



Theme

Census ~ Make your Mark!

Objectives

That the child will be enabled to:

- understand and describe the Census 2011 process
- compose and ask questions in order to satisfy curiosity
- conduct a simple census, tally and collate answers
- answer questions that show an understanding of the census process
- reflect on and talk about the Classroom Census
- examine data that has been collected by CSO

Methodologies

- ✓ Problem-Solving
- ✓ Collaborative Learning
- ✓ Using the Environment
- ✓ Active Learning
- ✓ Skills through Content
- ✓ Talk and Discussion

Mathematical Skills

- ✓ Applying and Problem-Solving
- ✓ Communicating and Expressing
- ✓ Integrating and Connecting
- ✓ Reasoning
- ✓ Implementing
- ✓ Understanding and Recalling

Tasks

- Talk and discussion – revision of ideas and concepts from Lessons One and Two.
- Whole class activity – composing questions /designing classroom census form
- Individual Work – completing census form
- Collating and tallying answers to census questions
- Pair Work – describing to others how the classroom census was carried out
- Plenary – reflecting on and evaluating the classroom census process

You will need

- Props to help children to understand the Census process e.g. sample Census form, map of Ireland,
- Resource 3.1 Census Cycle Cards
- Resource 3.2 Census Questions Template
- Resource 3.3 Classroom Census Form
- Resource 3.4 Classroom Census Tally Sheet
- Resource 3.5 Census Web Search Instructions
- Resource 3.6 Tally Top 10 Girls/Boy's Names
- Resource 3.7 Top 10 Names Graph Templates

Lesson 3: First/Second Class

Key Messages

- A census can be carried out at different levels – national level, classroom level...
- It is important to ask questions that will provide the information needed.
- Every person must take part in the census.
- The information is collected and answers to all questions tallied.
- The information gathered is used to plan for the future.

Integration and Linkage:

**English: Oral language:** Talk and discussion, asking questions, answering questions, reasoning, describing, explaining, comparing...

**Drama:** Conducting a classroom census – children can be given roles e.g. enumerator, CCSO team...

**Language Development:** *Census, official count, government, household, enumerator, collect, question, information, form, ask, Sunday, April, population, record, represent, graph, diagram data, statistics, plan, future, check, count, important, decisions.*

Assessment

The children will

- describe the steps in the census process as outlined in Lesson Two
- ask key questions which will provide the information required in the classroom census
- complete the census form
- tally the answers to the census questions
- describe how the classroom census was conducted

Teacher Observation Tips

Record in a notebook any significant events you notice such as a child having difficulty asking and answering key questions, describing the process, completing the census form or tallying answers. Note also children who may need to be challenged with the extension suggestions provided.

Extension

- Create a Classroom Census Project display board/area.
- Examine some of the data collected by the Central Statistics Office
- Carry out school/class investigations which involve the collection of data

Home/School Links

Children could design a census form with their parents/guardians.

Complete a sample census form for homework.

Visit [www.cso.ie](http://www.cso.ie) and examine some of the information collected by the Central Statistics Office

# Teacher's Notes - Lesson 3



## Introduction

### *Talk and Discussion*

#### Revision of key messages from Lessons 1 and 2 - What do we remember?

- Children are asked to retell the story 'Charlie and Census 2011' in order to revise key understandings of the census.
  - ✓ A census is an official count of the population of a country.
  - ✓ In Ireland, a population census is held every five years.
  - ✓ Every person in Ireland will be counted on Sunday, April 10<sup>th</sup> 2011.
  - ✓ Census forms will be delivered to our homes in March and will be completed on Census day.
  - ✓ There is a list of questions on the census form to be answered on Census day. The answers will help the government to plan for the future.
  - ✓ These forms will be collected and the information checked and counted.
  - ✓ This data can be shown on a graph, in a diagram or written in a report.
  
- Create a wall story using the Steps in the Census Cycle [Resource 3.1]. Children can make drawings of different stages of Charlie's story to display under each step. The cards and drawings will help the children retell the story and understand the steps in the census process.

## Whole Class Activity

- The children have learned that there are lots of questions on the Census form that will be used to help the government to plan for schools, hospital and health services, transport and other areas. For this reason, it is important to ask questions that will provide the information needed. Revisit the task in Lesson One (Birthdays) which focused on asking a good question.
  
- 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 have a pet
- ✓ how many people own a computer?

- Record these questions on a flip chart or on a large blank A3 sheet [Resource 3.2].
- 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.

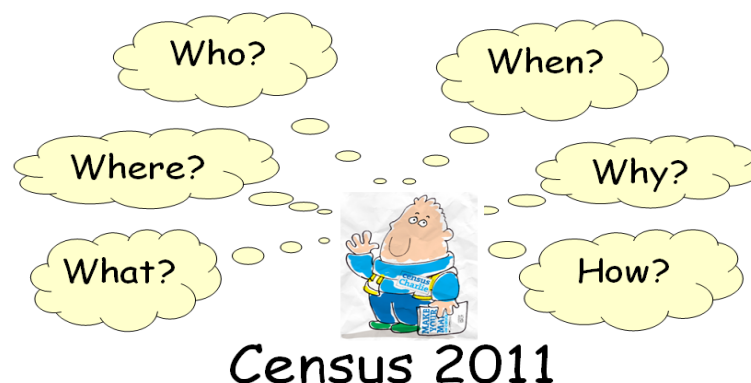
Note: It may be useful to take photographs of each step of this investigation process to help revise key concepts and as a resource to assist children when describing the process to others.

- Help the children to design a census form or use the Census Form provided [Resource 3.3]
- 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.
  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 3.4]. The tally sheet can be displayed on the Interactive Whiteboard and results of each question filled in as answers/responses are tallied.

## Plenary Session

In this session, the children work in groups and discuss elements of the lesson.

- Pair Work: The task involves the children working together to prepare answers to key questions that someone might have about the Classroom Census. Revise the key questions that the children asked Census Charlie in Lesson Two ...



### **What is the Classroom Census?**

The census is a count of the number of people in the classroom. Each child in the classroom get a Census form and all of the important questions on this form are answered.

### **Where does the Classroom Census take place?**

The Census is held in the classroom and every child completes a census form.

### **Who conducts the Census?**

Every person in the classroom is counted on Classroom Census day. A Classroom Census team (CCSO) deliver and collect the Census forms. The answers on all of the Census forms are checked and counted.

### **When is the Census held?**

The Classroom Census can be held each year.

### **Why is the Census held?**

The Classroom Census is held to answer important questions which can be used to help make important decisions and to plan for the future.

### **How is the Census conducted?**

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

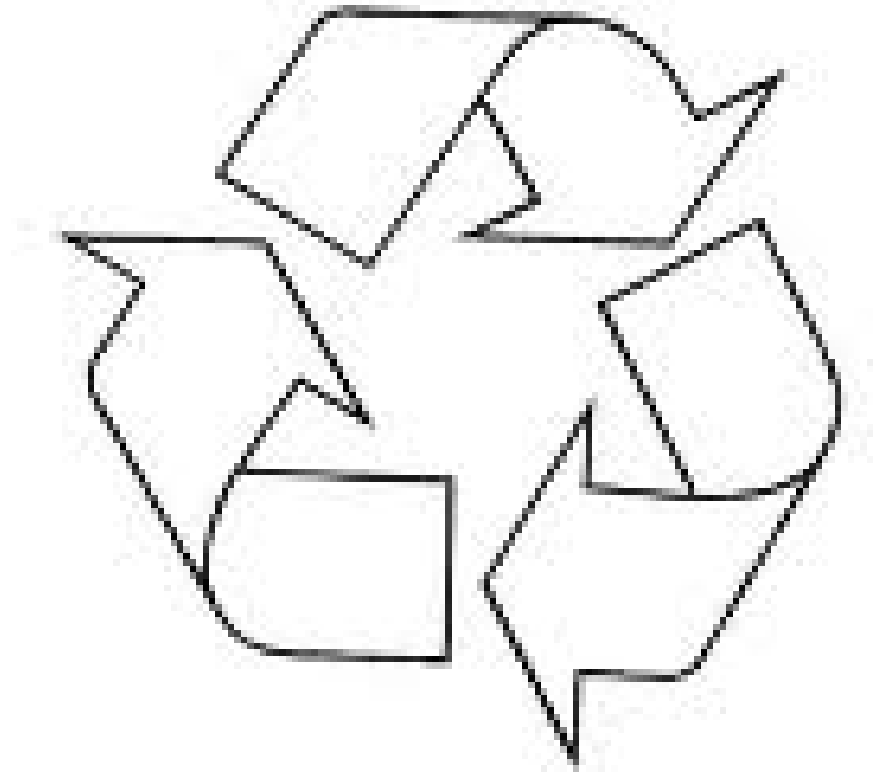
### *Extension work*

- Create a Classroom Census project board.
- Make drawings / take photographs of each step of the process and display using captions to describe how the census was carried out.
- Examine some of the data collected by the Central Statistics Office. Visit [www.cso.ie](http://www.cso.ie). Follow the instructions to find the statistics on the Top 25 Boy's Names and Top 25 Girl's Names last year [Resource 3.5]. Make a list of these names. Conduct an investigation at school level to find out how many children are listed in the Top 25 Names chosen using tally sheets [Resource 3.6]. Use graph templates to represent the results [Resource 3.7].
- Using class lists, establish what the Top 25 Girl's Names and Boy's Names are in your school.

### *Home/school links*

- For homework, children could design their own census form with their families and decide what questions they would like to ask.
- Complete a sample census form at home.
- Visit [www.cso.ie](http://www.cso.ie) to look at the type of information that is gathered by the Central Statistics Office.

# The Census Cycle



Census Day ~ 10th April

Census forms are  
delivered to our homes



Census forms are  
completed on Census day



Census forms are  
collected



Census forms are  
checked and scanned



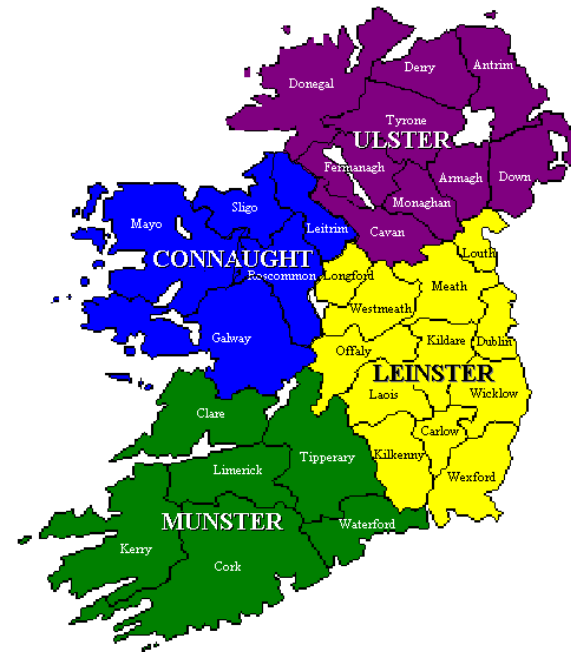
# Information is shown in graphs



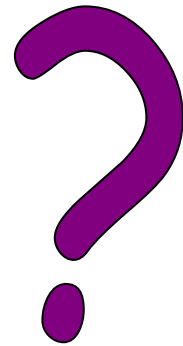
Graphs are read  
and reports are written



# Plans are made to make the country better



# Census Questions







# Classroom Census Form



Name:

.....

Are you male or female?

.....

In what month were you born?

.....

How old are you?

.....

Where do you live?

In the town

In the country

What is your nationality?

.....

What languages can you speak?

.....



How do you travel to school?

Walk

Cycle

Bus

Car



Other

.....

Do you own a pet?

Yes

No

Type of Pet

.....



Do you have a computer at home?

Yes

No





# Classroom Census Tally



How many people in the class?

How many boys in the class?

How many girls in the class?

How many people were born in:



| January | February | March     | April   | May      | June     |
|---------|----------|-----------|---------|----------|----------|
|         |          |           |         |          |          |
| July    | August   | September | October | November | December |
|         |          |           |         |          |          |

How many people live in:

| Town |  | Country |  |
|------|--|---------|--|
|------|--|---------|--|

Nationalities:

| Irish |  |  |  |  |  |
|-------|--|--|--|--|--|
|       |  |  |  |  |  |
|       |  |  |  |  |  |
|       |  |  |  |  |  |



Languages we speak:



|       |  |  |  |  |  |
|-------|--|--|--|--|--|
| Irish |  |  |  |  |  |
|       |  |  |  |  |  |
|       |  |  |  |  |  |
|       |  |  |  |  |  |

Travel to School:



| Walking | Cycling | Bus | Car | Other |
|---------|---------|-----|-----|-------|
|         |         |     |     |       |

Pet Ownership:

Yes

No

Type of Pet:



|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Computer Ownership:

Yes

No

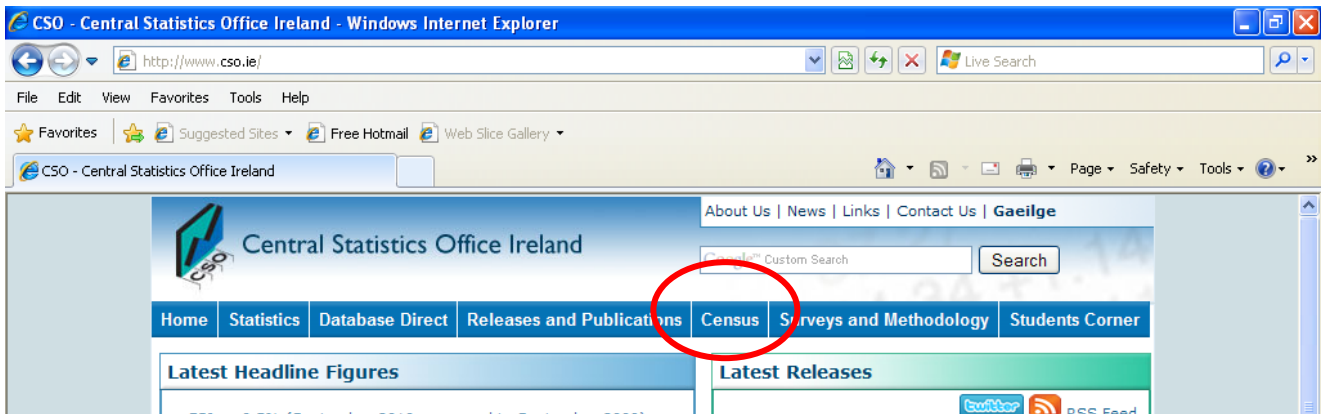


## Census Web Search

- Explain to the children that the information gathered from the Census can be viewed on the CSO website. Visit this website with the children on the Interactive Whiteboard.
- Children enjoy researching the top 25 boys' names and girls' names chosen and comparing with their own names.

1. Visit [www.cso.ie](http://www.cso.ie)

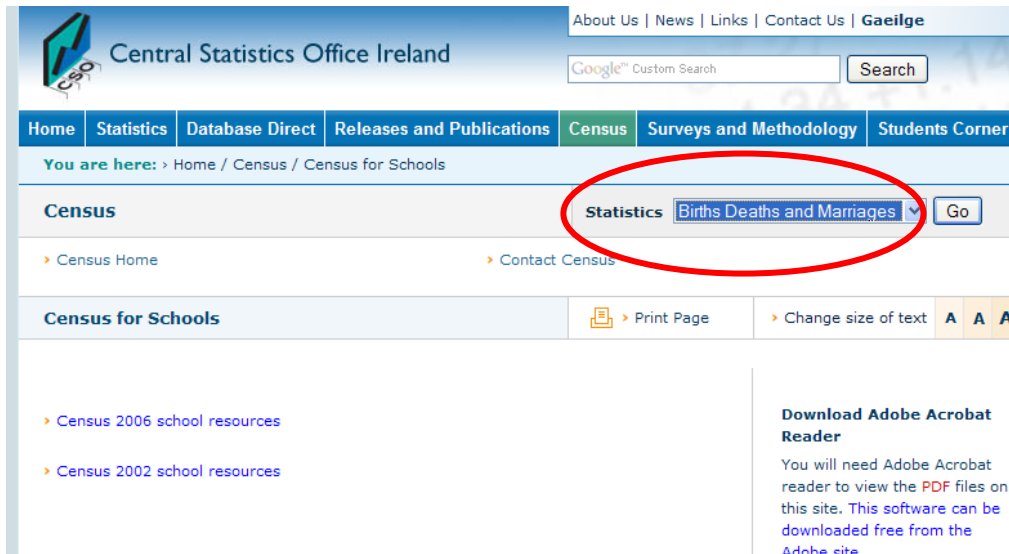
2. Click on the Census tab



3. Click on 'Census for Schools'



4. Select 'Births, Marriages and Deaths' from Statistics and click 'Go'



The screenshot shows the Central Statistics Office Ireland website. The navigation menu includes 'Home', 'Statistics', 'Database Direct', 'Releases and Publications', 'Census', 'Surveys and Methodology', and 'Students Corner'. The 'You are here' breadcrumb trail is 'Home / Census / Census for Schools'. In the 'Census' section, the 'Statistics' dropdown menu is open, and 'Births Deaths and Marriages' is selected. A red circle highlights this selection. A 'Go' button is visible next to the dropdown. Below the dropdown, there are links for 'Census Home' and 'Contact Census'. The 'Census for Schools' section includes links for 'Census 2006 school resources' and 'Census 2002 school resources'. A 'Print Page' button and 'Change size of text' options are also present. A sidebar on the right contains a 'Download Adobe Acrobat Reader' notice.

5. Select 'Top 25 Boys Babies Names' or 'Top 25 Girls Babies Names' from 'Principal CSO Statistics'.



The screenshot shows the Central Statistics Office Ireland website. The navigation menu is the same as in the previous screenshot. The 'You are here' breadcrumb trail is 'Home / Statistics / Births, Deaths and Marriages / Principal Statistics'. The 'Births, Deaths and Marriages' section is highlighted in yellow. Below this, there are links for 'Principal Statistics', 'Releases and Publications', and 'Related Links'. The 'Principal Statistics' section is highlighted in yellow and contains a list of links: 'Number of Births, Deaths and Marriages', 'Life Expectancy', 'Principal Causes of Death', 'Deaths Classified by Age and Sex', 'Average Age of Mother Classified By Marital Status', 'Top 25 Boys Babies' Names', and 'Top 25 Girls Babies' Names'. A red circle highlights the last two links. Below this list, there is a 'Statistics from other Sources' section with a link to 'Department of Health and Children'. A 'Print Page' button and 'Change size of text' options are also present.



## Let's Investigate

How many boys in our school have names on this list?

| Top Ten Names for Boys |         | Total |
|------------------------|---------|-------|
| 1                      | Jack    |       |
| 2                      | Seán    |       |
| 3                      | Daniel  |       |
| 4                      | Conor   |       |
| 5                      | James   |       |
| 6                      | Ryan    |       |
| 7                      | Adam    |       |
| 8                      | Michael |       |
| 9                      | Alex    |       |
| 10                     | Luke    |       |



## Let's Investigate

How many girls in our school have names on this list?

| Top Ten Names for Girls |        | Total |
|-------------------------|--------|-------|
| 1                       | Sophie |       |
| 2                       | Ava    |       |
| 3                       | Emma   |       |
| 4                       | Sarah  |       |
| 5                       | Grace  |       |
| 6                       | Emily  |       |
| 7                       | Katie  |       |
| 8                       | Lucy   |       |
| 9                       | Aoife  |       |
| 10                      | Chloe  |       |



# Most Popular Boys' Names



|      |      |        |       |       |      |      |         |      |      |
|------|------|--------|-------|-------|------|------|---------|------|------|
|      |      |        |       |       |      |      |         |      |      |
|      |      |        |       |       |      |      |         |      |      |
|      |      |        |       |       |      |      |         |      |      |
|      |      |        |       |       |      |      |         |      |      |
|      |      |        |       |       |      |      |         |      |      |
|      |      |        |       |       |      |      |         |      |      |
|      |      |        |       |       |      |      |         |      |      |
| Jack | Seán | Daniel | Conor | James | Ryan | Adam | Michael | Alex | Luke |



# Most Popular Girls' Names



|        |     |      |       |       |       |       |      |       |       |
|--------|-----|------|-------|-------|-------|-------|------|-------|-------|
|        |     |      |       |       |       |       |      |       |       |
|        |     |      |       |       |       |       |      |       |       |
|        |     |      |       |       |       |       |      |       |       |
|        |     |      |       |       |       |       |      |       |       |
|        |     |      |       |       |       |       |      |       |       |
|        |     |      |       |       |       |       |      |       |       |
|        |     |      |       |       |       |       |      |       |       |
| Sophie | Ava | Emma | Sarah | Grace | Emily | Katie | Lucy | Aoife | Chloe |