Lesson 3
The Census and Economics

How this links to the curriculum: Strand 2 – Global Citizenship

Wellbeing indicators: Connected/Respected/Aware

Learning Outcomes: Students should be able to:

- Express an informed opinion about the root causes of poverty, both locally and globally (2.6)
- Discuss, with evidence, positive and negative effects of development in their local area (2.7)
- Reflect on their ongoing learning and what it means for them (2.12)

Materials

- Whiteboard marker/whiteboard
- Teacher laptop/overhead projector
- Student pens/copies/reflection notebooks

Activity 1: Changing Communities (20mins)

Explain to students that whether they are living in a big urban housing estate in a city, or in a standalone house in a quiet rural location, that development and economic activities will affect our communities during our lifetime.

How our areas will change over time will depend on, for example, government planning and policy decisions made now. These decisions could include where housing is required or where economic facilities such as shopping centres and factories should be built. Bodies such as the Government, local authorities and businesses need current and accurate data on population patterns to help them in these decision-making processes. They can get this information from the census.

Census 2016 Profile 2 Population Distribution and Movements
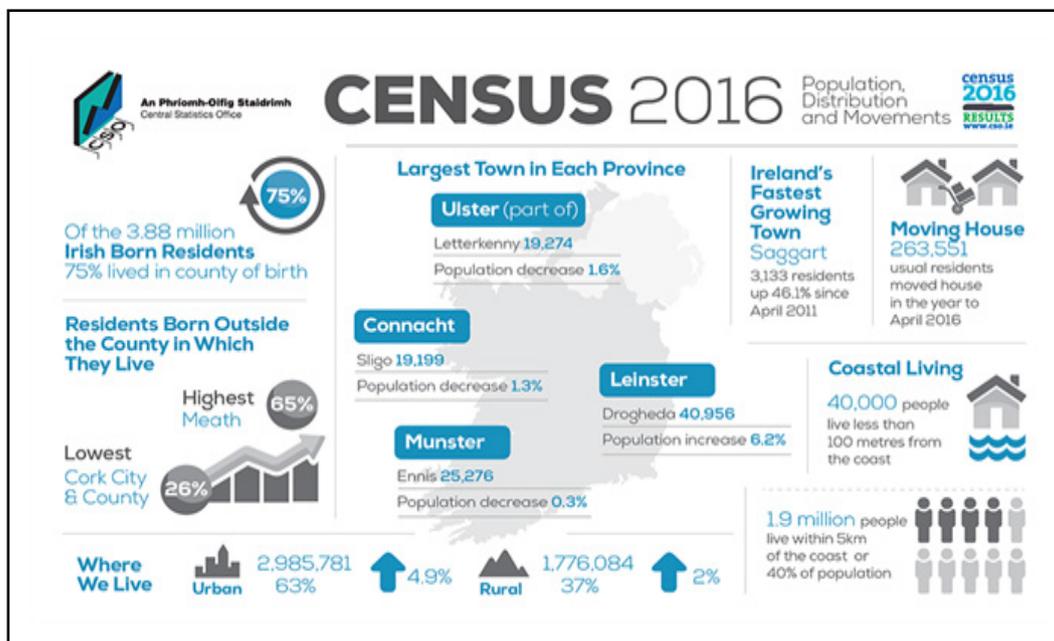
The Big Question:
Is there a big divide in Ireland between rural and urban centres?

Ask the students to reflect on this question and say if they agree or not. Ask them to try to think of three reasons why. Tell them to write their answers in their reflective notebook. Show the students the results from Census 2016 and the CSO's reports on information society and ask them to reflect on how access to broadband can affect citizens' ability to prosper equally.

• Ask the students to share their answers with a partner.
• Elicit student answers and put them on the whiteboard.

Activity 1: Changing Communities (20mins)

Census 2016 Summary Results Part One

Urban/Rural disconnect

Overall, 76.2 per cent of the State's urban households had broadband compared with 61.1 per cent of households in rural areas. A greater proportion of rural households had no internet connection when compared with urban households, the numbers being 31.2 per cent and 22.8 per cent respectively, no doubt reflecting the move to mobile 3G type connections.

See web table EY046

Table 9.3 Percentage of households with broadband by area, 2006-2016

	2006	2011	2016
Dublin city and suburbs	32.3	72.2	79.6
Cork city and suburbs	24.3	66.5	74.3
Limerick city & suburbs	24.2	64.8	71.3
Galway city & suburbs	31.5	72.8	77.5
Waterford city & suburbs	27.1	67.0	73.0
Towns 10,000 or over	23.0	66.5	75.7
Towns 5,000 - 9,999	14.0	60.9	74.0
Towns 3,000 - 4,999	9.7	59.9	71.5
Towns 1,500 - 2,999	9.0	57.8	67.9
Rural	7.9	54.6	61.1
State	**20.0**	**63.8**	**70.7**

Information Society Statistics – Households 2020

Figure 12.2 Households with internet access classified by type of internet access and region, 2020

Fixed broadband ● Mobile broadband ● Narrowband connection

Source: CSO Ireland
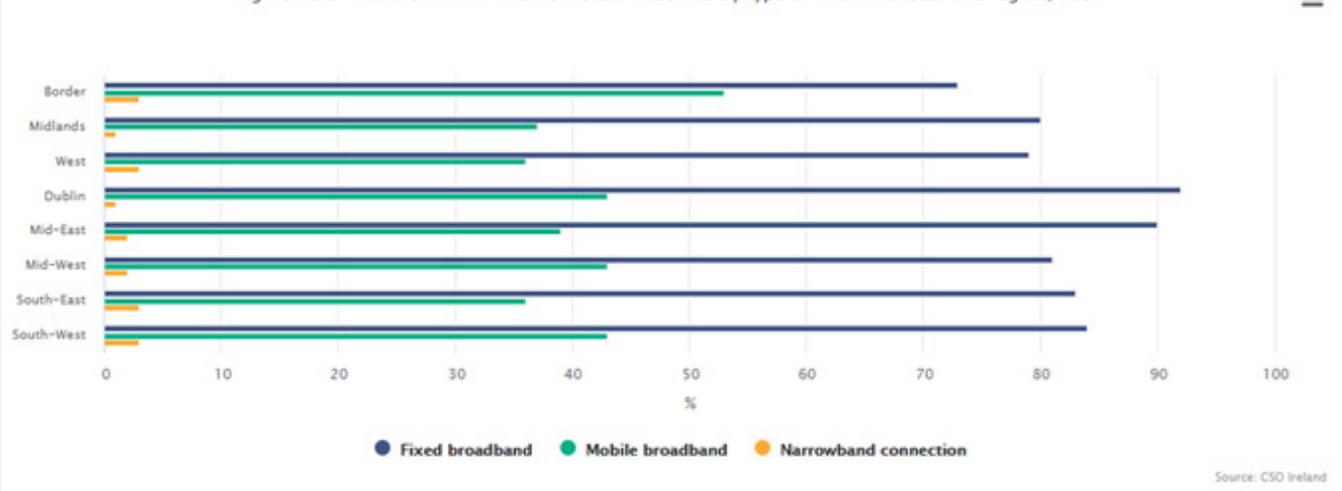
Activity 2: Shaping Communities (20 mins)

Explain to the students how it is important for citizens to be involved in shaping the kinds of communities that we want to live in, as development can affect our lives for better or worse.

Ask the students if they can think of three positive changes and three negative changes that have happened in their community. Use prompt examples such as:

- More housing can lead to economic growth for businesses in the area but also lead to an extra strain on resources such as schools and transport links.
- New bicycle lanes can lead to greener, safer transportation to schools but can increase congestion of cars on roads due to loss of traffic lanes.

Ask them to write these changes in their copies.

Put the students into pairs A&B.

Appoint A as an expert government planner from the local authority with all the answers. B is a local involved citizen who doesn't want a new large housing development to go ahead. Get them to compose a five-minute role play between the two characters. At the end ask them to record who has won the debate and why? They need at least two reasons per pair.