

Lesson 1

The Census and Equality



How this links to the curriculum: Strand 1 – Rights and Responsibilities

Wellbeing indicators: Responsible/Connected/Respected/Aware

Learning Outcomes: Students should be able to:

- Discuss what it means to be human and to live in a community with rights and responsibilities (1.1)
- Explain the hierarchy of human needs and how this relates to human rights (1.3)
- Access and interpret numerical data showing local and global distribution of basic resources and patterns of inequalities (1.4)
- Reflect on their ongoing learning and what it means for them (1.11)

Materials

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

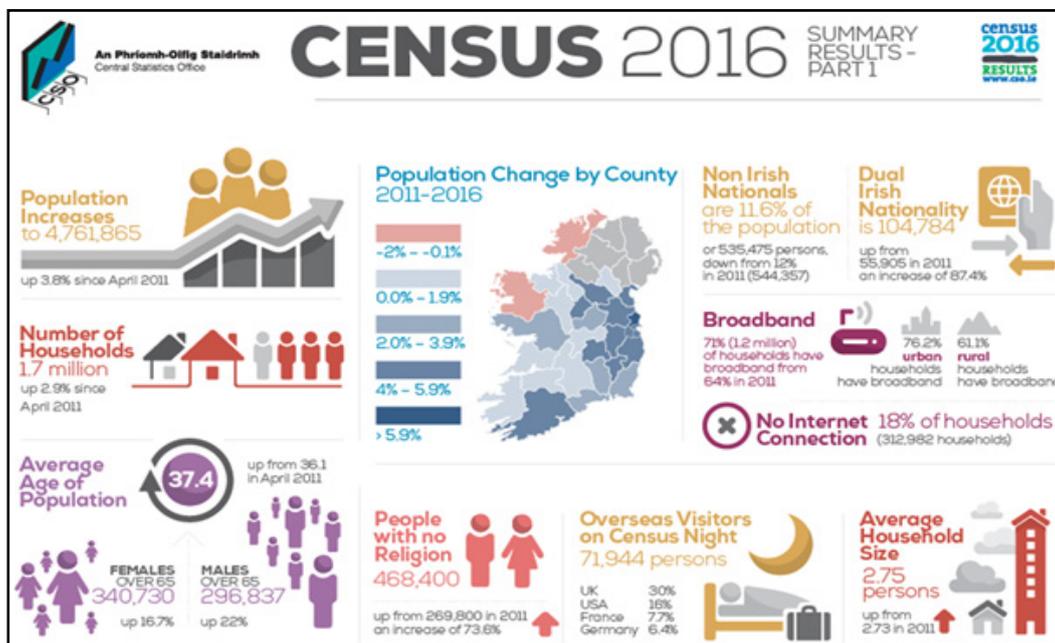
Activity 1: Introduction to the Census (20 mins)

What do you already know?

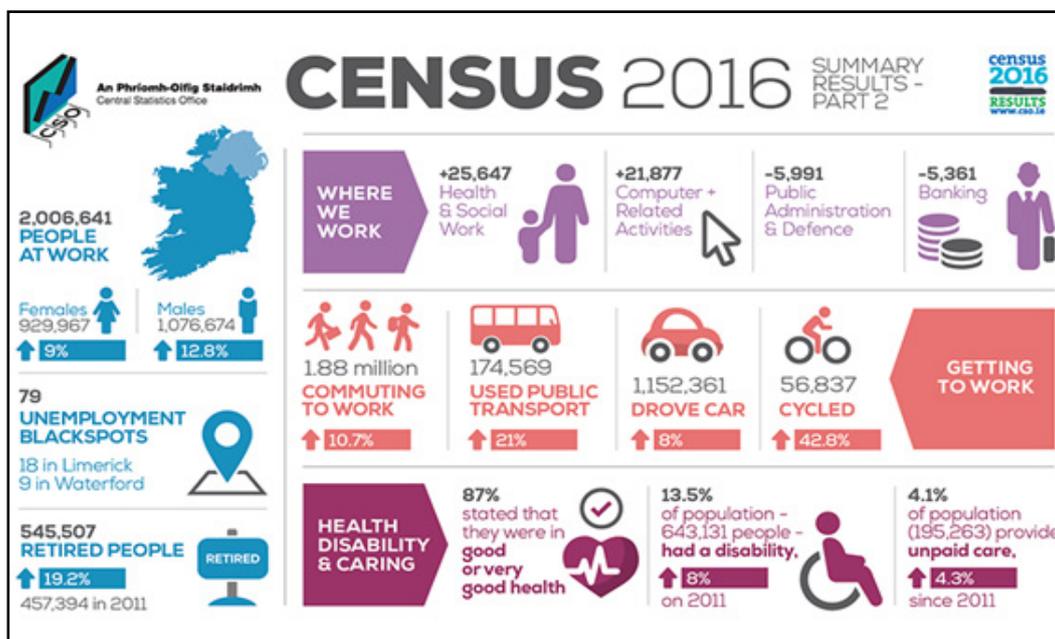
Put students into pairs and ask them to brainstorm and write down anything that they may know already about the census, such as, what types of questions are on it, how often is it held, why is it important and how do they think the information is used by the government?

Use an overhead projector or photocopies to show the students the infographics of Census 2016 Summary Part One and Two.

Summary Part One:



Summary Part Two:



Activity 1: Introduction to the Census (20 mins)

Get them to check the information with their answers and to jot down any missing information. They can then share this information with another pair to compare what they have written and identify common and missing information.

The Big Question:

Ask the students to reflect on why the census is important again and to note in their reflection journals if they have changed or added to their original opinion.

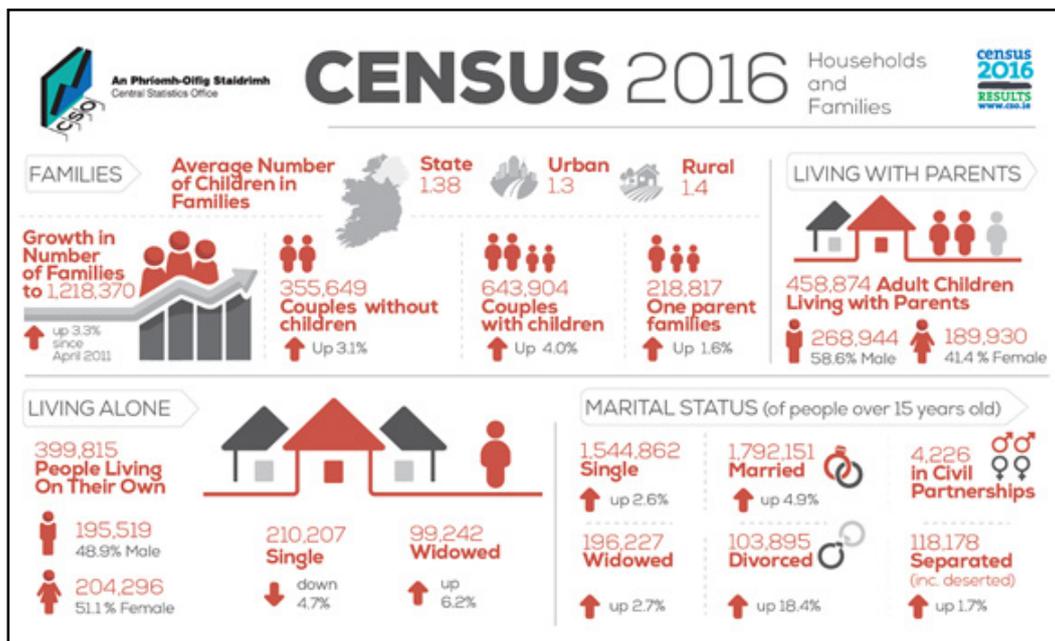
Activity 2: The Census and Community (20 mins)

Ask students to reflect on what it means to live in a community?

Use prompt questions such as, what are our needs/wants in the places we live in as children/teenagers and adults?

- Elicit student answers and put them on the whiteboard.
- Explain how the data gathered on households/families in the census could highlight children's and families' needs for: Homes, schools, health centres, childcare facilities and sports and recreation facilities.

Ask students to examine the [infographic](#) from the Census 2016 report on households and families.



- Explain that it is their turn to imagine they have the power to use data from the census to give children and teenagers in their community three facilities either from the list above or other based on the population needs of their area (you can use article 31 from the UNCRC - you have the right to play and rest.)
- Ask them to rank them in order of importance.
- Elicit student answers and put them on the whiteboard.

The Big Question:

Ask the students to categorise the facilities suggested by the class into needs, wants and rights. Elicit student answers and write them on the whiteboard.