show their findings
- Interpret their results and make connections to how agricultural data are used at the national level.

Materials needed:

- Chart or graphing paper (or an online graphing tool)
- Survey worksheet (see Appendix A)
- Clipboards (optional)
- Markers, rulers, pencils



Lesson procedure:

1 Hook (10 minutes):

- Begin with asking the class the following question: *“If you went to visit a farm, what questions would you like to ask the farmers?”*
- Introduce the idea of the census, focusing on the Census of Agriculture, which takes place every 5 years in Canada.
- Explain that students will become “farm data detectives” for the day.

2 Model the activity (10 minutes):

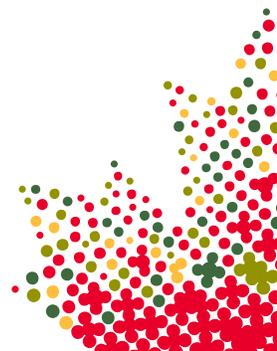
- Share sample questions students could use for their classroom “Census of Agriculture”:
 - What’s your favourite fruit or vegetable?
 - Have you ever visited a farm? (Yes/No)
 - What would you grow if you had your own farm?
 - Which farm animal do you think we have the most of in Canada?
- Demonstrate how to collect answers using tally marks on a chart.
- Show how to turn tally data into a simple bar graph.

3 Student activity - conducting the survey (20 to 30 minutes):

- Each student chooses or is assigned **one agriculture-related question**.
- Students survey their classmates and record responses using tally marks.
- Once complete, students count and total their results.

4 Graphing and analyzing data (20 minutes):

- Students use their data to create a **bar graph**.
- As a class, display and discuss some of the graphs:
 - “What does this tell us about our class?”
 - “How might this kind of data help real farmers or the government make decisions?”



Opportunities for assessment:

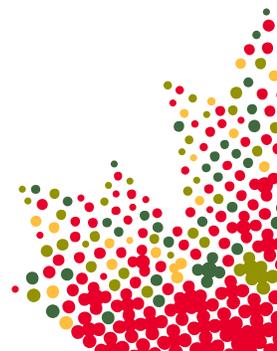
- Observe student engagement and accuracy during the survey process.
- Monitor participation in class discussions and question development.
- Review completed survey worksheets, including tally charts and bar graphs.
- Evaluate responses to the reflection question: “What did I learn about how collecting data helps us understand agriculture in Canada?”

Adaptations and differentiation:

- **To simplify:** Encourage students to use yes/no questions and create bar graphs with support from a teacher or buddy.
- **To extend:** Challenge students to create a double bar graph, comparing responses between two groups (e.g., morning class vs. afternoon class, or students who like fruit vs. students who like vegetables).
- **For multilingual learners:** Show a finished example using one of the sample questions, give students sentence starters to help them talk or write, and pair them with a classmate who can help.

Teacher tips:

- Remind students that the Census of Agriculture is more than just collecting numbers — it helps support farmers and the agricultural community.
- Use this lesson to highlight how **important agriculture is in everyday life**; from the food we eat to the jobs it supports and its role in Canada’s economy.



APPENDIX A

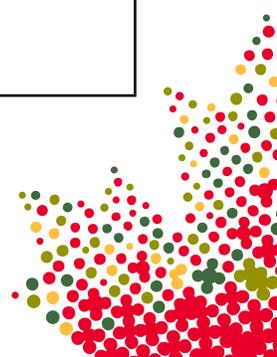
Name: _____

Date: _____

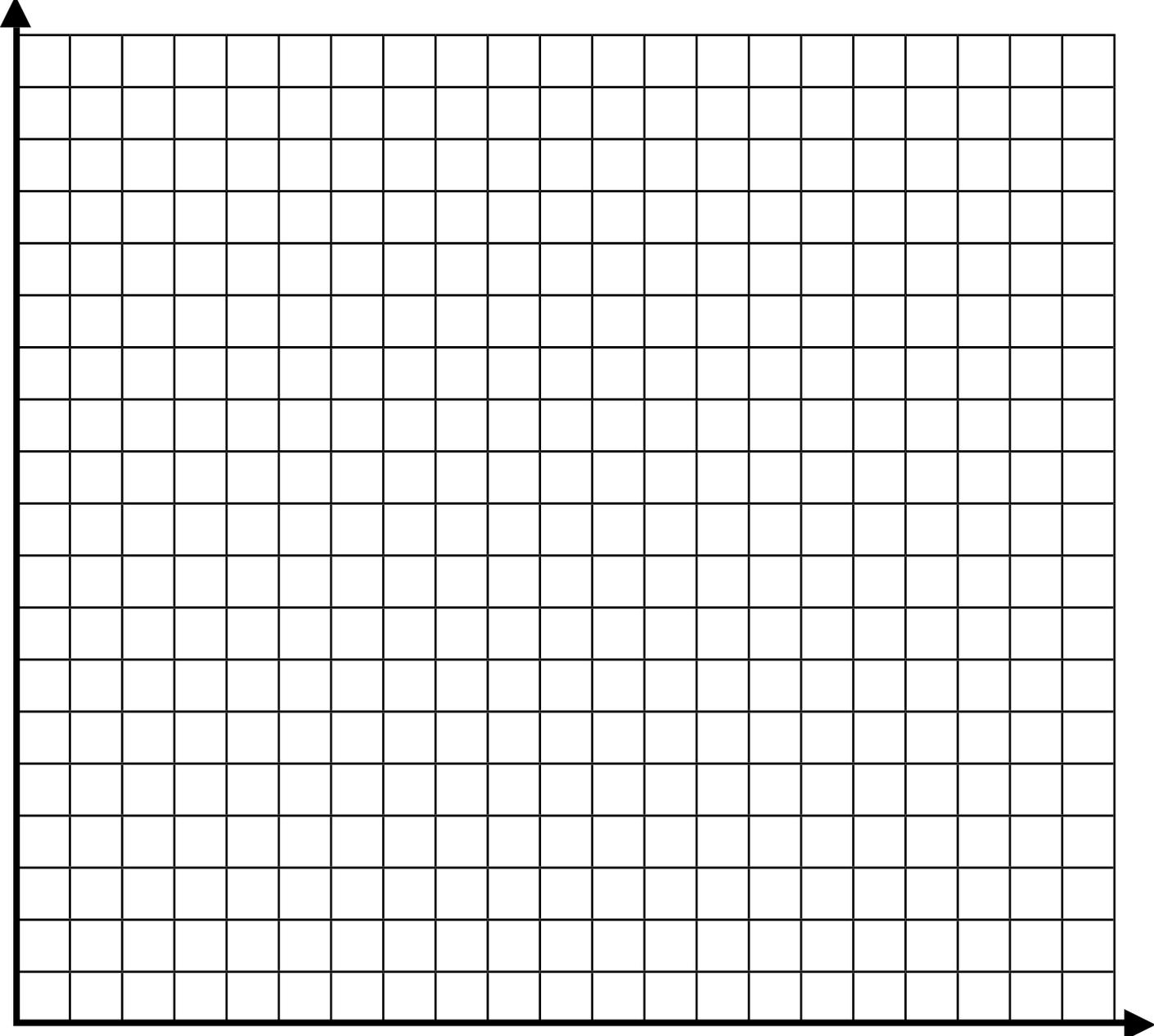
My survey question: _____

Tally chart (keep track of how many people vote for each answer here)

<i>Example:</i> favourite vegetable is carrots = 	



Graph your results here:



ACTIVITY 3

OUR CLASS, OUR COMMUNITY



TIME REQUIRED: **Up to 105 minutes**

GRADE LEVEL: **Grades 5 to 6**

Lesson overview

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

Curriculum connections



Mathematics

- Collect data by conducting a survey about themselves or their community.
- Demonstrate an understanding of how datasets can be samples of larger populations.
- Read, interpret and draw conclusions from primary data.



Social studies

- Gain a basic understanding of the roles and responsibilities of local governments.
- Begin to discuss how needs are met in communities.

Learning objectives

By the end of this lesson, students should be able to:

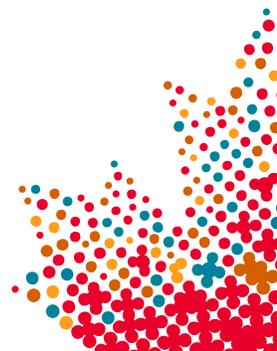
- Draw connections between the types of information gathered in a survey and how that information can be used to make decisions for the benefit of a community.
- Make decisions about allocating resources by using survey data to inform decisions.

Materials needed:

- Board or poster paper
- Chalk or marker

Handouts:

- [Classroom community questions](#)
- [Take-home activity: Our Canadian class](#)



Vocabulary

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 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 reference day

The point in time relative to which census information is recorded. The reference day for the 2021 Census is May 11, 2021.

Data

Facts that can be studied and considered to form ideas or make decisions.

Population

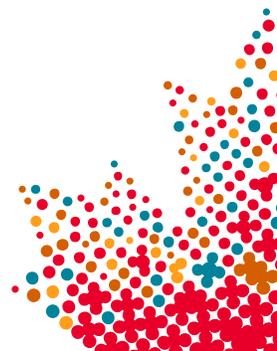
The total number of people living in a given area.

Statistics

Numerical facts.

Survey

An activity where a specific group of people is asked a series of questions to find out information.



Lesson procedure:

1 Getting started (15 to 30 minutes)

1. Write the following definition of “community” on the board or on a large piece of poster paper.

Community: A group of people who live in one particular area or who are considered as a unit because of their common interests, social group or nationality.

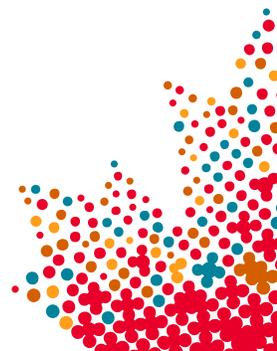
To explain the concept of community in a more visual way, you can also draw a simple diagram.

2. As a class, briefly discuss the definition.

If time allows, encourage students to add words or phrases to the definition. You can ask students to write their own words, phrases or definitions of community on the board, or provide them with sticky notes (Post-its) if you are using poster paper.

Guiding questions:

- Do you think our definition and this definition are similar or different? How?
- What kinds of things bring people together into a community? Is community just about where you live, or do community members share other things?
- Who is part of your community? How far does it extend?
- Is our class a community? Is it also part of another community?
- What other communities do you know? For example, can you name any First Nations or Métis settlements?



2

Activity (30 to 45 minutes)

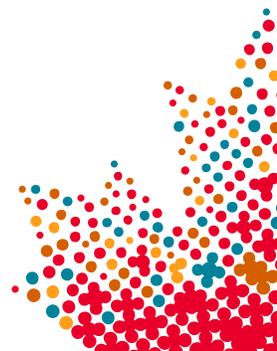
3. Tell students that the Government of Canada conducts a Census of Population every five years. Most households receive the short-form questionnaire, but a sample of households receive the long-form questionnaire, which also includes the questions from the short form. The census is conducted to get an overall picture of who lives in Canada at one specific point in time. This information is used to make decisions about the types of services and support that communities need.

The census asks questions about all people living in Canada on a specific day (census reference day), and topics include

- people's age
 - marital status and relationships of people living in a household
 - number of people living in a household
 - languages spoken.
4. Ask students to work with a neighbour and think about some of the services that they have heard of or used and that are provided by the Canadian government.

Services may include

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



6. Distribute the [Classroom community questions](#) handout and read all of the questions aloud to the class before answering them. Ensure that students know that they should select only one answer for each question.

Alternatively, if time and classroom resources allow, you can input the questions from the Classroom community questions handout into a free online survey tool so that the survey can be completed on a computer or mobile device.

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

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

3 Consolidation of learning (15 to 30 minutes)

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

Allow students to choose their own service, or provide groups with an assigned service category. (See below for survey category suggestions.)

Possible categories and proposed services

- **Health**

“Most students take the bus or are driven to school in a car. We should have a longer recess, more gym time, or do yoga in class so we can get more exercise.”

- **Education**

“Seven out of 30 students in the class speak a language other than English or French. We should add some books written in those languages to the library or allocate time in class to learn more about their languages and cultures.”



Modifications

If students require additional support, try the following:

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

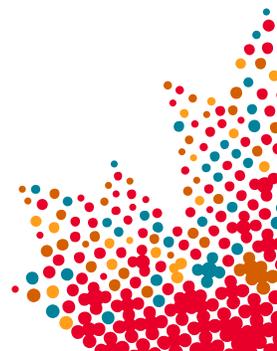
If students require an additional challenge, try the following:

- Encourage students to represent the data in different ways by calculating percentages, or by creating graphs, diagrams or infographics using online illustration tools.
- Ask students to consider how these data might change if the same students were asked the same questions in five years—what information would stay the same (e.g., birthdays) and what information would likely change (e.g., fewer people preferring to use a pen as technology advances)?
- Encourage students to create their own questions to learn more about their class, and include these questions in the discussion.

Next steps

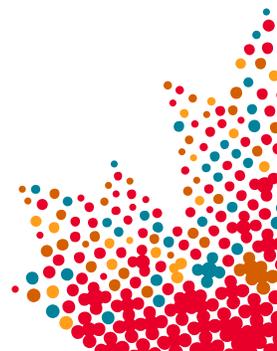
To continue this activity, try the following:

- Ask another class (or several classes) in the school to complete the same activity, and compare the data.
- Have students read a book such as *If the World Were a Village* by David J. Smith and Shelagh Armstrong (ISBN-10: 1554535956, ISBN-13: 978-1554535958) or visit websites with a similar theme to further investigate how the characteristics and composition of a community (including a global one) may be represented numerically.
- Have students work together to select the top three proposals for services for the class; establish evaluation criteria, such as interest level in the class, long-term benefit, feasibility and cost to implement. When a single service has been selected, have students write a letter to the principal, school council or parent groups asking for support in implementing the service.



Optional take-home activity: Our Canadian class

Use the information students have gathered about their class to create a visual “snapshot” of their class as a Canadian classroom. Encourage students to represent details about their class in different ways (e.g., illustrations, written facts, graphs or charts, infographics) within a maple leaf outline. Once complete, the leaves can be cut out and posted in the school community, or scanned and shared on a class website or social media page.



CLASSROOM COMMUNITY QUESTIONS



Reference day (the day you are answering these questions)

How many students are present on this day?

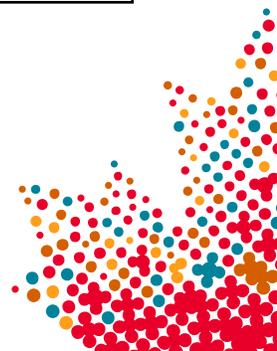
This table displays a list of questions under the Topic heading and a corresponding blank cell for each question under the Result heading.

TOPICS	RESULTS
Transportation	
How many students take the bus to school?	
How many students walk to school?	
How many students are driven to school in a car?	
How many students use another mode of transportation to get to school? What mode of transportation?	
Family	
How many students have no siblings?	
How many students have siblings who attend this school?	
How many students have siblings who do not attend this school?	
Sociocultural information	
How many students were born in Canada?	
How many students were born outside Canada?	
How many students have Indigenous (First Nation, Métis or Inuit) origins?	

CLASSROOM COMMUNITY QUESTIONS

This table displays a list of questions under the Topic heading and a corresponding blank cell for each question under the Result heading.

TOPICS	RESULTS
Languages	
How many students speak English?	
How many students speak French?	
How many students speak an Indigenous language (e.g., Atikamekw, Inuktitut, Montagnais, Ojibway)	
How many students speak at least one other language?	
Classroom organization	
How many students sit by themselves?	
How many students sit with one other person?	
How many students sit in a group with two or more other people?	
Classroom resources	
How many computers, laptops or tablets are there in the classroom?	
How many desks are there in the classroom?	
How many chairs are there in the classroom?	
Learning preferences	
How many students prefer to write with a pen?	
How many students prefer to write with a pencil?	

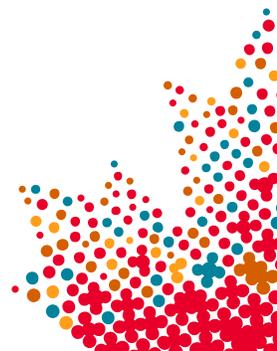


CLASSROOM COMMUNITY QUESTIONS

This table displays a list of questions under the Topic heading and a corresponding blank cell for each question under the Result heading.

TOPICS	RESULTS
How many students prefer to write using a keyboard?	
How many students prefer to write using a smartphone, tablet or other touchscreen device?	
How many students prefer to work by themselves?	
How many students prefer to work with a partner?	
How many students prefer to work in a group?	

1. Which statistics are the most interesting to you?
2. Which topic do you think is the most important for your class? Why?
3. What is one way you think these data might be different if you asked these questions to another class at your school?
4. Which topic do you think is the most important for making your class a better place to learn?
5. Write one idea for a service that would make your classroom a better place to learn.



TAKE-HOME ACTIVITY: OUR CANADIAN CLASS



Fill in the maple leaf below with a “snapshot” of your classroom, and show details from the data you collected about your class.



ACTIVITY 4

CENSUS COMIC STRIPS

TIME REQUIRED: **1 class period**

GRADE LEVEL: **Grades 7-8**
(adaptable for younger or older students)

Lesson overview

This lesson introduces students to the Census of Population and its importance in shaping communities across the country. Using an interactive Kahoot quiz, comic strips featuring diverse Canadian communities, and a reflective writing activity, students will explore how census data is used to make decisions that affect different regions and populations.

Curriculum connections



Social Studies / Geography / Civics and Citizenship

Understand the purpose of the census and its role in shaping Canadian communities; explore regional differences in living conditions; develop awareness of civic responsibility.



Language Arts

Interpret visual texts (e.g., comic strips); make inferences and draw conclusions from written and visual information; express ideas and understanding through reflective writing.

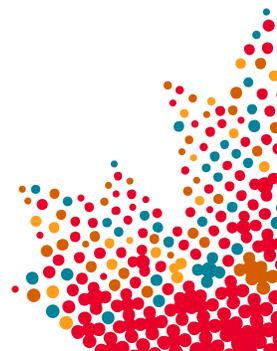
Learning objectives

By the end of this lesson, students should be able to :

- Explain the purpose and importance of the Census of Population.
- Recognize how census data reflects the diversity of Canadian communities, including urban, rural, and communities where many languages are spoken.
- Analyze and reflect on how census data informs government policies and community planning.

Materials needed:

- Internet-connected device for [Kahoot quiz](#) (personal phones or computers)
- [Census of Population Quiz Questions - Student version](#)
- [Census of Population Quiz with Answer Key](#)
- [Comic Strip 1 - The Newcomer Family](#)
- [Comic Strip 2 - The Rural Household](#)
- [Comic Strip 3 - The Urban Apartment](#)
- Pens or pencils
- Paper or sticky notes for exit tickets



Lesson procedure:

1 Kahoot quiz (15–20 minutes)

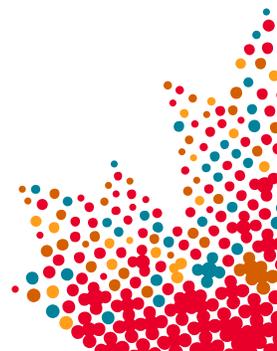
- Students play a [Kahoot quiz](#) covering the basics of the Census of Population — what it is, why it matters, and who participates.
- This activity activates prior knowledge and encourages students to discover key facts through gameplay.

2 Comic strips and discussion (30–45 minutes)

- Distribute printed comic strips featuring 3 different Canadian communities.
- Each comic is followed by comprehension and reflection questions.
- Students can work individually, in pairs, or in small groups to explore the comics and answer the questions.
- Facilitate a class discussion to review answers and highlight how census data helps different communities in different ways.

3 Exit ticket reflection (optional, 5–10 minutes)

- Students write a short response to one of the following prompts:
 - *“One new thing I learned about the census is...”*
 - *“The census is important because...”*
- Teachers may collect responses as an informal assessment or to check for understanding.

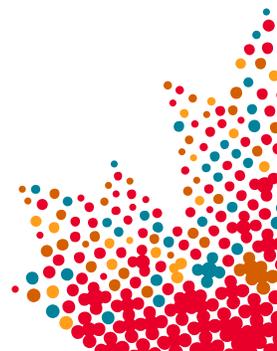


Opportunities for assessment:

- Student participation and engagement during the Kahoot quiz and class discussions
- Completion and thoughtfulness of responses to comic strip questions
- Clarity and insight in exit ticket reflections

Adaptations and differentiation:

- **To simplify:** Allow students to work in pairs or small groups to answer the reflection questions together.
- **To extend:** Challenge students with a class debate on privacy and data collection. For example: Was the person right to hesitate about filling out the census questionnaire?
- **For multilingual learners (students whose first language is not English):** Offer the option to give oral or typed responses. Allow students to discuss their ideas with a partner before writing to build confidence and understanding.



CENSUS OF POPULATION QUIZ QUESTIONS



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- D. Every 2 years

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- A. Only Canadian citizens
- B. Only people over the age of 30
- C. Everyone living in Canada
- D. Only property owners

4. Which government agency is responsible for conducting the census in Canada?

- A. Canada Revenue Agency
- B. Statistics Canada
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QUIZ QUESTIONS

5. What type of information does the Census of Population collect?

- A. Medical records
- B. Internet usage
- C. Population and housing data
- D. Personal bank details

6. Is completing the census mandatory in Canada?

- A. No, it's voluntary
- B. Yes, by law
- C. Only during election years
- D. Only if you were born in Canada

7. How do governments use census data?

- A. To plan public services like schools and hospitals
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8. Which of the following is not a typical census question?

- A. Age
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- C. Favorite color
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- A. A version sent to every person
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QUIZ QUESTIONS

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- A. Long-form (25%) and short-form (75%)
- B. Long-form (50%) and short-form (50%)
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- C. Nothing
- D. They may be reminded the next year

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- A. Only teachers
- B. Only politicians
- C. Government only
- D. Governments, businesses, researchers, and communities

QUIZ QUESTIONS

14. How do most people complete the census today?

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- B. In-person
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- A. Its history
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- C. Its social media trends
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- A. To monitor environmental changes
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QUIZ QUESTIONS

19. What happens to census records after 92 years?

- A. They're mailed back to participants
- B. They're sent to international organizations
- C. They're published through Library and Archives Canada for public and historical research
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20. What is a benefit of students understanding the census?

- A. They become informed citizens who understand how decisions are made
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- C. They can influence video game design
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CENSUS OF POPULATION

QUIZ QUESTIONS (ANSWER KEY)



1. What is the main purpose of the Census of Population?

- A. To track people's spending habits
- B. To count the number of tourists in Canada
- C. To collect information about Canada's population
- D. To record historical events

Correct Answer: C

2. How often is the Census of Population conducted?

- A. Every year
- B. Every 5 years
- C. Every 10 years
- D. Every 2 years

Correct Answer: B

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- C. Everyone living in Canada
- D. Only property owners

Correct Answer: C

4. Which government agency is responsible for conducting the census in Canada?

- A. Canada Revenue Agency
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Correct Answer: B

QUIZ QUESTIONS (ANSWER KEY)

5. What type of information does the Census of Population collect?

- A. Medical records
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- C. Population and housing data
- D. Personal bank details

Correct Answer: C

6. Is completing the census mandatory in Canada?

- A. No, it's voluntary
- B. Yes, by law
- C. Only during election years
- D. Only if you were born in Canada

Correct Answer: B

7. How do governments use census data?

- A. To plan public services like schools and hospitals
- B. To create advertisements
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- D. To track online activity

Correct Answer: A

8. Which of the following is not a typical census question?

- A. Age
- B. Gender
- C. Favorite color
- D. Employment status

Correct Answer: C

QUIZ QUESTIONS (ANSWER KEY)

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Correct Answer: D

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Correct Answer: A

QUIZ QUESTIONS (ANSWER KEY)

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Correct Answer: D

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Correct Answer: D

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Correct Answer: B

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Correct Answer: C

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- C. They can influence video game design
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Correct Answer: A

CENSUS COMIC STRIP

Comic Strip 1: The Newcomer Family

Setting: A newcomer family recently settled in Canada receives a visit from a friendly census worker.



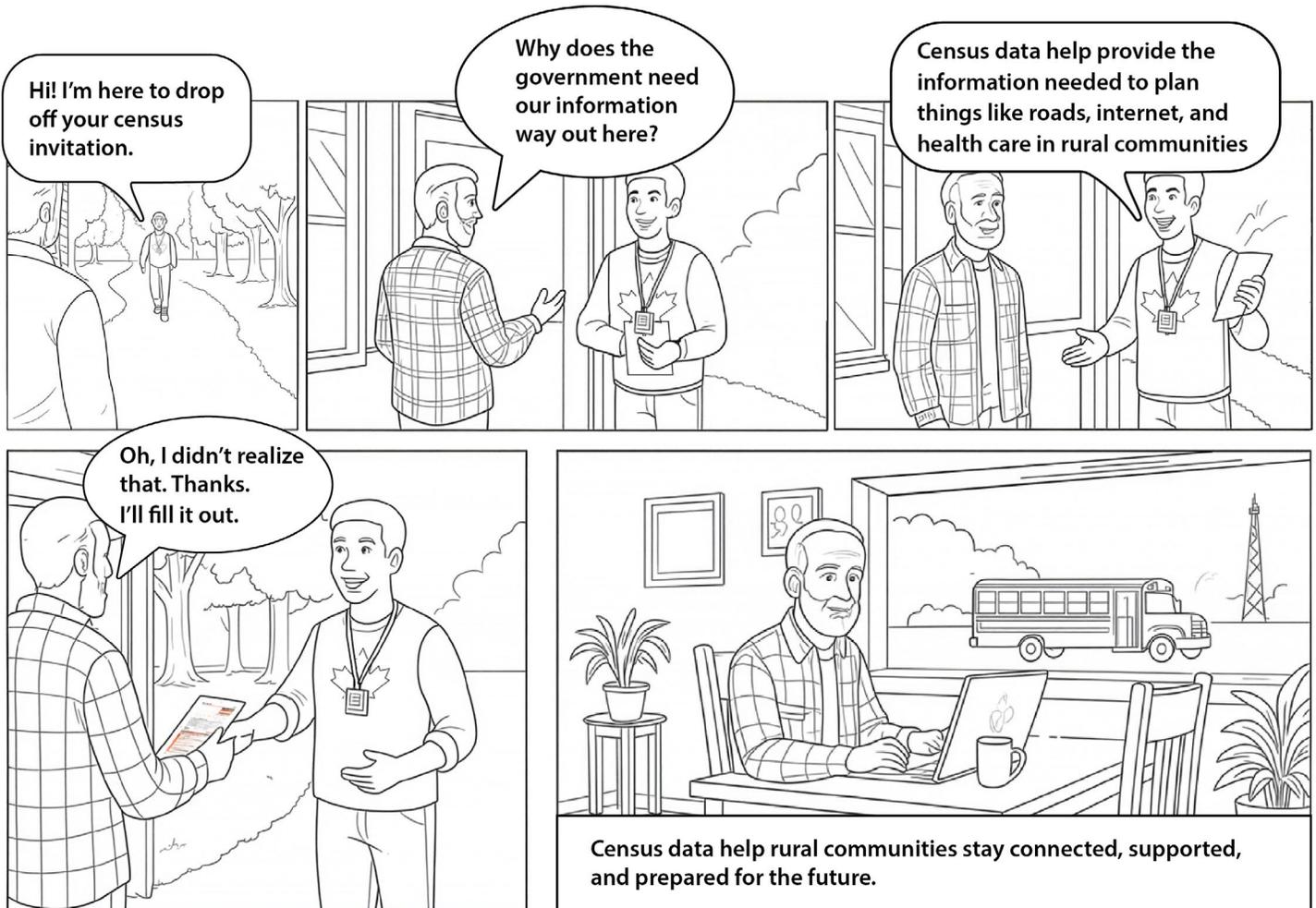
Reflection Questions:

- Why is it important that the census counts everyone living in Canada, not just people born here?
- How might language barriers make it harder for some people to participate in the census?
- How can information about the languages spoken in a community help improve services for newcomers in Canada?

CENSUS COMIC STRIP

Comic Strip 2: The Rural Household

Setting: A rural household in a remote or small-town area.



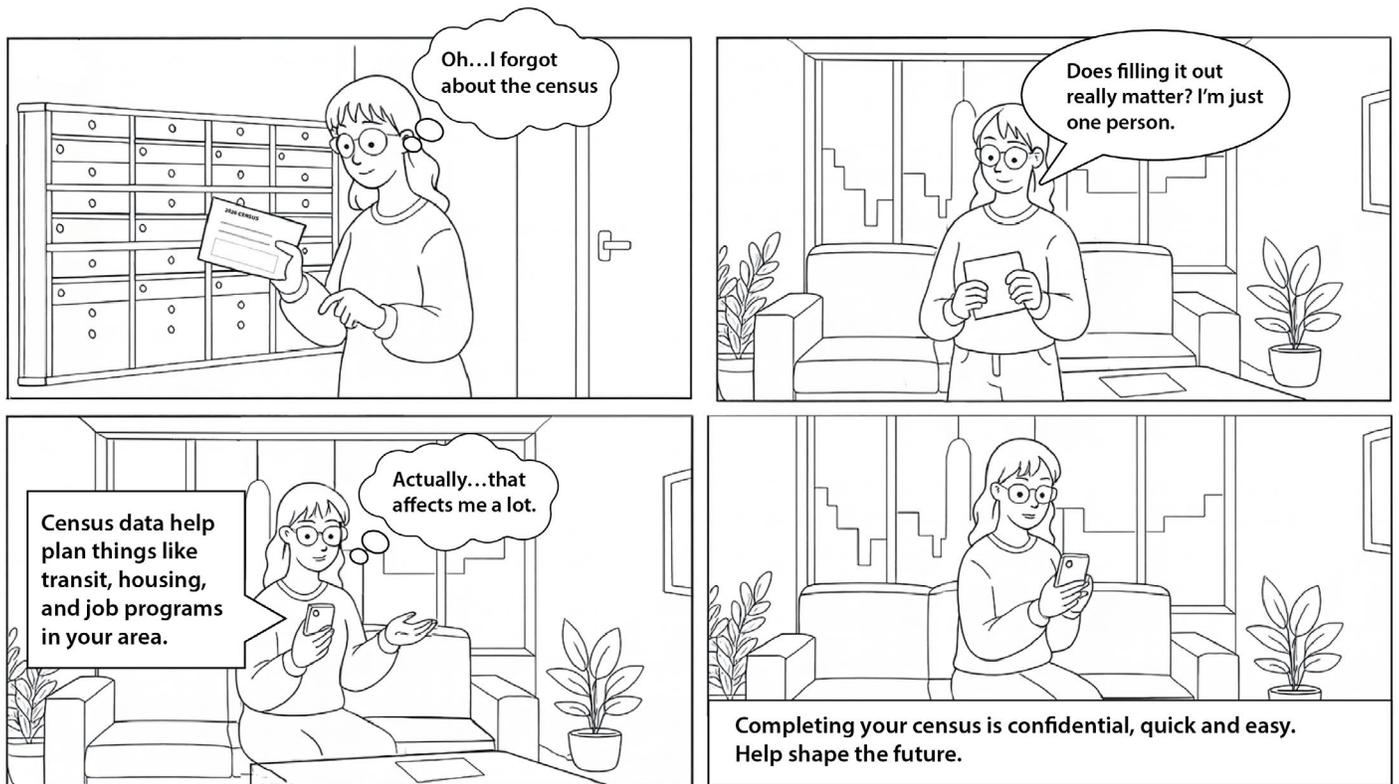
Reflection Questions:

- What challenges might rural or remote communities face if not enough people in their area complete the census?
- How can census data help improve services and daily life in rural or remote communities?
- Why might some people feel unsure or hesitant about filling out the census?

CENSUS COMIC STRIP

Comic Strip 3: The Urban Apartment

Setting: A young adult living alone in a high-rise apartment in a busy city.



Reflection Questions:

- How can census data help cities make decisions about things like public transit, housing, and jobs?
- Why might some young people feel like the census doesn't relate to them?
- What are some ways we can help more people understand why the census matters and encourage them to take part?

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ACTIVITY 5

SURVEY SAYS: CREATE YOUR OWN CENSUS

TIME REQUIRED: 1 class period
(approximately 60 to 90 minutes)

GRADE LEVEL: Grades 9-12
(adaptable for upper elementary through high school)

Lesson overview

This lesson introduces students to the concept and purpose of the census. Through class discussions and collaborative activities, students will explore why the government collects population data and considers what types of questions best reflect a diverse society. They will then create their own census questions, compare them to those in an official census, and reflect on the importance of inclusive and representative data collection.

Curriculum connections



Social Studies / Civics and Citizenship / Geography

Explore the responsibilities of citizenship, evaluate how data collection informs equitable decision-making, and examine how various factors (social, economic, environmental, etc.) influence quality of life.



Math

Understand how data is collected and analyzed; assess the effectiveness and inclusivity of survey questions.



Language Arts

Develop clear and inclusive survey questions; express and support opinions using evidence and logical reasoning.

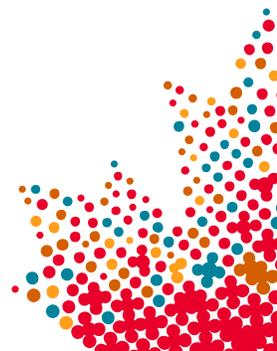
Learning objectives

By the end of this lesson, students should be able to:

- Understand the purpose and function of the census.
- Identify key types of demographics, social, and economic information that are important for governments to collect.
- Explain how census data can support communities and inform public policy decisions.

Materials needed:

- Whiteboard and markers, or a smartboard
- The 2026 Census of Population long-form questionnaire ([2A-L](#))
- [Kahoot quiz](#)
- [Census of Population Quiz Questions - Student version](#)
- [Census of Population Quiz with Answer Key](#)
- Paper and pens/pencils for the exit ticket or poster activity
- Optional: Word cloud generator



Lesson procedure:

1 Class Discussion (15–20 minutes)

Prompt:

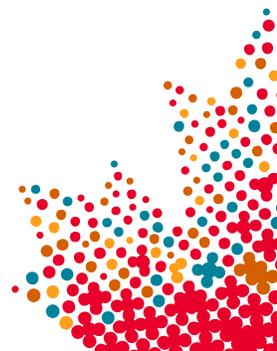
“If you were in charge of your city, province, territory or country, what information would you want to know about the people who live there?”

- Facilitate an open class discussion using the prompt.
- Encourage students to consider the needs of a community—such as education, health care, transportation, housing, and employment.
- Highlight how collecting this information helps ensure equitable policymaking and fair resource distribution.
- Discuss how data collection supports decision-making at both the local and national levels, particularly in addressing the needs of vulnerable populations.
- Use examples to illustrate real-world impact—for instance, if a community sees a significant rise in families with school-aged children, more schools or classrooms may be needed to meet demand.

2 Census question creation (15 to 20 minutes)

Instructions:

- In pairs or small groups, have students brainstorm 3 to 5 questions they believe a government should ask its citizens in a national census. Examples:
 - “What is your yearly income?”
 - “What are the ages of the people in your household?”
 - “What is your highest level of education?”
- Emphasize the importance of inclusivity and equity in question design.
 - Encourage students to consider factors that may vary across populations, such as access to healthcare, reliable transportation, internet availability, housing, or programs and services in languages other than English and French.



Wrap-up:

- Collect and display all student-generated questions, either by writing them on the board, projecting them, or using a word cloud generator to visualize common themes.
- Facilitate a short discussion:
 - Are there repeated topics or themes?
 - Which questions do students think are most important for informing public policy?
 - Are there any gaps—important topics that may have been overlooked?
- How do these student-created questions compare to those asked in the official census?

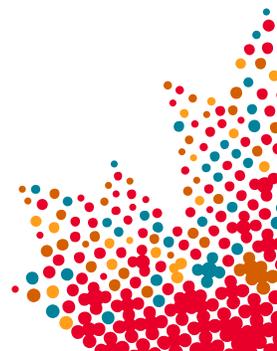
3

Compare with the official census (15 to 20 minutes)**Instructions:**

- Provide students with access to the 2026 Census of Population long-form questionnaire (2A-L).
- In small groups or as a class, have students compare their own questions with those from the official census.

Discussion Questions:

- Which questions appear on both lists?
- What themes or priorities did students identify that are also reflected in the official census?
- What topics did students suggest that are missing from the actual census?
- Why do students believe their question(s) should be included? How could it benefit Canadians or lead to better decision-making?



4 Kahoot quiz (10 to 15 minutes)

Activity:

- Play a Kahoot quiz to reinforce key concepts related to the census and its role in governance, policymaking, and community services.
- This activity serves as a fun and interactive review of what students have learned throughout the lesson.
- Link to [Kahoot quiz](#)
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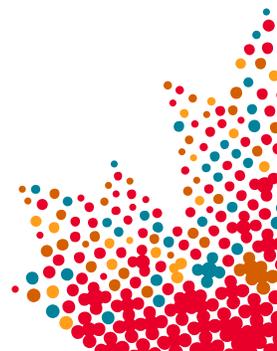
5 What did you learn? (Optional – 10–15 minutes)

Option A:

- Have students complete an **exit ticket** by responding to a reflection prompt, such as: “What is one thing you learned about the census that surprised you?”
- This encourages personal reflection and helps reinforce key takeaways.

Option B:

- Have students create a **mini poster** that highlights their favourite question from the brainstorming activity.
- Posters should include the question, a brief explanation of its importance, and how it could help improve life for Canadians if added to the census.
- This option allows for creativity and deeper thinking about the impact of inclusive data.



Opportunities for assessment:

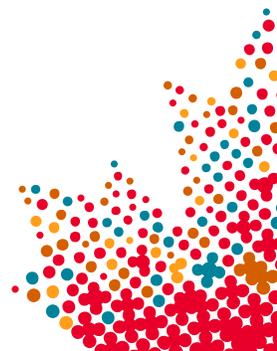
- Participation in class discussion and group work
- Quality and thoughtfulness of student-generated questions
- Comparison and reflection on census questions
- Exit ticket or poster demonstrating understanding
- Follow-up research projects that use census data

Adaptations and differentiation:

- **Simplification:** Group students into slightly larger teams to promote peer support. This allows the teacher to circulate more easily and provide targeted assistance where needed.
- **Extension/Challenge:** Encourage students to connect one of their census questions to a current event or issue in Canada. Ask them to cite a relevant news article or study and explain how the data could be used to address the issue.
- **Support for Multilingual Learners:** Incorporate visual supports such as word clouds, whiteboard brainstorming, and projected key terms. These tools give students more time to process vocabulary and understand key concepts through contextual cues.

Teacher tips:

- Emphasize that Statistics Canada collects and shares census data to support decision-making by a wide range of groups, including Indigenous communities and organizations, governments, local and national businesses, community groups, and farm organizations.
- Use this lesson as an opportunity to discuss career planning, especially with older students. Census data can help individuals explore employment trends and career opportunities across different regions of Canada.
 - Consider showing this video: Video - [Here's Why You Should Use Census Data](#) to highlight real-world applications.



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CENSUS OF POPULATION

QUIZ QUESTIONS (ANSWER KEY)



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Correct Answer: C

2. How often is the Census of Population conducted?

- A. Every year
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Correct Answer: B

3. Who is included in the Census of Population?

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- D. Only property owners

Correct Answer: C

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- A. Canada Revenue Agency
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Correct Answer: B

QUIZ QUESTIONS (ANSWER KEY)

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Correct Answer: C

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- D. Only if you were born in Canada

Correct Answer: B

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8. Which of the following is not a typical census question?

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Correct Answer: C

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