

CENSUS IN SCHOOLS

My World in the Past,
Present and Future

5th & 6th Class

CENSUS
3 APRIL 2022
www.census.ie



An
Phríomh-Oifig
Staidrimh

Central
Statistics
Office

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Section 1 Literacy

Oral Language

Introduction: Introducing the census

Using the KWL census grid (see worksheet 1), elicit what the children know about the census and what they would like to know?

Discuss questions such as;

What is a census? why it is held and how it is conducted? The importance of asking key questions – Who? What? Where? When? Why? How?

- Use the 'Census Explained' and 'The Census Process' posters as a visual tool to explain in greater detail (see worksheets 2 & 3).
- Discuss how the census data could be used (what plans could be made in Ireland?)
- Discuss why the [Census was postponed](#) until April 2022
- Using the CSO visualisation tools, take a look at how popular [children's names](#) and [birthdays](#) are:

What was the most popular name in 2020? Discuss.

Reading

- Reading and understanding census posters
- Digital Literacy: Reading an infographic ([CSO Visualisation tools](#))

Writing

- KWL Grid
- Find out what questions are generally included on the [census form](#). In class, make a list of these questions on a flipchart.
- Compose questions for the Classroom Census form
- Project 'My Place in this World'- complete section 1 and 2 'Who Am I?' and 'My Locality'
- Write their 'Time Capsule' piece for Census 2022
- Comparison: Ireland in the Past vs Ireland Now. Identify key changes in our country.
- Ireland in the Future – What would they like to see?

Section 2 Gaeilge

Theme suggestions: Mé Féin agus Sa Bhaile

Focail agus frásaí samplacha:

- Cad is ainm duit? ___ is ainm dom;
- Cén aois thú? Tá mé ocht / naoi / deich mbliana d'aois;
- Cén dath atá ar do chuid gruaige? Tá gruaig ___ orm;
- Cén dath atá ar do shúile? Tá súile ___ agam;
- ocht mbliana; naoi mbliana; deich mbliana; gruaig fhionn; gruaig dhonn; gruaig rua; gruaig ghearr; gruaig fhada; súile gorma; súile donna; súile glasa;
- Cén sórt carachtair é? Is carachtar greannmhar / cineálta / cantalach, srl. é / í. Tá tú go maith ag péinteáil / ag scríobh / ag canadh, srl.
- Cé hí / hé an ceannaire / an captaen / an buaiteoir, srl? Is mise an ____. B'fhearr liom scéal a léamh / dul amach / peil a imirt, srl. Tá an leabhar / scannán / cluiche seo ar fheabhas / go hiontach.
- Cá bhfuil tú i do chónaí? Tá mé i mo chónaí i. Cónaím i dteach dhá stór / i mbungaló / in árasán. Tá an teach suite ___;
- Cén dath atá ar do theach? Tá dath ... ar mo teach;
- An bhfuil gairdín agat? Tá gairdín mór / beag agam ar chúl an tí.
- Cé mhéad seomra atá i do theach? Tá --_____seomra i mo theach.
- Cad tá sa chistin? Tá cuisneoir, doirteal agus oigheann sa chistin. Thíos staighre, tá cistin agus seomra suite. Thuas staighre, tá _____ sheomra codlata agus seomra folctha díon, simléar, balcóin, doras sleamhnáin, thuas staighre, thíos staighre, halla, balla, cistin, seomra suite, seomra folctha, seomra spraoi, seomra bia, seomra codlata, áiléar, bord, cathaoireacha, cuisneoir, oigheann, doirteal, citeal, cófra, seilf tolg, ruga, tinteán, teilifís, cúisín, vása, folcadán, leithreas, cith, sconna, scáthán, leaba, vardrús, deasc, lampa, cuirtíní, póstaer, duivé, piliúr, dallóga.

Section 3: Numeracy

Data

I am learning to:

- read and use tallies
- use data sets to solve and complete practical tasks and problems
- read and interpret tables, pictograms, block graphs and bar charts
- collect, organise and represent data using pictograms, block graphs and bar charts, line graphs

Lesson 1:

Objective: Understand 'data' and give examples of data collected in school/class

Introduction Talk and Discussion

Ask the children to consider what information is collected within the classroom by the class teacher, school principal, school secretary... Record the examples provided by the children on a flipchart e.g.

- Names of children at each class level
- List of boys in each class
- List of girls in each class
- List of dates of birth
- List of home addresses
- Names of parents / guardians
- Contact details e.g. phone numbers
- Language spoken
- Religion
- Test results of children
- Schools attended
- Number of brothers / sisters
- Ages of siblings

Explain to the children that this information is also called 'data'. Ask the children to consider each suggestion in turn and to explain why this piece of data has been collected and how it might be used e.g.

- **Names of children:** To keep attendance records, to use class lists as checklist
- **Dates of birth:** To establish ages of children, to place children at the correct class level
- **Home addresses:** To send out letters and correspondence

- **Contact details:** To make contact with parents in case of emergency, to arrange meetings with parents
- **Language spoken:** To provide teachers and resources for children who speak English as an additional language

Show the children the roll book and explain that the attendance of children is recorded in this book. Ask the children what information/data is entered in the roll book – name of pupil, date of birth, address, identification or enrolment number, attendance ...

Elicit from the children how this data may be of use e.g. for the class teacher/principal to keep track of attendance, to show pupil's progress through primary school, to plan for staffing – class teachers/classroom assistants, for examination by Department of Education inspectors and School Attendance Officers, to provide enrolment figures for second level schools /records for historical interest.

Explain to the children that in the same way as the teacher calls the roll each morning, the government also holds an official count of the population of a country.

This 'official count' is called a [CENSUS](#). This will be carried out by the [Central Statistics Office](#).

Lesson 2: Census forms and Data Collection

The children will learn that there are lots of questions on the census form that will be used to help the government to plan for schools, hospital / health services, transport and other areas. For this reason, it is important to ask questions that will provide the information needed. Encourage the children to think about the questions that might be asked on the census form. Guide the children to compose questions that will elicit the information needed.

What questions do I need to ask to find out:

- the number of females / males living in the country
- the age of people living in Ireland
- where people live – in the town or in the country
- the nationality of people living in Ireland
- what languages people speak
- how children travel to school
- how many people own a pet
- how many people own a computer

Record these questions on a flip chart, a large blank A3 sheet, on the whiteboard or using the Interactive Whiteboard.

Explain to the children that they are now going to conduct a classroom census.

Discuss the steps in this census investigation process with the children:

The children will:

1. Design a census form
2. Distribute the census form to everybody present
3. Complete the form
4. Collect the census forms
5. Count and record all the answers from the census forms
6. Create graphs to show the information
7. Decide on how this information could be used.

Note: It may be useful to take photographs of each step of this investigation process to help revise key concepts and as a resource to assist children when describing the process to others.

Help the children to design a census form or use the Census Form provided [see worksheet 4].

Conduct a classroom census and encourage role play of the census process i.e.

1. Appoint a census enumerator to deliver the census forms.
2. The enumerator will explain the census questions to the class.
3. Individual children will complete the class census form [see worksheets].
4. The enumerator will collect the completed census forms and bring them to a central census 'office'.
5. A team of children will tally the answers using the tally sheet provided [Resource available].

The tally sheet can be displayed on the Interactive Whiteboard and results of each question filled in as answers/responses are tallied:

- Number of children in the class
- Number of boys in each class
- Number of girls in each class
- Birthday month
- Nationalities
- Languages spoken
- Method of transport
- Distances travelled
- Type of accommodation
- Ownership of PC / laptop Broadband

Explain to the children that this information is also called 'data'. Ask the children to consider each question/response in turn and to explain why this piece of data has been collected and how it might be used e.g.

Names of children: To keep attendance records, to use class lists as checklists

Dates of birth: To establish ages of children, to place children at the correct class level

Nationalities: To include all nationalities in our schools and to teach children about other countries and other cultures

Languages spoken: To provide for children who may not speak English, for communication with all families, to create classroom displays and print-rich environments in other languages, to expose children to new languages

Travel to school: To provide for all methods of transport e.g. car parking facilities, bus-stops, walkways and suggestions for car-pooling

PC Ownership: To provide educational activities that can be followed up at home using technology, to develop children's technical skills

Broadband: To create links between home and school via email, school website, follow-up activities using interactive websites

Lesson 3: Represent information on graphs or display it in diagrammatic or tabular format

- Discuss and findings interpreted.
- Use the Classroom Census question How healthy are you? and represent the information e.g. block graph, bar chart

Discuss how the classroom census was conducted.

1. The classroom census form was designed.
2. The census forms were delivered to each child in the classroom.
3. On the day of the census, all the children in the classroom read the questions on the census form and wrote their answers on the form.
4. The census forms were collected from each child.
5. The census forms were checked and the answers tallied in a central 'office'.

The following steps will be explored in this lesson:

6. The information is represented on graphs or displayed in diagrammatic or tabular format.
7. These graphs are discussed and findings interpreted.

8. The information can be used to make class/school decisions

Whole Class Activity:

- Explain to the children that it is now time to represent the information that has been collected and tallied from the classroom census forms in some way.
- Take one question from the Classroom Census Form e.g. How healthy do you think you are?
- Discuss the importance of considering the answer to each question on the census or any other form before simply ticking a box. In this case, it is necessary for people to think about their own health and lifestyles before responding.
- In a brainstorming session, the children could suggest ways that make a person healthy/unhealthy
- Explain to the children that there were four possible responses to this question on the Classroom Census form i.e.

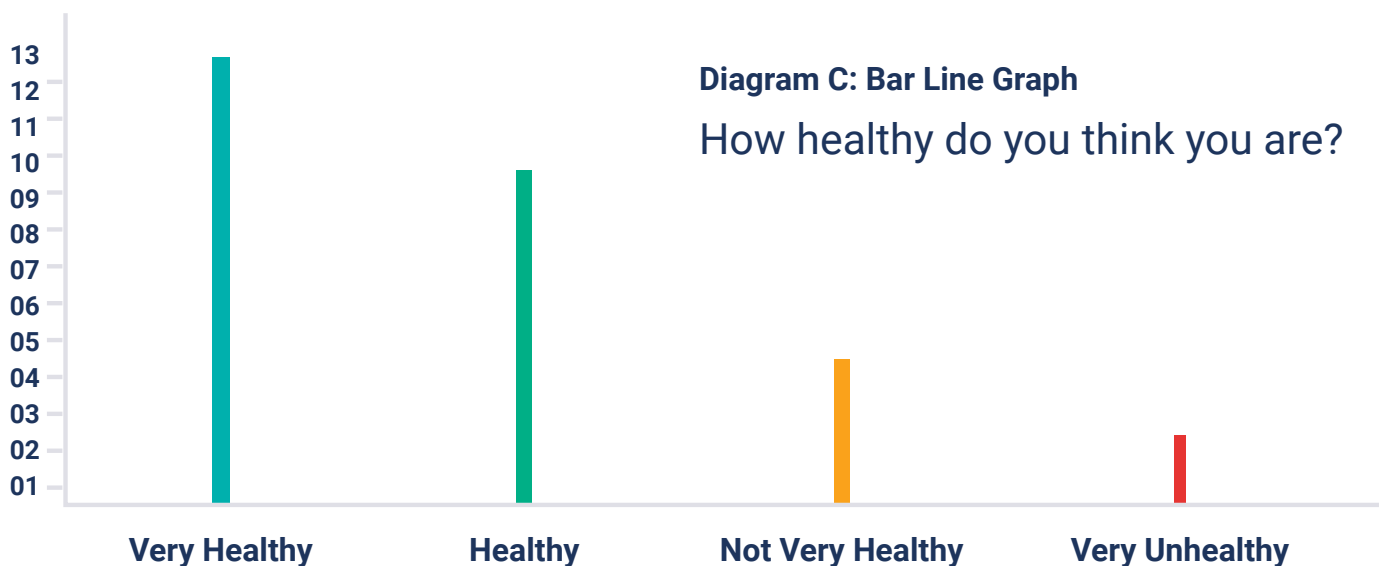
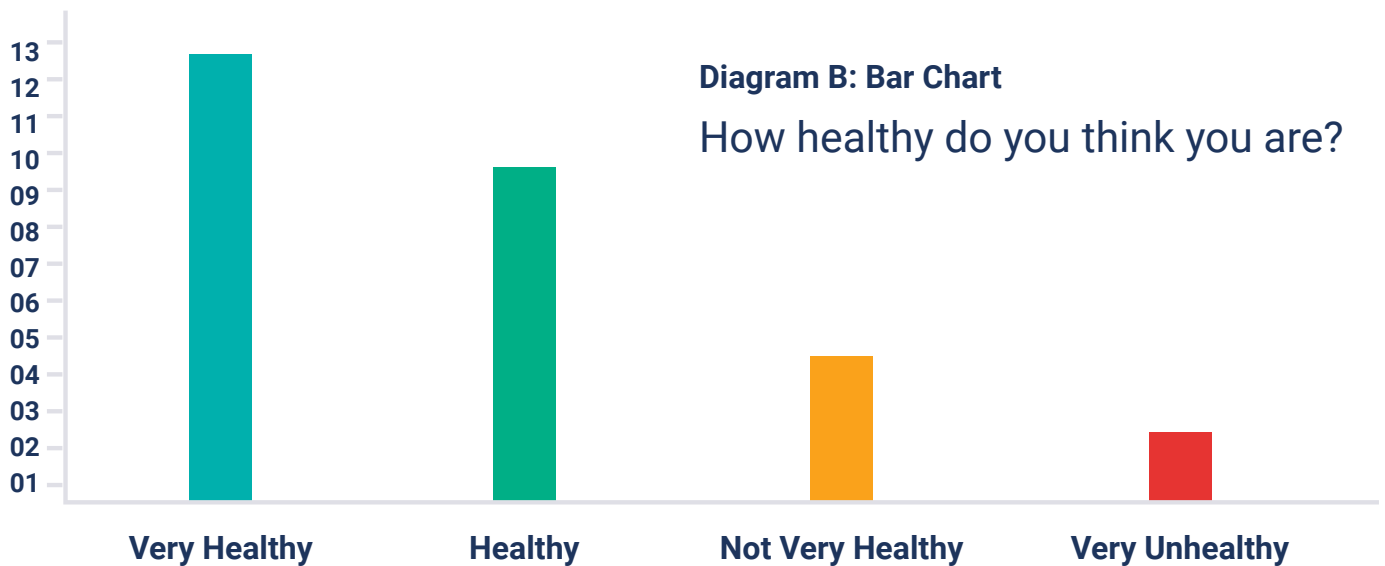
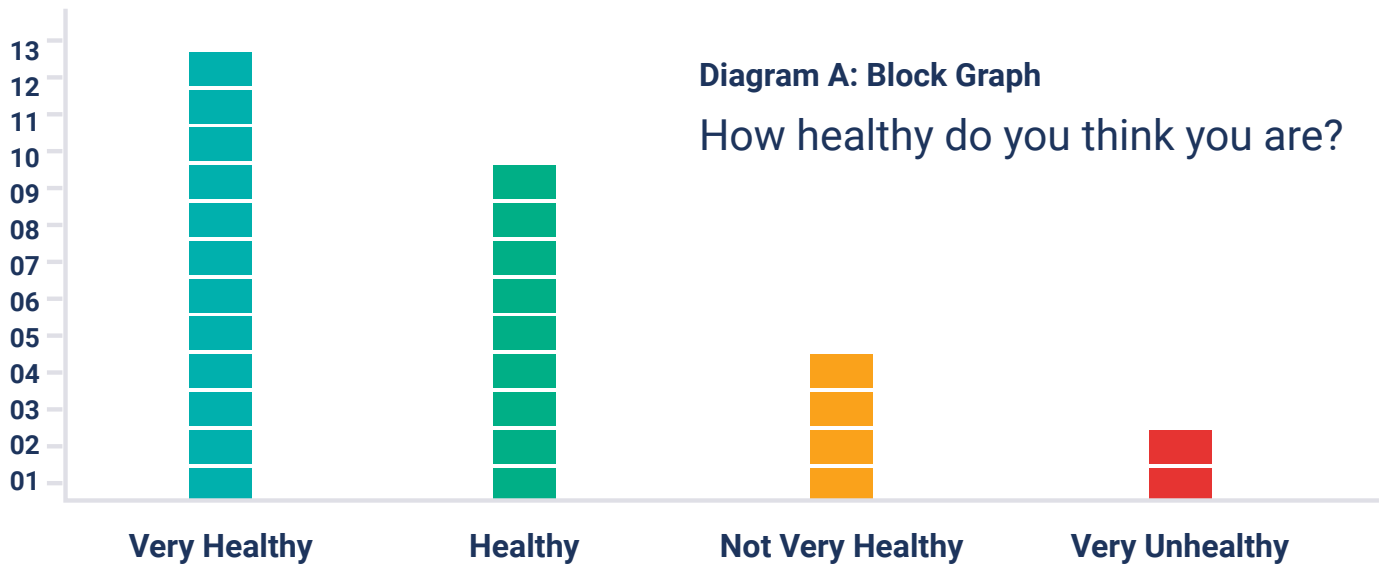
Very healthy

Healthy

Not very healthy

Very unhealthy

- Ask the children how they might show (represent) this information. Suggest the use of concrete materials to represent this data e.g. towers of cubes, chains of learning links ...
- Encourage the children to think about how they might differentiate between different pieces of information (colour-coding).
- Explore the different ways of representing the information e.g. block graph, bar chart ... firstly using concrete materials and later on paper.
- Model / demonstrate to the children how to create each graph. This can be an interactive activity at whole-class level with children helping to create each graph on a white/magnetic board e.g.



Discuss the different types of graphs and representations with the children. Ask guiding questions to help children to evaluate which type of graph might be best to use to represent two sets of data e.g.

- How is the Block Graph different to the Bar Graph?
- How is the Block Graph different to the Bar Line Graph?
- Do any of the graphs look the same (similar)? How?
- Which graph is the easier to read? Why?
- Which graph is the easiest to create? Why?
- How can you tell how many are in the set without counting? Show the class.
- Which do you find easier to read – the block graph or bar chart? Why?

In groups, children can create graphs using the templates provided (see worksheets). Once the graphs have been created, it is important to teach children how to use the graphs to analyse the data and to answer questions and use the information provided in a practical way. Use the following list of questions or provide the children with a worksheet to discuss in their groups [see worksheets below]

Data Analysis

Use the graphs to find this information:

1. How many sets are shown on this graph / diagram?
2. Which set is the biggest?
3. Which set is the smallest?
4. Order the sets from smallest to biggest.
5. How many people think they are very healthy?
6. Do many people think they are very unhealthy? Why do you think this is so?
7. Are there more males or females? How many more?
8. What is the difference between the largest set and the smallest set?
9. Are there more in the 'Not very healthy' set or in the 'Very unhealthy' set?
10. Do you think the graph would look the same if adults were answering the question? Why/ why not

Lesson 4: Data and ICT

The focus will be on examining our own personal health, carrying out further investigation and data collection and deciding on future action.

The children can explore the different ways of representing the information e.g. block graph, bar chart, bar line graph.

Discuss how the classroom census was conducted. Use the drawings children have made or class photographs of each step in the process to help children to retell the steps in the process.

1. The classroom census form was designed.
2. The census forms were delivered to each child in the classroom.
3. On the day of the census, all the children in the classroom read the questions on the census form and wrote their answers on the form.
4. The census forms were collected from each child.
5. The census forms were checked and the answers tallied in a central 'office'.
6. The information is represented on graphs or displayed in diagrammatic or tabular format.
7. These graphs are discussed and findings interpreted.
8. The information can be used to make class/school decisions

Discuss the questions that were asked on the classroom census form and talk about the findings from the tally sheets displayed in the classroom.

Focus on the two questions that were used for graphical representation and interpretation i.e. How healthy do you think you are? How do we travel to school?

Encourage children to summarise the findings using the graphical representations on display

Whole Class Activity

Explain to the children that the data collected in the national census or indeed in the classroom census can be used by everybody to plan for the future and to make important decisions. This data is collected by the Central Statistics Office (CSO).

It is possible to take one question to study in depth and to use the data that has been collected for further investigation e.g. 'How healthy do you think you are?'

Explain to the children that in this lesson, the focus will be on examining our own personal health, carrying out further investigation and data collection and deciding on future action.

In a short brainstorm session, the children can list behaviours which are conducive to health and which are harmful to health. Use also the templates completed in Lesson 3 (see worksheets).

Individual work:

Children are now asked to think about their own lifestyles and the time spent on different daily activities. Use the recording sheet provided to list the number of hours spent on each activity (see worksheet 9).

When the table has been completed, encourage the children to reflect on the time spent on passive and active activities using the questions listed at the bottom of the worksheet.

Ask the children how they might show (represent) this information. Explore the different ways of representing the information e.g. block graph, bar chart, bar line graph. Children could either choose which graph they would like to use for representation or alternatively, the teacher could assign graph types to different groups. Graph templates are provided with this lesson (see worksheets 10-12).

Explain to the children that as well as being able to create graphs and represent the data we have collected ourselves, it is also important that we can interpret data from the graphical representations of others.

The next step will be to have a look at the daily routine of 'Henry' and decide if he leads a healthy lifestyle or not. Show the children the graph of the Interactive whiteboard and guide the children to interpret the data presented. Alternatively, provide small groups or individuals with a copy of the graph and guiding questions [see worksheet 13 'How Healthy is Henry?'].

Emphasise that the final step in the data collection and investigation process is to make use of the findings for decision-making. In Henry's case, list ways in which he could change his lifestyle to improve his health and well-being.

The children can once again revisit their own individual data and taking care of himself/herself and of promoting a healthy lifestyle. Encourage the children to list suggestions to improving health in relation to exercise both at school and at home. Provide ideas and guidance if children are experiencing difficulty.

Introduce an individual tracker for children to track and record the time they spend on exercise each day. A sticker or stamp could be used as an incentive to encourage children. The time spent can increase for children who are very active. A sample tracking template, 'Exercise is Fun ~ Track Yours', is included in this lesson (see worksheet 14).

Plenary Session:

In this session, the teacher and children work together and discuss key messages of the lesson:

- Data collected can be represented in different graphical formats.
- It is necessary to interpret graphical representations and to analyse the information given.
- The data collected must be used for planning and decision making

Section 4: SESE: History and Geography

1. History of the census

Discuss

- Why do we have a census?

Explain that

- The government needs to collect information to help them plan lots of things for the country
- They need to know how many people live in all the different parts of the country.
- This helps the government plan when and where to build things, such as schools, hospitals and more houses.

2. Examine the Census through History

- The [History of Census in Ireland](#)
- What happened to the Irish census returns?
- When the census was held
- The population of Ireland from 1841 to present day
- In what province was the population highest'/lowest?
- Look at [previous census records](#)

Think about...

How has Ireland changed over time? What historical events happened throughout these years to cause populations to decrease/increase?

Task: Compare the Past and Present Ireland

Discover more about your family history at this [link](#).

Geography: My Locality (Project part 2)

Take a closer look at your locality:

- Names of the towns and streets (where does the name come from? What does it mean?)
- Buildings, ruins, old forts in the area.
- Musicians, artists, sports people etc from the area.
- What animals/plants are in the area?
- Draw a map of your town.
- Interview a local person from your area to gather more information about it.
- Use [this website](#) to see what your locality was like back in the Early 20th Century – how much has changed since then

Section 5: SESE: History, Geography and Science

1. Climate Change

Introduce Climate Change using the ['Big Questions'](#) section of the website:

Discussion points:

- What is climate change?
- Why is carbon important?
- What is the Greenhouse Effect?
- How do we know the climate is changing?
- What is happening to the Ocean?
- What else do we need to find out?

Videos available [here](#).

Further activities [here](#).

2. The CSO records of Greenhouse Gases and Climate Change:

Read [the graphs](#) to identify the gas emissions in Ireland and other countries over the years

As we can see in Section 4.3 we can see that: 'In 2018, Ireland had the third worst emissions of greenhouse gases per capita in the EU at 12.6 tonnes of carbon dioxide equivalent per capita.'

*Make a list of ways in which we can help to prevent climate change.

Section 6: SPHE/RE/ Ethical Curriculum

SPHE: Walk Tall Curriculum

[Fifth Class](#) and [Sixth Class](#).

Unit 1 – Self Identity

Unit 2 – Taking Care of my Body

Unit 7 – Myself and Others

Unit 10 – Developing Citizenship

Unit 12 – Looking Back/Looking Forward

SPHE link with Maths Lesson 4:

Taking care of my Body ~ Health and well-being – recognise and examine behaviour that is conducive /harmful to health; Food and Nutrition ~ appreciate the importance of good nutrition / realise and accept responsibility for making wise health choices.

RE/Ethical Curriculum

Ethics and the Environment:

Look at ways of preventing climate change and improving our Country

Section 7: Art

Art

1. Design your own Census 2022 poster

Encourage people to take part by designing an exciting poster.

2. Ireland's Natural Environment:

Draw from observation; children will examine an image of Ireland's natural environment and represent it as a still life arrangement/ - use materials from outdoors if possible. e.g: nature/forest walk.

3. Ireland in The Future Art:

Draw/paint/ collage how you envisage Ireland to be in the Future

Music:

Music Video

In groups, write lyrics for your own song that will encourage people to fill out the Census 2022. Create a music video to accompany your song!

History of Irish Music and a local artist

Learn about the History of Irish music [here](#).

Choose a local musician/singer to learn about. Listen to their music and reflect on it.

Drama:

Drama Activity:

A fun activity that will help children to remember the steps in the census process can be through dramatisation of the census cycle. Groups can role-play the following roles:

1. The enumerator delivering the census form to the home.
2. The head of the family completing the census form with the family.
3. The enumerator collecting the census form from the home and answering any questions the family might have.

The children can then relate the initial stages to what will happen next in the sequence: The census forms are checked and scanned into the computer.

Graphs are drawn and lists made showing the information from the forms.

The census people read the graphs/lists and write reports.

They also appear on TV and radio to tell us about the results.

The leaders of the country make plans to make the country a better place to live in.

Children can use the large A4 cards to highlight each stage of the process. These labels can then be displayed in the classroom.

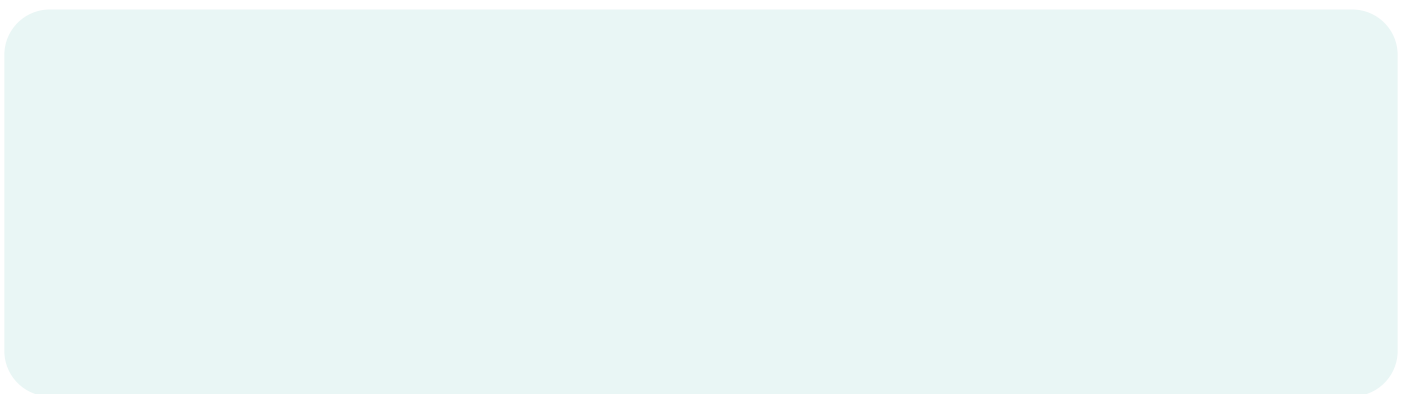
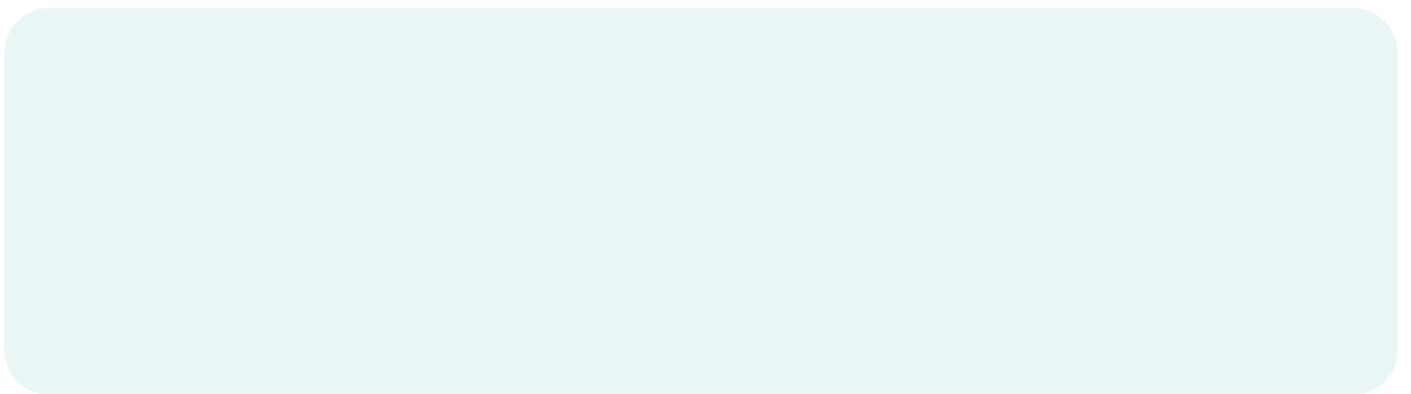
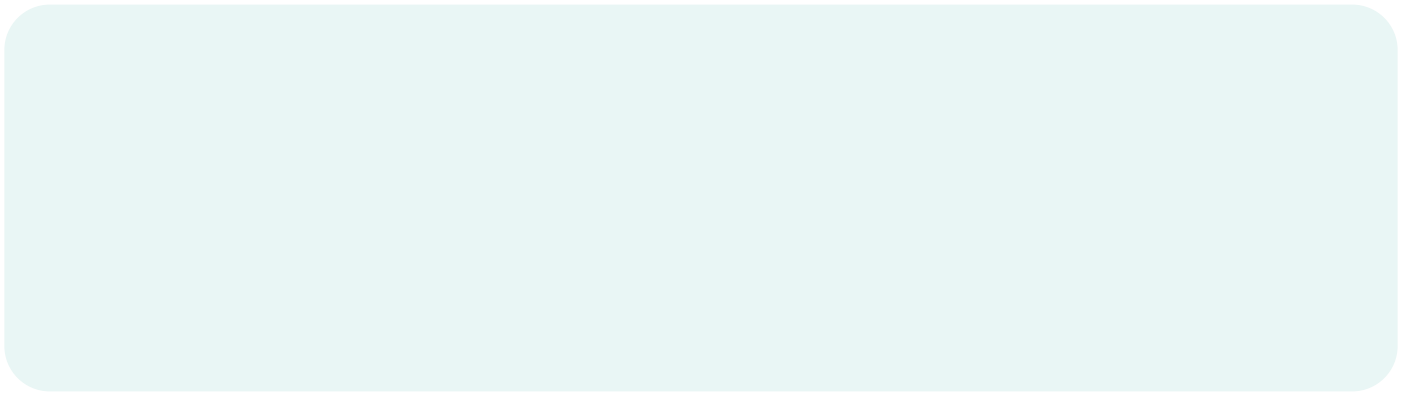
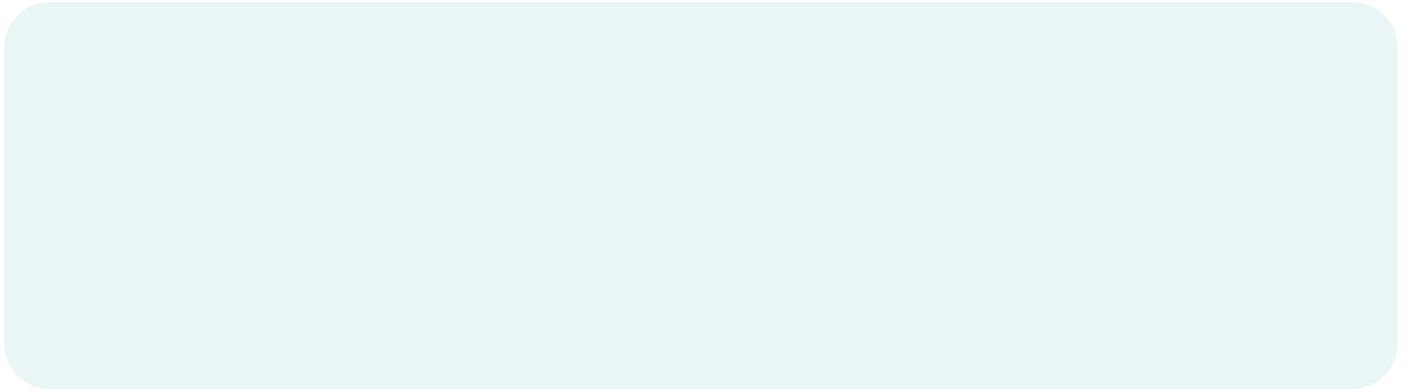
Hot Seating: someone is the 'Census Taker' and asks the children questions in order to retrieve data from them

Flashbacks flash forwards: *Ireland in the Past, Present and future*

- Using film clips or a selection of photographs from an event from the past, students can improvise scenes a week, month, and minutes before and after a key event.
- Students use a flashback to create still images of moments before the event and then move the drama forward in time to focus on what happened after the event. They then create a scene of what they would like the future to look like.

Worksheet 01

KWL CENSUS



Worksheet 02

CENSUS Explained posters

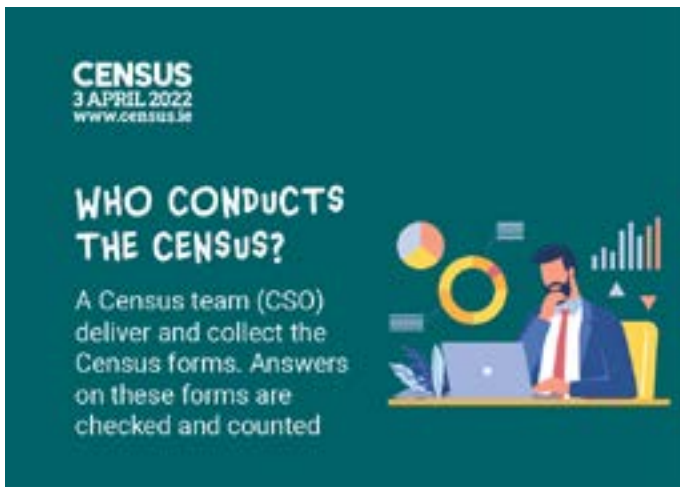
Poster 1



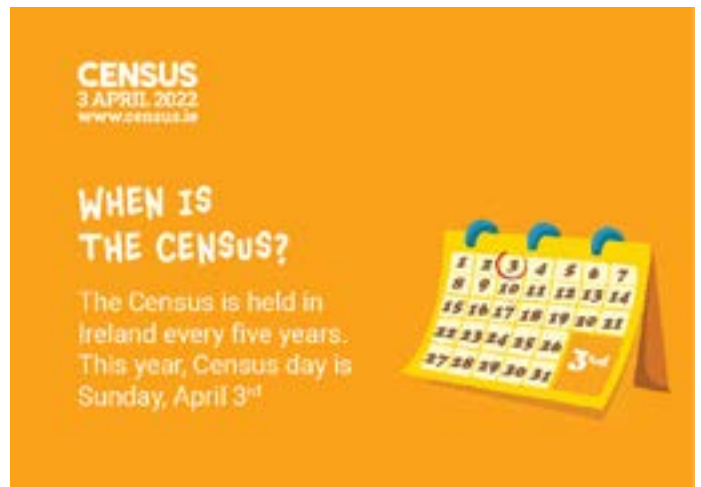
Poster 2



Poster 3



Poster 4



Poster 5



Worksheet 03

CENSUS Cycle posters

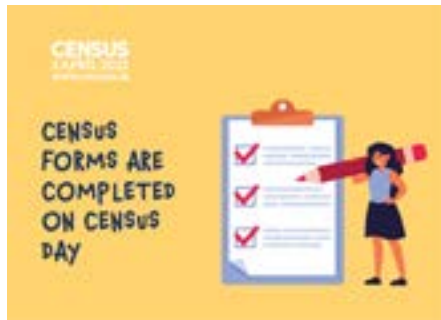
Poster 1

Census forms are delivered to our homes



Poster 2

Census forms are completed on Census Day Sunday 3 April 2022



Poster 3

Census forms are collected



Poster 4

Census forms are checked and scanned



Poster 5

Information is shown in graphs



Poster 6

Graphs are read and reports are written



Poster 7

Plans are made to make the country better



Worksheet 04

CENSUS Form



1. Name:

2. Are you male or female?

3. Nationality:

4. How many in your family?

5. Languages spoken other than Irish or English:

6. How healthy do you think you are? (tick one box)

very healthy healthy Not very healthy very unhealthy

7. What type of accommodation do you live in?

detached semi-detached Terraced Flat/Apartment

Other

8. Tick the box if you have (you may tick more than one box):

mobile phone without internet With internet Home

computer without internet With internet your own computer

your own television An I-pod/portable media player Games console

9. Which of these methods do you use to most often communicate with your friends (Tick one):

In person Telephone (landline) Text messaging email

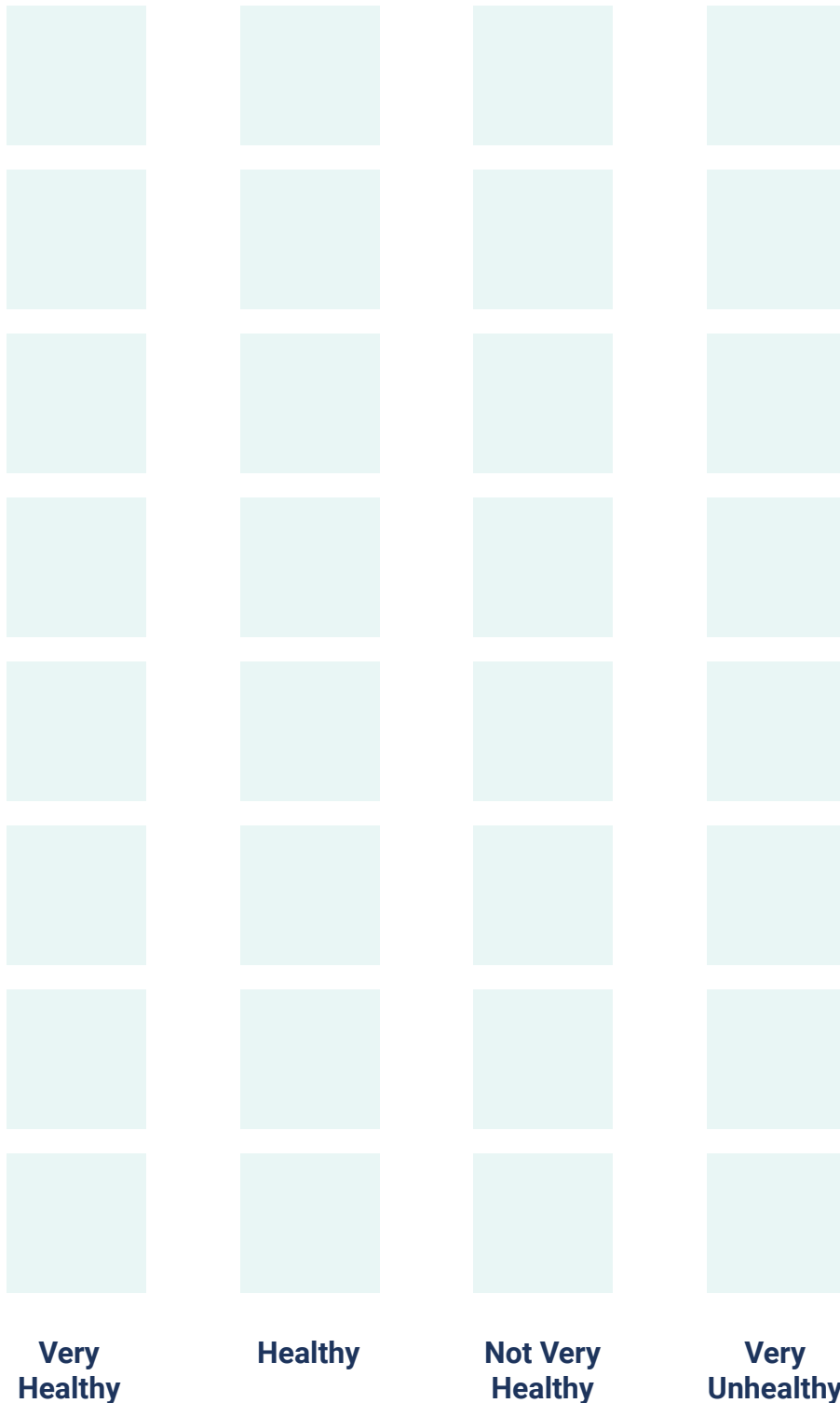
mobile phone conversation internet chat

Worksheet 05

How healthy do you think you are?



Block Graph



Worksheet 06

How healthy do you think you are?



Bar Chart

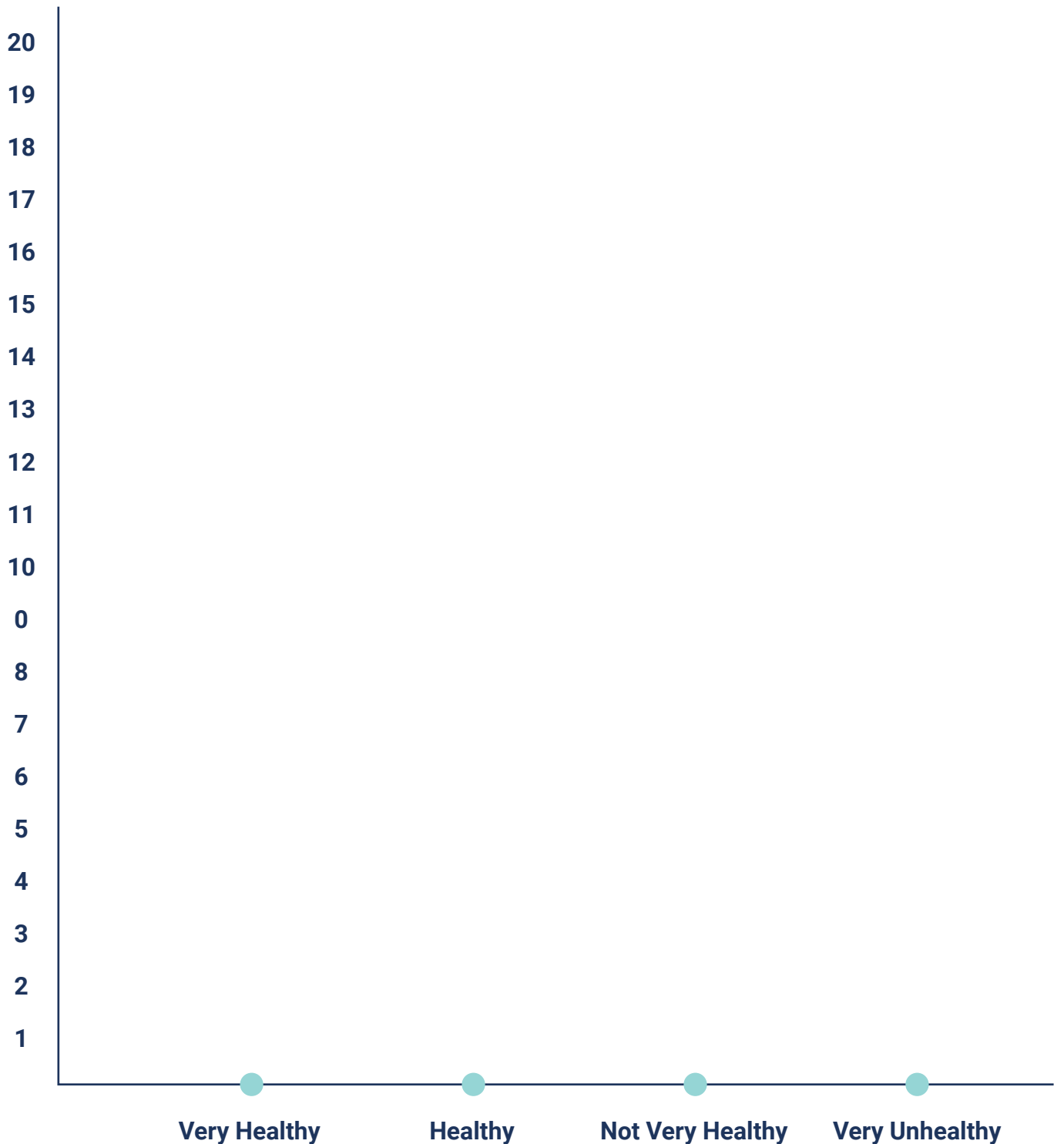
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3				
2				
1				
	Very Healthy	Healthy	Not Very Healthy	Very Unhealthy

Worksheet 07

How healthy do you think you are?



Bar Line Graph



Worksheet 08

How healthy do you think you are?



Data Analysis

Study the health graphs created and answer the following questions:

Which set is the biggest?

Which set is the smallest?

Let's order the sets from smallest to biggest.

How many people think they are very healthy?

Do many people think they are very unhealthy?

Why do you think this is so?

What is the difference between the largest set and the smallest set?

Are there more in the 'not very healthy' set or in the 'very unhealthy' set?

Do you think the graph would look the same if adults were answering the question?

Why/why not?

List the ways in which a person might maintain very good health

Worksheet 09

Time Spent on Daily Activities



Activity	Hours Spent on Activity
Sleeping	
Eating	
School	
Travelling	
Doing Homework	
Helping at Home	
Reading	
Watching TV	
Playing Games	
Exercising	
Computer Games	
Mobile Phone Use	
Other	
Total Hours	24 Hours

How many hours do you spend sleeping?

What is the recommended number of hours for children to sleep?

How long do you spend at school?

Do you spend more time on passive or active tasks?

List the activities you do that involve exercise

Do you think that there is a good balance between passive and active tasks in your daily routines?

List any changes you would like to make to your daily routine:

Worksheet 10

Time Spent on Daily Activities



Block Graph

10													
9													
8													
7													
6													
5													
4													
3													
2													
1													
	Sleep	Eat	School	Travel	Home-Work	Helping Out	Reading	TV	Games	Exercise	Computer Games	Mobile Phone Use	Other

Worksheet 11

Time Spent on Daily Activities



Bar Chart

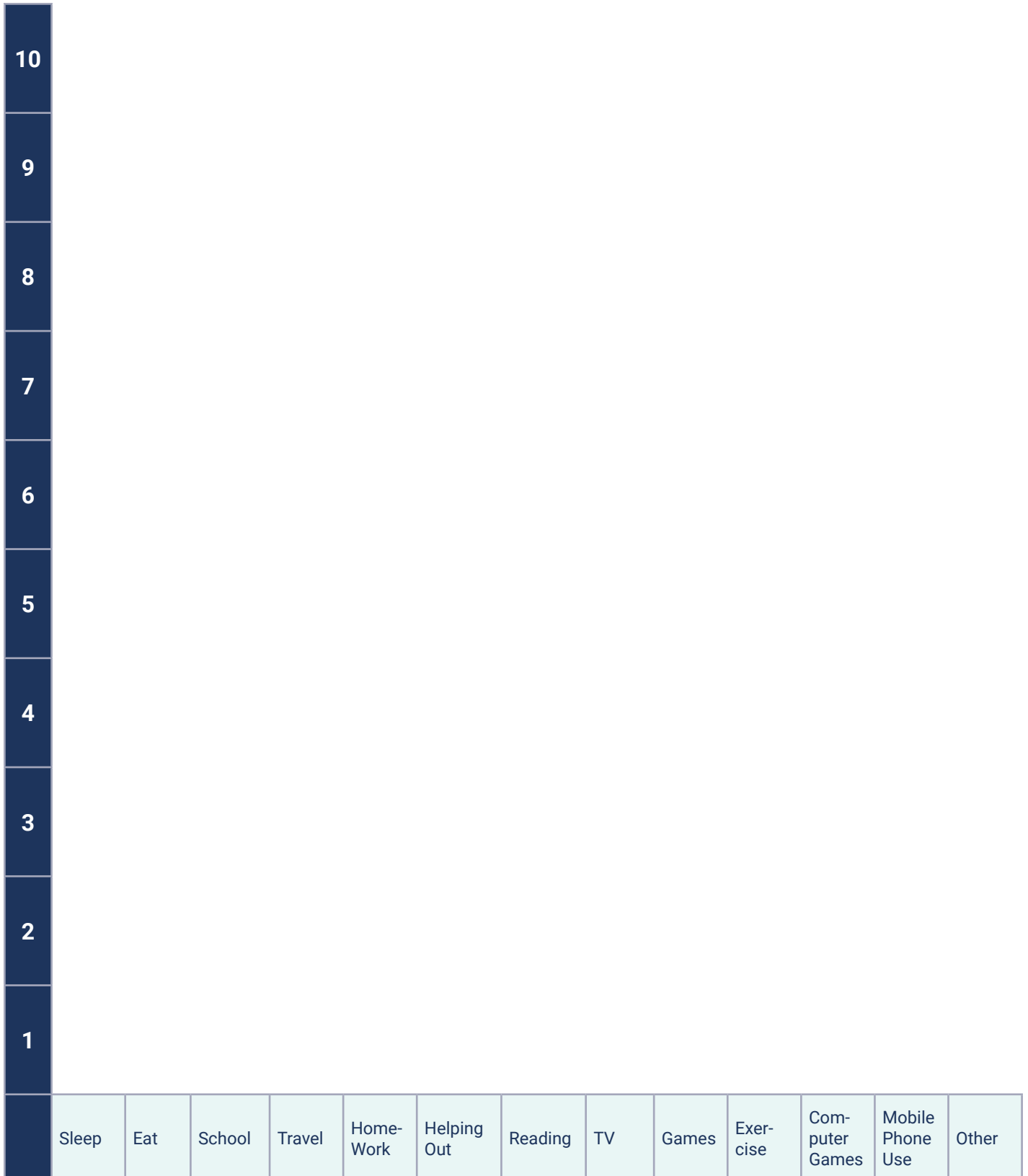
10													
9													
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4													
3													
2													
1													
	Sleep	Eat	School	Travel	Home-Work	Helping Out	Reading	TV	Games	Exercise	Computer Games	Mobile Phone Use	Other

Worksheet 12

Time Spent on Daily Activities



Bar Line Graph



Worksheet 14

Exercise is Fun! – Track yours!



Write in your activities!	Sun	Mon	Tues	Wed	Thur	Fri	Sat
15 Min Activity							
15 Min Activity							
15 Min Activity							
15 Min Activity							
Well Done!							