

# The Changing Structure of Work in Canada

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Grade 11, Introduction to Anthropology, Psychology, and Sociology, HSP3M

## Overview

Through research, students develop an understanding of the way that changes in the Canadian workforce have had an impact on employment, especially for their generation. This research and analysis leads to a better understanding of the Canadian economy and the social and ethical implications of financial decisions.

These lessons involve students individually in data analysis, in representing the data that they find in a variety of formats, and in drawing conclusions based on the data. Working in groups, they use this data as a foundation for examining the growing gap between rich and poor in Canadian society and research the impact this gap has had on specific communities.

## Connections to Financial Literacy

Students gain knowledge about the Canadian economy, specifically of structural changes in work and how this affects young people. They develop skills in researching data collected by Statistics Canada, in drawing conclusions about the economy from this data, and in analysing the impact of this information on individuals and communities.

## Connections to Curriculum

Connections are made to understanding structural changes in work and to using social science tools and research methods and communicating their results. The content focus is in the strands, *Social Structures and Institutions* and *Research and Inquiry Skills*.

The curriculum expectations addressed in each lesson are identified within the lesson plan. Full curriculum expectations with examples, can be accessed through a hyperlink within the lesson.

## Considerations for Planning

Teachers should be sensitive to the fact that the social realities being explored in these lessons could have had a dramatic impact on the lives of some students and their families and communities. Using a social justice perspective, as opposed to a charity perspective, for the study enables students to understand that systemic issues are most often responsible for these social realities.

The Statistics Canada site can be difficult to navigate at times, partly because there is so much information that one can easily get lost. Teachers could ask a librarian to support the students in navigating the site before they start the research. Also teachers can call 1-800-263-1136 (or in Ottawa 613 951-8816) to get help if they are confused about how to proceed. If teachers plan on using the Statistics Canada site, they could plan well in advance to have a consultant from their Statistics Canada local office come in to show the class how to use the site. Depending on the resources in each local office, this service may or may not be available, teachers should plan well in advance, if they hope to use this service.

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Information from the 2011 census will be released over the year 2012 so depending on when the students do this activity they may be working from earlier or more recent census figures. It is important that students understand that comparisons over a period of time can be difficult because of changes made in how Statistics Canada does their data collection.

The exploration of the growing gap between rich and poor in Canada supports Ontario's Equity and Inclusive Education Strategy (2009), particularly around studying socio-economic status and its intersectionality with other social identifiers.

Teachers may wish to follow these lessons on using quantitative data to explore an issue by having students engage in qualitative research that examines the response of a range of organizations to the growing income/wealth gap that is connected to the structural changes in the Canadian world of work. Students could interview relevant people in their community (e.g., faith leaders, union leaders, bank managers, credit union managers, members of business improvement associations, social planning council members) about these issues or search websites such as:

The Conference Board of Canada: <http://www.conferenceboard.ca/hcp/hot-topics/caninequality.aspx> and <http://www.conferenceboard.ca/hcp/details/society.aspx#reduce>

Canadian Teachers' Federation with a specific focus on child poverty: [http://www.ctf-fce.ca/Documents/Events/HillDay/en/2010/Brief\\_Poverty2010\\_layout\\_EN\\_PRINT.pdf](http://www.ctf-fce.ca/Documents/Events/HillDay/en/2010/Brief_Poverty2010_layout_EN_PRINT.pdf)

Links for local social planning councils in Ontario can be found at the site of the Canadian Council for Social Development <http://www.ccsd.ca/subsites/spclist.htm>

The Canadian Centre for Policy Alternatives <http://www.policyalternatives.ca/projects/growing-gap>

The local community food bank, if they have a research branch <http://www.foodbankscanada.ca/>

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### Using Statistics Canada Data to Investigate Changes in the World of Work in Canada Lesson 1

Students learn how to access information from Statistics Canada on changes in the world of work in Canada over the past thirty years. Students draw conclusions from the data about the changing nature of work and its impact on the Canadian economy.

#### Connections to Financial Literacy

Students learn about some structural changes in the Canadian economy. They develop skills in researching data and in drawing conclusions about the economy from this data.

#### Curriculum Expectations

[Click here](#) to access expectations in full, with examples.

##### Social Structures and Institutions

- demonstrate an understanding of recent structural changes in work and education and of the impact these changes have on Canadian society
  - analyse the structural changes that are occurring in the world of work within Canada

##### Research and Inquiry Skills

- use appropriate social science research methods effectively and ethically;
  - demonstrate an ability to organize, interpret, and analyse information gathered from a variety of sources
- effectively communicate the results of their inquiries.
  - effectively communicate the results of their inquiries, using a variety of methods and forms

#### Learning Goals

Students will:

- collect data about the structural changes in the Canadian world of work;
- present this data in a bar graph after examining why it is the best method for representing this data;
- present a short written description of what the data reveals about the structural changes in the Canadian world of work.

##### Sample Success Criterion

I am able to provide a clear analysis of the meaning of data about changes in the Canadian world of work over a thirty-year period.

#### Considerations for Planning

##### Readiness

- Understand the use of data in sociology
- Know various ways of representing data and have some sense of which graphs are the best to represent certain data

##### Terminology

- Structural
- Data
- Statistics
- Vertical Bar graph

##### Materials

- Access to **Statistics Canada website**
- Handout: **Analysing Statistical Data on the World of Work**
- Handout: **Reflecting on Our Group Work**

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### Using Statistics Canada Data to Investigate Changes in the World of Work in Canada Lesson 1

#### Further Considerations

The route to the Statistics Canada data is:

- From the Home page: Click on "Labour"
- Click on "Employment and Unemployment"
- Click on "Publications"
- Click on "Labour Force Information"
- Click on "Tables"
- Click on "Related CANSIM tables"

The relevant CANSIM tables are 282-0002 and 282-0008. Once students have accessed each of these tables they can use the "add/remove data" and "manipulate" features on the top of each page to get very specific information. They can actually create the specific tables that they need by doing this.

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Using Statistics Canada Data to Investigate Changes in the World of Work in Canada <small>Lesson 1</small>	
Minds On	Connections
<p><b>Pairs → Sharing Ideas about the World of Work</b></p> <p>Have a brief discussion about what a structural change in the world of work might be (e.g., policy changes that give more flexibility for parents to work, shifts in employment in manufacturing sector or services sector).</p> <p>Pose the question:</p> <p style="padding-left: 40px;">How do you think the Canadian world of work has changed from when your parents/guardians were teenagers until today?</p> <p>In pairs, students consider this question and share their ideas with the class.</p> <p>Record each pair's responses, and if ideas from a pair duplicate some ideas presented earlier, highlight those answers to indicate that they were mentioned more than once.</p>	

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## Using Statistics Canada Data to Investigate Changes in the World of Work in Canada Lesson 1

Action!	Connections
<p><b>Small Groups → Researching and Gathering Data</b></p> <p>Review research and relevant data collection processes.</p> <p>Working in groups, each group chooses one of the following topics to research, using the Handout: <b>Analysing Statistical Data on the World of Work</b> and the Statistics Canada site under the subject “Labour”:</p> <ul style="list-style-type: none"> <li>• Percentage of workers by gender in the workforce from 1980 to the present</li> <li>• Percentage of workers employed in the goods-producing sector and the service sector from 1980 to present</li> <li>• Percentage of young people from 15 to 24 in the workplace from 1980 to the present</li> <li>• Percentage of young people from 20 to 24 who are not in school or in the workforce</li> <li>• Percentage of the workforce over fifty years of age from 1980 to the present</li> </ul> <p>As the groups work on their research, ask them to stop and consider how each person is contributing to the work and how the group as a whole is doing, using the Handout: <b>Reflecting on Our Group Work</b>. The groups use these reflections to make any changes that are needed to accomplish their task.</p> <p>After the groups have gathered the information, engage students in a brief discussion about the best ways to represent the data. They can suggest various tools for representing the data (e.g., scatter plot, bar graph, pie chart etc). Help them to see why a bar graph may be the best way of representing this data. As the students look at the data, they consider questions such as:</p> <ul style="list-style-type: none"> <li>• Explain the changes that you observed in the data. For example, why would there have been an increase in service sector workers and a decrease in workers employed in the goods-producing sector? What do these research findings tell us about the current Canadian economy? or Based on the findings is the economy changing in Canada?</li> </ul> <p><b>Individual/Pairs → Representing and Sharing Data</b></p> <p>Individually, students create a representation of the data collected in their group. They write a one-sentence analysis of what the data shows about that particular change in the Canadian workforce. Students share their work with a peer from their research group and get feedback, (e.g., Does the graph represent the information accurately and does the sentence effectively explain the graph in words?) before submitting it in to the teacher.</p>	<p>Note: Students should navigate the site to find this data. See Further Considerations for the suggested route.</p> <p><b>A<sup>45</sup>L</b> Students get feedback from a peer before handing in their work to the teacher.</p>

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## Using Statistics Canada Data to Investigate Changes in the World of Work in Canada Lesson 1

### Consolidation

#### Whole Class → Presenting Research Findings

Each research group chooses a spokesperson to share a description of what they found about structural changes in world of work. The spokesperson presents the group's findings and the class has a general discussion.

Students compare their research findings with ideas that they generated in the pair discussions at the beginning of the lesson and respond to the question: How many of the ideas were verified by the research?

### Connections

**AOL** Use the completed graph and sentence to assess students' ability to interpret and analyse quantitative data about the world of work.

#### Tips

Print the relevant data from the Statistics Canada website for each of the five factors being analysed for students who have difficulty negotiating the site.

Form mixed-ability groups to complete the task, and indicate that the goal is that everyone in the group understands the material so they can translate it into a graphic representation and a sentence.

**AOL** Observe each group as they are doing the research on the Statistics Canada website and offer help to any group members who require it.

#### Tips

If students would benefit from prior work on using statistics, the module entitled *Statistics: Power from Data* that can be found on the teacher's section of the Statistics Canada site. It also has useful information on what forms of graphic representation are best for various types of data: <http://www.statcan.gc.ca/edu/power-pouvoir/toc-tdm/5214718-eng.htm>

## HANDOUT

## Analysing Statistical Data on the World of Work

Today you will be working in small groups on the Statistics Canada website to find information on one of following five topics:

- Percentage of workers by sex in the workforce from 1980 to the present
- Percentage of workers employed in the goods-producing sector and the service sector from 1980 to present
- Percentage of young people from 15 to 24 in the workplace from 1980 to the present
- Percentage of young people from 20 to 24 who are not in school or in the workforce
- Percentage of the workforce over fifty years of age from 1980 to the present

During the time that you are doing your research, you will be asked to stop and assess how well you are participating in your group and how the group as a whole is doing so that you can make any changes that are needed.

Once your group has found the information that you need, each person will create a graphic representation of this data and write one sentence describing what this graph shows about structural changes in the world of work in Canada over the past thirty years.

Question to guide your thinking:

- Explain the changes that you observed in the data? For example, why would there have been an increase in service sector workers and a decrease in workers employed in the goods-producing sector?

Before submitting your work, share it with a partner from your research group who will give you feedback. When you are giving feedback to this partner, focus on two questions:

- Does the graph accurately represent the information on the topic your group researched?
- Does the sentence effectively explain the graph in words, for example, to someone who may not have seen the data?

The route to the Statistics Canada data is: <http://www.statcan.gc.ca/>

From the Home page: Click on "Labour"

Click on "Employment and Unemployment"

Click on "Publications"

Click on "Labour Force Information"

Click on "Tables"

Click on "Related CANSIM tables"

## HANDOUT

## Reflecting on Our Group Work

### Self-Assessment of Group Work

Am I:

- focused on the information we need from the Statistics Canada site?
- providing information that I find to my fellow group members on our topic?
- raising questions when I don't understand something that we are doing?
- working in a respectful way with other group members, especially when we disagree?

### Group Assessment (done after each group member has done self-assessment)

Are we:

- using our time effectively and remaining focused on the information from the Statistics Canada site on our topic?
- sharing information that we find on our topic?
- asking for support from each other if we have questions about our task or the information?
- working respectfully with each other especially when we have disagreements about the process or about our understanding of the information from the site?

Use the individual self-assessment and the group assessment to determine if there are changes that you need to make to ensure that you achieve the goals for the lesson.

## The Changing Structure of Work in Canada

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<p><b>Impact of Changes in Canadian Workforce on Youth and on Specific Communities</b> Lesson 2</p> <p>Students focus specifically on how structural changes in the world of work have had an impact on youth entering the work force. They choose a community to investigate the impact of changes in the world of work and write a summary of the conclusions they reached.</p>		
<p><b>Connections to Financial Literacy</b></p> <p>Students learn about how the structural changes in the Canadian work world have specifically affected youth and individual communities.</p>		
<p><b>Curriculum Expectations</b></p> <p><a href="#">Click here</a> to access expectations in full, with examples.</p> <p><b>Social Structures and Institutions</b></p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of recent structural changes in work and education and of the impact these changes have on Canadian society           <ul style="list-style-type: none"> <li>- analyse the structural changes that are occurring in the world of work within Canada</li> <li>- identify current trends in Canadian employment and unemployment patterns using information from Statistics Canada, and analyse the influence these trends have on individuals, groups, and communities</li> </ul> </li> </ul>		<p><b>Learning Goals</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• analyse the impact of changes in the Canadian workforce on youth entering the work force and the impact on several specific communities.</li> </ul> <p><b>Sample Success Criterion</b></p> <p>I can assess the impact of structural changes in the Canadian work force on one specific community.</p>
<p><b>Considerations for Planning</b></p>		
<p><b>Readiness</b></p> <ul style="list-style-type: none"> <li>• Students revisit the pair discussion ideas from Lesson 1.</li> </ul>	<p><b>Terminology</b></p> <ul style="list-style-type: none"> <li>• Census(es)</li> <li>• Wealth distribution</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Access to Statistics Canada</li> </ul>
<p><b>Further Considerations</b></p> <p>The route to the Statistics Canada data is:</p> <p>From the Home page Click on “Specialized Search Tools”</p> <p>Under “Find Data” click on “Community Profiles.”</p> <p>Type in the name of a community (Teachers should have already decided with the students which communities will be searched.) This will bring up information from the 2006 census (this will change over this year as the 2011 data is integrated.) Either scroll down or click on “labour” in the drop-down menu at the top of the page to find the relevant data.</p> <p>Click on “Related Data.” On the left side bar, click on data for relevant census year for previous information to make the comparisons. All the information for doing the comparison with the previous two censuses is available here.</p>		

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Impact of Changes in Canadian Workforce on Youth and on Specific Communities <small>Lesson 2</small>	
Minds On	Connections
<p><b>Whole Class → Guided Discussion</b></p> <p>Guide a class discussion on the increasing percentage of workers in the 15–24 age group who are unemployed and the increasing number of 20–24-year-olds who are not in school or in the workforce.</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> <li>• How is “unemployment” defined in Canadian statistics?</li> <li>• What impact does knowing this have on your interpretation of the data?</li> <li>• Does where one lives in Ontario matter in terms of the impact of such structural changes?</li> </ul>	

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Impact of Changes in Canadian Workforce on Youth and on Specific Communities <small>Lesson 2</small>	
Action!	Connections
<p><b>Small Groups → Investigating the World of Work</b></p> <p>With the students, decide which Ontario communities to investigate. Working in small groups, students choose one of the communities to investigate.</p> <p>Access the following Statistics Canada website: <a href="http://www.statcan.gc.ca/estat/licence-eng.htm">http://www.statcan.gc.ca/estat/licence-eng.htm</a>. Using “Community Profiles” and the census data in “E-Stat” (Under “People” go to “Labour” and then to the relevant census date) on the Statistics Canada site, groups investigate the change in labour statistics for their selected community between the most recent census and the two previous censuses that they explored in the first lesson.</p> <p>As groups are working on their research, ask them to stop and consider how each student is contributing to their work and how the group as a whole is doing. They make any changes that are needed. See handout - <b>Reflecting on Our Group Work</b> (Lesson 1).</p> <p>Each group prepares and posts a brief overview of what they have discovered about their community.</p> <p><b>Whole Class → Critical Thinking and Discussion about Findings</b></p> <p>Introduce the idea that one fairly recent impact of the structural changes that the students have been investigating is a growing gap in income/wealth distribution in Canadian society. Ask: What are some possible income/wealth gaps that might exist in Canada (e.g., gaps between urban and rural communities, gaps between women and men, gaps between youth and adults etc)? Invite them to give their opinion and to support it with data they have gathered during their investigation. They add this information to their posted overview.</p> <p>Groups do a Gallery Walk, comparing the data on the community they have researched with the data from other communities to show where gaps may exist.</p>	<p><b>Tips</b></p> <p>The communities chosen should:</p> <ul style="list-style-type: none"> <li>• include ones that are familiar to the students such as their own communities or nearby communities and communities with which they may be less familiar.</li> <li>• be diverse in terms of urban/rural communities, communities in which workers are heavily focused in goods-producing sectors such as auto manufacturing, and communities in which workers are employed in a range of occupations.</li> </ul> <p>Note: Students should navigate the site to find this data. See Further Considerations for the suggested route.</p> <p><b>AOL</b> As groups are working on the Statistics Canada site, give feedback and help where needed.</p> <p>Observe students’ contribution to the class discussion that indicates their understanding of the research they have done in groups.</p>

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Impact of Changes in Canadian Workforce on Youth and on Specific Communities <small>Lesson 2</small>	
Consolidation	Connections
<p><b>Whole Class → Sharing Research Data</b></p> <p>After students do a Gallery Walk, facilitate a discussion of what they have discovered about the impact of structural changes on several specific communities.</p> <p><b>Individual → Drawing Conclusions</b></p> <p>Students compare their research findings with some of the ideas generated in the initial discussion. They focus on the 15–24 age cohort and discuss whether where one lives in Ontario seems to have any impact on employment for this group.</p> <p>Students submit a one-paragraph summary of the conclusions they reached as a result of the class research.</p>	<p><b>AOL</b> Use the paragraph summary to assess the extent to which students understand the impact of structural changes in the Canadian work world on youth in one specific community.</p>

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## Background Information for the Teacher

The growing gap in wealth distribution in Canada is an issue that is of concern to a wide range of organizations within Canadian society. Investors are concerned that the inequality in the distribution of income and wealth affects consumer spending and creates an unstable climate for investments.<sup>1</sup> Organizations representing teachers, such as the Canadian Teachers' Federation are concerned about the growing numbers of children living in poverty and the educational impact this has on these children.<sup>2</sup> The Conference Board of Canada cites income inequality as a major issue that Canada must address.<sup>3</sup> The Canadian Centre for Policy Alternatives has maintained a special feature on income/wealth inequality for a number of years.<sup>4</sup> Social planning councils, unions and food banks are concerned about the impact of income/wealth inequality on the people they serve. All the major organizations that do economic/social research acknowledge this issue as a major problem in Canadian society today.

In the first lesson, students will use Statistics Canada information to discover that more women have entered the workforce in the past thirty years. In that same time the percentage of people employed in the goods-producing sectors has declined while the percentage of people in the service sectors has increased. The percentage of young people (ages 15–24) in the workforce has decreased and the percentage of young people (ages 20–24) who are not in school or in the workforce has increased while the percentage of older people in the workforce (age 45 and older) has increased.

Many of these and other structural factors are connected to the growing inequality in income/wealth. Information on the pay disparity between that of the CEOs in Canada's largest corporations and that of the lowest paid worker can be found at <http://www.theglobeandmail.com/report-on-business/careers/management/report-on-corporate-responsibil/most-companies-ignore-social-goals-in-setting-ceo-pay/article1621344/>

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<sup>1</sup> Second Quarter Report "Investors Want to Know" Phillips, Hager & North Investment Management Ltd., September 2006.

<sup>2</sup> <http://www.ctf-fce.ca/Priorities/?lang=EN&id=625884>

<sup>3</sup> <http://www.conferenceboard.ca/hcp/hot-topics/caninequality.aspx>

<sup>4</sup> <http://www.policyalternatives.ca/projects/growing-gap>

# Curriculum Expectations

## Financial Literacy in Grade 11 Social Science

### Introduction to Anthropology, Psychology, and Sociology, HSP3M

#### Using Statistics Canada Data to Investigate Changes in the World of Work in Canada Lesson 1

##### Social Structures and Institutions

###### Overall Expectations

- demonstrate an understanding of recent structural changes in work and education and of the impact these changes have on Canadian society

###### Specific Expectations

###### Social Structure: The World of Work

- analyse the structural changes that are occurring in the world of work within Canada (e.g., the shift to part-time jobs and home offices, the focus on information technologies)

##### Research and Inquiry Skills

###### Overall Expectations

- use appropriate social science research methods effectively and ethically

###### Specific Expectations

###### Using Research Skills

- demonstrate an ability to organize, interpret, and analyse information gathered from a variety of sources

- effectively communicate the results of their inquiries

###### Communicating Results

- effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, lab reports, oral presentations, written reports, essays, newspaper-style articles, video presentations).

#### Impact of Changes in Canadian Workforce on Youth and on Specific Communities Lesson 2

##### Social Structures and Institutions

###### Overall Expectations

- demonstrate an understanding of recent structural changes in work and education and of the impact these changes have on Canadian society

###### Specific Expectations

###### Social Structure: The World of Work

- analyse the structural changes that are occurring in the world of work within Canada (e.g., the shift to part-time jobs and home offices, the focus on information technologies)
- identify current trends in Canadian employment and unemployment patterns using information from Statistics Canada, and analyse the influence these trends have on individuals, groups, and communities