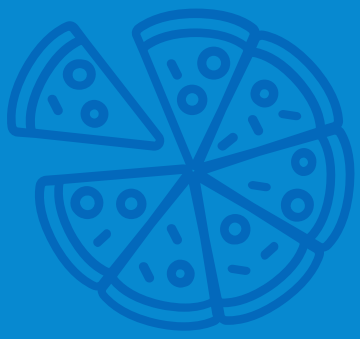
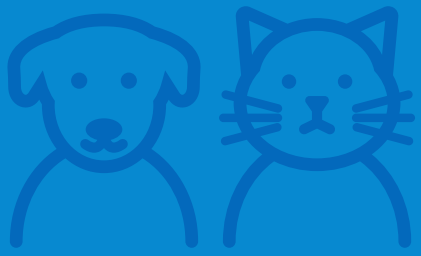
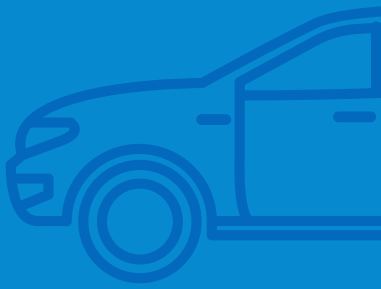





Primary Teacher Guide

2023






CensusAtSchool
NEW ZEALAND

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 2024. 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.

Enjoy!

Key Links

Students take part:
https://www.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/

What's Inside

Questionnaire Preview

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English | Māori

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.

Privacy Information

Questions marked with a Private icon will go into the main CensusAtSchool database only. They are not provided back to your teacher in the class data.

Your answers to questions 6-20 will be provided to your teacher so that you can explore relationships between variables in class.

The remaining questions will be provided to your teacher independently. They will not be able to match these to other answers you've provided.

About you

1. What is your gender? Private

- ◯ Male
- ◯ Female
- ◯ Another gender (please specify): _____
- ◯ Skip question

2. What is your age in years? Private

_____ years

3. Which country were you born in?

Private

- ◯ 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.

Private

- ☐ 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?

Private

☐ languages

6. Are you right-handed, left-handed or ambidextrous?

- ◯ Right-handed
- ◯ Left-handed
- ◯ Ambidextrous

7. What is your eye colour?

- ◯ Blue
- ◯ Brown
- ◯ Grey
- ◯ Green
- ◯ Hazel

8. What is your natural hair colour?

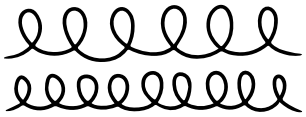
- ◯ Black
- ◯ Blonde
- ◯ Brown
- ◯ Red
- ◯ White

9. What is your natural hair type?

- ◯ Straight

◯ Wavy

◯ Curly



◯ Coily

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? 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

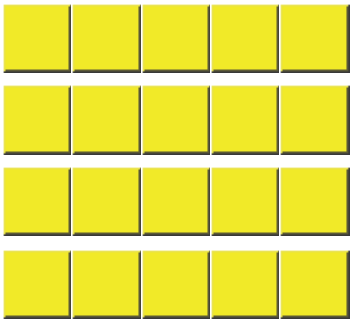
16. What is the weight of your school bag today? Answer in kilograms to one decimal place.

_____ kg

Games

17. 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.

seconds

20 a. What is your standing jump distance? Answer to the nearest centimetre.

cm

20 b. Did you use a target to aim towards?

- ◯ Yes
- ◯ No

Activities

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

[ ] : [ ] pm

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

[ ] : [ ] am

22. 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.

[ ] hours [ ] minutes

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

- ☐ own cell phone
- ☐ YouTube
- ☐ Instagram

- [ ] Snapchat
- [ ] Facebook
- [ ] Twitter
- [ ] TikTok
- [ ] Twitch
- [ ] Pinterest
- [ ] BeReal
- [ ] Whatsapp
- [ ] Reddit
- [ ] Discord
- [ ] none of these

23 b. Which of the following did you use **four or more separate times yesterday**? (You may tick more than one.)

- [ ] own cell phone
- [ ] YouTube
- [ ] Instagram
- [ ] Snapchat
- [ ] Facebook
- [ ] Twitter
- [ ] TikTok
- [ ] Twitch
- [ ] Pinterest
- [ ] BeReal
- [ ] Whatsapp
- [ ] Reddit

- [ ] Snapchat
- [ ] Facebook
- [ ] Twitter
- [ ] TikTok
- [ ] Twitch
- [ ] Pinterest
- [ ] BeReal
- [ ] Whatsapp
- [ ] Reddit
- [ ] Discord
- [ ] none of these

23 b. Which of the following did you use **four or more separate times yesterday**? (You may tick more than one.)

- [ ] own cell phone
- [ ] YouTube
- [ ] Instagram
- [ ] Snapchat
- [ ] Facebook
- [ ] Twitter
- [ ] TikTok
- [ ] Twitch
- [ ] Pinterest
- [ ] BeReal
- [ ] Whatsapp
- [ ] Reddit

- [ ] Discord
- [ ] none of these

Opinions

Question 24 is for high school students only and has been skipped.

25 a. Overall, how happy would you say you are?

Private

25 b. How many close friends do you have?

Private

Question 26 is for high school students only and has been skipped.

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.

28 a. Does pineapple belong on pizza?

- ◯ Yes

- ◯ No
- ◯ I don't know

28 b. What is your favourite flavour of ice cream?

If you don't know, type **I don't know**.

28 c. Which do you prefer, cats or dogs?

- ◯ Cats
- ◯ Dogs
- ◯ No preference

28 d. What is your favourite sport to play/do?

If you don't know, type **I don't know**.

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

If you don't know, type **I don't know**.

30. Please check your answers before you sign.

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

Behind the Questions

Learn more about the survey questions that we are using in the 2023 CensusAtSchool questionnaire. You may like to use this as a starting point for discussions with your students.

Privacy

CensusAtSchool New Zealand has carefully considered the issue of privacy and confidentiality of the data. The project has absolutely no research agenda and the data will not be released for commercial benefit or the advantage of any outside body. The motivation for the project is to provide a rich educational resource for both teachers and students to enhance statistical literacy and learning.

Individual anonymity is guaranteed because no names are attached to individual participants' submitted surveys. Also, since data is released in randomly selected samples, individuals will not be able to be identified.

School participation is completely voluntary. We encourage you to inform your Principal, students, and whānau fully about the project and remind you of your own responsibility regarding parental information and consent. More information is available on our website.

The survey design and questions are modelled on the partner projects overseas, which have already proven successful. Stats NZ are involved in checking the survey question design to ensure that the survey questions comply with their guidelines.

Data security is a high priority and considerable effort has been made to put security measures in place, using encryption and login systems on the website.

- Answers to questions marked **PRIVATE** go into the main CensusAtSchool database only. They are not provided in the class data.
- Answers to questions 6-20 will be provided as a set so that you can explore relationships between variables in class.

- The remaining questions will be provided independently and will not be matched to other answers that your class provides.

Audio

We provide an audio option at the top of the English questionnaire. When turned on, students will see  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

The questionnaire can be completed in both English and te reo Māori. We also provide an 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

No changes have been made to this question since the last questionnaire. However this is the first time that gender will be asked in the **New Zealand 2023 Census** and the wording of the two questions match.

We follow Stats NZ's principle of '**gender by default**' for data collection and use their new wording for asking about gender. 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 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

- **Stats NZ: Sex and Gender**
- **Stats NZ: Sex and Gender Standards**

Natural Hair Colour

8. What is your natural hair colour?

- ○ Black
- ○ Blonde
- ○ Brown
- ○ Red
- ○ White

NEW

This question is designed to get students to think about the definitions of each of these colours and make a decision about what their natural hair colour is.

It is estimated that 85% of the world's population has black hair, 11% has brown hair, 2% has blonde hair, and 2% has naturally red or auburn hair. Albinism's frequency worldwide is estimated to be approximately one in 17,000.

Countries have significant differences; for example it is estimated about 80% of people in Finland have blonde hair and 6% of people in Scotland have red hair.

Further Reading

- **Wikipedia Hair Colour**
- **Hair Colour Statistics**

Natural Hair Type

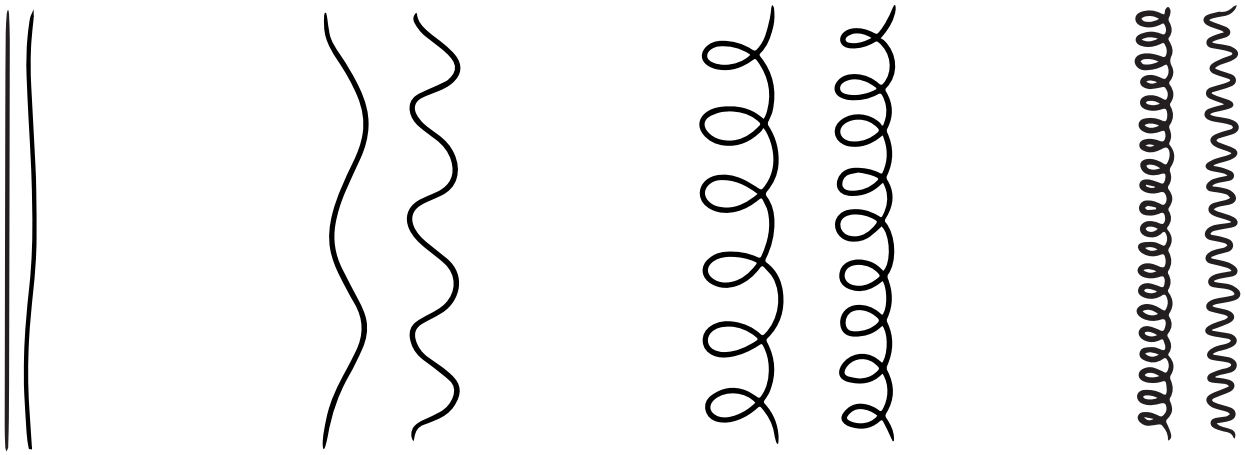
9. What is your natural hair type?

- ○ Straight
- ○ Wavy
- ○ Curly
- ○ Coily

NEW

This question is designed to get students to think about hair type definitions and to make a decision about which best describes their natural hair type.

This visual reference may assist:



Straight Wavy Curly Coily

Further Reading

- **Wikipedia Hair Texture**
- **Get to Know Your Hair Type**

Foot 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

This enables a comparison to be made by exploring the difference in lengths between the two feet, and the relationship between feet 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. The British Boot, Shoe, and Allied Trades Research Association (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

- **The difference between left and right feet**
- **Normal to Have Different Sized Feet**

Standing Jump

20. a. What is your standing jump distance? Answer in centimetres.

_____ cm

b. Did you use a target to aim towards?

- ○ Yes
- ○ No

NEW

This is our first CensusAtSchool experiment! It is designed to test the hypothesis that having a target to aim towards increases the average distance jumped. The distribution of distance jumped differs based on factors such as gender and age.

Further Reading

- **Wikipedia Standing Long Jump**
- **Long Jump Test Norms**

Tech Usage

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

- ☐ own cell phone
- ☐ YouTube
- ☐ TikTok
- ☐ Instagram
- ☐ Snapchat
- ☐ Facebook
- ☐ Twitter
- ☐ Pinterest
- ☐ BeReal
- ☐ Twitch
- ☐ WhatsApp
- ☐ Reddit
- ☐ Discord
- ☐ None of these

UPDATED

We've updated the options for this question. This includes adding the relatively new app called BeReal and removing the games (Roblox, Minecraft, and Fortnite).

23 b. Which of the following did you use **four or more times yesterday**? (You may tick more than one.)

- ☐ own cell phone
- ☐ YouTube
- ☐ TikTok
- ☐ Instagram
- ☐ Snapchat
- ☐ Facebook
- ☐ Twitter
- ☐ Pinterest
- ☐ BeReal
- ☐ Twitch
- ☐ WhatsApp
- ☐ Reddit
- ☐ Discord
- ☐ None of these

NEW

This question is designed to find frequent technology use. Pew Internet Research in May 2022 found that 19% of Americans aged 13-17 said they were almost constantly on YouTube, 16% said almost constantly on TikTok and only 2% were almost constantly on Facebook.

Further Reading

- **Pew Internet Teens Social Media and Technology 2022**

Happiness

25 a. Overall, how happy would you say you are?

NEW

This question is based on similar international happiness survey questions and was one of the most popular question requests when students were asked to submit their own question in the last questionnaire. Happiness is subjective and would be a great topic for a classroom discussion.

Further Reading

Happiness and Life Satisfaction Data

Friendships

25 b. How many close friends do you have?

_____

NEW

This question was one of the requests when students were asked to submit their own question in the last questionnaire. What makes for a close friendship is highly subjective and would be a great topic for a classroom discussion.

Further Reading

How many friends do you have, and how many do you really need?
Your Social Circle is Smaller Than You Think

Pineapple on Pizza

28 a. Does pineapple belong on pizza?

- ○ Yes
- ○ No
- ○ I don't know

NEW

This question is designed to be fun and to encourage classroom debate! It was a popular request when students were asked to submit their own question in the last questionnaire.

A 2021 survey by Beef & Lamb New Zealand found 65% of New Zealanders would put pineapple on pizza. A 2017 Time magazine online poll found that nearly 63% of respondents favoured pineapple on pizza. And, according to Dominos New Zealand, Hawaiian is the second most popular flavour.

Further Reading

- **NZ Herald: Pineapple on Pizza**
- **Stuff: Why Do So Many People Hate Pineapple on Pizza**
- **NZ Herald: New Zealand's Favourite Pizza Topping Revealed**

Ice Cream Flavour

28 b. What is your favourite flavour of ice cream?

_____

If you don't know, type **I don't know**.

NEW

This question is designed to be fun and to encourage classroom debate! This was also a popular request when students were asked to submit their own question in the last questionnaire.

According to Canstar Blue NZ research in 2020, berry was the most popular (15%), followed by chocolate (13%), vanilla (11%) and hokey pokey (10%). TipTop New Zealand sales in 2016 had vanilla at #1 with 935,000 litres, followed by boysenberry (313,000 litres) and chocolate (302,000 litres).

Further Reading

- **Canstar Blue NZ Ice Creams Report**
- **TipTop History**

Cats or Dogs

28 c. Which do you prefer, cats or dogs?

- ○ Cats
- ○ Dogs
- ○ No preference
- ○ I don't know

NEW

This question is designed to be fun and to encourage classroom debate! This was also a popular request when students were asked to submit their own question in the last questionnaire.

According to Companion Animals NZ in 2020, 41% of households have a cat and 34% have a dog, with figures being higher rurally. Analysis of Instagram posts in 2020 found more posts about dogs in New Zealand. And, in 2001, 73% of Americans said dogs were better pets than cats.

Further Reading

- **Companion Animals NZ Report 2020**
- **Cats vs Dogs on Instagram**
- **NZ's Dog Population Rising Faster Than People**
- **Dogs "Better Pets" than Cats**

Favourite Sport

28 d. What is your favourite sport to play/do?

_____

If you don't know, type **I don't know**.

NEW

This question is designed to be fun and to encourage classroom discussions. This was also a popular request when students were asked to submit their own question in the last questionnaire.

In 2021, The New Zealand Secondary School Sports Council ran a census of "meaningful engagement" in sport participation. The top three sports were netball (26,000), basketball (25,000), and rugby union (24,000).

Further Reading

- **Wikipedia: Sport Participation in New Zealand**

Future Questions

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

_____

These questions will be fed into the census design process for 2025. 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 and let them know that a number of their questions have been included in this year's questionnaire.

Classroom Preparation List

- ☐ Read through the entire **questionnaire** (provided)
- ☐ Print and place **measurement station cards** around your classroom to help students (provided on immediately following pages)
- ☐ Read the **standing jump teachers' preparation information** (provided)
- ☐ Print a **data card** for each student (provided; four fit per page)
- ☐ Prepare **foot measurement card** (provided); taped and trimmed to size (consider laminating it first)
- ☐ Ensure there are **devices** for students to complete the survey online
- ☐ Have two **tape measures** stapled to the wall for height measurements
- ☐ Have **textbooks** for students to place on heads when measuring height
- ☐ Have a **tape measure** for wrist circumferences and standing jumps
- ☐ Have a **ruler** for thumb circumferences
- ☐ Prepare a piece of **string** (about 10cm long) for thumb circumferences
- ☐ Have two pieces of **string** (about 1m long), one taped to the ground (for the starting line) and the other ready to be taped to the ground (for the second group of standing jumps)
- ☐ Provide **digital scales** (e.g. bathroom) for school bag weight
- ☐ Have a **stopwatch**, timer or clock for standing on one foot

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 foot lengths off the measurement card (in centimetres to one decimal place).
4. Get your partner to write down their foot 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 foot 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 foot lengths for students your age, what shape do you predict the distribution will be?

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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?

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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 in centimetres to one decimal place.
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?

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16. What is the weight of your school bag today? Answer in kilograms to one decimal place.

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?

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19. How long can you stand on your left leg with your eyes closed? Answer in seconds.

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 leg 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?

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20. What is your standing jump distance? Answer to the nearest centimetre.

Follow these steps along with additional information from your teacher:

1. Stand behind the starting string on the ground with feet slightly apart.
2. Jump as far forward as possible from the standing position (no run-up), with a two-footed take-off, and land on both feet.
3. Measure the number of centimetres from the starting line to the back of the closest heel on landing.

Things to think about:

- Why do we only allow one turn and not multiple attempts?
- What might affect your standing jump distance? Sports practice, tiredness, illness?
- Why might someone be interested in standing jump data?

Standing Jump Teachers' Preparation

1. Divide your students randomly into two equal groups.
2. The first group will all go first and the second group will all go second and also use a **target line** to aim toward (a second string taped to the floor).
3. **Do not let any of the students know about the target before the second group starts.**
4. Students in the first group are to follow these steps one by one:
    - Stand behind the starting string line on the ground with feet slightly apart.
    - Jump as far forward as possible from the standing position (no run-up), with a two-footed take-off, and land on both feet.
    - Measure the number of centimetres from the starting line to the back of the closest heel on landing.
5. Next, set up the target line at the following distance from the starting line:

Year 3: 108cm	Year 7: 138cm	Year 11: 168cm
Year 4: 118cm	Year 8: 144cm	Year 12: 174cm
Year 5: 126cm	Year 9: 150cm	Year 13: 180cm
Year 6: 132cm	Year 10: 160cm	Tertiary: 180cm

6. Students in the second group are to follow the same steps as the first, with the addition of this target line.

CensusAtSchool
NEW ZEALAND

Data Card for:	

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
20. Standing jump:	cm

CensusAtSchool
NEW ZEALAND

Data Card for:	

10. Height:	cm
11 a. Left foot length:	cm
11 b. Right foot length:	cm
12. Left wrist circumference	cm
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NEW ZEALAND

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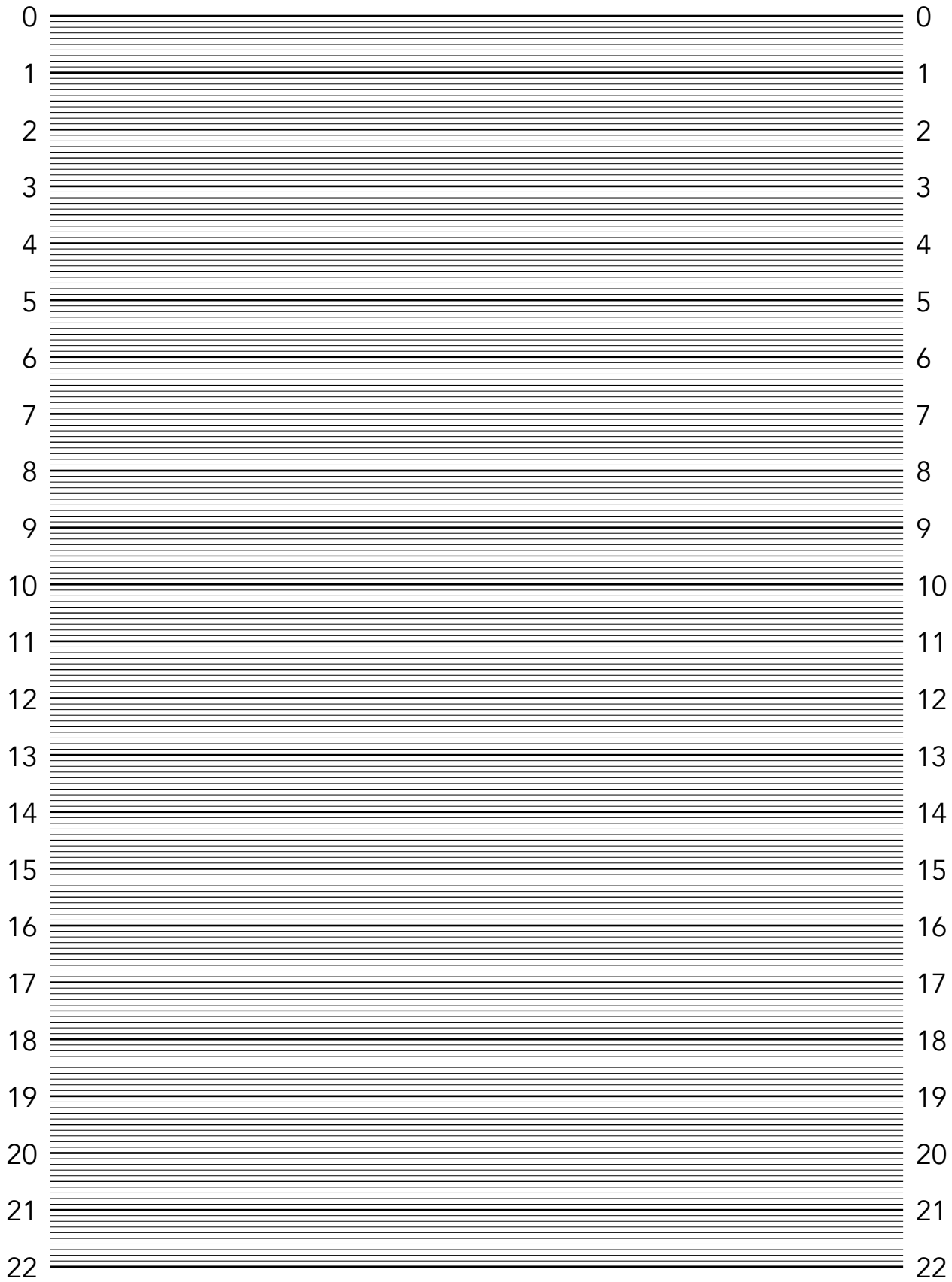
16. School bag weight	kg
19. Standing on left leg:	seconds
20. Standing jump:	cm

Foot Measurement Card



Foot Measurement Card