

# Lesson 4

## The Census, Development and Sustainable Development

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

Wellbeing indicators: Connected/Respected/Aware/Responsible

**Learning Outcomes: Students should be able to:**

- Consider a variety of definitions of development and devise their own definition of sustainable development (2.2)
- Discuss sustainability strategies that individuals, communities, businesses, agriculture and governments can employ to address climate change (2.4)
- Discuss, with evidence, positive and negative effects of development in their local area (2.7)
- Reflect on their ongoing learning and what it means for them (2.12)

**Materials**

- Whiteboard marker/whiteboard
- Teacher laptop/overhead projector
- Student pens/copies/reflection notebooks
- iPads/Chrome tablets for each student

## Activity 1: Development/Sustainable Development (20mins)

Explain to your students that development is the word we use for changes that happen over time. There are a number of areas to examine when we talk about development such as:

- Economic development: The process by which the financial wellbeing and quality of life of a nation, region, local community, or an individual are improved.
- Personal development: the experience, skills and growth we make as people.
- Social development: How we change our laws and systems to ensure equality for all and a good quality of life for every citizen.
- Ultimately, we need to make sure that the developments we make today benefit all citizens without destroying resources for future generations, this is called Sustainable Development.

### UN Sustainable Development Goals

YOU ARE HERE: [HOME](#) / [STATISTICS](#) / UN SUSTAINABLE DEVELOPMENT GOALS

#### UN Sustainable Development Goals

##### Statistical Publications

- > UN SDG's Goal 1 - No Poverty
- > UN SDG's Goal 2 - Zero Hunger
- > UN SDG's Goal 3 - Good Health and Well-Being
- > UN SDG's Goal 4 - Quality Education
- > UN SDG's Goal 5 - Gender Equality
- > UN SDG's Goal 6 - Clean Water and Sanitation
- > UN SDG's Goal 7 - Affordable and Clean Energy
- > UN SDGs Goal 8 - Decent Work and Economic Growth -2021

##### Related Content

- > A Profile of Ireland's Border Population 2016
- > Measuring Distance to Everyday Services in Ireland
- > Regional SDGs Ireland 2017



Ask the students to write what they think are sustainable development strategies that they use in their own lives. They should be able to name a minimum of three. Use prompts such as buying second hand clothes, using a timer in the shower, recycling their waste, using a compost heap in the garden, using renewable energy sources in their homes etc.

Elicit answers and put them on the whiteboard.

Ask the students to write down an example of sustainable development in their school or local community.

## Activity 1: Development/Sustainable Development (20mins)

Get them to share their examples with a partner and discuss if these developments have been successful for their communities.

Get feedback from the students.

## Activity 2: Understanding Planning (20 mins)

Tell your students to imagine that your school has been gifted a large sum of money for a new school resource.

The Board of Management would like to consult with all the stakeholders in deciding which resource to plan for. To that end the students need to read the following list of possibilities and to rank them in order of preference/importance. With the most important being number one and the least number four.

**A: A large multifunctional auditorium**

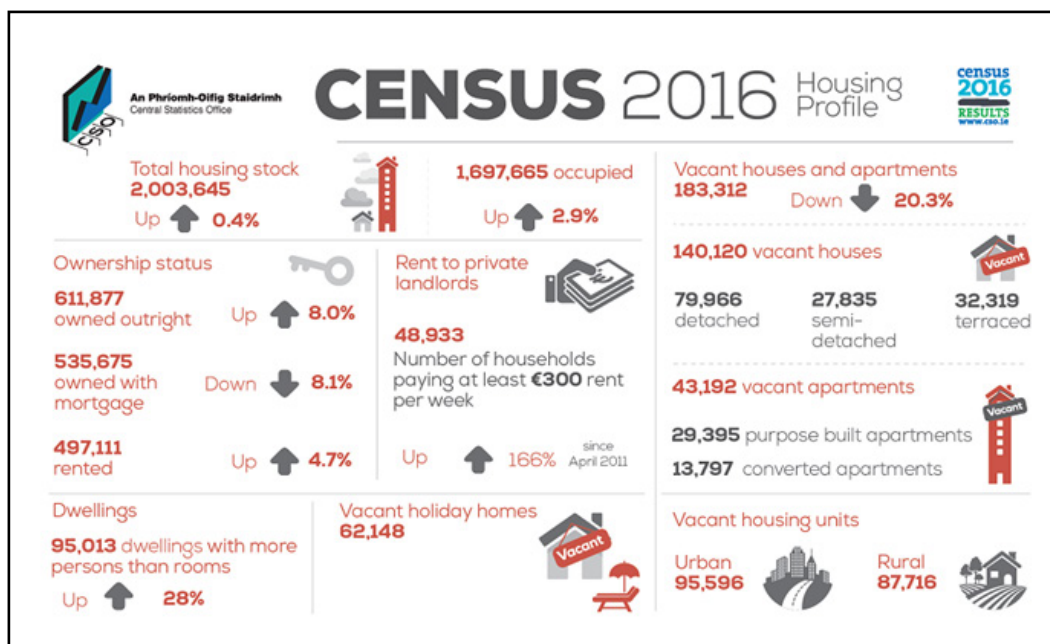
**B: A new modern fully equipped sports hall**

**C: A covered outdoor seating area for students to use during lunch or for outdoor classes**

**D: A new tech hub and Chrome tablets/iPads for each student**

Conduct a class survey to gather data on which resource the students have voted for. Put the feedback on the whiteboard.

### Census 2016 Housing Profile



### The Big Question:

**Ask the students to reflect on how complex it would be to plan what to do with the high number of vacant houses in the midst of a housing crisis?**

- Ask how they would plan for the housing needs of their communities in a responsible, sustainable way.
- They should have at least two ideas to write in their copies.