

# CENSUS IN SCHOOLS

Myself and my community

**1<sup>st</sup> & 2<sup>nd</sup> Class**

This theme looks at the child, their  
family and their community

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

 An  
Phríomh-Oifig  
Staidrimh

Central  
Statistics  
Office

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# Section 1: Literacy

## Oral Language (three activities)

### 1. Introduce the Census

What is it? Why do we need it?

Use the census display posters (worksheets 9 & 10)

This lesson can be linked to the numeracy introductory lesson.

### 2. All About Me

**Discuss the Topic All About Me using questions such as:**

- What is your full name?
- Where do you live?
- When is your birthday?
- Where were you born?
- How many brother/sisters do you have?
- What is your favourite colour?
- What is your favourite food?
- What is your favourite animal?
- What is your favourite car? etc.

### 3. Names

Using the CSO visualisation tools linked below, look at popular children's names and birthdays:

[How Popular is your Birthday?](#)

[How Popular is Your Name?](#)

How popular is your name? What was the most popular name in 2020? Discuss.

## Reading: (three activities)

1. Digital Literacy: Reading an infographic ([CSO Visualisation tools](#))
2. 'Me on the Map' read along by Joan Sweeney – [YouTube Video available](#)
3. Reading Google Earth and understanding their place in the world.

## Writing: (two activities)

### 1. All About Me

Me on the Map Template (see worksheet 1).  
Create a flip book/poster/booklet/nesting circle.  
[See Me on the Map](#) for ideas.

### 2. Look at the 'Past and Present Modes of Transport sheet' (see worksheet 2).

Create a New Mode of Transport.

What is your vehicle made from?

What colour is it?

Who would it be for?

Is it eco-friendly? Etc.

# Section 2: Gaeilge

## Theme suggestions: Mé Féin, Mo Chlann agus Sa Bhaile.

### Focail agus frásaí samplacha:

- Dia duit. Dia's Muire duit. Dia daoibh. Cad is ainm duit? \_\_\_ is ainm dom. Is mise \_\_\_.
- Conas atá tú? Tá mé go maith, go raibh maith agat. Níl mé go maith.
- Tá mé tinn. Tá pian i mo \_\_\_. (Ceann, gualainn, glúin, cos, súile, cluasa, béal, srón)
- Cé atá tinn inniu? Tá \_\_\_ tinn. Níl sé/sí ar scoil. Tá sé/sí sa bhaile. Níl aon duine tinn inniu. Tá gach duine ar scoil.
- Inis dom faoin..
- Cé atá sa bhaile? mo Mhamaí, Daidí, deirfiúr, deartháir, leanbh nua, Mamó, Daideo, Uncail, Aintín.
- Duine amháin, beirt, triúr, ceathrar, cúigear, seisear, seachtar.
- Feicim Ní fheicim Seo é Seo í Is maith liom Cé hé seo? Mamaí Daidí Cé hí seo? Mamó Daideo

# Section 3: Numeracy

## DATA Lessons

**Objective:** Interpret and present data (Statistics)

### Introductory Lesson

Introduce the concept 'Data' and explain that Data Collection involves the following steps:

- Start with a question
- Information is then collected
- Data is then represented in a structured way
- 

Give an explanation on what data a Census Taker collects from our homes and the reasons behind why the Census occurs (Census display posters).

Teacher can model a whole class survey

### Sample Questions to ask the class include:

Q: What is the most common eye/hair colour in our class?

---

Q: What is your favourite colour?

---

Q: How did we come to school today?

---

Q: What is your favourite animal?

---

Q: What is the most popular month for a birthday?

---

# Lesson 1: Investigations – (with focus on birthdays)

## Introduction Talk and Discussion – How Many?

- How many children came to school by car today?
- How many boys in school today?
- How many children have fruit for lunch?

In this talk and discussion session, children will come to realise that they will not be able to provide an answer without carrying out an investigation and counting the set e.g. of those who travelled by car, the number of boys in school today, the number of children who have fruit for lunch etc...

What must we do before we can answer any of these questions? We must ask a question so that we can get the information we need.

## Let's think about the questions we need to ask.

If I want to know how many children came to school by car today, what question will I need to ask each child? Did you come to school by car today?

If I want to know how many children have fruit for lunch, what question will I need to ask each child? Do you have fruit for your lunch?

## Whole Class Activity

Take the following question and this time; carry out the investigation with the children.

**Question:** "How many children have a birthday this month?"

What question will we need to ask every person here before we can find the answer? In what month is your birthday?

Once it has been established what question should be asked, explain to the children that the investigation will now be carried out at whole class level.

Children are divided into groups of four and each group is assigned a group leader. Twelve strips of paper are displayed and labelled with each month of the year.

Group leaders stand and ask members of their group the question "In what month is your birthday?"

As each child responds, he/she is given a clothes peg and attaches the peg his/her birthday month.

The investigation has now been carried out and the information collected. This information has been represented using concrete materials i.e. with clothes pegs on paper strips.

Explain to the children that this information can then be shown (represented) on a graph.

Model / demonstrate how the information is represented in either a block graph or a bar chart using an enlarged blank template.

Children can then work independently and show the same results in their own individual block graph template.

Use resource worksheet templates provided. Some children may be able to create these graphs without the use of a template.

The next task is to analyse the data. Children are asked to examine their graphs and to interpret the results. It will be useful at this stage to provide guiding questions for the children e.g.

### **What Information Can We Get From the Graph?**

Answer these questions:

Q: Which month has the greatest number of birthdays?

---

Q: Which month has the least number of birthdays?

---

Q: Are there any months which have the same number of birthdays?

---

Q: Are there any months which have no birthdays?

---

Q: How many birthdays in Summer?

---

Q: How many birthdays in April?

---

### **Plenary Session**

In this session, the children come together to discuss elements of the lesson.

It is always important to bring children back to the original question that was asked i.e. 'How many children have a birthday this month?'

Ask children to clarify the result based on the information collected and represented i.e.

**There are \_\_\_\_\_ children with a birthday this month**

Encourage children to summarise the main learning points in the lesson: We have learned today that ... To answer some questions ... We need to ask a good question... We need to carry out an investigation.

### **Guide the children through the process once again: How did we carry out this investigation?**

1. First, we asked question i.e. In what month is your birthday?
2. Next, we collected the information we needed
3. We wrote down (recorded) this information

4. Then, we showed the information using materials (clothes pegs).
5. We created graphs
6. Next, we examined the graphs
7. This helped us to answer the question that we asked i.e. In what month is your birthday?

Ask the children to name what the most important parts of the investigation were i.e. the question asked / collecting the data and counting the results.

What is the [most popular month for a birthday](#) in all of Ireland?

## Lesson 2: Classroom Census

Create and answer a Classroom Census. Then responses are tallied.

**Introduction** -Talk and Discussion: Can you remember what we need to do when we want to get information from others? We need to ask a good question.

Explain to the children that there are lots of questions on the census form and these will be used to help the government to plan for schools, hospital / health services, transport and other areas. For this reason, it is important to ask questions that will provide the information needed.

Encourage the children to think about the questions that might be asked on the census form.

Ask the children to think about question that could be asked in order to obtain the information needed.

### What would the question be to obtain the following information?

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

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

**Classroom Census Activity** - 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 below. 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 [Resource available].
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 with the worksheets.

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

## Lesson 3: Representing the information

The information collected from the census will be represented using concrete materials and graphs.

# DATA: Transport

## Lesson 1:

Using the [CSO Interactive Zone](#) link questions and activities to the information available at [CSO DATA Visualisation Tools](#).

### Sample Questions:

Q: What type of car do you like?

---

Q: What type of car do you have at home?

---

Q: What colour car is your favourite?

---

Q: Let's take a look at Ireland's Top Motors

---

How do your answers compare?

## Lesson 2:

Compile the data from the science surveys  
Create your own graph displaying your results.

# Section 4: SESE: History and Geography

## History

**Strands:** Myself and My Family. Change and Continuity

Distinguish between past, present and future; develop an understanding of chronology through exploring and recording simple sequences and by placing developmental pictures (baby, toddler, growing child, teenager, etc.) in historical sequence.

Ask the children to bring in photos of themselves over the years. Look carefully at their old and recent photographs and make observations and comparisons between past and present. How have we changed? What has stayed the same? We have grown but our smile is still the same, etc. Discuss why some events happened and their consequences (e.g. first born or extension to the family; first tooth/word; developmental milestones; excitement at child's first steps).

### Life of my grandparents

Life before and now: Listen to older people talk about their experiences when they were young – Complete an Interview with their parents/ grandparents or other relatives about what life was like for them (worksheet 6).

Q: What they were like as a baby/toddler

---

Q: What was their home like?

---

Q: What was school like?

---

**Discuss this in class.**

# Geography

**Strand:** Human Environments (Living in the Local Community)

Watch the YouTube video of [‘Me on the Map’](#)

Identify the location of his/her home.

Using Google Earth look at your School, your Community, Ireland, Europe and Earth.

Complete the ‘Me on the Map’ project template which identifies:

Me, my house, my town/area, my county, my province, my country, my continent, my planet.

Cut out each section and create a booklet with it. \*Example template provided in resources folder.

# Section 5: SESE: Transportation and the Environment

## History and Geography

### How Transport has changed over time:

How has transport changed over time? What impact has this had on your community?

Looking at [the infographic](#)

What has the census shown us about transportation?  
How has the environment been affected?

[Green Travel](#) - draw a bar chart of how your class travelled to school (block and bar graph worksheets 7 & 8)

## Science

Transportation and its effects on the environment.

### Transport survey 1:

Discuss the different types of transport.

Predict what types of transport you might see passing by in your community (Cars, bikes, bus, lorry, train etc)

Stand at the school gate and tally mark the types of transport that pass by

### Questions to discuss in class:

Q: Is it what you expected?

---

Q: Why does it matter how many vehicles are on the road? Does it affect us? How does it affect our Environment?

---

Q: On average how many people were in each vehicle?

---

Q: Why should we encourage people to use public transport/car share etc.? 1 person per car? How is transport becoming eco-friendlier?

---

### Survey 2:

#### Conduct a whole class survey on how the children travel to school

Complete the survey with a few other classes and compare the results. Complete the same survey in your local community. Are the results similar?

**Ask the Question:** How do we know how everyone in Ireland travels?

---

**Answer:** By reading the [Census results](#)

Q: How do you match up to the census?

---

Q: How can we make it better?

---

Q: What difference can we make?

---

Q: The census helps us to recognise what we need to change – more cycle lanes, more lanes for public transport etc. What do you think we need more of?

---

\*ECO FLAG links can also be made.

# Section 6: Art

## Art: Drawing and Painting

- 'All About Me' Self Portrait linked with SPHE Recognise, describe and discuss individual personality traits, qualities, strengths, limitations, interests and abilities.
- Draw a picture entitled 'Me and My Grandparent'
- 'Me on the Map' project - Flip book template
- ['Me on the Map' youtube activity](#)
- Design your own Eco-Friendly vehicle

## Music

- Song-Singing: Ireland's Call

## Drama

**Role Play:** Children go into role acting out various scenarios and roles such as:

- **Census Taking:** One child is inside the home and the other is the 'census taker' holding a clip board and a questionnaire (Teacher input may be required here – prepare questions for the children to ask).
- **Life in the Olden Days:** Using data from previous Census and from the interview with their grandparent, discuss what life was like in the olden days (no TV, phones, cars etc). Children act out how they believe life to have been.

**Mime:** using mime, act out different modes of transport

# Section 7: SPHE/RE/ Ethical Curriculum

## SPHE: Walk Tall Curriculum

- **Unit 1:** Self-Identity
- **Unit 3:** Growing and Changing
- **Unit 5:** Myself and Others

### Seat Belt Sheriff Competition – RSA

- A competition for 1st class pupils everywhere to make a fun colourful poster about Seatbelt Sheriff's safety message.

## RE/Ethical Curriculum

**Ethics and the Environment** – Why methods of transport matter. How we can make greener choices when it comes to traveling.

- [Watch and Discuss:](#)

**Class Survey:** Do you practice a religion? If so which one?

- What is the most common religion/least common practiced?

# Worksheet 01

## 'Me on the Map' 1st Class example

ME on the MAP



Me Ron

My house 2 Berrigals

My street Money gurney

My town Douglas

My county Carroll

My province Munster

My country Ireland

My continent Europe

me: \_\_\_\_\_

My house: \_\_\_\_\_

My town/area: \_\_\_\_\_

My country: \_\_\_\_\_

My province: \_\_\_\_\_

My country: \_\_\_\_\_

My continent: \_\_\_\_\_

My planet: \_\_\_\_\_

## Worksheet 02

# Past and Present Modes of Transport



## Worksheet 03

# Birthday Chart

9												
8												
7												
6												
5												
4												
3												
2												
1												
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dev

## Worksheet 04

# Classroom Census

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

# Worksheet 05

## Classroom 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:


**Languages:**


**Travel to school:**

walking	cycling	Bus	car	Other

**pet ownership:**

yes       No

**Type of pet:**


**Computer ownership:**

yes       No

## Worksheet 06

# The Life with an Older person

Ask your granny or granddad (or another older person) these questions about growing up.

1. Where were you born?

2. How many brothers and sisters did you have?

brothers and

sisters.

3. What was your favourite toy?

4. Which school did you go to?

5. How did you get to school?

6. What game did you like to play in school?

7. What is different about school now?

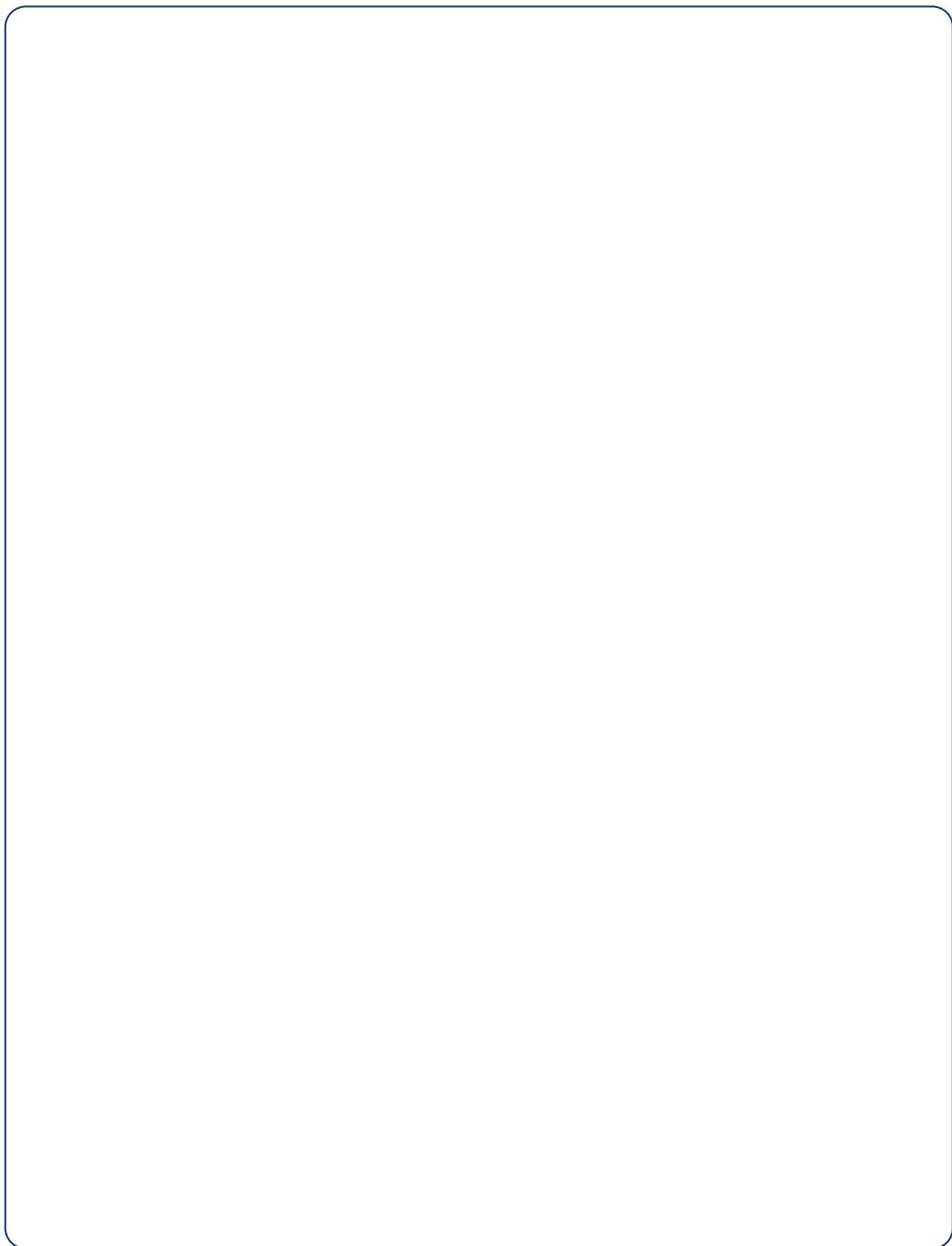
Books \_\_\_\_\_

Computers \_\_\_\_\_

Whiteboards \_\_\_\_\_

Other \_\_\_\_\_

Draw a picture of you with your granny or granddad  
(or another older person)



## Worksheet 07

# How We Travel to School Bar Graph

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
	walking	cycling	Bus	Car	Other

# How We Travel To School Block Graph


walking

cycling

Bus

car

Other

# Worksheet 09

## The CENSUS Explained posters

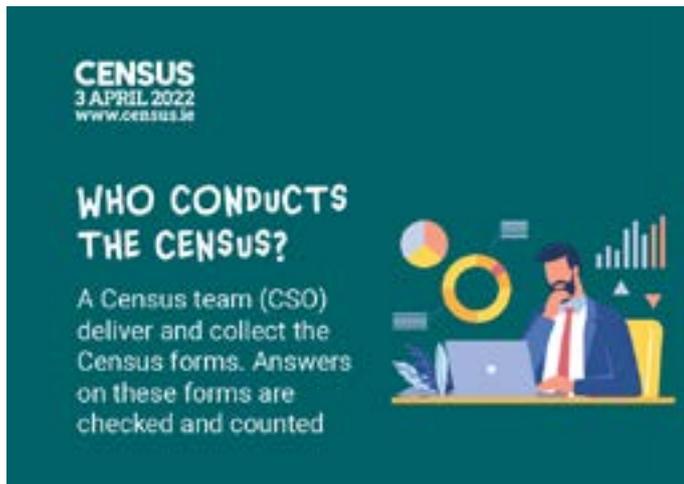
Poster 1



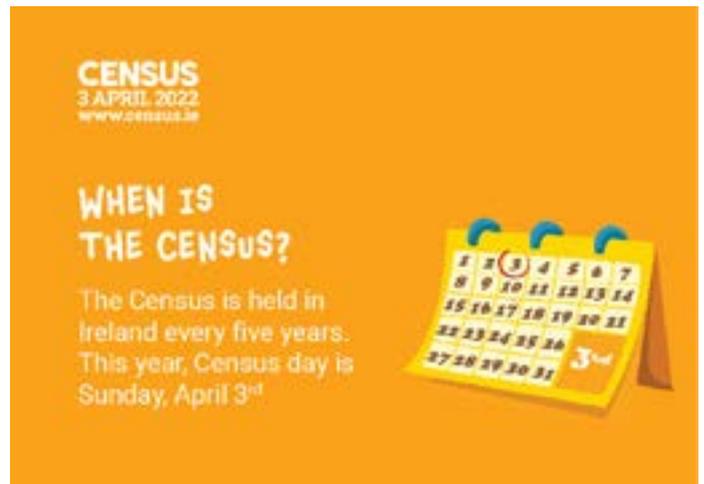
Poster 2



Poster 3



Poster 4



Poster 5



# Worksheet 10

## The CENSUS Cycle posters

### Poster 1

Census forms are delivered to our homes



### Poster 2

Census forms are completed on Census Day Sunday 3 April 2022



### Poster 3

Census forms are collected



### Poster 4

Census forms are checked and scanned



### Poster 5

Information is shown in graphs



### Poster 6

Graphs are read and reports are written



### Poster 7

Plans are made to make the country better

