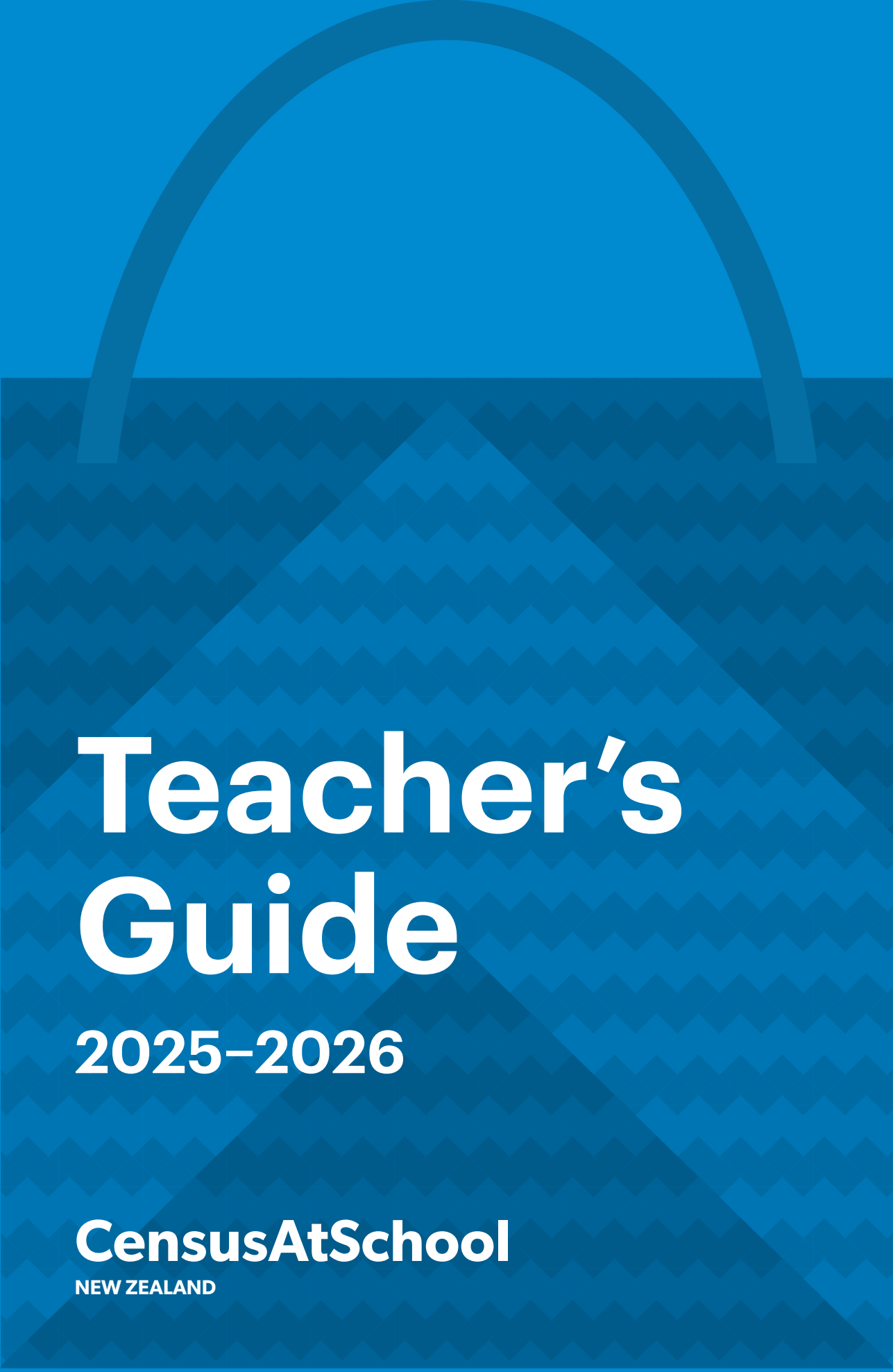


The cover features a large, stylized graphic of a shopping bag. The bag's body is a dark blue rectangle filled with a repeating chevron pattern. A thick, dark blue arch represents the bag's handle, spanning the top of the bag. The background is a solid medium blue. The title 'Teacher's Guide' is printed in large white letters across the middle of the bag, and the years '2025-2026' are below it. The 'CensusAtSchool' logo is at the bottom left.

# Teacher's Guide

2025-2026

**CensusAtSchool**  
NEW ZEALAND

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**Thank you for participating in CensusAtSchool!** We're dedicated to giving students real, relevant data about themselves, so they can build strong data science skills.

While students can take part at any convenient time, we encourage schools to do so as close to the launch date as possible. Enjoy!

# Important Links

## Students Take Part

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[www.censusatschool.org.nz/take](http://www.censusatschool.org.nz/take)

The survey is open during school hours until the end of 2026. Students will need your registration code, which is emailed to you upon registration.

## Teacher Registration

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[www.censusatschool.org.nz/take-part/register](http://www.censusatschool.org.nz/take-part/register)

## Resend Teacher Registration Code

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[www.censusatschool.org.nz/take-part/resend](http://www.censusatschool.org.nz/take-part/resend)

## Behind the Questions Companion Guide

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[www.censusatschool.org.nz/behind-the-questions](http://www.censusatschool.org.nz/behind-the-questions)

Explore the “Behind the Questions” guide for deeper insights into the 2025–2026 CensusAtSchool questionnaire.

## Support

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Email [hello@censusatschool.org.nz](mailto:hello@censusatschool.org.nz) or call Rachel Cunliffe on 027 3833 746.

# Essential Equipment Checklist

- |                                                          |                                                 |
|----------------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Devices                         | <input type="checkbox"/> Foot measurement cards |
| <input type="checkbox"/> Digital (e.g., bathroom) scales | <input type="checkbox"/> Rulers                 |
| <input type="checkbox"/> Tape measures                   | <input type="checkbox"/> String                 |
| <input type="checkbox"/> Hardback books                  | <input type="checkbox"/> Timers                 |

# Preparation Checklist

- ☐ Read the entire **questionnaire** (pg 16-28). *Please note that questions 27 and 28 will only appear for students in Years 9–13.*
- ☐ Share information with students, parents, and caregivers at least one day before participation (see [sample letter](#)).
- ☐ Ensure enough **devices** for all students to complete the survey.
- ☐ Print a **data card** for each student (pg 5).
- ☐ Print, trim and tape **foot measurement cards**; consider laminating (pg 6-7).
- ☐ Print and place **measurement station cards** around the classroom (pg 8-14).
- ☐ Review **standing jump preparation** (pg 15).
- ☐ Staple **two tape measures** to the wall for height measurements.
- ☐ Provide **hardback books** for height measurements.
- ☐ Have a **tape measure** for wrist circumferences and standing jumps.
- ☐ Provide a **ruler** and **string** (10 cm) for thumb circumferences.
- ☐ Set up two **strings** (about 1 m), one taped to the ground as the starting line, and the other ready to be taped for the second group's jumps.
- ☐ Provide **digital scales** for school bag weight.
- ☐ Have a **timer** ready for the one-foot balance test.
- ☐ Ensure students take and record all measurements before participation.
- ☐ **Ensure students have time to finish; the survey can't be saved halfway.**

Data Card for:

|                                     |             |
|-------------------------------------|-------------|
| <b>11. Height:</b>                  | cm (0 d.p.) |
| <b>12 a. Left foot length:</b>      | cm (1 d.p.) |
| <b>12 b. Right foot length:</b>     | cm (1 d.p.) |
| <b>13. Left wrist circumference</b> | cm (1 d.p.) |
| <b>14. Left thumb circumference</b> | cm (1 d.p.) |
| <b>17. School bag weight</b>        | kg (1 d.p.) |
| <b>20. Standing on left leg:</b>    | S (0 d.p.)  |
| <b>21. Standing jump:</b>           | cm (0 d.p.) |
| – Group:                            |             |

Data Card for:

|                                     |             |
|-------------------------------------|-------------|
| <b>11. Height:</b>                  | cm (0 d.p.) |
| <b>12 a. Left foot length:</b>      | cm (1 d.p.) |
| <b>12 b. Right foot length:</b>     | cm (1 d.p.) |
| <b>13. Left wrist circumference</b> | cm (1 d.p.) |
| <b>14. Left thumb circumference</b> | cm (1 d.p.) |
| <b>17. School bag weight</b>        | kg (1 d.p.) |
| <b>20. Standing on left leg:</b>    | S (0 d.p.)  |
| <b>21. Standing jump:</b>           | cm (0 d.p.) |
| – Group:                            |             |

Data Card for:

|                                     |             |
|-------------------------------------|-------------|
| <b>11. Height:</b>                  | cm (0 d.p.) |
| <b>12 a. Left foot length:</b>      | cm (1 d.p.) |
| <b>12 b. Right foot length:</b>     | cm (1 d.p.) |
| <b>13. Left wrist circumference</b> | cm (1 d.p.) |
| <b>14. Left thumb circumference</b> | cm (1 d.p.) |
| <b>17. School bag weight</b>        | kg (1 d.p.) |
| <b>20. Standing on left leg:</b>    | S (0 d.p.)  |
| <b>21. Standing jump:</b>           | cm (0 d.p.) |
| – Group:                            |             |

Data Card for:

|                                     |             |
|-------------------------------------|-------------|
| <b>11. Height:</b>                  | cm (0 d.p.) |
| <b>12 a. Left foot length:</b>      | cm (1 d.p.) |
| <b>12 b. Right foot length:</b>     | cm (1 d.p.) |
| <b>13. Left wrist circumference</b> | cm (1 d.p.) |
| <b>14. Left thumb circumference</b> | cm (1 d.p.) |
| <b>17. School bag weight</b>        | kg (1 d.p.) |
| <b>20. Standing on left leg:</b>    | S (0 d.p.)  |
| <b>21. Standing jump:</b>           | cm (0 d.p.) |
| – Group:                            |             |

# Foot Measurement Card: Part 1

|    |  |    |
|----|--|----|
| 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: Part 2

|    |  |    |
|----|--|----|
| 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 |

## HEIGHT

11. 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 them to stand with their back against the wall where the tape measure is.
3. Place the hardback book on the wall above their head, making sure the spine (the part with the writing) touches the wall.
4. Gently slide the book down until it touches their head.
5. Look at the bottom of the book's spine and read their height from the tape measure to the nearest centimetre.
6. Get your partner to write down their height on their data card.
7. Switch roles!

## FOOT LENGTHS

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

**In pairs, follow these steps:**

1. Have your partner take off their shoes.
2. Get them to stand with the back of their feet against the wall and on the measurement card. Make sure the card is touching the wall.
3. Read both foot lengths from the card in centimetres to one decimal place.
4. Get your partner to write down their foot lengths on their data card.
5. Switch roles!

## LEFT WRIST CIRCUMFERENCE

13. 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. Wrap the measuring tape over these bones and around their wrist.
3. Read their wrist circumference from 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. Switch roles!

## LEFT THUMB CIRCUMFERENCE

14. 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 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 the string out straight on a ruler and measure the length in centimetres to one decimal place.
4. Get your partner to write down their left thumb circumference on their data card.
5. Switch roles!

## SCHOOL BAG WEIGHT

17. What is the weight of your school bag today, including everything inside? Answer in kilograms to one decimal place.

### **Follow these steps:**

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

## LEFT-LEG STANDING TIME

20. 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 measure time to the nearest second.
2. Get your partner to stand on their left leg and close their eyes. Start timing right away.
3. Stop the timer as soon as their right foot touches anything or they move their left leg (like hopping). Tell your partner the number of seconds. No second tries!
4. Get your partner to write down their time on their data card.
5. Switch roles!

## STANDING JUMP DISTANCE

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

**Follow these steps along with instructions from your teacher:**

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

# Standing Jump Preparation

1. **Divide students** randomly into two equal groups.

2. **First group:**

- All students in the first group will jump first.
- Follow these steps one by one:
  - Stand behind the starting string line with feet slightly apart.
  - Jump as far forward as possible from a standing position (no run-up), using a two-foot take-off, and landing on both feet.
  - Measure the distance in centimetres from the starting line to the back of the closest heel upon landing.

3. **Second group:**

- All students in the second group will jump second.
- The second group will follow the same steps as the first, with the addition of aiming for the target line (a second string taped to the floor).
- **Don't tell students about the target line before the second group starts.**
- Set up the target line at one of these distances from the starting line:

| Year Level | Distance (cm) |
|------------|---------------|
| 3          | 108           |
| 4          | 118           |
| 5          | 126           |
| 6          | 132           |
| 7          | 138           |
| 8          | 144           |
| 9          | 150           |
| 10         | 160           |
| 11         | 168           |
| 12         | 174           |
| 13         | 180           |

# Questionnaire Preview

 Turn on audio

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 6-21 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?

☐ Male

☐ Female

☐ Another gender (please specify):

☐ Skip question

 Private

2. What is your age in years?

years

 Private

3. Which country were you born in?



- ☐ New Zealand
- ☐ Overseas. Please enter the current name of the country (e.g. England, Cook Islands):

4. Which ethnic group do you belong to? Select all that apply to you.



- ☐ New Zealand European
- ☐ Māori
- ☐ Samoan
- ☐ Cook Islands Māori
- ☐ Tongan
- ☐ Niuean
- ☐ Chinese
- ☐ Indian
- ☐ Other, e.g. Dutch, Japanese, Tokelauan. Please enter the ethnicity:

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



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 a. Do you have any pets? Include any pets that belong to people you live with.

☐ Yes

☐ No

9 b. What types of pets do you have? Enter the number of each.

|                                                       |                                |
|-------------------------------------------------------|--------------------------------|
| Dog                                                   | <input type="text" value="0"/> |
| Cat                                                   | <input type="text" value="0"/> |
| Fish                                                  | <input type="text" value="0"/> |
| Bird                                                  | <input type="text" value="0"/> |
| Rabbit                                                | <input type="text" value="0"/> |
| <input type="checkbox"/> I have pets not listed above |                                |

10. Have you ever broken a bone?

☐ Yes

☐ No

## Measurements

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

|                      |    |
|----------------------|----|
| <input type="text"/> | cm |
|----------------------|----|

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

a. Left foot

cm

b. Right foot

cm

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

cm

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

cm

## School

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

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

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

minutes

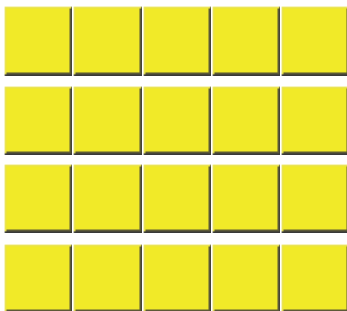
17. What is the weight of your school bag today, including everything inside? Answer in kilograms to one decimal place.

kg

## Games

18. 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



19. 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

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

seconds

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

 cm

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

☐ Yes

☐ No

## Activities

22 a. Do you know how to play any musical instrument?

☐ Yes

☐ No

22 b. Which musical instruments can you play?

☐ Piano / Keyboard

☐ Guitar

☐ Violin

☐ Drums

☐ Flute

☐ Recorder

☐ Clarinet

☐ Trumpet

☐ Saxophone

☐ Cello

☐ Ukulele

☐ Other. Please state:

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

:

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

:

23 c. Do you feel like you got enough sleep last night?

- ☐ Yes
- ☐ No

23 d. Did you use any device in bed last night? 'Device' includes TVs, phones, computers, tablets, consoles, etc.

- ☐ Yes
- ☐ No

24. 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

25 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

☐ X (formerly Twitter)

☐ Pinterest

☐ Threads

☐ WhatsApp

☐ Discord

☐ ChatGPT

☐ none of these

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

☐ own cell phone

☐ YouTube

☐ TikTok

☐ Instagram

☐ Snapchat

☐ Facebook

☐ X (formerly Twitter)

☐ Pinterest

☐ Threads

☐ WhatsApp

☐ Discord

☐ ChatGPT

☐ none of these

26. Estimate how much money you have spent on gaming in the past month. 'Gaming' means video games on consoles, computers, phones, etc. Include any money your parents, caregivers, or others spent on your gaming.

\$

## Opinions

27 a. In five words or less, what do you think is the **main reason** why teens game?



☐ I don't know

27 b. In five words or less, what do you think is the **main effect** on teens who game?



☐ I don't know

27 c. Spending money on gaming can be a problem for some teens I know.



☐ Strongly disagree

☐ Disagree

☐ Agree

☐ Strongly agree

☐ I don't know

28 Think about one adult who you look up to. Which one of the following best describes that adult?



☐ Parent or caregiver

☐ Older brother or sister

☐ Grandparent

☐ Aunt or uncle

☐ Teacher or school staff member

☐ Family friend

☐ Coach

☐ Religious leader

☐ Other

☐ I don't know

29. What is your favourite colour?

☐ I don't know / I don't have one

30. What is your favourite food?

☐ I don't know / I don't have one

31. What is your favourite sport to play/do?

☐ I don't know / I don't have one

32. What is your favourite video game?

☐ I don't know / I don't have one

33. What job do you want after you finish studying?

☐ I don't know

34. How are you feeling overall today? Use one word.

☐ I don't know

35. Which word do you think is trending the most right now? ('Trending' means a word that has recently become very popular.)

☐ I don't know

36. If you could take a holiday anywhere, where would you choose to go?

☐ I don't know

37. 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.

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

☐ I don't know

39. 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**