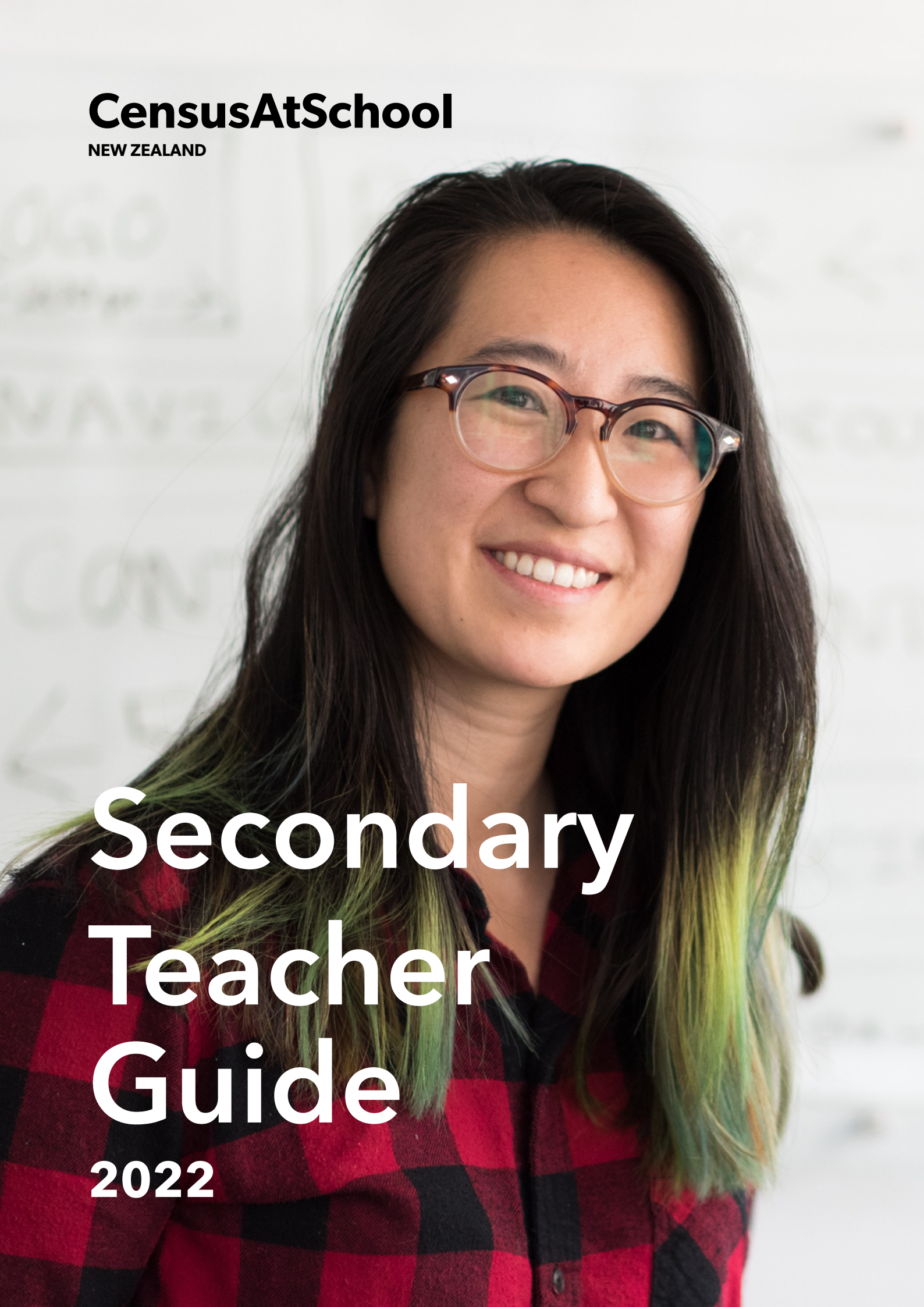


**CensusAtSchool**

NEW ZEALAND



# Secondary Teacher Guide

**2022**

Tēnā koe,

Thank you for choosing to take part in CensusAtSchool with your students!

We're passionate about getting real, relevant data about New Zealand students into their hands so that they can grow their data science superpower skills.

Students can take part during school hours until the end of 2022. They'll need your **registration code** which is emailed to you when you register. You are welcome to have your students complete the Census anytime that suits you best however we do encourage schools to complete it as close to launch date as possible.

For assistance, contact CensusAtSchool co-director Rachel Cunliffe: (027) 3733 746 or [census@stat.auckland.ac.nz](mailto:census@stat.auckland.ac.nz).

In this guide you'll find the questionnaire, details behind the questions, classroom preparation guide, and printables.

Enjoy!

## Key Links

**Students take part:**

<http://new.censusatschool.org.nz/take/>

**Teacher registration:**

<https://new.censusatschool.org.nz/take-part/register/>

**Resend teacher registration code:**

<https://new.censusatschool.org.nz/take-part/resend/>

# CensusAtSchool

## NEW ZEALAND

Information from CensusAtSchool helps you understand and explore data on young people. CensusAtSchool is run in New Zealand and other countries around the world. The information you provide can be used by students for educational purposes. Thank you for your time and effort.

**Your answers to questions 1-7 go into the main CensusAtSchool database only. They are not provided back to your teacher in the class data.**

## About you

1. What is your gender?

☐ Male

☐ Female

☐ Another gender (please specify):

☐ Skip question

2. What is your age in years?

years

3. Which country were you born in?

☐ New Zealand

☐ Australia

☐ England

☐ China (People's Republic of)

☐ India

☐ South Africa

☐ Samoa

☐ Cook Islands

☐ Other. Please type the name of the country:

4. Which ethnic group or groups do you belong to? Mark the space or spaces which apply to you.

☐ New Zealand European

- ☐ Māori
- ☐ Samoan
- ☐ Cook Islands Māori
- ☐ Tongan
- ☐ Niuean
- ☐ Chinese
- ☐ Indian
- ☐ Other such as DUTCH, JAPANESE, TOKELAUAN. Please state:

5. In how many languages can you hold a conversation about a lot of everyday things?

languages

6 a. How many pairs of jeans do you have? (Jeans are long pants made of denim. They can be any colour.)

pairs

6 b. How many hats do you have? (e.g. Baseball caps, beanies, bucket hats, school uniform hats.)

hats

7 a. Are you wearing a watch?

- ☐ Yes
- ☐ No

7 b. What type of watch is it? (If you're wearing more than one, pick the most recent.)

- ☐ Digital



- ☐ Analog



- ☐ Digital and analog



- ☐ Smart (e.g. FitBit, Apple Watch, Samsung Galaxy Watch)



Your answers to questions 8-19 will be provided to your teacher so that you can make comparisons in class.

8. What is your eye colour?

- ☐ Blue
- ☐ Brown
- ☐ Grey
- ☐ Green
- ☐ Hazel

9. Are you right-handed, left-handed or ambidextrous? (An ambidextrous person is able to use their right and left hands equally well.)

- ☐ Right-handed
- ☐ Left-handed
- ☐ Ambidextrous

## Measurements

10. What is your height, without shoes on? Answer to the nearest centimetre.

 cm

11. What are the lengths of your feet, without shoes? Measure both feet. Answer in centimetres to one decimal place.

a. Left foot  cm

b. Right foot  cm

12. What is the circumference of your left wrist? Answer in centimetres to one decimal place.

cm

13. What is the circumference of your left thumb? Answer in centimetres to one decimal place.

cm

## School

14. What is the main way you usually get to school?

- ☐ walk
- ☐ car
- ☐ bus
- ☐ train
- ☐ bike
- ☐ boat
- ☐ scooter
- ☐ skateboard
- ☐ other

15. How long does it usually take you to get to school? Answer to the nearest minute.

minutes

16. What is the weight of your school bag today? Answer in kilograms to one decimal place. (Weigh your school bag with all your books and other materials you brought to school today.)

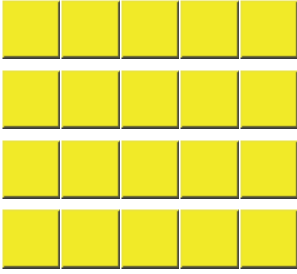
kg

## Games

17. Test your memory. How quickly can you match all the pairs of pictures? Click on "Start" and then click on two squares to uncover their pictures. Matching squares will remain uncovered. Keep clicking until you have uncovered all the pairs.



Click to start



18. How fast is your reaction time? Click on the green button. When it turns red, click it as fast as you can.

Click to start

19. How long can you stand on your **left** leg with your eyes closed? Answer in seconds. (Get your teacher or a friend to time you. Stop the timer as soon as your right foot touches anything or you move your left leg e.g. hop.)

seconds

Each of your answers to questions 20-32 will be provided to your teacher independently. They will not be able to match these to other answers you've provided.

## Activities

20. For your most recent whole school day, how much **total** screen time did you have **after school** before going to sleep? Answer to the nearest 15 minutes. Enter zero if you spent no time on screens. (Screen time includes: phone, tv, computer, tablet, ipod, Playstation, Xbox, Nintendo, at the movies.)

hours  minutes

21. Which of the following have you used in the last week? (You may tick more than one.)

- ☐ own cell phone
- ☐ Facebook
- ☐ Instagram
- ☐ Twitter
- ☐ TikTok
- ☐ Snapchat
- ☐ Reddit
- ☐ Discord

- ☐ Roblox
- ☐ Minecraft
- ☐ Fortnite
- ☐ YouTube (to watch videos)
- ☐ YouTube (to upload videos)
- ☐ none of these

22. In your opinion, how much time do you spend in front of screens:

	Too much	About right	Too little
a. On a phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. On social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Playing video games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. How often do you get news from:

	Often	Sometimes	Rarely	Never
a. TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Radio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Print publications (newspapers/magazines)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. News websites or apps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Social media like YouTube, Facebook, Twitter, or Instagram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Search through Google or other search engines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Podcasts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24 a. About what time did you go to sleep last night? Answer to the nearest half hour.

▼

:

▼

pm

▼



24 b. About what time did you wake up this morning? Answer to the nearest half hour.

▼

:

▼

am

▼

## Opinions

25. What is your favourite animated movie?

☐ Don't have one

26. How do you feel about learning at home during lockdown compared to learning in school normally?

- ☐ Much better
- ☐ Better
- ☐ About the same
- ☐ Worse
- ☐ Much worse

27. Which option best describes your opinion on climate change?

- ☐ It is an urgent problem that needs to be managed now.
- ☐ It is a problem that needs to be managed in the future.
- ☐ It is not a problem.
- ☐ I don't know or have no opinion.

28. How do you feel about the future?

- ☐ Very positive
- ☐ Positive
- ☐ Neutral
- ☐ Negative
- ☐ Very negative

29. How often do you feel included at school?

- ☐ Always

- ☐ Very often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

30. At what age would you consider yourself to be an adult?

years

31. At what age do you think it should be legal to do the following?

a. Drive  years

b. Vote  years

c. Buy alcohol  years

d. Vape  years

32. In the past **week**, how many hours of **paid work** at a part-time job have you done? Answer to the nearest hour.

hours

**Your answers to questions 33-34 go into the main CensusAtSchool database only. They are not provided back to your teacher in the class data.**

33 a. What is your biggest worry at school?

33 b. What is your biggest worry outside of school?

33 c. What is your biggest hope for the next year?

34. If you could ask students throughout New Zealand one more question in this survey, what would it be?

35. Please check your answers before you sign.

☐ I declare that the information I have given is true and complete as far as I know.

Submit

# Behind the Questions

Learn about new and updated survey questions that we are using in the 2021 CensusAtSchool questionnaire. You may like to use this as a starting point for discussions with your students.

In many areas there may be no such thing as a perfect question. For your more senior classes we suggest you lead initiate discussions about any difficulties a question might pose (including any ethical or social difficulties), how different people might interpret them differently, and what problems that might cause for the resulting data.

## Privacy

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We have adjusted the information that is provided back to you in the class data to improve privacy and reduce identifiability of individual students in your class, particularly in connection to their opinions.

- Answers to questions 1-7 and 33-34 go into the main CensusAtSchool database only. They are not provided in the class data.
- Answers to questions 8-19 will be provided as a set so that you can make comparisons in class.
- Each of your class's answers to questions 20-32 will be provided independently and will not be matched to other answers that your class provides.

## Audio

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We have added an audio option at the top of the English questionnaire. When turned on, your students will see audio icons which will read out the words to them using an automatic browser voice when clicked on. This may help students with difficulty reading or understanding the questions.

## English / Māori

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As always, the questionnaire can be completed in both English and te reo Māori. This year, we have also provided the option to complete the questionnaire in English *and* toggle backwards and forwards between the two languages to help promote learning words and phrases in te reo Māori.

# Gender

## 1. What is your gender?

- ☐ Male
- ☐ Female
- ☐ Another gender (please specify): \_\_\_\_\_
- ☐ Skip question

UPDATED

In the past, we have asked the question like this:

## 1. Are you:

- ☐ Male
- ☐ Female

We received a lot of feedback from teachers that this question needed improving. Firstly, it is great that you and your students are thinking and talking about the questions and answers! This is an important part of survey design.

**“Writing census questions is complex and demands a great deal of expertise and testing to ensure the answers provide meaningful, high-quality data that can be used to inform decisions.” – Stats NZ**

Some of our CensusAtSchool questions match word-for-word with the official Census questions. This means that we use tried-and-tested and familiarly worded demographic questions which have been tailored to the New Zealand context, such as asking birth country and ethnicity.

Many people assume that the first question we asked in the past (and that the official Census has asked) was about **gender identity**. However, it was asking about **biological sex**.

It was easy to get these mixed up as the question itself did not say either one in the wording! This **lack of clarity** is a problem.

Added to that, there's been a tradition of using the word 'gender' in school environments when it's really meant 'sex' because of the long-recognised problem of many kids getting silly whenever the word 'sex' is mentioned. **Age-appropriate wording** needs to be considered.

Now that gender identity has come much more to the forefront of society's attention, this common educational workaround created its own problems which will take time for thinking to change. It's becoming the **norm to think about gender rather than sex**.

Currently, the official definition Stats NZ uses for biological sex is binary. Stats NZ has tested adding a third response option using either 'indeterminate' or 'intersex'. Of these tests, Stats NZ said the data was of very low quality and included facetious responses and responses made in error, especially given the very low prevalence of the intersex population. **Intersex may also be confused with transgender** - another issue!

While the questions for the 2023 official Census have not yet been finalised, we want to **lead the way in tackling this** at CensusAtSchool.

We have chosen to follow Stats NZ's proposed principle of '**gender by default**' for data collection and to use their new proposed wording for asking about gender. In addition, we have an option for students to "**Skip question**" if they do not wish to share this information.

For **privacy and identifiability reasons**, gender will also not be provided back to you in the class data but will be included in the database that you can sample from and visualise with our tools. Students are also made aware of this when completing the survey.

We do encourage you to be **sensitive to using gender identity information** and consider avoiding gender-based comparisons or competitions where possible.



## Further Reading

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- <https://www.stats.govt.nz/reports/sex-gender-and-sexual-orientation>
- <https://www.stats.govt.nz/reports/sex-and-gender-identity-statistical-standards-findings-from-public-consultation-julyaugust-2020>

## Jeans

**6 a. How many pairs of jeans do you have? (Jeans are long pants made of denim. They can be any colour.)**

\_\_\_\_\_

NEW

This is a brand new fun question getting students to count items they have at home before the questionnaire (or they may know the answer to this immediately).

Research has shown that 96% of Americans own at least one pair and people typically own 5-10 pairs of jeans. Is that the case for our students?

## Further Reading

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- <https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=8530&context=etd>

# Hats

**6 b. How many hats do you have? (e.g. Baseball caps, beanies, bucket hats, school uniform hats.)**

\_\_\_\_\_

NEW

This is a brand new fun question getting students to count items they have at home before the questionnaire (or they may know the answer to this immediately).

About 43 million baseball caps are sold each year in the US alone!

You might like to ask if anyone in your class is a hat collector.

**Note:** a hijab is not a hat. A headscarf generally covers more than hair; it covers neck, shoulders, and chest area; a hat would not do all those. Some people wear a hat as well as a hijab.

## Further Reading

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- <http://blog.jakprints.com/2015/07/everything-you-need-to-know-about-baseball-hats.html>

# Watch

## 7 a. Are you wearing a watch?

- ☐ Yes
- ☐ No

## 7 b. What type of watch is it?

- ☐ Digital



- ☐ Analog



- ☐ Digital and analog



- ☐ Smart (e.g. FitBit, Apple Watch, Samsung Galaxy Watch)



NEW

This is a brand new question which can be used to discuss technology usage.

# Feet lengths

**11. What are the lengths of your feet, without shoes? Measure both feet. Answer in centimetres to one decimal place.**

Left foot \_\_\_\_\_ cm

Right foot \_\_\_\_\_ cm

UPDATED

We have added left foot as an additional measurement.

It should not add too much additional time to completing the survey. Students already have their shoes off for the previous height question and are already measuring the length of one foot.

This enables a new comparison to be made by exploring the difference in lengths between the two feet, and the relationship between foot sizes and handedness, age, etc.

Research indicates that few people have the same sized feet and feet measurements can change throughout the day depending on activity level. SATRA states that about 20% of people in the UK have a difference in foot length greater than 0.4cm (approximately half a UK size), and around 2 per cent of them have a difference of 0.8cm or greater – approximately one whole UK size.

Cincinnati Footcare states that 80% of Americans have a longer left foot than right foot – with most cases, the difference being about 0.8cm.

Shoe stores typically place the right shoe out on display. How might this affect those who have a longer left foot than right foot? Are other parts of the body typically bigger on the left side? Why might that be?

## Further Reading

- <https://www.satrap.com/bulletin/article.php?id=2115>
- <https://cincinnatifootcare.com/foot-health/normal-different-sized-feet>

# Transport to school

## 14. What is the main way you usually get to school?

- ☐ walk
- ☐ car
- ☐ bus
- ☐ train
- ☐ bike
- ☐ boat
- ☐ scooter
- ☐ skateboard
- ☐ other

UPDATED

We've added skateboard as an option.

## Further Reading

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- <https://www.edexlive.com/news/2021/feb/17/couldskateboardingbe-the-next-mode-of-transport-for-youngsters-nzs-dr-aimee-ward-sure-thinks-so-18273.html>
- <https://onlinelibrary.wiley.com/doi/full/10.1111/1753-6405.12803>

# Standing on one foot

**19. How long can you stand on your left leg with your eyes closed? Answer in seconds. (Get your teacher or a friend to time you. Stop the timer as soon as your right foot touches anything or you move your left leg e.g. hop.)**

\_\_\_\_\_

UPDATED

We've updated this question to make it harder (and faster!) to do. In the past we did not provide any instructions for when to stop the timer.

# Tech usage

**21. Which of the following have you used in the last week?**  
**(You may tick more than one.)**

- ☐ own cell phone
- ☐ Facebook
- ☐ Instagram
- ☐ Twitter
- ☐ TikTok
- ☐ Snapchat
- ☐ Reddit
- ☐ Discord
- ☐ Roblox
- ☐ Minecraft
- ☐ Fortnite
- ☐ YouTube (to watch videos)
- ☐ YouTube (to upload videos)
- ☐ none of these

UPDATED

We've updated this question in two ways. We are now asking about usage in the past week, rather than having an account (which may not be in use). We have added Twitter, TikTok, Discord, Roblox, Minecraft, and Fortnite. We have also added an extra YouTube option to distinguish between creators and viewers.



# News

**23. How often do you get news from (often / sometimes / rarely / never):**

- TV
- Radio
- Print publications (newspapers/magazines)
- News websites or apps
- Social media like YouTube, Facebook, Twitter, or Instagram
- Search through Google or other search engines
- Podcasts

NEW

This is a new question which we hope will bring about a lot of discussions. It does not include face-to-face news (e.g. from a parent, teacher, or friend), which we believe everyone gets to some extent.

## Further Reading

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- <https://www.nzherald.co.nz/business/nz-herald-audience-numbers-soar-again-past-the-magic-2-million-mark/5DBZION2IW6GCFAPNEOFBE662I/>
- <https://www.pewresearch.org/fact-tank/2021/01/12/more-than-eight-in-ten-americans-get-news-from-digital-devices/>

## Favourite animated movie

**25. What is your favourite animated movie?**

---

NEW

This is a fun new question. We typically ask a fill-in-the-blank question for interest factor. This usually makes data cleaning a big job. This time, we are using auto-suggest which brings up a dropdown of animated movies that match as the student types. The [comprehensive list](#) comes from Wikipedia.

## Covid

**26. How do you feel about learning at home during lockdown compared to learning in school normally?**

- ☐ Much better
- ☐ Better
- ☐ About the same
- ☐ Worse
- ☐ Much worse

NEW

We wanted to include a question relating to Covid that would not date over time, be connected to specific events in time (that may fade in their memories) not be political, or controversial, and be of interests to students and teachers alike.

We have chosen the phrase “learning at home” over distance learning or remote learning to make it easy for students of all ages to understand.

# Future

## 28. How do you feel about the future?

- ☐ Very positive
- ☐ Positive
- ☐ Neutral
- ☐ Negative
- ☐ Very negative

NEW

We plan to ask this question over time, to see any trends occurring.

# Inclusion

## 29. How often do you feel included at school?

- ☐ Always
- ☐ Very Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

NEW

In the past we have asked about bullying, and this is in keeping with current topical discussions on inclusion, particularly for rainbow youth and different ethnicities.

## Seniors-only (Years 11-13)

**30. At what age would you consider yourself to be an adult?**

\_\_\_\_\_

NEW

**31. At what age do you think it should be legal to do the following?**

- Drive \_\_\_\_\_
- Vote \_\_\_\_\_
- Buy alcohol \_\_\_\_\_
- Vape \_\_\_\_\_

NEW

**32. In the past week, how many hours of paid work at a part-time job have you done? Answer to the nearest hour.**

\_\_\_\_\_

NEW

In the last questionnaire, we introduced a small set of additional questions to be answered by Year 11-13 students only. Last time, these were about opinions on the use of alcohol, marijuana, and e-cigarettes.

There are regular discussions about the appropriate age for various activities, and it's nice to be able to ask students themselves, rather than adults!

In 2017, we asked about paid work after school on a single day to all students. This time, we're interested in a bigger picture. It should be a great conversation starter for your class.

# Worries and hopes

**33 a. What is your biggest worry at school?**

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**33 b. What is your biggest worry outside of school?**

---

**33 c. What is your biggest hope for the next year?**

---

NEW

These questions help give an insightful snapshot into what it means to be a student in Aotearoa in 2021.

# Future questions

**34. If you could ask students throughout New Zealand one more question in this survey, what would it be?**

---

NEW

These questions will be fed into the census design process for 2023. We are excited to have your students directly tell us what they want to be asked in the future! Give your students time to think about this beforehand.

# Classroom Preparation

On the following pages you will find:

- Equipment checklist
- Printable foot measurement card
- Printable measurement station instructions to place around your classroom
- Printable data cards (four per page, you'll need one per student)
- Student diary (to be completed the day before doing the census)

# Equipment Checklist

## 10. Height

- ☐ Two tape measures stapled to the wall
- ☐ Textbooks for students to place on heads when measuring (not rulers)

## 11. Feet lengths

- ☐ Measurement card (provided); taped and trimmed to size (consider laminating it first)

## 12. Left wrist circumference

- ☐ Tape measure

## 13. Left thumb circumference

- ☐ Piece of string (about 10cm long)
- ☐ Ruler

## 16. School bag weight

- ☐ Digital scales (e.g. bathroom)

## 19. Standing on left leg

- ☐ Stopwatch, timer or clock

## And last, but not least:

- ☐ Devices to complete the survey online



## 10. What is your height, without shoes on? Answer to the nearest centimetre.

**In pairs, follow these steps:**

---

1. Have your partner take off their shoes.
2. Get your partner to stand with their back to the wall against the tape measure.
3. Take the textbook and place it on the wall above their head. Make sure the textbook's spine touches the wall.
4. Slide the textbook down until it touches your partner's head.
5. Look at the bottom of the textbook's spine and read their height off the tape measure (to the nearest centimetre).
6. Get your partner to write down their height on their data card.
7. Swap places!

**Things to think about:**

---

- Why might it be better to use a textbook rather than a ruler on top of heads?
- Why might it be better having the tape measure attached to the wall?
- Why do you think this question was changed from "How tall are you?"
- Who might be interested in this data?
- What do you think the shortest and tallest heights will be for students your age?
- If you plotted a graph of heights for students your age, what shape do you predict the distribution will be?

# 11. What are the lengths of your feet, without shoes? Measure both feet. Answer in centimetres to one decimal place.

**In pairs, follow these steps:**

---

1. Have your partner take off their shoes.
2. Get your partner to stand with the back of their feet to the wall and on top of the measurement card. Make sure the measurement card is touching the wall.
3. Read their two feet lengths off the measurement card (in centimetres to one decimal place).
4. Get your partner to write down their feet lengths on their data card.
5. Swap places!

**Things to think about:**

---

- Why might it be better to use a measurement card rather than a ruler?
- Would keeping shoes on affect all measurements in the same way?
- Why might it be better to measure against a wall?
- Who might be interested in this data?
- What other body measurements do you think feet lengths might be related to?
- Do people have the same sized left and right feet?
- Do you think foot lengths for students of a certain age are changing over time?
- If you plotted a graph of feet lengths for students your age, what shape do you predict the distribution will be?

# Foot measurement card

0		0
1		1
2		2
3		3
4		4
5		5
6		6
7		7
8		8
9		9
10		10
11		11
12		12
13		13
14		14
15		15
16		16
17		17
18		18
19		19
20		20
21		21
22		22

# Foot measurement card

21		21
22		22
23		23
24		24
25		25
26		26
27		27
28		28
29		29
30		30
31		31
32		32
33		33
34		34
35		35
36		36
37		37
38		38
39		39
40		40

## 12. What is the circumference of your left wrist? Answer in centimetres to one decimal place.

**In pairs, follow these steps:**

---

1. Find the “bumpy” bones on your partner’s left wrist.
2. Place the measuring tape over the top of these bones and around their wrist.
3. Read their wrist circumference off the measuring tape (in centimetres to one decimal place).
4. Get your partner to write down their left wrist circumference on their data card.
5. Swap places!

**Things to think about:**

---

- Why do the “bumpy” bones matter?
- Would it matter if we measured the right wrist?
- Why do we measure in centimetres to one decimal place?
- Who might be interested in this data?
- What other body measurements do you think wrist circumference might be related to?
- What do you think the smallest and biggest wrist circumferences will be for students your age?

## 13. What is the circumference of your left thumb? Answer in centimetres to one decimal place.

**In pairs, follow these steps:**

---

1. Take one end of the piece of string and wrap it around your partner's left thumb halfway between the two knuckles.
2. Use your fingers to mark where the string meets the end.
3. Stretch out the string straight on a ruler and measure the length of the string that equals their thumb circumference (to the nearest millimetre).
4. Get your partner to write down their left thumb circumference on their data card.
5. Swap places!

**Things to think about:**

---

- Why do we use a piece of string rather than a measuring tape?
- Would it matter if we measured the right thumb?
- Why do we measure to the nearest millimetre?
- Why do we need to stretch the string straight?
- Who might be interested in this data?
- What other body measurements do you think thumb circumference might be related to?
- Do you think left thumb circumferences will be related to which hand students write with?

**16. What is the weight of your school bag today? Answer in kilograms to one decimal place. (Weigh your school bag with all your books and other materials you brought to school today.)**

**In pairs, follow these steps:**

---

1. Make sure all your school books, lunch, PE gear, devices, and materials that you have brought to school today are in your school bag.
2. Weigh your school bag using the digital scales in kilograms to one decimal place.
3. Write down the weight of your school bag on your data card.

**Things to think about:**

---

- How much does your bag weight change from day to day?
- How does doing the survey before or after you have eaten change the weight of your bag?
- Who might be interested in this data?
- If you plotted a graph of students' bag weights, what shape do you predict the distribution will be?
- How do you think bag weights have changed over the years?



**19. How long can you stand on your left leg with your eyes closed? Answer in seconds. (Get your teacher or a friend to time you. Stop the timer as soon as your right foot touches anything or you move your left leg e.g. hop.)**

**In pairs, follow these steps:**

---

1. Have a stopwatch, timer or clock ready to record the time to the nearest second.
2. Get your partner to stand on their left leg and shut their eyes. Immediately start timing them.
3. Stop the timer as soon as their right foot touches anything or they move their left left e.g. hop. Tell your partner the number of seconds. No second attempts!
4. Get your partner to write down their time on their data card.
5. Swap places!

**Things to think about:**

---

- Why do we only allow one turn and not multiple attempts?
- What might affect your balance?  
Sports practice, tiredness, illness?
- Why might someone be interested in balance or coordination data?
- If you plotted a graph of people's times for this game, what shape do you predict the distribution will be?

# CensusAtSchool

NEW ZEALAND

Name:

10. Height: cm

11 a. Left foot length: cm

11 b. Right foot length: cm

12. Left wrist circumference cm

13. Left thumb circumference cm

16. School bag weight kg

19. Standing on left leg: seconds

# CensusAtSchool

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16. School bag weight kg

19. Standing on left leg: seconds

# CensusAtSchool

NEW ZEALAND

**Name:** \_\_\_\_\_

- ☐ Complete this diary today after school
- ☐ Bring this back to school tomorrow
- ☐ Copy your diary answers into the CensusAtSchool survey form

**6 a. How many pairs of jeans do you have?** (Jeans are long pants made of denim. They can be any colour.)

**6 b. How many hats do you have?** (e.g. Baseball caps, beanies, bucket hats, school uniform hats.)

**20. How much total screen time did you have after school before going to sleep? Answer to the nearest 15 minutes.**

Enter zero if you spent no time on screens. (Screen time includes: phone, tv, computer, tablet, iPad, Playstation, Xbox, Nintendo, at the movies.)

\_\_\_\_\_ hours    \_\_\_\_\_ minutes

CensusAtSchool NZ is a non-profit, educationally motivated project designed to enhance statistical literacy. CensusAtSchool NZ is hosted by the Department of Statistics at the University of Auckland in association with Stats NZ and the Ministry of Education. Participation is voluntary. To learn more and see our privacy policy visit: [www.censusatschool.org.nz](http://www.censusatschool.org.nz)

















# Behind the Questions

Learn about new and updated survey questions that we are using in the 2021 CensusAtSchool questionnaire. You may like to use this as a starting point for discussions with your students.

In many areas there may be no such thing as a perfect question. For your more senior classes we suggest you lead initiate discussions about any difficulties a question might pose (including any ethical or social difficulties), how different people might interpret them differently, and what problems that might cause for the resulting data.

## Privacy

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We have adjusted the information that is provided back to you in the class data to improve privacy and reduce identifiability of individual students in your class, particularly in connection to their opinions.

- Answers to questions 1-7 and 33-34 go into the main CensusAtSchool database only. They are not provided in the class data.
- Answers to questions 8-19 will be provided as a set so that you can make comparisons in class.
- Each of your class's answers to questions 20-32 will be provided independently and will not be matched to other answers that your class provides.

## Audio

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We have added an audio option at the top of the English questionnaire. When turned on, your students will see audio icons which will read out the words to them using an automatic browser voice when clicked on. This may help students with difficulty reading or understanding the questions.

## English / Māori

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As always, the questionnaire can be completed in both English and te reo Māori. This year, we have also provided the option to complete the questionnaire in English *and* toggle backwards and forwards between the two languages to help promote learning words and phrases in te reo Māori.

# Gender

## 1. What is your gender?

- ☐ Male
- ☐ Female
- ☐ Another gender (please specify): \_\_\_\_\_
- ☐ Skip question

UPDATED

In the past, we have asked the question like this:

## 1. Are you:

- ☐ Male
- ☐ Female

We received a lot of feedback from teachers that this question needed improving. Firstly, it is great that you and your students are thinking and talking about the questions and answers! This is an important part of survey design.

**“Writing census questions is complex and demands a great deal of expertise and testing to ensure the answers provide meaningful, high-quality data that can be used to inform decisions.” – Stats NZ**

Some of our CensusAtSchool questions match word-for-word with the official Census questions. This means that we use tried-and-tested and familiarly worded demographic questions which have been tailored to the New Zealand context, such as asking birth country and ethnicity.

Many people assume that the first question we asked in the past (and that the official Census has asked) was about **gender identity**. However, it was asking about **biological sex**.

It was easy to get these mixed up as the question itself did not say either one in the wording! This **lack of clarity** is a problem.

Added to that, there's been a tradition of using the word 'gender' in school environments when it's really meant 'sex' because of the long-recognised problem of many kids getting silly whenever the word 'sex' is mentioned. **Age-appropriate wording** needs to be considered.

Now that gender identity has come much more to the forefront of society's attention, this common educational workaround created its own problems which will take time for thinking to change. It's becoming the **norm to think about gender rather than sex**.

Currently, the official definition Stats NZ uses for biological sex is binary. Stats NZ has tested adding a third response option using either 'indeterminate' or 'intersex'. Of these tests, Stats NZ said the data was of very low quality and included facetious responses and responses made in error, especially given the very low prevalence of the intersex population. **Intersex may also be confused with transgender** - another issue!

While the questions for the 2023 official Census have not yet been finalised, we want to **lead the way in tackling this** at CensusAtSchool.

We have chosen to follow Stats NZ's proposed principle of '**gender by default**' for data collection and to use their new proposed wording for asking about gender. In addition, we have an option for students to "**Skip question**" if they do not wish to share this information.

For **privacy and identifiability reasons**, gender will also not be provided back to you in the class data but will be included in the database that you can sample from and visualise with our tools. Students are also made aware of this when completing the survey.

We do encourage you to be **sensitive to using gender identity information** and consider avoiding gender-based comparisons or competitions where possible.

## Further Reading

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- <https://www.stats.govt.nz/reports/sex-gender-and-sexual-orientation>
- <https://www.stats.govt.nz/reports/sex-and-gender-identity-statistical-standards-findings-from-public-consultation-julyaugust-2020>

## Jeans

**6 a. How many pairs of jeans do you have? (Jeans are long pants made of denim. They can be any colour.)**

\_\_\_\_\_

NEW

This is a brand new fun question getting students to count items they have at home before the questionnaire (or they may know the answer to this immediately).

Research has shown that 96% of Americans own at least one pair and people typically own 5-10 pairs of jeans. Is that the case for our students?

## Further Reading

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- <https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=8530&context=etd>

# Hats

**6 b. How many hats do you have? (e.g. Baseball caps, beanies, bucket hats, school uniform hats.)**

\_\_\_\_\_

NEW

This is a brand new fun question getting students to count items they have at home before the questionnaire (or they may know the answer to this immediately).

About 43 million baseball caps are sold each year in the US alone!

You might like to ask if anyone in your class is a hat collector.

**Note:** a hijab is not a hat. A headscarf generally covers more than hair; it covers neck, shoulders, and chest area; a hat would not do all those. Some people wear a hat as well as a hijab.

## Further Reading

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- <http://blog.jakprints.com/2015/07/everything-you-need-to-know-about-baseball-hats.html>



# Watch

## 7 a. Are you wearing a watch?

- ☐ Yes
- ☐ No

## 7 b. What type of watch is it?

- ☐ Digital



- ☐ Analog



- ☐ Digital and analog



- ☐ Smart (e.g. FitBit, Apple Watch, Samsung Galaxy Watch)



NEW

This is a brand new question which can be used to discuss technology usage.

# Feet lengths

**11. What are the lengths of your feet, without shoes? Measure both feet. Answer in centimetres to one decimal place.**

Left foot \_\_\_\_\_ cm

Right foot \_\_\_\_\_ cm

UPDATED

We have added left foot as an additional measurement.

It should not add too much additional time to completing the survey. Students already have their shoes off for the previous height question and are already measuring the length of one foot.

This enables a new comparison to be made by exploring the difference in lengths between the two feet, and the relationship between foot sizes and handedness, age, etc.

Research indicates that few people have the same sized feet and feet measurements can change throughout the day depending on activity level. SATRA states that about 20% of people in the UK have a difference in foot length greater than 0.4cm (approximately half a UK size), and around 2 per cent of them have a difference of 0.8cm or greater – approximately one whole UK size.

Cincinatti Footcare states that 80% of Americans have a longer left foot than right foot – with most cases, the difference being about 0.8cm.

Shoe stores typically place the right shoe out on display. How might this affect those who have a longer left foot than right foot? Are other parts of the body typically bigger on the left side? Why might that be?

## Further Reading

- <https://www.satra.com/bulletin/article.php?id=2115>
- <https://cincinnatifootcare.com/foot-health/normal-different-sized-feet>

# Transport to school

## 14. What is the main way you usually get to school?

- ☐ walk
- ☐ car
- ☐ bus
- ☐ train
- ☐ bike
- ☐ boat
- ☐ scooter
- ☐ skateboard
- ☐ other

UPDATED

We've added skateboard as an option.

## Further Reading

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- <https://www.edexlive.com/news/2021/feb/17/couldskateboardingbe-the-next-mode-of-transport-for-youngsters-nzs-dr-aimee-ward-sure-thinks-so-18273.html>
- <https://onlinelibrary.wiley.com/doi/full/10.1111/1753-6405.12803>

# Standing on one foot

**19. How long can you stand on your left leg with your eyes closed? Answer in seconds. (Get your teacher or a friend to time you. Stop the timer as soon as your right foot touches anything or you move your left leg e.g. hop.)**

\_\_\_\_\_

UPDATED

We've updated this question to make it harder (and faster!) to do. In the past we did not provide any instructions for when to stop the timer.

# Tech usage

**21. Which of the following have you used in the last week?**  
**(You may tick more than one.)**

- ☐ own cell phone
- ☐ Facebook
- ☐ Instagram
- ☐ Twitter
- ☐ TikTok
- ☐ Snapchat
- ☐ Reddit
- ☐ Discord
- ☐ Roblox
- ☐ Minecraft
- ☐ Fortnite
- ☐ YouTube (to watch videos)
- ☐ YouTube (to upload videos)
- ☐ none of these

UPDATED

We've updated this question in two ways. We are now asking about usage in the past week, rather than having an account (which may not be in use). We have added Twitter, TikTok, Discord, Roblox, Minecraft, and Fortnite. We have also added an extra YouTube option to distinguish between creators and viewers.

# News

**23. How often do you get news from (often / sometimes / rarely / never):**

- TV
- Radio
- Print publications (newspapers/magazines)
- News websites or apps
- Social media like YouTube, Facebook, Twitter, or Instagram
- Search through Google or other search engines
- Podcasts

NEW

This is a new question which we hope will bring about a lot of discussions. It does not include face-to-face news (e.g. from a parent, teacher, or friend), which we believe everyone gets to some extent.

## Further Reading

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- <https://www.nzherald.co.nz/business/nz-herald-audience-numbers-soar-again-past-the-magic-2-million-mark/5DBZION2IW6GCFAPNEOFBE662I/>
- <https://www.pewresearch.org/fact-tank/2021/01/12/more-than-eight-in-ten-americans-get-news-from-digital-devices/>

## Favourite animated movie

**25. What is your favourite animated movie?**

---

NEW

This is a fun new question. We typically ask a fill-in-the-blank question for interest factor. This usually makes data cleaning a big job. This time, we are using auto-suggest which brings up a dropdown of animated movies that match as the student types. The [comprehensive list](#) comes from Wikipedia.

## Covid

**26. How do you feel about learning at home during lockdown compared to learning in school normally?**

- ☐ Much better
- ☐ Better
- ☐ About the same
- ☐ Worse
- ☐ Much worse

NEW

We wanted to include a question relating to Covid that would not date over time, be connected to specific events in time (that may fade in their memories) not be political, or controversial, and be of interests to students and teachers alike.

We have chosen the phrase “learning at home” over distance learning or remote learning to make it easy for students of all ages to understand.

# Future

## 28. How do you feel about the future?

- ☐ Very positive
- ☐ Positive
- ☐ Neutral
- ☐ Negative
- ☐ Very negative

NEW

We plan to ask this question over time, to see any trends occurring.

# Inclusion

## 29. How often do you feel included at school?

- ☐ Always
- ☐ Very Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

NEW

In the past we have asked about bullying, and this is in keeping with current topical discussions on inclusion, particularly for rainbow youth and different ethnicities.



## Seniors-only (Years 11-13)

**30. At what age would you consider yourself to be an adult?**

\_\_\_\_\_

NEW

**31. At what age do you think it should be legal to do the following?**

- Drive \_\_\_\_\_
- Vote \_\_\_\_\_
- Buy alcohol \_\_\_\_\_
- Vape \_\_\_\_\_

NEW

**32. In the past week, how many hours of paid work at a part-time job have you done? Answer to the nearest hour.**

\_\_\_\_\_

NEW

In the last questionnaire, we introduced a small set of additional questions to be answered by Year 11-13 students only. Last time, these were about opinions on the use of alcohol, marijuana, and e-cigarettes.

There are regular discussions about the appropriate age for various activities, and it's nice to be able to ask students themselves, rather than adults!

In 2017, we asked about paid work after school on a single day to all students. This time, we're interested in a bigger picture. It should be a great conversation starter for your class.

## Worries and hopes

**33 a. What is your biggest worry at school?**

---

**33 b. What is your biggest worry outside of school?**

---

**33 c. What is your biggest hope for the next year?**

---

NEW

These questions help give an insightful snapshot into what it means to be a student in Aotearoa in 2021.

## Future questions

**34. If you could ask students throughout New Zealand one more question in this survey, what would it be?**

---

NEW

These questions will be fed into the census design process for 2023. We are excited to have your students directly tell us what they want to be asked in the future! Give your students time to think about this beforehand.

# Classroom Preparation

On the following pages you will find:

- Equipment checklist
- Printable foot measurement card
- Printable measurement station instructions to place around your classroom
- Printable data cards (four per page, you'll need one per student)
- Student diary (to be completed the day before doing the census)

# Equipment Checklist

## 10. Height

- ☐ Two tape measures stapled to the wall
- ☐ Textbooks for students to place on heads when measuring (not rulers)

## 11. Feet lengths

- ☐ Measurement card (provided); taped and trimmed to size (consider laminating it first)

## 12. Left wrist circumference

- ☐ Tape measure

## 13. Left thumb circumference

- ☐ Piece of string (about 10cm long)
- ☐ Ruler

## 16. School bag weight

- ☐ Digital scales (e.g. bathroom)

## 19. Standing on left leg

- ☐ Stopwatch, timer or clock

## And last, but not least:

- ☐ Devices to complete the survey online

## 10. What is your height, without shoes on? Answer to the nearest centimetre.

**In pairs, follow these steps:**

---

1. Have your partner take off their shoes.
2. Get your partner to stand with their back to the wall against the tape measure.
3. Take the textbook and place it on the wall above their head. Make sure the textbook's spine touches the wall.
4. Slide the textbook down until it touches your partner's head.
5. Look at the bottom of the textbook's spine and read their height off the tape measure (to the nearest centimetre).
6. Get your partner to write down their height on their data card.
7. Swap places!

**Things to think about:**

---

- Why might it be better to use a textbook rather than a ruler on top of heads?
- Why might it be better having the tape measure attached to the wall?
- Why do you think this question was changed from "How tall are you?"
- Who might be interested in this data?
- What do you think the shortest and tallest heights will be for students your age?
- If you plotted a graph of heights for students your age, what shape do you predict the distribution will be?

# 11. What are the lengths of your feet, without shoes? Measure both feet. Answer in centimetres to one decimal place.

**In pairs, follow these steps:**

---

1. Have your partner take off their shoes.
2. Get your partner to stand with the back of their feet to the wall and on top of the measurement card. Make sure the measurement card is touching the wall.
3. Read their two feet lengths off the measurement card (in centimetres to one decimal place).
4. Get your partner to write down their feet lengths on their data card.
5. Swap places!

**Things to think about:**

---

- Why might it be better to use a measurement card rather than a ruler?
- Would keeping shoes on affect all measurements in the same way?
- Why might it be better to measure against a wall?
- Who might be interested in this data?
- What other body measurements do you think feet lengths might be related to?
- Do people have the same sized left and right feet?
- Do you think foot lengths for students of a certain age are changing over time?
- If you plotted a graph of feet lengths for students your age, what shape do you predict the distribution will be?

# Foot measurement card

0		0
1		1
2		2
3		3
4		4
5		5
6		6
7		7
8		8
9		9
10		10
11		11
12		12
13		13
14		14
15		15
16		16
17		17
18		18
19		19
20		20
21		21
22		22

# Foot measurement card

21		21
22		22
23		23
24		24
25		25
26		26
27		27
28		28
29		29
30		30
31		31
32		32
33		33
34		34
35		35
36		36
37		37
38		38
39		39
40		40



## 12. What is the circumference of your left wrist? Answer in centimetres to one decimal place.

**In pairs, follow these steps:**

---

1. Find the “bumpy” bones on your partner’s left wrist.
2. Place the measuring tape over the top of these bones and around their wrist.
3. Read their wrist circumference off the measuring tape (in centimetres to one decimal place).
4. Get your partner to write down their left wrist circumference on their data card.
5. Swap places!

**Things to think about:**

---

- Why do the “bumpy” bones matter?
- Would it matter if we measured the right wrist?
- Why do we measure in centimetres to one decimal place?
- Who might be interested in this data?
- What other body measurements do you think wrist circumference might be related to?
- What do you think the smallest and biggest wrist circumferences will be for students your age?

## 13. What is the circumference of your left thumb? Answer in centimetres to one decimal place.

**In pairs, follow these steps:**

---

1. Take one end of the piece of string and wrap it around your partner's left thumb halfway between the two knuckles.
2. Use your fingers to mark where the string meets the end.
3. Stretch out the string straight on a ruler and measure the length of the string that equals their thumb circumference (to the nearest millimetre).
4. Get your partner to write down their left thumb circumference on their data card.
5. Swap places!

**Things to think about:**

---

- Why do we use a piece of string rather than a measuring tape?
- Would it matter if we measured the right thumb?
- Why do we measure to the nearest millimetre?
- Why do we need to stretch the string straight?
- Who might be interested in this data?
- What other body measurements do you think thumb circumference might be related to?
- Do you think left thumb circumferences will be related to which hand students write with?

**16. What is the weight of your school bag today? Answer in kilograms to one decimal place. (Weigh your school bag with all your books and other materials you brought to school today.)**

**In pairs, follow these steps:**

---

1. Make sure all your school books, lunch, PE gear, devices, and materials that you have brought to school today are in your school bag.
2. Weigh your school bag using the digital scales in kilograms to one decimal place.
3. Write down the weight of your school bag on your data card.

**Things to think about:**

---

- How much does your bag weight change from day to day?
- How does doing the survey before or after you have eaten change the weight of your bag?
- Who might be interested in this data?
- If you plotted a graph of students' bag weights, what shape do you predict the distribution will be?
- How do you think bag weights have changed over the years?

**19. How long can you stand on your left leg with your eyes closed? Answer in seconds. (Get your teacher or a friend to time you. Stop the timer as soon as your right foot touches anything or you move your left leg e.g. hop.)**

**In pairs, follow these steps:**

---

1. Have a stopwatch, timer or clock ready to record the time to the nearest second.
2. Get your partner to stand on their left leg and shut their eyes. Immediately start timing them.
3. Stop the timer as soon as their right foot touches anything or they move their left left e.g. hop. Tell your partner the number of seconds. No second attempts!
4. Get your partner to write down their time on their data card.
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**Things to think about:**

---

- Why do we only allow one turn and not multiple attempts?
- What might affect your balance?  
Sports practice, tiredness, illness?
- Why might someone be interested in balance or coordination data?
- If you plotted a graph of people's times for this game, what shape do you predict the distribution will be?

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# CensusAtSchool

NEW ZEALAND

**Name:** \_\_\_\_\_

- ☐ Complete this diary today after school
- ☐ Bring this back to school tomorrow
- ☐ Copy your diary answers into the CensusAtSchool survey form

**6 a. How many pairs of jeans do you have?** (Jeans are long pants made of denim. They can be any colour.)

**6 b. How many hats do you have?** (e.g. Baseball caps, beanies, bucket hats, school uniform hats.)

**20. How much total screen time did you have after school before going to sleep? Answer to the nearest 15 minutes.**

Enter zero if you spent no time on screens. (Screen time includes: phone, tv, computer, tablet, iPad, Playstation, Xbox, Nintendo, at the movies.)

\_\_\_\_\_ hours    \_\_\_\_\_ minutes

CensusAtSchool NZ is a non-profit, educationally motivated project designed to enhance statistical literacy. CensusAtSchool NZ is hosted by the Department of Statistics at the University of Auckland in association with Stats NZ and the Ministry of Education. Participation is voluntary. To learn more and see our privacy policy visit: [www.censusatschool.org.nz](http://www.censusatschool.org.nz)