

Parent/Caregiver Toolkit

Easy At-Home Learning With Statistics in Schools

Free. Engaging. Easy to access. No teaching experience required.







Table of Contents

Statistics in Schools – For Use at Home	3
Learning Benefits	3
How To Use SIS Activities and Resources	4
Best Practices To Support At-Home Learning	4
Find More!	5
Quick and Easy Resources	6
Activities	11
Next Steps	. 19





As parents and caregivers, we're all doing our best to juggle responsibilities like running a household, working, caring for and teaching our children, and taking care of other loved ones. Each of us is working hard to ensure that the children we care for get the academic support they need.

The U.S. Census Bureau's Statistics in Schools (SIS) program can help.

Statistics in Schools – For Use at Home

Statistics in Schools offers more than 200 free learning activities and resources for children in **K through 12th grade**, using data provided by the Census Bureau. Although originally created for teachers to use in classrooms, these resources are easily adapted for use at home to keep kids entertained and learning. Here's why:

- All the resources are free.
- All resources are easy to access and download.
- Teachers created the resources to ensure that each one is educational and age-appropriate.
- You don't need teaching experience to use them.
- Easy-to-follow instructions are provided for every activity along with ways to adapt the resources for at-home use.
- Many activities are interesting for both children and adults. (You'll learn something new too!)
- Engaging videos are available for all ages.
- The activities provide opportunities for you and your children to learn together and for children to work independently.
- Interactive data tools enable children to explore on their own.
- Preschool activities are available in both English and Spanish.

Learning Benefits

United States

You can use these SIS activities and resources with the children in your home to:

- Help them learn how to find, understand, and use data.
- Deepen their knowledge of math, English, geography, history, and other subjects.
- Learn about the census and the importance of counting everyone.





How To Use SIS Activities and Resources

This toolkit describes two types of materials: **Quick and Easy Resources** and **Activities**. The entry for each resource and activity includes tips to help you easily adapt it for use at home.

- **Quick and easy resources** include videos, maps, and other fun materials that can be used alone or to enhance the activities.
- Activities are lessons that you can teach your children. Each activity includes a teacher version or teaching guide and a student worksheet. The teaching guide provides all the information you need to do the lesson, including a list of materials and an estimate of how long the lesson will take.

Find more resources at **census.gov/schools**.

Best Practices To Support At-Home Learning

Whether you're a seasoned pro or brand new to teaching teenagers at home, the following strategies can help set up you and the teenagers in your home for success. These tips are provided by educators and parents who home-school their teenagers. The information can be helpful for you to consider prior to getting started with SIS resources.





1 Find a Good Learning Spot

Just as you may have a specific area of the home in which you work, it's important to create a similar space for your teen. Find a quiet, comfortable, and dedicated space that is strictly for learning. If possible, this space should be different from where your teenager normally hangs out and should be free of distractions like television. If a dedicated space is not possible, consider ways to help your teen focus like putting away phones and turning off the television to prevent distractions.

2 Make a Schedule

Most teenagers thrive on routine. A schedule helps teens know what to expect and it holds them accountable for getting things done. Talking with the teen in your home about the schedule each day can be especially helpful. The great thing about SIS resources is that they can support a variety of subjects and be incorporated into the schedule you have already established. For example, if you already have reading time in your schedule, you can use our resource that has students reading questions from old census questionnaires.

3 Prepare Your Materials in Advance

Getting teenagers to stay focused can be challenging. Help your teen get the materials for each activity ready to go before they start. Read through the teaching guide to see what websites they may need to visit and have open in their browser. In most cases, you can have a teen read the activity on the screen and write down answers, but feel free to print the worksheet if preferred. Gather any other materials that are listed in the teaching guide. The great thing is that all the materials are common items that most of us have at home.

4 Be Part of the Fun

Model what it looks like to get excited about learning new things. Your excitement for learning will boost a teenager's enthusiasm for learning and for using SIS resources by making connections to your life.

5 Connect With Others

Be creative about connecting with other parents and caregivers and helping your teen connect with other teens. For example, host a video chat with a group of parents who are also using SIS resources and talk through how you have used them at home and what has worked for you. Set up a video call for a group of teens who are doing the same activities to talk through their answers on the student worksheet. Have your teen use the phone, email, or video chat to do the Home Extension assignment at the end of each activity with extended family members.

Find More!

The following activities are adapted for at-home use, but feel free to explore more great home and distance learning activities on the SIS **website**.





Quick and Easy Resources

What Will You Do After High School?

- URL: www.census.gov/programs-surveys/sis/resources/videos/what-will-you-do-afterhigh-school.html
- Approximate Time Required: 15 minutes
- **Description**: In this video, high school students describe their post-graduation plans and how they are using census data to help them make decisions about their future.
- At-Home Adaptation:
 - Watch the video with your teen and then discuss it with them. Ask if they noticed how the teens in the video used data from the census to make informed decisions about their future. Ask your teen about their future plans and the information they think they should research to make informed decisions.
- Extension:
 - Have your teen record a short video of themselves with a smartphone, tablet, or computer talking about what they want to do after high school. Challenge them to use at least one piece of census data (see QuickFacts link below), similar to the way the students in the video did. Then have them show their video to others in your home or share it electronically with friends or family members outside your home and talk about using data to make decisions.
 - Have your teen pick two places they would like to live after high school or two communities where they might consider going to college. Have your teen research those communities using the U.S. Census Bureau QuickFacts page and then share their findings with you.







SIS High School Map: Understanding the U.S. Population

- URL: www.census.gov/programs-surveys/sis/2020census/2020-resources/ 2020-maps/understanding-us-pop-hs.html
- Approximate Time Required: 25 minutes
- **Description**: This map for the high school students in your home provides an overview of all 50 states. It includes data on languages spoken at home, median income, and population growth.
- At-Home Adaptation:
 - Have your teen identify where they live on the large map, and then have them answer this question: How does the population density of our county compare to the rest of our state?
- Extension
 - Ask your teen to look at the inset map showing population growth by state and answer these questions: Do you expect our state to have grown more or less than other states since the 2010 Census? What might that mean for the number of electoral votes for our state?
 - Have your teen review the median income graph on the right side of the map. Then have them go to the U.S. Census Bureau QuickFacts page to look up the median income in your state and community. Discuss possible factors that might influence median income in the states shown in the graph and in your own state and community. Have your teen divide some of the median income figures by 12 to find a monthly income, and discuss what that income needs to pay for (for example, mortgage or rent, food, utility bills, car payments).









The Amazing Apportionment Machine Warm-Up Activity

- URL: www2.census.gov/programs-surveys/sis/resources/apportionment-machinewarm-up.pdf?
- Approximate Time Required: 5-10 minutes
- **Description**: The animated video and worksheet will teach the high school students in your home that apportionment is the process of dividing the seats in the House of Representatives among the 50 states based on the population data collected during the decennial census.
- At-Home Adaptation:
 - Have your teen watch the video and complete the worksheet questions.
- Extension:
 - Your teen can look up your state's congressional delegation. Have them determine who the representative is for your district and read about that person at www.congress.gov.
 - Ask your teen to use the My Congressional District data tool to collect two facts from each of six categories—people, workers, housing, socioeconomic, education, business for their district.







SIS High School Map: Diversity in the United States

- URL: www.census.gov/programs-surveys/sis/2020census/2020-resources/ 2020-maps/diversity-in-us.html
- Approximate Time Required: 25 minutes
- **Description**: This map for high school students shows data about U.S diversity. It provides demographic breakdowns by age, sex, race, and more for states across the U.S.
- At-Home Adaptation:
 - Have your teen review the race maps. Have them answer these questions: What regions of the nation are the most racially diverse? Why do you think those regions are the most diverse?
- Extension:
 - After reviewing the race maps, have your teen look at the population distribution map and answer these questions: Is there any correlation between population density and racial diversity? Why do you think that is?
 - Have your teen pick three populations to compare (such as Asian, White, and Black or African American). Ask them to answer the following questions: What similarities or differences do you notice in the density and location of the three populations? Are there places in the U.S. that have a high concentration of any of those populations? Can you think of any historical events or other reasons why there might be a higher concentration of specific populations in certain parts of the country?







Earnings by Occupation Warm-Up Activity

- URL: www.census.gov/programs-surveys/sis/resources/warm-up-activities/ earnings_by_occupation.html
- Approximate Time Required: 5-10 minutes
- **Description**: This quick activity teaches the high school students in your home how to interpret data on earnings by occupation. Your teen can compare the earnings of men and women in selected occupations and predict future changes.
- At-Home Adaptation:
 - Have your teen complete the questions in the warm-up activity.
- Extension:
 - After your teen completes the activity, have them explore two or three careers from the chart, researching the education and other qualifications needed to enter that profession. If you know anyone in those professions, have your teen send them a note or make a phone call to ask them about their experiences and what they like about their career.
 - Have your teen make a short video about one of the careers they have researched. They should discuss job duties, required skills and education, and median salary.



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Activities

Featured Activity: How the Census Impacts My Community (Grades 9-12)

- URL: www.census.gov/programs-surveys/sis/2020census/2020-resources/k-12/ how-the-census-impacts-my-community.html
- Approximate Time Required: 50 minutes
- **Description**: To show why a complete count is important, this activity teaches the high school students in your home how the decennial census benefits schools, families, and communities. Use this activity to introduce the students in your home to the census.
- At-Home Adaptation:
 - Have your teen survey the people in your home or reach out to their friends to answer the questions.
- Extension:
 - Tell your teen who completed the census for everyone in your home. Then have your teen interview an older family member or family friend. They should start by asking that person what year they were born. Then they will create a timeline that starts with the year of the first census in which that person was counted and includes a dot for every decennial census year through the 2020 Census. Your teen should ask the person they are interviewing for information about each census in which they were counted, such as where they lived and how many people lived with them. Have your teen get creative about drawing pictures or using the computer to show each decennial census on the timeline.
 - Have your teen ask five adult friends or family members whether they have completed the census. Your teen can share what they have learned about why the census is important to our communities and how to respond. If your family has not yet completed the census, include your teen in completing it.

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Read Article 1, Se	ction 2 of the Con	stitution with you	r class.		
ofter the first Meet in such Manner es 1. What was the 2. Complete the all?q=8140072	ing of the Congress they shall by Law d purpose of the cer ollowing table, usi ihidePreview=fals	s of the United Stat freat. risus, as written in ing data from <u>data</u>	es, and within every to the Constitution to the Constitution to the Constitution	y subsequent Term n? 1://data.cemsus.go	of ten Years, u/cedsci/
Number of People in the U.S. 3 Years or Older	Number of People is My State 3 Years or Older	Number of High School Students in the U.S.	Number of High School Students in My State	Nigh School Students in the U.S. (% of total population 3 years or older)	High School Students in My State (% of total population 3 year or older)







Make Data Speak (Grades 9-12)

- URL: www.census.gov/programs-surveys/sis/2020census/2020-resources/ k-12/make-data-speak.html
- Approximate Time Required: 40 minutes
- **Description**: Your teen will learn how to make visual representations of data to give meaning to numbers. Using a census infographic as a model, your teen will create an infographic about your community.
- At-Home Adaptation:
 - Have your teen research one statistic and create an infographic based on that statistic. For simplicity, they can choose data points for that statistic for your community, your state, and the nation. Alternately, they could use data points for that statistic for your state and three to five neighboring states.
- Extension:
 - Have your teen present the infographic they make to you or another person in your home. Or, if there are younger kids in the home, have your teen become the teacher. Ask them to try to explain to the children in simple terms what the data is and how they showed it in their infographic.
 - Have your teen explore the **Blooming States** map and infographic. Ask them to explain what the infographic shows and how it effectively shows population growth in a visual format.



Available From the Census Bureau.	s listed below. You can also reference Activity Item 1: Data
% in poverty	% of people with a bachelor's degree or higher
# of female-owned business	% of people who speak a language other
# of minority-owned businesses	than English
% of households with a computer	# of people per nousenoid
% of people who are high school graduates	% who lived where they live now a year ago
Record the statistic that your group wants Write in the name of the cities your group below with data points for all five locations	to research:
Record the statistic that your group wants Write in the name of the cities your group below with data points for all five location: Location	to research:
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Record the statistic that your group wants Write in the name of the cities your group below with data points for all five location ULS National: My State: My ZP Code: City 1:	to research:

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2020 CENSUS STUDENT ACTIVITY





The Opportunity Atlas (Grades 9-12)

- URL: www.census.gov/programs-surveys/sis/2020census/2020-resources/ k-12/opportunity-atlas.html
- Approximate Time Required: 45 minutes
- **Description**: This activity helps your teen explore how where a person lives can impact their social mobility. Your teen will look at factors that affect social mobility, including race, median income, and sex.
- At-Home Adaptation:
 - Consider having your teen look at only one factor (e.g., household income) for each community rather than multiple factors. However, if time permits and they are interested, they may choose to explore and then compare multiple factors.
- Extension:
 - To build on this lesson, have your teen ask an adult the Home Extension question. Then have your teen discuss the opportunities they see in your community for life after high school.
 - Have your teen use The Opportunity Atlas to research a community they are considering living or going to school in after high school. Have them discuss what they learned with you.



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The Census Questionnaire: Then and Now (Grades 9-12)

- URL: www.census.gov/programs-surveys/sis/2020census/2020-resources/ k-12/census-questionnaire.html
- Approximate Time Required: 45 minutes
- **Description**: Your teen will compare the census questionnaires used in 1900 and 2010 and answer questions about how and why the questions have changed from one century to the next.
- At-Home Adaptation:
 - Rather than working in groups on different topics from the questionnaire, have your teen select two to three topics to compare. After they have compared topics, have them present their findings to you.
- Extension:
 - Ask your teen to identify two ways that they think the questionnaire will need to change from the 2020 Census to the 2030 Census. Ask them to explain why these changes will be necessary.







Where to Next? (Grades 9-12)

- URL: www.census.gov/programs-surveys/sis/2020census/2020-resources/ k-12/where-to-next.html
- Approximate Time Required: 35 minutes
- **Description**: Your teen will use census statistics to determine which career they would like to pursue after high school. They will consider factors such as the type of postsecondary education they might need, the cities or states that have the best job opportunities in professions that interest them, average salaries, and the median age of people in the professions they are considering.
- At-Home Adaptation:
 - Because an in-person class discussion is not possible, have your teen discuss possible future plans with a friend or family member over the phone or by video chat.
- Extension:
 - For this lesson, you can model for your teen the decision-making process you went through in choosing your profession. To extend the lesson, have your teen call or video chat with an adult family member or friend and ask them what factors they considered in choosing their profession. Have your teen ask them what advice they would give to someone thinking about what profession to choose.
 - Next, have your teen brainstorm ideas for summer jobs, after-school jobs, internships, or future classes they could take to prepare for careers they might be interested in.









Diversity: Minority Entrepreneurship and the Economy (Grades 9-12)

- URL: www.census.gov/programs-surveys/sis/2020census/2020-resources/ k-12/diversity-minority-entrepreneurship.html
- Approximate Time Required: 45 minutes
- **Description**: This worksheet will help your teen understand how diversity of race, ethnicity, sex, and veteran status play a role in entrepreneurship. Your teen will look at minority-owned business growth over the past decade and examine how it has affected our nation.
- At-Home Adaptation:
 - No at-home adaptation is needed.
- Extension:
 - Ask your teen to name minority entrepreneurs that they know personally or celebrities who are known for starting a business. Have them research how those entrepreneurs achieved their goal of opening a business. Use the following research prompts:
 - What personal steps did they take to achieve their goal?
 - Did they have a mentor or receive any good advice along the way?
 - Were there any challenges that they had to overcome?
 - What are they doing now to help other individuals achieve their dreams?
 - Talk with your teen about whether they would want to open their own business. If they say yes, ask them what type of business they would want to open and why. Discuss the steps they would need to take, beginning with what goes into writing a business plan and bringing it to life.









Community Change (Grades 9-12)

- URL: www.census.gov/programs-surveys/sis/2020census/2020-resources/ k-12/community-change.html
- Approximate Time Required: 45 minutes
- **Description**: This activity shows your teen how communities or parts of a state change or stay the same over time and introduces them to the concept of "community morphology." Your teen will use U.S. Census Bureau data to analyze trends and shifts in your county over the past 10 years. These trends include population growth or decline and migration patterns.
- At-Home Adaptation:
 - Discuss recent changes in your community with your teen at the start of the activity. Then complete the Census Flows Mapper activity together, as it is meant to be done in pairs because of the complexity of the data gathering. Reduce the number of four-year moving data bands that your teen will review by half. Use the class discussion questions to guide a discussion with your teen.
- Extension:
 - Have your teen use their answers from the After the Activity section to write a letter to the mayor or local assembly of your community, sharing their ideas to improve your community based on what they have learned.

2020 CENSUS STUDENT ACTIVITY Community Change
Use the <u>Censul Rever Mapper</u> data tool (https://Rowsmapper.goo.consus.gov/map.html) to answer the following questions: 1. What patterns do you notice? Does anything surprise you?
 Based on the map, where are some places that people leaving your county are moving to? Any surprise?
 Based on the mag, where are some places that people moving to your county are moving from? Any surprises?
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Reapportionment (Grades 9-12)

- URL: www.census.gov/programs-surveys/sis/2020census/2020-resources/ k-12/reapportionment.html
- Approximate Time Required: 35 minutes
- **Description**: Your teen will learn about the decennial census and its impact on communities. Using data from past censuses, your teen will predict population changes from the 2010 Census to the 2020 Census. Then your teen will reallocate seats in the U.S. House of Representatives based on the predicted changes.
- At-Home Adaptation:
 - For the opening discussion, look up a map of your state that shows congressional districts. Complete the After the Activity discussion with your teen.
- Extension:
 - Have your teen pull up information on your congressional district before the lesson by visiting My Congressional District. Then have them ask you or other adults in your home if they know how many representatives your state has and if they can name your district representative. For those who can't, have your teen tell them the answers.
 - Have your teen write a persuasive essay to convince someone either that we should keep the Electoral College or that we should move to a popular vote. Have them list at least three supporting reasons for their decision.

	Rea	pportionn	nent	
1. Would you rather be	1 out of 100,000 voters or	l out of 500,000 voters?		
2. How many represent	atives does your state have	in the U.S. House of Rep	resentatives?	
3. Complete the table b	elow.			
District Number	Ideal district population in your state (Total population of state in 2018/Number of districts)	Actual population of district in 2017	Absolute value of the % deviation from ideal district (Actual population of district in 2017 - Ideal district population)/Ideal population	
	Classrooms Pow	ered by Census Data	your future START HERE> Census 2020	

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Next Steps

The fun isn't over yet! Check out the new Home and Distance Learning Activities page for more resources:

www.census.gov/content/census/en/programs-surveys/sis/activities/distance-learning.html

Then do your part by spreading the word about the importance of census data by:

- Telling your fellow parents and caregivers about this great toolkit and the resources SIS has to offer.
- Reaching out to your child's teachers and administrators to tell them all about the SIS program.





