# Introducing the data cards

Hand out the data cards to the students along with the 2003 survey questions.

The cards have a lot of hints as to what the variables are, so students should be encouraged to work out what the variables are using the 2003 survey questions from Census At School.

The actual survey can be viewed at this link: <https://new.censusatschool.org.nz/wp-content/uploads/2012/08/CAS-2003-questions.pdf>. A copy of the survey questions is on the next two pages as well.

## About how the data set was created

The data cards are from the 2003 Census at School database. They were created by downloading initially 100 year 5, 100 year 6 and 100 year 7 students. <http://www.censusatschool.org.nz/2003-data/random-sampler/>. The data was sorted and cleaned and reduced to a data set of 76 students.

Only some of the variables were kept and these were chosen as they gave a variety of options for investigations and pragmatically were easy to depict on the cards. The cards ideally should be printed in colour and on coloured paper, pink for girls, blue for boys to allow for patterns across the genders to be seen (bringing in another variable level 4). The data set has been “cleaned”, that is a handful of suspect values were changed to give more realistic values. Cleaning data is something that students are introduced to in level 5 and we don’t want to get distracted by that at this level.

This process has resulted in a data set that contains:

**BOYS – 13 year 5s; 11 year 6s; 10 year 7s (34 boys). GIRLS – 15 year 5s; 13 year 6s; 14 year 7s (42 girls).**

The data cards can be split into “classes” e.g. a year 5 class, a year 6 class and a year 7 class. It is possible to think of these also as three classes within a school that make up a syndicate or house.

The data cards are in a separate file.

## Variables in the data cards

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Height = 141cm |  | | |
| June | | 9 |
|  | 40 | 5 |
| RF=25cm |  |  | | |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| A | B | C | |
| D | E |
| F | G |
| H | | I | |
| J |  |

Complete the chart for the variables shown on the data cards. This idea could be used with students if you wanted to.

Usually they need a few data cards to help them get the idea of the variable, also the variables are given in the data card sheets.

# 2003 survey questions

What year level are you?

**Questions about you:**

1. Are you:

Male or Female

2. What is your date of birth?

3. What is your height in centimetres?

4. What is the length of your right foot? (to the nearest centimetre)

5. What colour are your eyes?

Brown or Blue or Green or Other

6. Which country were you born in?

7. In which of these languages could you have a conversation about a lot of everyday things?

(You may tick more than one) English; Māori; Samoan; French; Yue (Cantonese); German; NZ Sign Language; Northern Chinese; Korean; Tongan; Other (please type)

8. Which of the following do you have?

(You may tick more than one) Your own mobile phone; Access to a computer at home; Access to the internet at home; A calculator to bring to school

9. How many people live in your household? (The place where you were living for most of last week) Don’t forget to count yourself too.

**Questions about school:**

10. How did you travel to school today?

(Pick the main one) Walk; Motor vehicle (car or motorcycle); Bus; Train or tram; Bike; Skateboard/rollerblades; Scooter; Other

11. How many minutes did it take you to travel to school today? 0­9; 10­19; 20­29; 30+

12. What is your favourite subject at school?

Art; Computing/Information technology; Dance or Drama; English (Reading/Writing); Maori; Maths; Music; Physical Education/Health; Science; Social Studies; Technology/Design;

**Questions about activities you do:**

13. In most activities are you:

Left handed or Right handed or Ambidextrous

*The next two questions will time your reaction with the mouse: first your left hand, then with your right hand.*

14. Measure your reaction time with your LEFT hand. Use this reaction timer to time yourself.

15. Measure your reaction time with your RIGHT hand. Use this reaction timer to time yourself.

16. Which of the following activities have you done in the last week?

(You may tick more than one) Going for a walk; Jogging/running; Cycling; Swimming; Team sport (rugby, netball etc); Individual sport (tennis, golf); Skateboarding; Dance/drama/kapahaka; Computer games; Reading; Watching TV

17. In the last week, at school, what did you do most of the time at play time and lunchtime?

Sat down (talking, reading, doing school work, on the computer); Stood around; I walked around a little; Ran around and played quite a bit; Ran around and played hard most of the time

18. How many skips can you do in 30 seconds? (Your teacher will time you)

19. In the last week, on how many days did you do physical activity that made you huff and puff, sweat or get tired?

(For example: riding a bike, walking to school, swimming, dancing, doing kapahaka, playing games and sport, or just running around.) Never; 1­2 days; 3+ days;

20. Why did you become involved in the physical activities that you have been doing in the last week?

(You may tick more than one) I did not do any activities in the last week; To be with friends; My parents/family encouraged me; It makes me healthy; I like to compete; It’s near to where I live; I like the teacher/coach/instructor; I’m good at it/enjoy it; I saw it on TV/admire people who play this

21. Think about someone you look up to. This could be someone you know personally, or have read about or seen on TV or in the movies. Which one of the following best describes that person?

Family member; Actor/Celebrity/Singer/Musician; Sportsperson; Coach/Club leader; Business person; Religious worker; Politician; Teacher; Doctor; Other (please type)

22. What did you have for breakfast today?

(You may tick more than one) Milk; Coffee/Tea/Milo; Juice; Toast/Bread; Cereal; Fruit; Nothing; Other (please type)