

### Lesson Two ~ Census 2006

#### Theme

Census 2006

#### Objectives

That the child will be enabled to:

- develop an awareness of the upcoming census on April 23<sup>rd</sup> 2006
- begin to use a meaningful vocabulary in relation to the census process
- sequence the steps in the census process

#### Integration and Linkage

**Maths** Number – Sorting, Combining and Comparing sets, Counting

**Data:** Representing and Interpreting data in two, three or four rows or columns using real objects, models and pictures

**Music** Performing ~ Song Singing

**Visual Arts** Design a Census Poster. Use Fabric and Fibre or Print to complete a Census poster

#### Tasks

- Revision of key messages from Lesson One
- Creating the steps in the census cycle
  - Activity 1 – sorting cards
  - Activity 2 – drama
  - Activity 3 – census song
  - Activity 4 – census word search

#### You will need

- Copy of the Census cycle J 2.1
- A4 sheets – steps in Census cycle J 2.2
- Census song words J 2.3
- Census poster sample J 2.4
- Census word search J 2.5

#### Home/School links

For homework the children can talk to their parents/guardians about the census and can share with them the census cycle that they have learned.

Children could bring home their census posters as a reminder to parents of the census date.

#### Key Messages

- A census is an official count of the population of a country.
- Almost every country takes an official population census once every five or ten years.
- Each step of the data collection process is important for a successful outcome.
- Data can be represented in graphical, diagrammatic or pictorial form as well as in report form.

#### Language

*Census, enumerator, government, head of the household, statistics, collect, question, information, form, ask, Sunday, April, population, age, address, male, female, count, country*

*Some of the language used above may be challenging for 1<sup>st</sup> class children but it is not intended that they learn to spell or write the words rather that they know that the 'enumerator' is the name of the person who comes to the house with the census form.*

*Revision of language of comparison: taller/shorter, more/less, most/least etc.*

#### Assessment

The children will

- orally recall the key messages from Lesson One
- begin to use the language associated with the Census 2006 process
- correctly sequence the steps in the census process by sorting illustrative cards
- use the vocabulary of the census to engage in a discussion of how the census is experienced by Irish families.

#### Teacher Observation Tips

Note children who are exhibiting difficulties in the sequencing activities and provide them with easier sequencing activities in other curricular areas.

Observe and note those who appear to be finding recall of the flashcards easy and provide writing activities for them to use the words.

## Teacher's Notes - Lesson 2

### Oral/mental starter

Practise counting skills with rhythm counting, clap / tap counting... Children count forwards, backwards, from different starting points to different stopping points e.g. count forwards from 12 to 21; count back from 28 to 16... Count in twos, in fives...

Revision of key messages from Lesson 1 – what do we remember

- Counting is an important activity in the real world
- Counting and keeping records helps us to organise and plan for the future
- Pictograms and bar charts can be used to show information in an easily understood way

### Brainstorm

**Has anyone ever heard of a census? What do you think it might be? Why would it be needed?**

**Relate it back to the class census and explore the children's ideas.**

Introduce the children to the word CENSUS and its definition i.e. an official count of the number of people (population) of a country.

Flash cards required (if applicable)

census	collect	question
information	form	ask
Sunday	April	population
age	address	male
female	count	country

### Whole class activity

Talk to the children about the census and explain how the census is carried out using the cue sheets, J 2.2 or J 2.1 overview as a basis for discussion. Children can be encouraged to speculate what the next step will be and the sheets can be put in order along the blackboard sill.

After discussion individual children can be given the sheets and they can stand in sequence – ask the children why things have to be done in a particular order. The focus should be on sequencing the activities of the census cycle and discussing its parts.

### *Activity 1 - drama*

A fun activity that will help children to remember the steps in the process can be the dramatisation of the census cycle or data collection process. Groups could develop their own 'scene' and present in sequence to the rest of the class to further reinforce the sequencing activity.

- Scene 1: The enumerator delivering the census form to the home  
Scene 2: The head of the family completing the census form with the family  
Scene 3: The enumerator collecting the census form from the home and answering any questions the family might have

- Scene 4: The census forms being checked and scanned into the computer
- Scene 5: Graphs being drawn and lists being made showing the information from the forms
- Scene 6: A group of people reading the graphs/lists and writing reports
- Scene 7: The leaders of the country making plans to make the country a better place to live in.

Children can use the large A4 sheets to highlight each stage of the process. These labels can then be displayed in the classroom.

### *Activity 2 Census song*

- The steps involved in the Census data collection process can be reinforced very easily through learning the 'The Census Song' – tune *This Old Man*.

### *Activity 3 Census poster*

- Design a Census Poster to highlight the upcoming Census date i.e. April 23<sup>rd</sup> 2006 using a variety of textural techniques from the Visual Arts Curriculum. A sample poster J 2.4 is supplied as a stimulus.

## Plenary

Discussion on what we learned today.

*Who can remember what a census is?*

*Why is it important?*

*How often is it taken?*

*Pretend you are explaining the census cycle to your partner – can you tell him/her the sequence in which the cycle happens?*

*As a whole class activity hide the cards from the census cycle and ask children to give you the first step, second step etc. as each is identified give the relevant card to the child and ask them to stand in order at the top of the room.*

*Finish off by singing the Census song or by engaging in the census drama activity.*

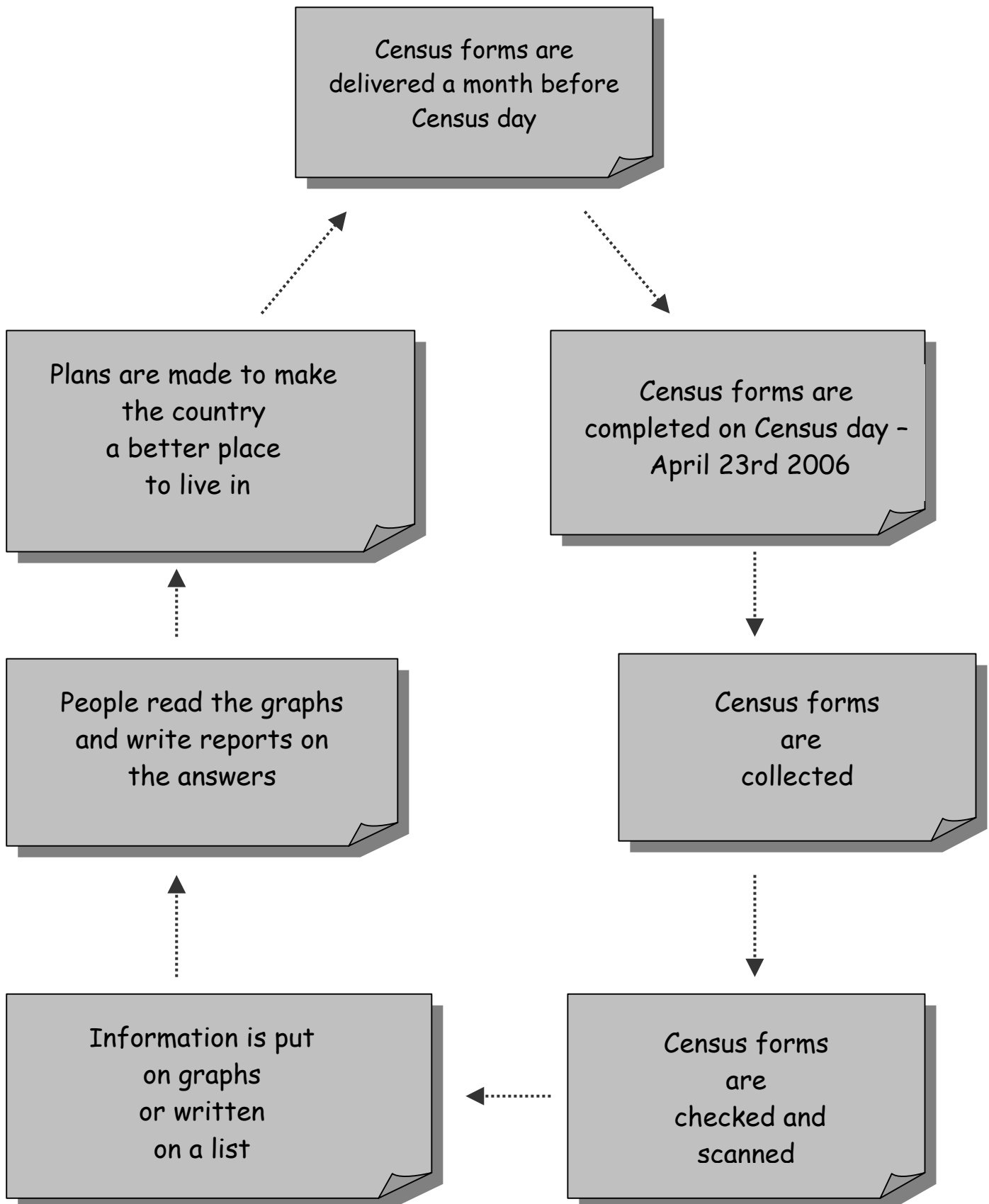
## Extension work Activity 4 Census word search

As well as teaching the children the words as part of their oral language activity they can be displayed on flash cards and used as a stimulus to some simple written work and as an activity for early finishers or more able children.

## Home/School links

Ask the children to talk to their parents/guardians about the sequence and purpose of a census. As there may be parents newly arrived from other countries, it will be essential that this be handled sensitively. Perhaps the Census Overview sheet Resource J 2.1 could be photocopied and sent home with the children so that they could use it to explain the Census to their parents/guardians. Children could also bring home their census posters as a reminder to parents of the census date.

# The Census Cycle



Census forms  
are  
delivered  
to our  
homes



Census forms  
are  
completed  
on  
Census day



Census forms  
are  
collected  
after  
Census day



Census forms  
are  
checked  
and  
scanned

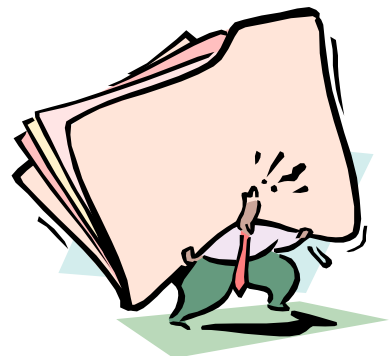
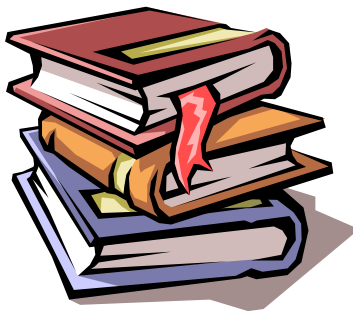




Information  
is put on  
graphs  
or  
lists



# People read the graphs and write reports



Plans are made  
to make  
the  
country  
better





## The Census Song

Count with us! Count with us!  
It is time for the Census.  
C-E-N-S-U-S  
Count with us for the Census!

Census! Census!  
It is time for the Census.  
Count everybody here on April 23<sup>rd</sup>  
Count with us for the Census!

Knock! Knock! The Census knock!  
Who could be at your front door?  
It's the Census person with your Census form  
Only another month to go!

Take your form - the Census form!  
Read each question carefully   
Write your answers down on April 23<sup>rd</sup>   
Census day is here again!

Check the form - the Census form!  
Put it in a safe place.  
Leave it there to be collected  
By a friendly Census face 😊 !

Count with us! Count with us!  
It is time to check results.  
Scan the forms on the computer  
And count everybody for the Census!

Draw a graph! Write some notes!  
Put the answers in a report!  
C-E-N-S-U-S

Now it's time to make some plans!

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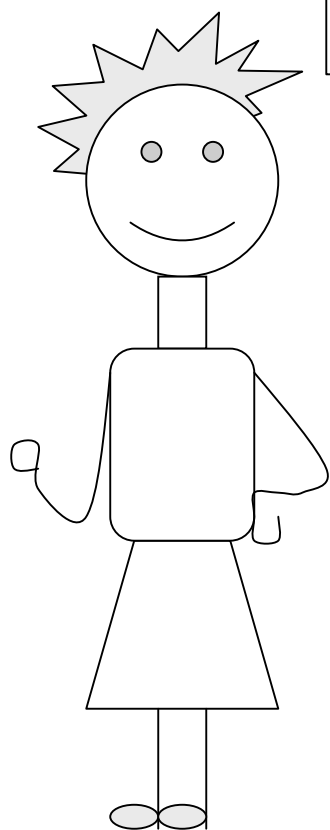
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seful

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tatistics



# Census Word Search

p	o	p	u	l	a	t	i	o	n
c	e	n	s	u	s	r	n	t	c
a	p	r	i	l	k	s	f	k	o
c	o	l	l	e	c	t	o	f	u
o	a	m	a	l	e	l	r	p	n
u	x	d	j	f	o	r	m	a	t
n	p	c	k	w	q	t	a	g	e
t	f	e	m	a	l	e	t	m	o
r	s	u	n	d	a	y	i	q	a
y	q	u	e	s	t	i	o	n	b
a	d	d	r	e	s	s	n	x	z

census  
information  
sunday  
age  
female

collect  
form  
april  
address  
count

question  
ask  
population  
male  
country

# Census Word Search Solution

p	o	p	u	l	a	t	i	o	n
c	e	n	s	u	s	r	n	t	c
a	p	r	i	l	k	s	f	k	o
c	o	l	l	e	c	t	o	f	u
o	a	m	a	l	e	l	r	p	n
u	x	d	j	f	o	r	m	a	t
n	p	c	k	w	q	t	a	g	e
t	f	e	m	a	l	e	t	m	o
r	s	u	n	d	a	y	i	q	a
y	q	u	e	s	t	i	o	n	b
a	d	d	r	e	s	s	n	x	z