

# Lesson 5

## The Census and Climate Change

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

Wellbeing indicators: Connected/Respected/Aware/Responsible/Resilient

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

- Discuss sustainability strategies that individuals, communities, businesses, agriculture and governments can employ to address climate change (2.4)
- Analyse one global issue or challenge under the following headings: causes, consequences, impact on people's lives and possible solutions (2.9)
- Evaluate how they can contribute in responding to one challenge currently facing the world (2.10)
- Reflect on what has been learned in this strand (2.12)

**Materials**

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

## Activity 1: Our ecological footprint (20 mins)

Entrance strategy: 5 mins.

Give 5 minutes at the start of the class for students to reflect on the statement that you read out to them.

You will come back to this statement in the last five minutes to see if they have changed their opinions.

Ask if any of the students would like to read out their thoughts.

Give your opinion on the following statement, say if you agree or disagree and give a reason for your answer: Write this in your reflective notebook.

### The Big Question:

**Climate change is a natural phenomenon and it is unfair and too late to ask ordinary citizens to change their habits now.**

### [Ireland's Sustainable Development Goals data hub](https://irelandstg.gov.ie/en/pages/goal13)



Explain to students how the actions that each one of us take daily has an impact on climate change through various ways such as:

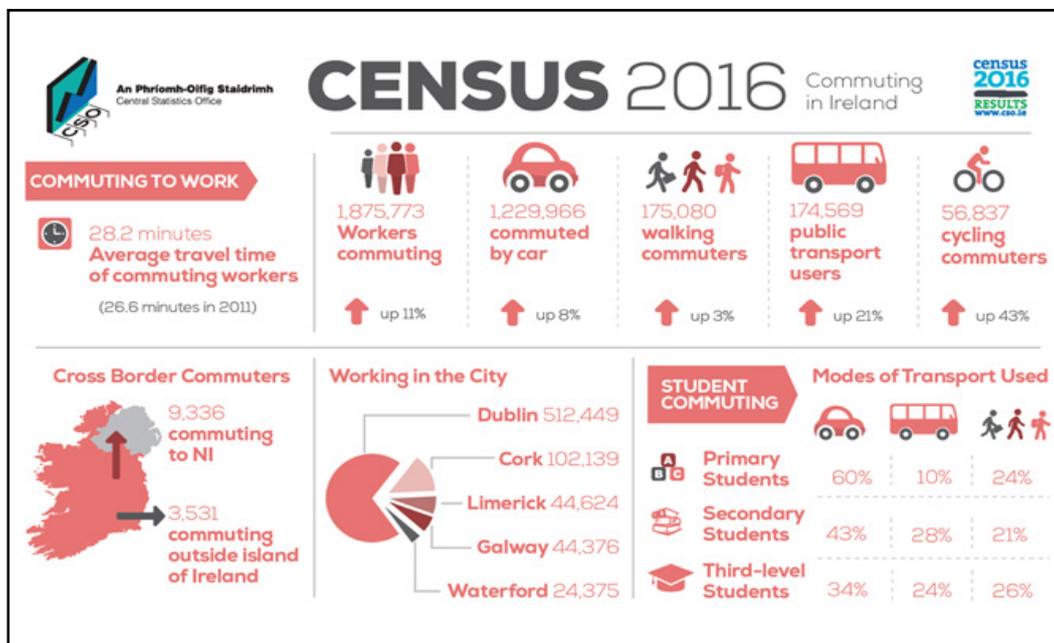
- If we recycle or not
- How we get to school
- If we use plastic or fair-trade products in our lunches
- If we switch off the lights when we leave a room
- How long we spend running the water in the shower

Elicit other answers from students, put these on the board.

Explain to the students that our ecological footprint is a measure of how we consume and waste goods.

## Activity 1: Our ecological footprint (20 mins)

Show the students the [Census 2016 Profile 6: Commuting In Ireland](#)



Ask them to find one piece of information on the infographic that surprises them. Why do they think more people don't cycle?

Put some of the answers on the whiteboard

## Activity 2: Solutions to reduce our consumption (20 mins)

Get the students to create a survey on 'How Green Are You?' (The students can create their surveys online if they have access to tablets).

They should conduct this survey in a group of four and should use a pie chart to display the information.

Ask the students to work in pairs to come up with some solutions to reduce their ecological footprint.

Ask them to share their ideas with another pair.

Get volunteers to share some of their ideas with the class.

Read out questions 6, 7 and 10 from the Census 2022 form and elicit student answers as to their importance and put these on the board.

**H6 What is the main type of fuel used by the central heating in your accommodation?**

Mark  one box only

- 1  No central heating
- 2  Oil
- 3  Natural gas
- 4  Electricity
- 5  Coal (including anthracite)
- 6  Peat (including turf)
- 7  Liquid Petroleum Gas (LPG)
- 8  Wood (including wood pellets)
- 9  Other

**H7 Does your accommodation use any of the following renewable energy sources?**

Mark  the boxes that apply

- 1  No
- 2  Solar panels for water heating
- 3  Solar panels for electricity
- 4  Wind turbine
- 5  Air source heat pump
- 6  Ground source heat pump
- 7  Wood
- 8  Other

**H10 How many cars or vans are owned or are available for use by one or more members of your household?**

Include any company car or van if available for private use

Mark  one box only

- 1  One
- 2  Two
- 3  Three
- 4  Four or more
- 5  None

Ask students to imagine they are in government and have the power to implement policy for change on renewable energy. What three changes would they make?

Get feedback from students and put the answers on the whiteboard.

Return to the statement from the beginning of class and ask for a moment of reflection on their original opinions. Have they changed their minds?