



Junior Classes

Lesson Three

Theme

Classroom Census

Objectives

That the child will be enabled to:

- count sets
- sort and classify groups
- understand the value of counting

Key Messages

- Counting is an important activity as it helps us to keep track.
- We count to help us organise and plan
- The census of population helps the government to plan for the future

You will need

- A large label for each child with his/her name
- Blank labels / Marker

Follow-Up Activities

- Pictogram
- Classroom Census
- Classroom Sort
- Census Poster

Integration

Maths: Number – Sorting, Combining and Comparing sets, Counting / Data Representation and Interpretation

English: Oral Language

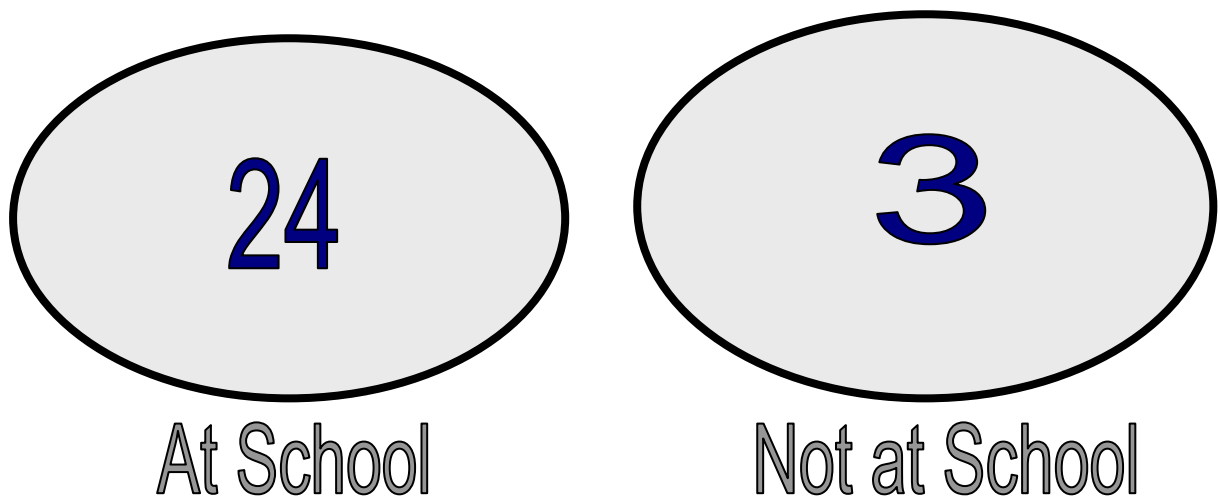
Art

Teacher's Notes

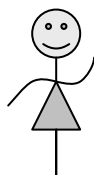
Talk and Discussion

- Revise the key learning points from Lesson One and Two.
- Take out the roll book and ask the children what it is used for. Talk about the information that is entered in the roll book e.g. name of pupil, address, date of birth, school registration number, number of days absent / present... See if the children understand why this information is recorded.
- Call the roll and let the children see each name being marked. The children will see the mark that is used when a child is present and a different mark being used when a child is absent. Can they explain why? The teacher then totals the number of children present for that day. See if the children understand the importance of the roll call e.g. to establish what children are present / absent, for safety reasons, to help plan – number of photocopies, milk cartons, books required for the day ...
- Bring the children to an open space – P. E. hall, schoolyard... Distribute the labels to the children and see if they can recognise their own name. Some children will need assistance with this.

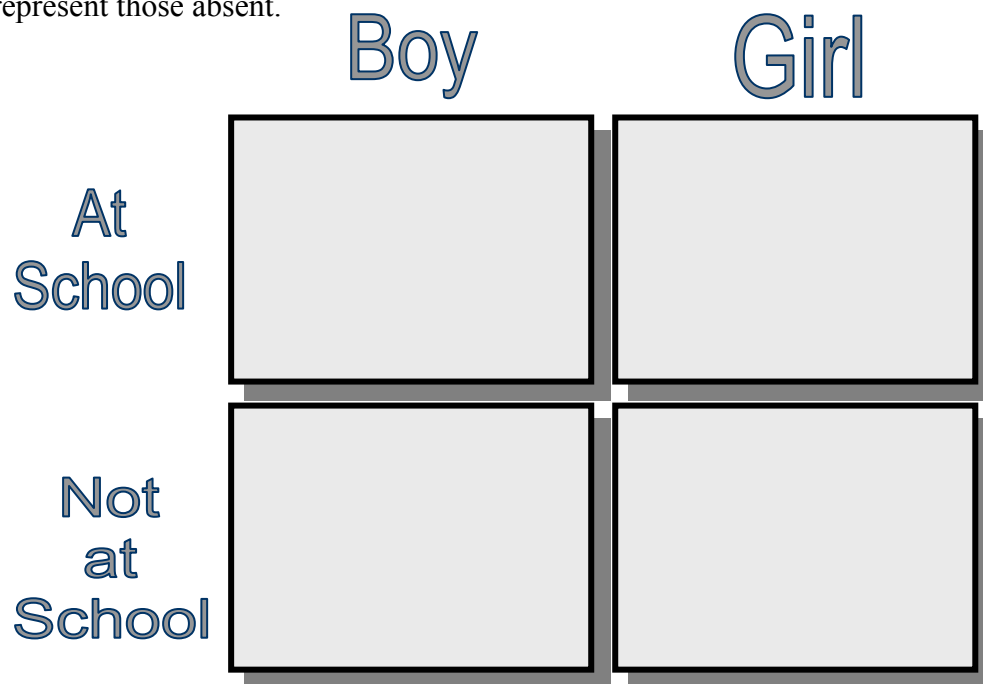
- Place two large P. E. mats in an open space (alternatively two chalk circles could be drawn / circles set out with string – to show two sets or groups). Use labels to distinguish the sets – Those at school (Present) / Those not at school (Absent)
- Explain to the children that we are now going to sort the class into different groups. All the children who are at school can sit on the mat or place their labels on the mat.
- The labels can be arranged in neat rows or columns by the teacher to help when counting. The number of children at school can then be counted and the total written on a label and placed in the centre of the mat.
- The names of the children who are not at school are then placed on the other mat and these are counted and the total label is placed in the centre of the mat.
- On returning to the classroom, the teacher could draw a simple Venn diagram to represent this data.



- The children could then be sorted into boys and girls using the mats to show the sets / groups.
- A pictogram could be used to represent the number of boys and girls that are absent on each day of the week. Use the Pictogram activity sheet to help create a chart or distribute the activity sheet to older children to record the information themselves.
- Two sheets (one for boys / girls) could be printed off and pinned on the notice board / blackboard. After the roll call on each morning, one child could be asked to draw on the pictogram e.g. if there were three girls absent on Monday, the child draws three girls on the pictogram.



- At the end of the week this data could be examined and discussed e.g.
 - ~ How many boys were absent on Monday?
 - ~ How many girls were absent on Tuesday?
 - ~ Was there any day of the week when nobody was absent?
 - ~ What is the total number of girls absent during the week? Let's count.
 - ~ What is the total number of boys absent during the week? Let's count.
 - ~ Were there more boys or girls absent?
- As an alternative, the teacher could use the pictogram for the total number absent rather than working on the set of boys and set of girls.
- For older children, the Carroll sort could be introduced as children sort by two criteria.
- By placing four mats in the hall (as shown below), the children could be sorted by gender and by attendance. Use labels with the children's names or human representation as children sit / stand on the mat for those present and labels only to represent those absent.



- The 'Classroom Sort' sheet could be given to older children. The names of the children could be written in the appropriate boxes or cells and then totalled.
- Tell the children about the census of population. Explain that it is important for the government to count the number of people living in the country in order to plan for the future – for schooling, medical care, housing ...
- Inform the children of the upcoming census on Sunday, April 28th. Tell them that a census enumerator will deliver a census form to every house. There will be a list of questions on the form, which will have to be answered by an adult in the house on that

night. The census enumerator will then collect the form and bring it to an office (Central Statistics Office) where all the information will be scanned/entered into a computer and totalled. People will then be able to make graphs and write reports with the results. These figures will be used to help the government to make very important decisions. Talk about the questions that will be asked on the census form. [The amount of detail given on the census will depend on the age level and ability of the class. More detailed information is available in the set of lessons for middle classes.]





- Write the word Census on the blackboard – discuss how each letter can be used to explain the idea behind the census
 - ~ C – Count
 - ~ E – Everybody on the
 - ~ N – Night of
 - ~ S – Sunday April 28th for
 - ~ U – Useful
 - ~ S – Statistics
- The Census poster could then be distributed to the children to decorate.
- A suggested follow-up activity is ‘Classroom Census’ which would be suitable for first class children. Draw the data-collection chart on the blackboard or use a photocopied transparency on the overhead projector. Show the children how to complete the data collection chart by firstly entering the names of the children in the group and then by asking questions to get the information you are looking for e.g. Have you brothers or sisters? Do you live in town? Do you own a pet?
- If the answer is ‘Yes’, put a tick in the box and if the answer is ‘No’, put a cross (X) in the box. The numbers of ticks in each column are then totalled.
- When the data is recorded it must then be interpreted / analysed. This can be done through questioning e.g. How many people have brothers or sisters? How many people own a pet? How many people live in the town?
- Divide the children into groups of four / five. Distribute the classroom census sheet.
- Move around the room as the children are completing the chart and offer help where necessary.
- Bring the children together and invite them to share the data they have collected. Note the similarities and differences between the findings of the groups

Pictogram

Monday	Tuesday	Wednesday	Thursday	Friday

Classroom Sort

Write the names of the people in your class in the chart

	Boys	Girls
At School		
Not at School		

* How many in your class? _____

* How many boys? _____

* How many girls? _____

* How many at school? _____

* How many absent? _____



Classroom Census



Name	Has brothers and sisters	Lives in town	Lives in the country	Owns a pet	Walks to school
Total	Total	Total	Total	Total	Total

Count



Everybody on the

Night of

Sunday April 28th for

Useful

Statistics

