



2006 Census Curriculum Activities

General introduction:

The following lesson plans have been prepared as suggested activities, to focus on the Census date - Tuesday 8th August 2006. Particular emphasis is made on the three questions which directly related to ethnic communities. Data collected about such characteristics as ethnicity, religion and language are very important to ethnic communities as they provide information on which government services and funds are allocated.

Junior School: Preps – 2 “*Counting ourselves*”

- Lesson 1 – Let’s Count
- Lesson 2 – Census Day
- Lesson 3 – Census Game

Middle School Years 3 - 6 “*Counting our families*”

- Lesson 1 – Graphing
- Lesson 2 – Census questions
- Lesson 3 – Census poster

Years 7 -12

“*Counting our ethnic communities*”

- Lesson 1 – What is a Census?
- Lesson 2 – Census brochure

RESOURCES attached:

1. Map of Australia - outline
2. Poster Map of Australia
3. Census Game
4. Census Game Worksheet
5. **Key Questions for Ethnic Communities**, an extract from the Australian Bureau of Statistics 2006 CENSUS

REFERENCES to RESOURCES:

1. CD from the Australian Bureau of Statistics ‘**Your community counts**’.
2. English brochure from the Australian Bureau of Statistics ‘**Your community is counting on YOU!**’



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Junior School: Preps – 2 “Counting ourselves”

Overview:

Students become aware of an important date for all people in Australia – 8th August 2006. That Census Day is for counting all the people in Australia.

Students make a poster as a reminder for everyone in their household to fill in a Census form on Census Day.

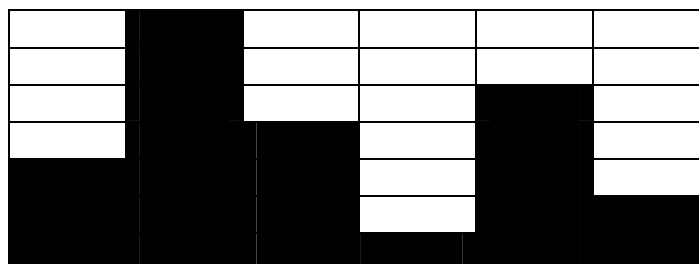
Materials:

1. list of birth dates
2. prepared grid for graphing results
3. prepared shapes
4. gluesticks, pencils, textures or crayons
5. enlarged **Map of Australia** [Resource 1 attached]
6. drawing paper
7. dice, counters and **Census game**[Resource 3 attached]
8. **Games Worksheet** [Resource 4 attached]
9. Copies of **Map of Australia**. [Resource 1 attached]

Lesson 1 – Let’s Count

- Teachers undertake some simple data gathering or information collecting eg. birthdays, number of pets or number of members in a family.
If birthdays are discussed, prepared shapes of the same size are distributed, on which each student draws a birthday picture. Students glue their pictures onto a large prepared grid which has columns labelled for each month.
If pets are counted, students draw their pets on a prepared shape and glue them onto a grid with labelled columns: 0 pets, 1 pet, 2 pets, 3 pets etc.

Our pets





- Teachers discuss the information shown on the completed graph.

Lesson 2 – Census Day

- Teachers tell the students that Tuesday 8th August 2006 is an important date, called Census Day. The Census is explained, relating to the class graphing activities. From the Census the Australian Government knows where to build schools, hospitals, parks, shopping centres and allocate funding for ethnic schools etc.
- Teachers explain that on Census Day every person is counted - all babies, children and adults, and the class will make a special poster as a reminder of this. An enlarged map of Australia showing the Census date, [Resource 1], is displayed. Students draw a picture of their whole family and glue these as a collage around the map of Australia.

Lesson 3 – Census Game

- By playing the Census Game, the Census date is reinforced. Teachers explain the instructions for the Census Game, [Resource 3], and how to use the **worksheet**, [Resource 4]. Students play the game in pairs.
- Students make an individual take-home poster. They colour the map of Australia with the Census date, [Resource 1], and fill in the background with pictures of faces, lots of different people or different families.
- Teachers also send home a completed copy of **Key Questions for Ethnic Communities**, an extract from the Australian Bureau of Statistics 2006 CENSUS [Resource 5] This information pertains to questions of language, ancestry and religion which are very important for ethnic communities..



2006 Census Curriculum Activities

Middle school Years 3 - 6 “Counting our families”

Overview:

Students are asked to conduct and analyse a survey to help them understand the need for planning to achieve certain outcomes. This provides a link to the 2006 Census, which relies on accurate data to learn about the needs of Australians. Further activities provide students with an opportunity to identify the data which will directly benefit the ethnic community to which they belong.

Materials

1. writing paper
2. pens, pencils
3. copy of **Key Questions for Ethnic Communities** an extract from the Australian Bureau of Statistics 2006 CENSUS [Resource 5]
4. project/ poster paper
5. Poster Map of Australia [Resource 2]

Lesson 1 – Graphing

Teachers provide a scenario and lead a discussion about collecting information.

For example, a family barbecue day is to be held at school. How do we plan for this event? Students contribute to the discussion taking into consideration:

- **the type of information required** – numbers of adults: parents and grandparents, children, babies, preferences for sausages and hamburgers, bread, sauce, serviettes, etc.
- **how to present data collected** – teachers model how to use the categories of data to construct a large pictograph, a table or bargraph as appropriate to the class level.
- **interpretation of data** – teachers lead a discussion, focussing on questions, such as, Which is the largest group of people, The type of food preferred, How many packets of serviettes required, etc

Lesson 2 – Census questions

Teachers explain the Australian Census referring to the class graphing activities.

- The word CENSUS is defined and explained, how it is conducted and why?
E.g. From the 2006 Census the Australian Government will know where to

- build schools, hospitals, parks and allocate funding for ethnic schools.
- Distribute Resource sheet[5], **Key Questions for Ethnic Communities**. Focus discussion on the questions which are particularly relevant to ethnic communities, i.e. questions 16, 18, 19 regarding language, ancestry and religion.
- The students brainstorm the importance of each question to their specific community, eg. interpreter services, aged care, Community school funding, religious festivals, grants, Language radio stations, Local Council information in specific languages, English for Speakers of other Languages (ESOL) centres, Languages other than English collections in Libraries, etc.
- Teachers model how to complete questions 16, 18, 19.
Students complete their copy to take home.

Lesson 3 – Census poster

- **Role play in pairs: The Census collector delivers the 2006 Census to a householder.**
Teachers discuss the use of appropriate words and phrases: greetings, basic instructions for completing the Census, and Census date.
The role play is modelled by the teacher with various students, a number of times.
Students work in pairs.

Possible dialogue:

Census collector	Householder
Good morning/ Good day/ Good evening	Good morning/ Good day/ Good evening
My name is _____. I am the Census Collector. What is your name?	My name is _____.
Here is the 2006 Census. Please fill it in on Tuesday 8 th August.	Thankyou. What will happen next?
I will come and collect the Census one week later. Goodbye.	Goodbye. See you next week.

- Students design a poster highlighting the Census date and the important questions relating to ethnic communities. Alternatively, students may choose to use **Resource Sheet 2** depicting a map of Australia, and completing the three important statements for ethnic communities:
My language is _____.
My ancestry is _____.
My religion is _____.
- Take poster home to be displayed, and the completed sample of questions re language, ancestry and religion from Lesson 2 - **Key Questions for Ethnic Communities.[Resource 5]**



2006 Census Curriculum Activities

Years 7 -12 “Counting our ethnic communities”

Overview:

Students will gain knowledge about data collection and understand how the census data affects government planning and decision making. They will learn about factors which contribute to a sense of community, e.g. ancestry, language and religion, and how this information is used by government and businesses to support the needs of communities. Students will appreciate that they have an active role in their community by helping their families complete the 2006 Census.

Materials:

1. CD from the Australian Bureau of Statistics ‘**Your community counts**’.
2. Brochure from the Australian Bureau of Statistics ‘**Your community is counting on YOU!**’
3. Copy of extract of **Key questions for ethnic communities**. [Resource 5]
4. Map of Australia. [Resource 1 and 2]
5. project / poster paper

Lesson 1 – What is a Census?

- Students view the CD from Australian Bureau of Statistics ‘**Your community counts**’. Focus on key information: what is a Census, why it is conducted and the practical application of data collected. Pairs of students may be allocated a key question and then report that information to the class.
- Read the brochure, ‘**Your community is counting on you!**’ Discuss each of the questions specifically relevant to ethnic communities, namely questions 16, 18 and 19, regarding Language, Ancestry and Religion.
- Brainstorm how data from these questions could benefit your ethnic community.
- Individually fill in practice questions 16, 18, 19, following instructions. Students justify their answers.

Lesson 2 – Census brochure

- Using the English language brochure, individually or in small groups, students translate paragraphs relating to questions 16, 18 and 19. This information is compiled into a translated brochure to be taken home.
- Students produce an individual flyer highlighting the Census date and the significance of the answers to questions 16, 18, 19 to their community. Map of Australia **Resource sheets No.1 or No.2**, may be used.