



FUTURE FOCUS

★ Grades 9-10

Skills and Objectives:

- Students will recognize the importance of the census and the need to advertise this importance.
- Students will identify the potential concerns of different segments of the population.
- Students will design an advertisement for Census 2000.

Suggested Groupings: Small groups

Getting Started:

● Discuss with students the importance of getting involved in their community and helping to increase census awareness. As a way of doing this, students will develop census ads. The goal is to choose a specific segment of the population as their **target audience** and encourage them to return their census forms, thereby helping the Census Bureau achieve an accurate count of the nation's population.

● Explain that conducting a **decennial** census is a tremendous undertaking. When people don't return their forms by mail, the U.S. Census Bureau must hire employees to knock on doors and record the census information — a costly process. In 1990, many of the more than 300,000 temporary census employees were hired specifically to visit households that did not return forms. It can cost six times as much to count each household in this way. One goal of Census 2000 is to increase the percentage of households that return the census form by mail.

● Brainstorm the importance of responding to the census and the ways in which census data affect our nation's future. (*Examples include: apportioning representation in the House of Representatives; allocating money for education, transportation, and other services.*)

Using the Activity Worksheets:

- Distribute copies of pages 10 and 11.
- Divide students into small groups. Have groups read the text and do the first activity on page 10.
- After groups complete the first activity, have volunteers explain how results of the census

might affect the household categories.

● Students can visit the U.S. Census Bureau Web site (www.census.gov) or the library to find more information for their ads.

● Before students begin designing their ads, encourage them to brainstorm examples of other public service campaigns. You might discuss ad campaigns designed to encourage people to register to vote, or to discourage people from drinking and driving.

● You may wish to offer students the opportunity to select the type of ad they want to work on. They might want to do a print ad, a radio ad, or a television ad. A print ad should include visual elements. A radio ad should be written in a formal script. A TV ad should contain a script as well as a storyboard of visuals.

● Have students design their ads.

Wrapping Up:

● Invite students to use their advertisement viewing experience to analyze various ads.

At what target audience are these ads aimed? How can you tell?

● Have each group present their ads. For each ad, a group spokesperson should explain the segment of the population they targeted and the reasoning they used when designing their ad for that category.

Answers:

Page 10 (Possible answers):

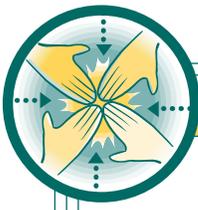
1. C, E, H. 2. C, H. 3. D, F, G.
4. B. 5. G. 6. A, C, D, H.

Chalkboard Definitions

decennial: occurring every 10 years.

target audience: a specific group of people at which an advertisement or other presentation is aimed.





Future Focus



Census data are used to make a wide variety of federal, tribal, state, and local decisions that affect all U.S. residents. The U.S. Census Bureau needs to spread the word about the importance of filling in and returning the Census 2000 form.

The box below shows some examples of how Census 2000 data can affect the future. As with many other things, people's concerns about the future vary according to who they are. Families with school-age children might have very different concerns than the elderly.

Decide which effects of census data (in the box to the right) might most concern the household categories listed below. Then write those letters in the blanks. (Letters may be used more than once.)

Household Categories

1. Households with children under age 5 _____
2. Households with school-age children _____
3. Households with people age 65 and over _____
4. Households with cars _____
5. Households without cars _____
6. All households _____

Ways Census Data Can Affect the Future

The Census...

- A.** Determines how many representatives each state has in Congress.
- B.** Can affect where new roads will be built.
- C.** Can determine where new schools and libraries are needed.
- D.** Can play a role in locating new hospitals.
- E.** Can play a role in locating new day care centers.
- F.** Can play a role in locating new nursing homes.
- G.** Can affect public transportation.
- H.** Can play a role in locating new parks and recreational centers.

Design an Ad

Now it's time for your group to create a Census 2000 advertisement aimed at a specific segment of the population or target audience (for example: students in grades 9-12; unmarried adults, ages 18 to 30). As you design, you might want to keep the following in mind:

- What will your ad say? What information about the census and the future will be of interest to your target audience? What would be a convincing reason for your targeted audience to participate in the census? How will your target audience affect ad placement? List three places you would want to display your ad.



Future **Focus** (continued)

 Use the space below to sketch an outline of your ad.