

# CENSUS IN SCHOOLS

Geography Lesson Plans

**1st year**

A learning and teaching resource  
on the Census for use in Geography

**CENSUS**  
3 APRIL 2022  
[www.census.ie](http://www.census.ie)



An  
Phríomh-Oifig  
Staidrimh

Central  
Statistics  
Office

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# Acknowledgements

The Central Statistics Office acknowledges and appreciates the work of Mr. Edmond Hussey for producing this teaching and learning resource for use in Junior Cycle Geography lessons.

# Introduction

This learning and teaching resource has been developed to enable students and teachers of First Year Junior Cycle Geography to explore and discuss what a Census is; why we fill in the Census on Census Night and how this information is used in shaping communities and society in Ireland into the future.

The resource is also about raising awareness about Census 2022, which takes place on Sunday, 3rd April 2022. It includes lesson ideas and activities that focus on a number of Junior Cycle Learning Outcomes, in particular Strand 3 and how information obtained during the census enables local authorities, central government and businesses to plan future developments like schools, community facilities, shopping centres, etc.

# Lesson 1

## Counting Students

|                |                        |                           |
|----------------|------------------------|---------------------------|
| Development 01 | <b>Getting Started</b> | <i>Time: 20 - 25 mins</i> |
| Development 02 | <b>Activity</b>        | <i>Time: 35 - 45 mins</i> |
| Development 03 | <b>Consolidation</b>   | <i>Time: 20 - 30 mins</i> |
| Reflection     |                        | <i>Time: 10 mins</i>      |



## Overview

First Year students will learn about collecting data to better understand a group of people. They will gather information and compare their findings with simplified statistics derived from the 2016 CSO Census.

**Estimated class time:** Up to 120 minutes (2 x 1-hr or 3 x 40 min classes)

**Suggested level:** Junior Cycle 1st Year

## Objectives

- Gain a basic understanding of the census and the kind of data that it collects.
- Create a statistical portrait of their class.

## Geography

- Gain a basic understanding of the roles and responsibilities of local authorities.
- Begin to discuss how needs are met in communities.

## Numeracy

- Collect primary data.
- Create basic representations of simple data collected during a survey.
- Read and describe primary data presented in charts, tables and graphs.

## Materials

### Supplies

- Board or poster paper
- Markers
- Timer or noisemaker to signal when time is up (digital tool e.g. <https://classroomscreen.com/>)

### Handouts

- Simplified census questions for First Year
- Simplified Census 2016 data sheet (optional)
- Take-home activity: New student (optional)

## Vocabulary

### “Census”

A collection of information from every household in a country, on topics that are important to that country, that is used to help all levels of government, businesses, associations, community organisations and many others make decisions.

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### “Census of Population”

An enumeration of every household and person in Ireland, conducted once every five years. Topics include age, marital status, household members and languages spoken.

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### “Data”

Facts that can be studied and considered to form ideas or make decisions.

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### “Household”

A person or group of people who live in the same dwelling.

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### “Population”

The total number of people living in a given area.

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### “Sample”

Part of a larger group that can be used to represent the whole (e.g., one out of five households in a populated area).

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### “Statistics”

Numerical facts.

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### “Survey”

An activity where a specific group of people is asked a series of questions to find out information.

**Development 01** Getting Started

Time: 20 - 25 mins

1. Ask students to think about three things they would like to know about their classmates, such as their ages or birthdays. Come up with three questions and write them where all students can see them.

**Sample questions:**

Q: Do you have a birthday in the Spring, Summer, Autumn, Winter?

---

Q: Do you write with your right hand or left hand?

---

2. For each question, ask the class to stand up or sit down to answer (e.g., "Stand up if...", "Sit down if..."). Note the results for these responses on the board or on poster paper.

3. Introduce the concepts of a *survey* and the *Census of Population* to students. Ask them to think about a survey that they or their family has completed in the past, such as a customer service survey at a shop or supermarket.

**What is a survey?**

A survey is an activity where a specific group of people is asked a series of questions to find out information.

**What is the Census of Population?**

- The Census of Population is a survey that takes place every five years and asks questions about every person who lives in Ireland.
- The census gathers facts about all of the people in Ireland on census night, including facts about their ages, whether they are married or single, their family/household members, what language(s) they speak, and the accommodation they live in (if they live in a private household).
- The information gathered from the census is used to learn about the people who live in Ireland. This helps governments, local authorities, businesses, associations, community organisations and many others make decisions about the programmes and services they need to provide.



**Development 02**    **Activity***Time: 35 - 45 mins*

4. Tell the students that they are going to answer some questions that are going to appear on the [Census of Population 2022](#) (3 April, 2022) to gather information about their class (which is a small population within the larger population of Ireland).

Set up three to five learning centres around the room (depending on the time available) and place one question card from the Simplified census questions for centres handout at each centre. Data collection suggestions and tools have been provided with each card.

Alternatively, set up a 'survey centre/booth' in one part of the room and have students answer two new question each day, using a different data collection tool for each day of the week.

5. Use a timer or signal to help groups rotate quickly through the different centres. Encourage students to take turns reading instructions to their classmates.

6. After the groups have completed one full rotation, review the findings from each centre. Ask students questions about the data and have them choose the most interesting fact from their class survey. Record this fact and encourage students to think about why it might be useful for their teacher or principal.

**Development 03** Consolidation of learning

Time: 20 - 30 mins

**General questions:**

Q: Are any of the data surprising?

---

Q: How is this information helpful to you? Your teacher? Your principal? Board of Management?

---

Q: If someone asked your class the same questions in five years, would the data be different? How?

---

Q: What if we knew the answers to these questions for everyone in Ireland? How would this be helpful?

---

**Specific questions to ask about the data:**

Q: Do more or less than half of the students in this class speak Irish at home?

---

Q: Do more or less than half of the students in this class speak a language that is not Irish or English at home?

---

Q: How old are most of the students in this class?

---

Q: In which month do most students have birthdays?

---

Q: There are 28 households in this classroom (e.g. one for each student). What is the main type of fuel used by the central heating in your accommodation?

---

Q: In which month do most students have birthdays?

---

Q: There are 28 households in this classroom (e.g. one for each student). What is the main type of fuel used by the central heating in your accommodation?

---

7. Compare the class results with the statistics from the [census at schools](#) releases so students can compare with larger segments of the population in the rest of Ireland. Ask them to identify the similarities and differences between the class's results and the results for all of Ireland.

## Modifications

### If students require additional support, try the following:

- Review the vocabulary list before starting the exercise. Write the words and definitions on the board or write them on chart paper and post them around the classroom.  
  
e.g. Begin with the word **“census”**. Ask the students if they know the meaning of this word. Tell them that *“a census to collect information on every person and household in Ireland will be held on 3rd April 2022”*.
- Complete fewer centres (questions) or allow more time for groups to complete each centre. Explain the task for each centre before beginning.

### If students require an additional challenge, try the following:

- Display the appropriate simplified census data card at each corresponding centre so students can compare the statistics from their class with larger segments of the population in the rest of Ireland during the activity.
- Have students create different graphic representations (e.g., pictographs, bar graphs) of the data they collect about their class.

## Next steps

### To continue this activity, try the following:

- Ask other classes in the same year (First Year) to complete the same activity, and then compare the data between classes.
- Have students create original survey questions or data collection methods and ask them to gather more information about their classmates. Have each student write and present a brief “news report” about their most fascinating findings. Extension for CBA1 Geography in the News!

### Optional take-home activity: New student

Use the information students have gathered about their class to create a profile of an “average student” by selecting some of the most common responses from the class statistics. Encourage students to draw a picture of a fictional new student in their class who matches this description. For example, the ‘new student’ may speak Polish/Lithuanian/Latvian/ Romanian/Mandarin Chinese etc. at home, but English at school. They may celebrate their birthday in September and get driven to school by car.

# Activity Sheet: Lesson 1

Fill in the Census Form below

## What is your name?

First name (BLOCK CAPITALS)

Surname (BLOCK CAPITALS)

## What is your sex?

Mark **one** box only

Male  Female

## What is your date of birth?

Day      Month      Year

  /   /    

## What is the main type of fuel used by the central heating in your accommodation?

Mark **one** box only

- No central heating
- Oil
- Natural gas
- Electricity
- Coal
- Peat (including turf)
- Liquid Petroleum Gas (LPG)
- Wood (including wood pellets)
- Other

## What is your country of birth?

Give the place where your mother lived at the time of your birth.

If IRELAND (including Northern Ireland), write in the COUNTY. If elsewhere ABROAD, write in the COUNTRY

## What is your country of citizenship?

If you have dual country of citizenship, please declare both

- Ireland
- Other CITIZENSHIP, write in

- No citizenship

## How do you usually travel to school?

Mark **one** box only, for the longest part, by distance, of your usual journey

- On foot
- Bicycle
- Bus, minibuss or coach
- Train, DART or LUAS
- Passenger in a car
- Van
- Other (including lorry)

## What is your religion, if any?

Mark **one** box only

- No religion
- Roman Catholic
- Church of Ireland
- Islam
- Orthodox Christian
- Presbyterian
- Other, write in your RELIGION

## Do you speak a language other than English or Irish at home?

Yes  No

What is this language?

## Which devices do you use to access the internet in your household?

Mark the **boxes** that apply/journey

- Desktop PC
- Laptop (including notebook, netbook, etc)
- Tablet
- Mobile phone
- Smart TV
- Video game console
- Smart domestic appliance
- Other, write in description

# Tally Sheet: Lesson 1

Fill in the Census Form below

|   |   |
|---|---|
| Number of census forms completed by class   |   |
| What is your sex?   | <input type="checkbox"/> Male <input type="checkbox"/> Female   |
| Date of birth   | / /   |
| Which season were students born in your class?  | <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Autumn <input type="checkbox"/> Winter   |
| What is the main type of fuel used by the central heating in your accommodation?                            | <input type="checkbox"/> No central heating<br><input type="checkbox"/> Oil<br><input type="checkbox"/> Natural gas<br><input type="checkbox"/> Electricity<br><input type="checkbox"/> Coal<br><input type="checkbox"/> Peat (including turf)<br><input type="checkbox"/> Liquid Petroleum Gas (LPG)<br><input type="checkbox"/> Wood (including wood pellets)<br><input type="checkbox"/> Other |
| What is your country of birth?  | <input type="checkbox"/> Ireland <input type="checkbox"/> Abroad  |
| What is your country of citizenship?<br><i>If you have dual country of citizenship, please declare both</i> | <input type="checkbox"/> Ireland<br><input type="checkbox"/> Other CITIZENSHIP<br><input type="checkbox"/> No citizenship<br><input type="checkbox"/> Dual Citizenship  |
| How do you usually travel to school?  | <input type="checkbox"/> On foot<br><input type="checkbox"/> Bicycle<br><input type="checkbox"/> Bus, minibus or coach<br><input type="checkbox"/> Train, DART or LUAS<br><input type="checkbox"/> Passenger in a car<br><input type="checkbox"/> Van<br><input type="checkbox"/> Other (including lorry)   |
| What is your religion, if any?  | <input type="checkbox"/> No religion<br><input type="checkbox"/> Roman Catholic<br><input type="checkbox"/> Church of Ireland<br><input type="checkbox"/> Islam<br><input type="checkbox"/> Orthodox Christian<br><input type="checkbox"/> Presbyterian<br><input type="checkbox"/> Other   |

# Tally Sheet: Lesson 1

Fill in the Census Form below

|  |  |
|--|--|
| Do you speak a language other than English or Irish at home?       | <input type="checkbox"/> Yes <input type="checkbox"/> No   |
| What is this language?   | <input type="checkbox"/> Russian<br><input type="checkbox"/> Polish<br><input type="checkbox"/> Latvian<br><input type="checkbox"/> Lithuania<br><input type="checkbox"/> Romanian<br><input type="checkbox"/> French<br><input type="checkbox"/> German<br><input type="checkbox"/> Mandarin or Chinese<br><input type="checkbox"/> Urdu<br><input type="checkbox"/> Spanish<br><input type="checkbox"/> Portuguese<br><input type="checkbox"/> Arabic<br><input type="checkbox"/> Others |
| Which devices do you use to access the internet in your household? | <input type="checkbox"/> Desktop PC<br><input type="checkbox"/> Laptop (including notebook, netbook)<br><input type="checkbox"/> Tablet<br><input type="checkbox"/> Mobile phone<br><input type="checkbox"/> Smart TV<br><input type="checkbox"/> Video game console<br><input type="checkbox"/> Smart domestic appliance<br><input type="checkbox"/> Other  |

# Lesson 2

## Our class, our community

Development 01

**Getting Started**

*Time: 15 - 20 mins*

Development 02

**Activity**

*Time: 30 - 40 mins*

Development 03

**Consolidation**

*Time: 15 - 25 mins*



## Overview

1st Year students will think about their class as a community and will consider how they are similar to other small groups of people who live in Ireland. They will learn how data can be used to make sure people in communities have services to support their needs. They will make decisions for their class community, using survey data to inform those decisions.

**Estimated class time:** Up to 120 minutes (2 x one hr or 3 x 40-min classes)

**Suggested level:** Junior Cycle 1st Year

## Objectives

- Draw connections between the types of information gathered in a survey and how that information can be used to make decisions for the benefit of a community.
- Make decisions about allocating resources by using survey data to inform decisions.

## Geography

- Gain a basic understanding of the roles and responsibilities of local authorities (city/county/town councils).
- Begin to discuss how needs are met in communities.

## Numeracy

- Collect data by conducting a survey about themselves or their community.
- Demonstrate an understanding of how datasets can be samples of larger populations.
- Read, interpret and draw conclusions from primary data.

## Materials

### Supplies

- poster paper & Post-its
- markers
- Data Projector/Wifi

### Handouts

- Classroom community questions
- Take-home activity: Time Capsule (optional)



## Vocabulary

### “Census”

A collection of information from every household in a country, on topics that are important to that country, that is used to help all levels of government, businesses, associations, community organisations and many others make decisions.

---

### “Census of Population”

An enumeration of every household and person in Ireland, conducted once every five years. The questionnaire covers topics such as age, marital status, gender, place of birth, occupation and housing characteristics.

---

### “Census Night”

The point in time relative to which census information is recorded. Census Night this year is held on 3 April 2022.

---

### “Data”

Facts that can be studied and considered to form ideas or make decisions.

---

### “Population”

The total number of people living in a given area.  
The total of the population counted on Census Night in 2016 was 4,761,865 - an increase of 173,613 people (3.8%) since 2011.

---

### “Statistics”

Numerical facts.

---

### “Survey”

An activity where a specific group of people is asked a series of questions to find out information.

**Development 01**    Getting Started*Time: 15 - 20 mins*

1. Write the following definition of “community” on the board or on a large piece of poster paper.

**Community:** A group of people who live in one particular area or who are considered as a unit because of their common interests, social group or nationality.

To explain the concept of community in a more visual way, you can also draw a simple diagram.

2. As a class, briefly discuss the definition.

If time allows, encourage students to add words or phrases to the definition. You can ask students to write their own words, phrases or definitions of community on the board, or provide them with sticky notes (Post-its) if you are using poster paper.

**Guiding questions:**

Q: Do you think our definition and this definition are similar or different? How?

---

Q: What kinds of things bring people together into a community? Is community just about where you live, or do community members share other things?

---

Q: Who is part of your community? How far does it extend?

---

Q: Is our class a community? Is it also part of another community?

---

**Development 02**    Activity*Time: 30 - 40 mins*

3. Tell students that Ireland conducts a Census of Population every five years. The survey is conducted by the Central Statistics Office (CSO) to, in the office’s own words, “give a comprehensive picture of the social and living conditions of our people”.

“The results are essential tools for effective policy, planning and decision-making purposes.” “Ireland has been conducting Censuses of Population since 1821. This enables us to track developments over a long period with considerable accuracy. The census is therefore a fundamental part of our national heritage and collective knowledge,” the CSO states.

**Videos:**

<https://youtu.be/XnLnf0T0kbY> (CSO: We know because you told us)

<https://www.youtube.com/watch?v=lzNspRFiYII> (CSO: Who we are)

Every household receives and must complete and return the census form questionnaire. The CSO also conducts other surveys of our households and businesses. CSO interviewers visit 30,000 homes each quarter, talking to people and gathering information that provides a detailed picture about Ireland's economic and social life.

The census is conducted to get an overall picture of everyone in Ireland at one specific point in time. This information is used to make decisions about the types of services and supports that communities need. The census forms can be completed in English or in Irish, but the CSO offers a translation of the form, and other census information in 22 other languages.

The census asks questions about all people living in Ireland on a specific day (census night), and topics include

- people's age
- marital status and relationships of people living in a household
- number of people living in a household
- languages spoken.

4. Ask students to work with a neighbour/classmate and think about some of the services that they have heard of or used and that are provided by the Irish government

**Services may include:**

- schools and day-cares centres
- emergency services, such as fire station, Garda Station or medical centre/hospital
- roads and public transport
- community services, such as health care, education or employment.

5. Task students to think about their class as a small community within the larger community of their school. Tell students that they are going to answer a few questions inspired by the census. This will allow them to gather some information (statistics) about their class and class resources so that they can make decisions about services or resources that their class needs.

6. Distribute the Classroom community questions handout and read all of the questions aloud to the class before answering them. Ensure that students know that they should select only one answer for each question.

Alternatively, if time and classroom resources allow, you can input the questions from the Classroom community questions handout into a free online survey tool e.g. [Google forms](#)/[Survey Monkey](#)/[JotForm](#) etc so that the survey can be completed on a computer or mobile device.

7. Read each question aloud and ask students to raise their hands when the answer applies to them. Count the number of raised hands, tally the student responses on the board and ask students to record the numbers on their handouts.

Alternatively, if time allows, divide students into groups to complete smaller tallies, and then add all the results together. Create class statistics or investigate small group survey results with the class as a whole.

**Development 03** Consolidation*Time: 15 - 25 mins*

8. When the information has been collected and recorded, have students work in pairs or small groups to discuss and propose one service that their class needs.

Allow students to choose their own service or provide groups with an assigned service category.

(See below for survey category suggestions.)

Possible categories and proposed services

**Health**

"Most students take the bus/train or are driven to school in a car. We should have longer lunch breaks, more PE time, or do yoga/mindfulness in class so we can get more exercise and mind our mental health."

**Education**

"7 out of 28 students in the class speak a language other than English or Irish. We should add some books written in those languages to the school library or allocate time in class to learn more about their languages and cultures."

## Modifications

### If students require additional support, try the following:

Reduce the number of topics or questions in the survey or focus on a different topic every day for several days.

### If students require an additional challenge, try the following:

Encourage students to represent the data in different ways by calculating percentages, or by creating graphs, diagrams or infographics using online illustration tools.

Ask students to consider how these data might change if the same students were asked the same questions in five years - what information would stay the same (e.g., birthdays) and what information would likely change (e.g. fewer people preferring to use a pen as technology advances)?

Encourage students to create their own questions to learn more about their class and include these questions in the discussion.

## Next steps

### To continue this activity, try the following:

- Ask another class (or several classes) in the school to complete the same activity and compare the data.
- Have students read a book or visit websites with a similar theme to further investigate how the characteristics and composition of a community (including a global one) may be represented numerically.
- Have students work together to select the top three proposals for services for the class; establish evaluation criteria, such as interest level in the class, long-term benefit, feasibility and cost to implement. When a single service has been selected, have students write a letter to the Principal, Board of Management, school council or parent groups (Parents Council/Parents Association asking for support in implementing the service.

### Optional take-home activity: Time Capsule – Also included in lesson 4

Use the information students have gathered about their class to create a visual “snapshot” of their class as an Irish First Year classroom. Encourage students to represent details about their class in different ways (e.g., illustrations, written facts, graphs or charts, infographics). Once complete, it can be posted in the school corridor/classroom or scanned and shared on a class website or social media page.

## Activity: 2 Lesson 2

### Classroom community questions

|  |               |
|--|---------------|
| Class Census day (the day you are answering these questions)   |               |
| How many students are present on this day?   |               |
|  |               |
| <b>Topics</b>  | <b>Result</b> |
| <b>Transportation</b>  |               |
| How many students take the bus to school?  |               |
| How many students walk to school?  |               |
| How many students are driven to school in a car?   |               |
| How many students use another mode of transportation to get to school?<br>What mode of transportation? |               |
| <b>Family</b>  |               |
| How many students have no siblings?  |               |
| How many students have siblings who attend this school?  |               |
| How many students have siblings who do not attend this school?   |               |
| <b>Sociocultural information</b>   |               |
| How many students were born in Ireland?  |               |
| How many students were born outside Ireland?   |               |
| <b>Languages</b>   |               |
| How many students speak Irish?   |               |
| How many students speak a European language - French/German/Spanish?                                   |               |
| How many students speak at least one other language?   |               |
| <b>Classroom organisation</b>  |               |
| How many students sit by themselves?   |               |
| How many students sit with one other person?   |               |
| How many students sit in a group with two or more other people?  |               |

|  |  |
|--|--|
| <b>Classroom resources</b>   |  |
| How many computers, laptops or tablets are there in the classroom?                         |  |
| How many desks are there in the classroom?   |  |
| How many chairs are there in the classroom?  |  |
| <b>Learning preferences</b>  |  |
| How many students prefer to write with a pen?  |  |
| How many students prefer to write with a pencil?   |  |
| How many students prefer to write using a keyboard?  |  |
| How many students prefer to write using a smartphone, tablet or other touch-screen device? |  |
| How many students prefer to work by themselves?  |  |
| How many students prefer to work with a partner (pair-work)?                               |  |
| How many students prefer to work in a group?   |  |



# Activity: Lesson 2

## Homework Questions:

1. Which statistics are the most interesting to you?

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2. Which topic do you think is the most important for your class? Why?

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3. What is one way you think these data might be different if you asked these questions to another class at your school?

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4. Which topic do you think is the most important for making your class a better place to learn?

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5. Write one idea for a service that would make your classroom a better place to learn

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# Lesson 3

## What is our story?


Development 01    **Getting Started**    *Time: 5 mins*

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Development 02    **Activity 1**    *Time: 5 mins*  
**Main Activity**    *Time: 5 mins*

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Development 03    **Consolidation**    *Time: 5 mins*



What's Your Story?

## Overview

First Year students will learn about collecting data to better understand a group of people. They will gather information with simplified statistics derived from the altered sample 2022 CSO Census form.

**Estimated class time:** Up to 120 minutes (2 x 1-hr or 3 x 40 min classes)

**Suggested level:** Junior Cycle 1st Year

## Objectives

- Gain a basic understanding of the census and the kind of data that it collects.
- Create a statistical portrait of their class.

## Geography

- Students will learn about collecting data to better understand a group of people.
- Understand key processes in human geography relating to population and urbanisation and economic activity in the primary, secondary, tertiary sectors.

## Numeracy

- Collect primary data.
- Create basic representations of simple data collected during a sample survey.
- Read and describe primary data presented in charts, tables and graphs.

## Materials

### Supplies

- Board or poster paper/chart paper
- markers
- Timer or noisemaker to signal when time is up (Digital Tool e.g. <https://classroomscreen.com/>)
- Use the PowerPoint Presentation to guide you.

### Handouts

- Simplified census questions for First Year
- Simplified Census 2016 data sheet (optional)
- Take-home activity: New student (optional)

## Development 01

## Getting started - Starter Activity

Timing: 5 mins

**Questioning. Shout out pedagogy**

Q: What were you doing on night of Sunday 24 April 2016 or 10 April 2011?

---

Q: If someone took a photograph of a house in your community on that day, what would be in it?

---

Q: How would it be the same or different to a photo taken today?

---

**Be sensitive to students' personal circumstances. Guide their discussion to avoid sharing personal information, touching on sensitive topics or highlighting inequality.**

*Note: Last Irish census dates were 10 April 2011 and 24 April 2016.*

*"Census Night" means the period of time commencing at 9 p.m. on 3 April 2022 and ending at 7 a.m. on 4 April 2022.*

Encourage students to think of a household 'something like theirs', or one in their street/estate/park. This can help to distance students from any sensitivities like negative changes to family or employment especially since the Covid-19 pandemic.

Students will have been babies or young children at the time, so they won't know what they were doing at the time. However, this is intended to get them to think about how much can change in a household in five/ten years. They can make some general statements and guesses based on what they know or have been told.

**The suggested topics on slide 8 can help to keep them focused on the types of geographical changes that they can explore further later in this lesson 3.**

This activity helps students to see that changes over time are part of the unique stories of each household. Give students the worksheet (see page 35) or Post-it notes to help guide their questions.

Students may struggle to think of relevant examples, so you may wish to model this with examples from your own life or family history, or perhaps a celebrity or public figure your students will relate to. For example, you could share how a parent or grandparent moved from one place to another and the reasons for this, or your own journey from being a school student to university, training in PME/HDE and your first teaching roles.

**You can also provide some additional prompts:****Moving** (movement, migration, urbanisation)

- Do they still live in the same city or town or village?
- What was the reason for moving?

**Living** (settlement, population structure)**Employment** (industry, economy)

- Do they work in the same job?
- How have their jobs changed over time—for example, with new technology?
- Technology – Smart TV's, Laptops, Digital Devices, Streaming services e.g. Netflix, Video Games PS4

**Big events**

- Have there been any important events, like weddings or the birth of a new baby?
- Covid-19 – Global Pandemic – School Closures 12th March 2020

Once students have written their sentences, ask them to work in pairs to dig deeper. (e.g. How old is your Grandmother? Has she always lived there? What's her middle name? What did her mother do?)

Encourage them to dig down until they come up with something they don't know. This then becomes a question that they will have to ask a relevant member of their family, household or school community, and use it to form the story they will tell when they complete these activities in second or third year.

## Development 02

## Activity 1

Timing: 5 mins

**Slide 9**

Explain to students that our individual stories add to the bigger picture of our community and our country Ireland.

Q: What are some national or local changes that have happened related to the themes listed?

---

Q: Can you see any connections between the changes that have happened for your family, and the changes that have happened in your community or in Ireland?

---

Explain that the stories students will tell through their interview will become part of a class display or on a notice board about a larger story about the moments, events or changes in history/society that can affect us all. Stories happen when changes take place. Some changes can be national and large. Some can be local and small. Some may take a long time, while others can be very sudden.

Ask students to form pairs and think for one minute about the questions on the slide (they can do this as a Think-Pair-Share activity). The slide shows some broad geographical themes related to the topics they explored on slide 8, within which changes can take place. Students generate and share ideas about changes that can take place at national and local level in each theme. (Use template page 37)

**Virtual delivery:** Use breakout spaces for students to discuss the questions in small groups.

**Questions that can help students answer, which is more nuanced and challenging:**

- **Movement:** Why have people migrated to our town or community, or away to another place? (For example, people may move to a town because of a new job opportunity for a specific person or for many people, as industries and sectors change over time. There are few remaining mining jobs in Ireland e.g. Tara Mines Navan, but the green energy sector is growing.)
- **Settlement:** How has housing changed in our community? (For example, spare brownfield sites may now be housing estates/apartment blocks, or historical landowners may have sold land they could no longer afford to keep. Over time, some cultural (Language) have declined in certain parts of Ireland, leading to decline in the Irish speaking communities.)

- **Economy:** Have any traditional industries declined here, or new industries or services grown in our area, like a big new employer or type of work? (Manufacturing employers may have closed down large factories, but food production and distribution may have taken over, or business parks developed that are home to IT, finance and tech companies.)
- **Events:** What local, national or international events have significantly changed our community? (A significant local event might be the closing of a large factory, or the opening of a new one; the increasing probability of flood events due to climate change, or perhaps a natural disaster, Covid-19 global pandemic, civil war or human rights issue in another country that has forced its people to migrate abroad, including to communities in Ireland e.g. Syrian people) .

## Alternative Activity:

Ask students to bring in local newspapers, newsletters, articles from e-papers, magazines, photographs, posters of events, etc. that are taking place in their community currently.

If you don't have time to gather newspapers you could have a brain storming session with the students about how your community has changed in the last few years. Think about buildings (infrastructure), services, people, and languages spoken

### Shout-out pedagogy:

When the students have thought about changes in our Irish communities you could ask the students to think about the following questions:

Q: What facilities does the community have?

---

Q: What do you think your community needs or wants?

---

Q: What do you think might improve the community?

---



## Slide 10

Explain to students that our individual stories add to the bigger picture of our community and in Ireland.

Q: What are some Irish national or local changes that have happened related to the themes listed?

---

Q: Can you see any connections between the changes that have happened for your family, and the changes that have happened in your community or in Ireland?

---

Explain that the stories students will tell through their interview will become part of a class display or project about a larger story about the moments, events or other geographical changes that can affect us all. Stories happen when changes take place. Some changes can be national and large. Some can be local and small. Some may take a long time, while others can be very sudden.

Ask students to form pairs and think for one minute about the questions on the slide (they can do this as a Think-Pair-Share activity). The slide shows some broad geographical themes related to the topics they explored on slide 8, within which changes can take place. Students generate and share ideas about changes that can take place at national and local level in each theme.

**If delivering the lesson Virtually:** Use breakout spaces for students to discuss the questions in small groups.

**This activity is more nuanced and challenging especially for 1st Year Students:**

- **Urbanisation:** How has our community grown over time? (New housing has expanded many small towns into much larger conurbations, for example to use brownfield sites left vacant after the loss of manufacturing, or on land sold by farmers on the outskirts to cities and town and may be rezoned for residential purposes or retail).
- **Industry and economy:** Have any traditional industries declined here, or new industries or services grown in our area, like a big new employer or type of work? (Manufacturing employers may have closed down large factories, but food production and distribution may have taken over, or business parks developed that are home to IT, finance and tech companies e.g. Google, Facebook, Twitter, Microsoft, TikTok etc.)
- **Population structure:** Do you think our local population has changed in any significant way? Are residents generally older or younger? Does our community include groups that perhaps it once did not? (Many places are now home to far more diverse populations than in the past as the result of migration. At the same time, internal migration means that some places have a growing younger population, while others are popular with retired people, for example.)



- **Migrations:** Why have people migrated to our town or community, or away to another place? (For example, people may move to a town because of a new job opportunity, as industries and sectors change over time. There are few remaining mining jobs in Ireland e.g. Tara Mines , Navan, Co. Meath, but the green energy sector is growing. A natural disaster, civil war or human rights issue in another country that has forced its people to migrate abroad, including to growing communities in Ireland, and people may migrate to take advantage of work opportunities, such as Eastern European workers in Ireland's farming, food, service and other sectors.)

Q: What information do we need to spot and understand changes related to living, moving, employment and big events?

---

Q: What sources can provide this information?

---

## Slide 11

**Timing: 3 mins**

### Cross Curricular link - History

Ask students if they can name the two main types of information: primary and secondary, and explain each type.

### Students generate a list of primary and secondary sources of information:

- Primary: any original source, like an interview, questionnaire or survey, physical survey (e.g. traffic, people, land use, environment, mapping), historical documents written at the time, such as eyewitness accounts, original documents and records, diaries, artefacts.
- Secondary: any source that discusses, interprets or analyses a topic or event, often based on primary sources: internet content, books, newspapers, articles.

**Extra Challenge:** Turn the lists above into cards for students to sort into primary and secondary sources if working closely with a history teacher on these lessons.

**Challenge:** Ask students to explain the difference between primary and secondary sources to create a cross circular link with history and how each type of source should be used differently by a geographer who wants to understand the true facts and reasons behind a change or event.

### Explain what a Census is – Video clip - Timing: 2 minutes

If you like this may be an opportunity to show the following Audio Visual clip

<https://youtu.be/lzNspRFiYII>

Before showing this slide 12, invite students to share what they already know about the census. Briefly review the information on the slide. Highlight that since the census takes place every 5 years, they are like a picture of us at a specific moment in time, and they build up into a story of how Ireland is changing over time. (Northern Ireland conduct their own census.)

The census also collects information about people (such as age, sex and occupation). This information is called Data. For case studies about how census information is used, visit: [census.ie](http://census.ie)

Introduce this activity by having a discussion on the key words. Tell the students that they are going to be learning some important vocabulary. Begin with the word Census. Ask the students if they know the meaning of this word. Tell them a census collects information on every person in Ireland on a particular night. Explain to students that a census takes place every five years in Ireland. Ask them if they know when the last census took place and if they know when the next census will take place.

### Slide 13

**Timing: 4 mins**

Explain the formation of a census form by the Central Statistics Office to the students. The Journey/Story of a Census Form See Appendix 1 page 49 .

### Slide 14

**Timing: 2 mins**

Ask students to suggest some ways in which each group might use census information:

#### **Government**

- develop policies
- plan and run services, such as schools (Department of Education & Science), health services (Health Service Executive), roads and libraries
- decide how to allocate funds to make sure public money gets to where it is needed most

#### **Health**

- Health Service Executive (HSE) plan and budget for medical and health services required e.g. Nursing Homes, Hospitals (Maternity Hospitals)

**Businesses/Industry**

- Understand customer locations and needs
- Understand where skilled workers in their industry may be living

**Voluntary sector:**

- Gather information about communities to which they help provide services

**Academics**

- Carry out research by University and College lecturers

**Public**

- People can research their family history

**Virtual delivery:** You could use a poll or survey question to check understanding here. Give examples of how different groups may or may not use census information and ask students to indicate if they think the statements are true or false.

**Notes:**

The results are then used to plan infrastructure in services like public transport, health-care, housing and education. Local authorities use census information to predict demand on their services and facilities. And the number of seats in Dáil Éireann is also dependent on the results of the census. The 2022 census contains eight new questions on topics such as renewable energy sources, smoking, internet access and devices, smoke alarms, working from home, volunteering, childcare and travelling home from work, school or college.

## Slide 16

Q: Why do you think the census asks these questions?

---

Q: What stories can they help us to understand about our local area and Ireland?

---

To see the sample 2022 household census questionnaire, visit [https://www.cso.ie/en/media/csoie/census/census2021/Sample\\_Census\\_2022\\_Household\\_Form\\_English.pdf](https://www.cso.ie/en/media/csoie/census/census2021/Sample_Census_2022_Household_Form_English.pdf)

Briefly review these questions, which paraphrase many of the main questions found on a CSO census questionnaire/form.

Explain that, although the questions may seem basic, when you combine them or look at how they've changed over time, they can tell a range of stories. Can students think of any examples?

As a class or in groups, identify some 'local stories' that the students would like to explore relating to the themes and topics they have looked at earlier, for example:

**Moving:** How many people from outside Ireland have become part of our community?

**Living:** What kinds of homes are found in our community today versus 100 years ago?

**Working/Employment:** How many people are self-employed? How has employment changed?

Identify which census questions, collaboratively, can provide information that helps to illustrate these changes.

Highlight that great efforts have always been made to ensure everyone is included in a census, to provide the most complete and accurate snapshot of people's lives at the time. Ask students to suggest what might happen if some people, including groups who may feel unwilling to be included in a census, do not take part? These impacts can include a lack of understanding of these people's lives and needs, and in turn a lack of awareness and representation when decisions are made based on census information.

**Slide 17** Plenary Activity (lesson 3)**Timing: 10 mins**

At the end of lesson 3, use this slide to review what students will do as independent learning as they interview a family member, friend or guardian, find relevant census information and collate together what they discover, ready to share through a physical or digital display/project. (see worksheet page 35-36)

Review what key themes in Geography might provide the backdrop to these personal stories, the 'because' that provides a wider reason for what happened, or that show that this story, while personal, was repeated in some form for many people.

**See examples on slides 19-22.**

Students should now have found a personal story they can help to tell and identified a 'bigger picture' local or national story that it can relate to. Use the fictional examples from lesson 4, and any others of your own, to illustrate how personal stories and wider changes can be related. (See worksheet pages 35-36)

Help students to plan their interviews and research, and to agree how they will bring together written words, photos and documents to create your class display (the extension ideas slide at the end of the lesson provides more detailed suggestions). Agree a timescale and how you will support students during their project work.

**Slide 18** Reflection of lesson:

Fill in the review triangle

An alternative to the Review Triangle could be a KWHL chart.

**KWHL Charts**

- K stands for what you already KNOW about the census.
- W stands for what you WANT to learn about the census.
- H stands for figuring out HOW you can learn more about the census.
- L stands for what you LEARN as you read.

Q: What I Know

---

Q: What I want to find out

---

Q: How I can learn more

---

Q: What I have learned

---

**Sample:**

The Irish Census counts all the people and households in the country on Census Night. On the 3rd of April 2022 the census will be the twenty-sixth census to be held since 1841. The Census results will give a comprehensive picture of the social and living conditions of our people and will assist in planning for the future.

# Homework Worksheet:

## Geography Census Interview Worksheet First Year Census Lessons

You are going to tell a local story that demonstrates patterns of change due to geographical themes in lesson 4. (Social, Economic and Environmental)

Create questions to ask one or more people. Your questions should focus on changes over time. For example, you could ask someone to contrast life before or after an event, or at two different times e.g.

- Emigration 1980's - Ireland
- Euro 1988, Italy 1990 and USA 1994 – Irish Football Team
- Celtic Tiger Economy 1994-2007
- EU Accession started 2004 joining the European Union
- Recession – Economic Downfall 2008- 2015
- Climate Change Crisis
- Covid-19 Pandemic March 2020

The changes you highlight could be due to migration, industry and employment, or urbanisation.

**Plan how you can bring your story to life. Use *one* of these ideas or come up with your own.**

- Write an article with the questions and answers from your interview.
- Make an audio/video recording of your subject speaking.
- Design a poster or comic strip illustrating their story.
- Create a presentation with text, photos and other sources.

# Key Questions planning /brainstorming worksheet:

1. Choose a social or economic or environmental geographical change you would like to explore through the personal story of one or more people in your community. This could be a family member or someone else you know.

2. Develop some interview questions that can help you to explore this change through their personal stories, or those of their families. Make sure your questions are a good link to your geographical topic and help to show what changes took place.

3. Explain how your interview will link that person's story to an important **social** or **economic** or **environmental** change.



# Activity Worksheet:

## Changes in my Community – Lesson 3

| Changes that are happening now                              | Who is affected by this change?  | Is the change positive or negative for the community? Why?  | Who decided to make this change in the community?  |
|---|--|---|--|
| <b>Example:</b><br>New computer software factory opening up | Employees, children, teenagers, adults, older people, local businesses | It is good for the community because people gain employment and have money to spend in the local area/community | The computer software owners (Multinational company in USA) and the local authority for giving planning permission |
|   |  |   |  |
|   |  |   |  |
|   |  |   |  |
|   |  |   |  |

# Lesson 4

## What is your story?

|                |                         |                           |
|----------------|-------------------------|---------------------------|
| Development 01 | <b>Getting Started</b>  | <i>Time: 10 mins</i>      |
| Development 02 | <b>Main Activity</b>    | <i>Time: 10 mins</i>      |
| Development 03 | <b>Consolidation</b>    | <i>Time: 15 mins</i>      |
| Development 03 | <b>Consolidation x2</b> | <i>Time: 20 - 30 mins</i> |



## Overview

1st Year students will think about their class as a community and will consider how they are similar to other groups of people who live in Ireland. They will learn how data can be used to make sure people in communities have services to support their needs. By using a mock census form they can describe how some different characteristics of communities and societies have changed, within and across periods of time, in my locality such as town/county and in Ireland.

**Estimated class time:** Up to 60-80 min (1 x one hr or 2 x forty-min classes)

**Suggested level:** Junior Cycle 1st Year

## Objectives

- Students will think about their class as a community and will consider how they are similar to other small groups of people who live in Ireland by listening to each other stories. They will learn how data can be used to make sure people in communities have services to support their needs

## Geography

- Gain a basic understanding of the roles and responsibilities of filling up the census form for themselves.
- Using students' stories as examples, identify some of the most important factors that have shaped your community, such as patterns of urbanisation, migration, or changes to the local economy

## Numeracy

- Collect data by filling in a census form for four citizens.
- Demonstrate an understanding of how datasets can be samples of larger populations.
- Read, interpret and draw conclusions from primary data

## Materials

### Supplies

- poster paper & Post-its
- markers
- Data Projector/Wifi

### Handouts

- Classroom fictional citizens census form and cards
- Take-home activity: Time Capsule (optional)

**Development 01**

## Getting started - Starter Activity

**Timing: 10 mins**

Use slide 17 as a starter activity at the beginning of lesson 4. Ask students to remind you of the wider themes that provide the background to the personal stories they have researched. Invite students to share how they have responded to each question on the slide, and to outline the story they have discovered and the census information they have found.

**Timing: 20 mins**

Students then finish collating together their research, ready to turn into an engaging display to share with others.

**Development 02**

## Main Activity

**Timing: 10 mins****Fictional Citizens census form activity**

Give each student a copy of the [Census Form/Template](#) (p.44 - p.45) and take them through each question and explain that these are four fictional citizens.

Photocopy and cut out the [4 Residents Cards](#) (p.46 - p.47).

Give each student a card.

Ask each student to read the information given on his/her card.

Then ask each student to fill in the information for the main individual and the other people mentioned on his/her card on the [Census Form](#).

## Development 03

## Consolidation of learning

Timing: 15 mins

**Slide 23** Plenary Activity

Q: What stories have you discovered and shared?

---

Q: What Geographical factors influenced your stories?

---

Q: What events, changes or patterns affected the people in your story?

---

Q: What are the most interesting or important parts of your story that you want to share with others?

---

Remind students that at the beginning of this activity, they considered how national events in Ireland or changes have local effects that shape people's individual stories.

Invite students to suggest what broad Geographical factors shaped the stories they researched and presented.

Using students' stories as examples, identify some of the most important factors that have shaped your community, such as patterns of urbanisation, migration, or changes to the local economy and to individual patterns of employment. Highlight what primary and secondary sources of information helped to bring these stories to life and which provide a reliable guide to how these factors influenced people's lives.

**Independent work / extension – project work**

Creating and sharing the students' work is a great way to get the message out to your school community about the importance of taking part in the census.

Use this slide to set students an extended task to turn their stories into an exciting display to share with their parents/guardians, families and your wider school community.

Agree what form your display will take, how you can support students as they create their contribution, and a timescale for completion ready to share.

Ensure you adhere to your school's GDPR and consent policies for using photographs etc. and that students obtain permission to use any content they include. Ensure that you are also mindful of safeguarding, and that students are not sharing any sensitive information.

## Slide 24 Student Project work

Plan how you can bring your story to life. Use one of these ideas or come up with your own.

- Write an article with the questions and answers from your interview.
- Make an audio/video recording of your subject speaking.
- Design a poster or comic strip illustrating their story.
- Create a presentation with text, photos and other sources, e.g. PowerPoint, Google Slides, Keynote, prezzi, Haiki Deck

## Student Advice

- Design the layout of the census project and checks spelling errors
- Makes sure it is easy to read and understand

### Reflection: Slide 25:

#### Twitter Student reflection Exercise @CensusIreland

Ask student to write a tweet to explain what they have learnt in lesson 4. Inform them not to forget the hashtag # to describe the lesson or something memorable from the lesson.

- What did you learn today?
- What did you find tricky?
- What can you do next time?

#### Alternative reflection exercise

##### 8 Reflective Questions To Help Any Student Think About Their Learning

- What surprised you today, and why?
- What's the most important thing you learned today? Why do you think so?
- What do you want to learn more about, and why?
- When were you the most creative, and why do you think that is?
- What made you curious today? How does learning feel different when you're curious?
- When were you at your best today, and why?
- Assuming we were studying the same thing and you could decide and have access to anything, where would you start tomorrow? Why?
- What can/should you do with what you know?

**Homework:**

Ask students to complete the box on slide 26 with handwriting and they can bring this home to their parents/guardians for consideration for Census night on 3 April 2022.

**Time Capsule:**

Information you provide in the Time Capsule (p.23 of the census form) is optional and is collected voluntarily under Section 24 of the Statistics Act 1993. This content is protected by the same confidentiality protections as all your Census data for 100 years. After 100 years, this Time Capsule will be made available to the public. This space is for handwritten messages only. Photographs or other attachments will be removed and cannot be returned.

# Activity Sheet 2: Lesson 4 (Main activity)

Fill in the Census Form below

## Where do you usually live?

House Number and Street Name

### List 1 Persons PRESENT in the household on Census Night

Person no. First name and surname in BLOCK CAPITALS

|   |                      |                                       |                                |                                     |
|---|----------------------|---------------------------------------|--------------------------------|-------------------------------------|
| 1 | <input type="text"/> | Young person <input type="checkbox"/> | Adult <input type="checkbox"/> | Old person <input type="checkbox"/> |
| 2 | <input type="text"/> | Young person <input type="checkbox"/> | Adult <input type="checkbox"/> | Old person <input type="checkbox"/> |
| 3 | <input type="text"/> | Young person <input type="checkbox"/> | Adult <input type="checkbox"/> | Old person <input type="checkbox"/> |
| 4 | <input type="text"/> | Young person <input type="checkbox"/> | Adult <input type="checkbox"/> | Old person <input type="checkbox"/> |
| 5 | <input type="text"/> | Young person <input type="checkbox"/> | Adult <input type="checkbox"/> | Old person <input type="checkbox"/> |
| 6 | <input type="text"/> | Young person <input type="checkbox"/> | Adult <input type="checkbox"/> | Old person <input type="checkbox"/> |
| 7 | <input type="text"/> | Young person <input type="checkbox"/> | Adult <input type="checkbox"/> | Old person <input type="checkbox"/> |

### List 2 Persons ABSENT who usually live in the household

Person no. First name and surname in BLOCK CAPITALS

|   |                      |                                       |                                |                                     |
|---|----------------------|---------------------------------------|--------------------------------|-------------------------------------|
| 1 | <input type="text"/> | Young person <input type="checkbox"/> | Adult <input type="checkbox"/> | Old person <input type="checkbox"/> |
| 2 | <input type="text"/> | Young person <input type="checkbox"/> | Adult <input type="checkbox"/> | Old person <input type="checkbox"/> |



# Activity Sheet 2: Lesson 4 (Main activity)

Fill in the Census Form below

## 1. What is your name? (Person 1)

First name (BLOCK CAPITALS)

Surname (BLOCK CAPITALS)

## 2. What is your sex

Male  Female

## 3. What is your date of birth?

Day      Month      Year

 /  / 

## 4. What is your current marital status?

Answer if aged 15 years or over  
Mark **one** box only

- Single (never married or never in a same-sex civil
- Re-married
- In a registered same-sex civil partnership
- Separated
- Divorced
- Widowed

## 5. What is your place of birth?

Give the place where your mother lived at the time of your birth.

If IRELAND (including Northern Ireland), write in the COUNTY.

If elsewhere ABROAD, write in the COUNTRY

## 6. What is your country of citizenship?

If you have dual country of citizenship, please declare both

- Ireland
- Other CITIZENSHIP, write in
- No citizenship

## 7. How do you usually travel to work, school, college or childcare?

Mark **one** box only, for the longest part, by distance, of your usual journey

- Not at work, school, college or childcare
- On foot
- Bicycle
- Bus, minibus or coach
- Train, DART or LUAS
- Motorcycle or scooter
- Driving a car
- Passenger in a car
- Van
- Other (including lorry)
- Work mainly at or from home

## 8. What is your religion, if any?

Mark **one** box only

- No religion
- Roman Catholic
- Church of Ireland
- Islam
- Orthodox Christian
- Presbyterian
- Other, write in your RELIGION

## 9. Do you speak a language other than English or Irish at home?

Yes  No

What is this language?

## 10. What type of internet connection does your household have?

Mark the boxes that apply

- Fixed broadband (e.g. phone/TV cable, internet cable, etc)
- Mobile broadband (e.g. 3G, 4G, dongle, etc)
- Satellite
- Other connection
- No internet connection

## 11. If connected which devices, which devices access the internet in your household?

Mark the **boxes** that apply

- Desktop PC
- Laptop (including notebook, netbook, etc)
- Tablet
- Mobile phone
- Smart TV
- Video game console
- Smart domestic appliance
- Other, write in description

## Residents' Cards



**Name:** Agnieszka Nowak  
**Address:** 6, Summerhill Rise, Tramore, Co. Waterford.  
**Sex:** Female  
**Date of Birth:** 27/12/2005  
**Place of Birth:** Waterford  
**Age:** 17 years  
**Nationality:** Irish

**Other Information:**

Agnieszka lives with her mum Julia (37), her dad Kacper (40), who drives a van, and her sister, Lena. Their grandfather Jakub (71) lives with them. Agnieszka is very good at web design and recently designed the school website on her own laptop. She goes to school in Waterford city by public bus. Agnieszka's father moved here with his parents, when manufacturing and construction employment was growing in 2004 as EU Accession States joined the European Union. Agnieszka's grandmother, Katarzyna, is currently in Poland caring for a sick relative. She is a Roman Catholic.

**Young People:** 2  
**Adults:** 2  
**Older People:** 1



**Name:** Jack O'Brien  
**Address:** 14, Fernwood Avenue, Tallaght, Co. Dublin.  
**Sex:** Male  
**Date of Birth:** 08/03/2007 **Place of Birth:** Tallaght, Dublin  
**Age:** 15 years  
**Nationality:** Irish

**Other Information:**

Jack lives with his parents, Mary (aged 39) and Patrick (aged 42). He gets the LUAS to the Gaelcholáiste in Tallaght. They speak both English and some Irish at home. Peter spends all his free time on the PS4 gaming and has lots of interest in soccer as he follows Shamrock Rovers F.C. Jack's mother Mary works in a social media company in Dublin and travelled there each day in her hybrid car until Covid-19 began. She now works from home. Mary is concerned that Jack spends too much time on his smart phone. The family do not practice any religion.

**Young People:** 1  
**Adults:** 2

## Residents' Cards



**Name:** Alima Kaled

**Address:** 19, Main Street, Ballaghaderreen, Co. Roscommon

**Sex:** Female

**Date of Birth:** 10/04/2003

**Place of Birth:** Damascus

**Age:** 17 years

**Nationality:** Syrian

**Other Information:**

Alima lives with her mother Taqwa (37) in Ballaghaderreen. Her dad was killed seven years ago in the war in Syria. She has two sisters (Emany, 14 years old and Sidra, 11 years old) and one brother (Ahmad, 8 years old). Her family were selected to come here by the Irish Refugee Protection Programme. She walks to school in Ballaghaderreen and her favourite subject is Geography. She would love to own a tablet as she would like to Zoom/Skype her friends in Syria and she would like to own a scooter to get around County Roscommon. She is a Muslim.

**Young People:** 4

**Adults:** 1

**Older People:** 0



**Name:** Olivia O'Sullivan

**Address:** 8, Beechwood Park, Ballinlough, Co.Cork.

**Sex:** Female

**Date of Birth:** 12/05/1937

**Place of Birth:** Dingle, Co.Kerry

**Age:** 83 years

**Nationality:** Irish

**Other Information:**

Olivia has been living on her own in Cork city for the past 16 years since her husband, Denis who was older than her, died. She is actively involved in everything that happens in Ballinlough community. The Ballinlough online newsletter keeps her informed of local events such as bingo, and she uses her (desktop) computer for mass and online funeral broadcast since Covid-19 began. Olivia uses the public bus to get around Cork city. Olivia is a Roman Catholic.

**Young People:** 0

**Adults:** 0

**Older People:** 1

# Appendices

|            |  |
|------------|--|
| Appendix 1 | <b>Formation of a census form worksheet</b>          |
| Appendix 2 | <b>Geography Skills</b>                              |
| Appendix 3 | <b>Learning Log Reflection Sheet - Lesson 1</b>      |
| Appendix 4 | <b>Systematic Record of Achievement</b>              |
| Appendix 5 | <b>Rubric for a Poster Presentation of Interview</b> |



# Appendix 1: Formation of a census form worksheet

## Step 1:

The CSO (Central Statistics Office) consult with the citizens of Ireland and then put the **Census Form** together.



## Step 2:

The Census Forms are **designed** and **checked** (and checked again) then **translated** into Irish (and piloted by the CSO).

## Step 4:

Census Enumerators (5,100) **deliver** Census Forms to every household in Ireland in plenty of time for Census Night.



## Step 3:

2.3 million Census Forms approximately are **printed** and **delivered** to the CSO warehouse - they then go to 466 sites around Ireland.

## Step 5:

Census Forms are completed in every household on **Census Night**, Sunday, 3rd April 2022.

## Step 6:

Census Enumerators **collect** the Census Forms



## Step 8:

The **initial results** of Census 2022 are released to the public in Summer 2022 and definitive results will be made available on a phased basis from April to December 2023.

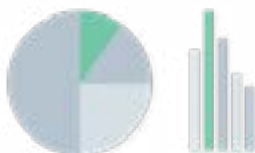


## Step 7:

The Census Forms are scanned and the information is **analysed**, summarised and prepared for publication.

## Step 9:

**Plans** are made for the future of Ireland (locally, regionally and nationally) based on the data from Census 2022.



## Step 10:

And then the process starts all over again for the next census.

## Formation of a census form    Questions

(i) What night of the week will the census be held in 2022?

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(ii) How many Enumerators will deliver the forms to every household in Ireland in 2022?

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(iii) When will the Census 2022 results be available?

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(iv) Explain briefly the importance of the work of the Central Statistics Office (CSO)?

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## Appendix 2: Geographical skills

### Applied skills and reading and interpretation skills



“The census is a unique count of everyone present in Ireland on census night and provides essential information for planning and decision making”

**Pádraig Dalton**  
Director General of the CSO



In 2001, the census was postponed due to the outbreak of foot and mouth disease, and took place the following year.



Anyone who does not complete and return their census form may be prosecuted and fined (up to €2,500 on summary conviction or €44,440 on indictment)



#### **8 New Questions on 2022 Census form:**

- Renewable energy sources
- Internet access and devices
- Smoke alarms
- Smoking
- Working from home
- Volunteering
- Childcare
- Travelling home from work, school or college



The 2016 Census put the population of Ireland at 4,761,865 - a 3.8% increase on 2011.



The Government decided to postpone the April 2021 Census to April 2022 on the advice of the Central Statistics Office due to the Covid-19 pandemic.

## Appendix 2: Questions

(i) How many new questions are appearing on the 2022 census form?

(ii) Why was the 2001 census postponed until 2002?

(iii) Did the Irish population increase or decrease from the census data of 2011 to 2016?

(iv) Why is the information collected from the census important, according to Pádraig Dalton, Director General of the CSO?

(v) What is the maximum fine for not completing your census form?



## Appendix 3: Learning Log Reflection Sheet–Lesson 1

Think about your learning this week in geography. How do you feel about what you have learnt?  
**What do you want to achieve next week?**

|  |  |
|--|--|
| <p>What is the most interesting thing you have learnt this week in geography?</p>          | <p>What have been your learning successes this week in geography?</p>  |
| <p>What area do you feel you still need to practise on improve on?</p>                     | <p>When have you felt confident this week in your learning?<br/><br/>Was there a time you felt less confident this week?</p>       |
| <p>What can you do to try to improve next week?</p>  | <p>Is there anything you would like to learn more about?</p>   |
| <p>What skill/piece of information or knowledge will you be able to use in the future?</p> | <p>What have you enjoyed the most about your learning this week?<br/><br/>Is there anything you will do differently next week?</p> |

# Appendix 4: Systematic Record of Achievement

## Final review learning about the census

| Systematic Record of Achievement             |                           | Year               |  |  |
|--|---------------------------|--------------------|--|--|
| <b>Term:</b>                                 |                           |                    |  |  |
| <b>Learning Topic: JC Geography - Census</b> |                           |                    |  |  |
| Unit Knowledge                               | Completed                 |                    |  |  |
| Lesson 1                                     |                           |                    |  |  |
| Lesson 2                                     |                           |                    |  |  |
| Lesson 3                                     |                           |                    |  |  |
| Lesson 4                                     |                           |                    |  |  |
|  |                           |                    |  |  |
|  |                           |                    |  |  |
|  |                           |                    |  |  |
| Highlight the skills you have used           |                           |                    |  |  |
| Census Vocab / Being Literate                | Use of Digital Technology | Analysing evidence |  |  |
| Being Numerate                               | Independent work          | Participation      |  |  |
| Knowledge and Understanding                  | Team Work / Collaboration | Self-Assessment    |  |  |
| Evidence                                     | Creative Thinking         | Peer Assessment    |  |  |
| Interpretation                               | Managing my Time          | Communication      |  |  |

### Rate this unit of work



## Appendix 5: Rubric for a Poster Presentation of Interview

| CATEGORY                  | 10-9   | 8   | 7-5   | 4-1  |
|---------------------------|--|---|---|--|
| <b>Attractiveness</b>     | The census poster is exceptionally attractive in terms of design, layout, and neatness.                                    | The census poster is attractive in terms of design, layout and neatness.  | The census poster is acceptably attractive though it may be a bit messy.  | The census poster is distractingly messy or very poorly designed. It is not attractive.                |
| <b>Knowledge Gained</b>   | Student can accurately answer all questions related to facts in the census poster and processes used to create the poster. | Student can accurately answer most questions related to facts in the census poster and processes used to create the poster. | Student can accurately answer about 75% of questions related to census facts in the poster and processes used to create the poster. | Student appears to have insufficient knowledge about the census facts or processes used in the poster. |
| <b>Graphics - Clarity</b> | Graphics are all in focus and the content easily viewed and identified from 6 ft. away.                                    | Most graphics are in focus and the content easily viewed and identified from 6 ft. away.                                    | Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.   | Many graphics are not clear or are too small.  |
| <b>Content - Accuracy</b> | At least 7 accurate census facts are displayed on the poster.  | 5-6 accurate census facts are displayed on the poster.  | 3-4 accurate census facts are displayed on the poster.  | Less than 3 accurate census facts are displayed on the poster.   |

# What is the Census of Population?

The Census of Population provides a statistical picture of Ireland and its people. Almost every country in the world carries out a census on a regular basis. It collects information, in five-year intervals, on every person and household in Ireland. By law, every individual and household must participate and, by law, the Central Statistics Office must protect the information that is gathered.

Census questions ask about topics such as age, marital status, household members, relationships between household members, and languages spoken. Census of Population data are important for all communities and are vital for planning services such as schools, day-cares, family services, housing, Gardai, fire services, roads, public transportation and skills training for employment. Local authorities use census information to predict demand for their services and facilities. These data are used by governments, businesses, associations, organisations and many others to make important decisions.

The number of seats in Dáil Eireann is also dependent on the results of the census. Under the Constitution, there must be a TD for every 20,000 to 30,000 persons. After each census a Constituency Commission is set up to consider Dáil Eireann and European Parliament constituencies.

The last Census of Population was conducted in 2016. The next one will take place in 3 April 2022. It was planned for the 18 April 2021 but had to be postponed because of Covid-19. Under the Statistics Act, everyone in the State must complete or be included on the census form.

Following a consultation process and pilot survey, the CSO announced the introduction of eight new questions for the 2022 census.

They will relate to:

- Renewable energy sources
- Internet access and devices
- Smoke alarms
- Smoking
- Working from home
- Volunteering
- Childcare
- Travelling home from work, school or college

Changes were also agreed to 25 existing questions on e.g. disability, ethnic groups, religion and the Irish language.

The census in 2022 will include an optional 'time capsule' question for the first time. This will allow members of the public to write a confidential message of their choice which will be securely stored for 100 years.

