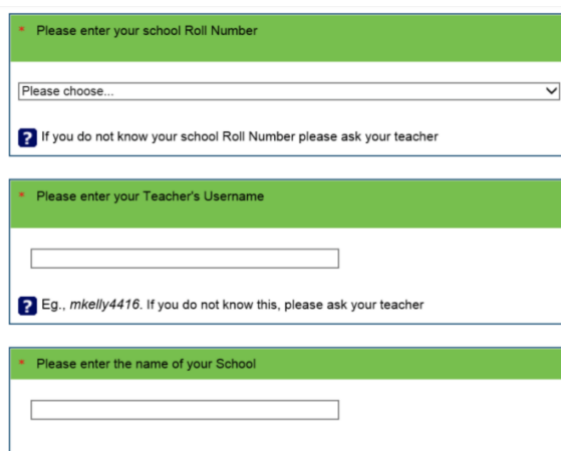These notes are intended to give further information on how to complete the 2021/2022 CensusAtSchool Survey. The survey comes in two versions – a printable PDF and an online form. It may be productive to ask students to fill out the printed version before the online version so that they can have any required measurements already recorded and give the questions some consideration.

Please note that if you want to check the online questions before having students complete the task, use the word "TESTING" in the "School Name" box and then this row of data can easily be identified in your returned data.

When entering your school's roll number, there is a drop-down menu with all schools listed. Roll Numbers are grouped by county. If you cannot find your school, please instruct your students to use the last entry "Roll Number not listed".

Your username will be used to retrieve the data entered by your students so it is important that everyone enters the same username in the same format, i.e. all lowercase with no spaces.

When asking students to complete the survey, the following points should be noted:

• All the body measurements should be completed in advance as this will help speed up the data entry session, which should take about 25 minutes in total. See CensusAtSchool Guide to Taking Measurements (www.tinyurl.com/censusatschoolmeasurements). Consider how best to take measurements with Covid-19 restrictions.

• Students could compare Q. 1, 2, 4, 5 to that of the CensusAtSchool New Zealand data from Q. 1, 2, 3, 8, 9, 10, 11 using the Explore Data Sample Tool

• Remind students that they must complete all mandatory questions in order to move to the next section.

Question No.	Type of Data	Notes
1.	Categorical Nominal	
2. a)	Numerical Discrete	
2. b)	Categorical Ordinal	The online drop-down menu has the options; 1st year, 2nd year…. 6th year.
3.	Categorical Nominal	
4.	Categorical Nominal	
5.	Numerical Discrete*	The CensusAtSchool Guide to Taking Measurements contains information and diagrams on how measurements required for this question may be taken. **Covid-19 precautions should be observed and teachers should consider how their students can best do this.** *For the purpose of creating histograms, the data here (and in Q 11a) could also be treated as numerical continuous data.
6. a)	Numerical Discrete	
6. b)	Numerical Discrete	
7.	Numerical Discrete	This question comes from Cork Healthy Cities and is a validated self-report measure of physical activity.
8. a)	Numerical Discrete	Note that these two questions must be asked as a pair with the following introductory text. This introductory text will appear in the online version of the questionnaire. Physical Activity is any body movement. It can be done at different levels of effort: ● **Moderate Effort** makes your heart rate and breathing faster than normal. You may also sweat a little. Brisk walking and jogging are good examples. ● **Vigorous Effort** makes your heart rate much faster and you have to breather deeper and faster than normal. You will probably sweat. Playing football or tennis are good examples. Physical activity includes: **Exercise:** Running, dancing etc. **Sports:** Basketball, football, athletics, swimming etc. **General:** Brisk walking, washing the car, walking or cycling to school etc.

8. b)	Numerical Discrete	Questions 8 a) and b) comes from the Children's Sports Participation and Physical Activity study (CSPPA). The benefit of adding this question is that it will allow schools to compare their results to the national average in 2018 and 2010. The CSPPA report can be found here for information https://www.sportireland.ie/sites/default/files/2019-11/csppa-2018-final-report.pdf. The dataset and data dictionary can be found on the ISDDA website here: https://www.ucd.ie/issda/data/csppa/csppa1718/
9. a)	Categorical Nominal	
9. b)	Categorical Nominal	Answer options: Adventure activities (e.g. orienteering, canoeing), aerobics, athletics, badminton, baseball or rounders, basketball, camogie, cross country running, dance, gaelic football, gymnastics, handball, hockey, horse riding, hurling, martial arts, rugby, soccer, squash, surfing, swimming, tennis, triathlon, volleyball, weight training, others not on list (please specify), am not part of a sports or activity club.
10.	Categorical Ordinal*	This data could also be considered categorical nominal
11. a)	Numerical Discrete	
11. b)	Numerical Discrete	
12.	Categorical Nominal	
13. a)	Categorical Nominal	
13. b)	Categorical Nominal	
14.	Numerical Discrete	Answer options include: - Watching TV programmes - Listening to radio programmes - On a mobile phone - On your PC/iPad/Tablet - Playing games on a PC/games console
15.	Ranking activity	This question comes from Webwise Ireland

16. a)	Numerical Discrete	Q16a and 16b could generate an emotional response. Teachers should pre-warn students about these questions before completing the online questionnaire. Teachers should also check the class responses to these questions by downloading the class data from the CensusAtSchool website. If responses show indicators of high level of wellbeing impact, interventions for the whole class could be put in place by linking in with the SPHE teacher/guidance counsellor/year heads/school management for whole-class support on managing wellbeing. Useful supports include: - HSE – Health & Wellbeing - PDST – Health & Wellbeing - Mental Health Ireland - Mental Health Educate - PDST Child Protection
16. b)	Numerical Discrete	
17.	Categorical Nominal	
18. a)	Categorical Nominal	The correct answer is Qatar
18. b)	Numerical Discrete	The correct answer is 64. 48 group matches, 8 round of 16, 4 quarter finals, 2 semi-finals, the 3rd/4th play-off and the final.
19.	Categorical Nominal	

Univariate and Bivariate Data

Univariate Data:

The following types of graphical analysis can be used for univariate data:

Type of Data	Line Plot	Bar Chart	Frequency Table	Histogram	Pie Chart	Stem Plot
Categorical	✓	✓	✓		✓	
Discrete Numerical	✓	✓	✓		✓	✓
Continuous Numerical	✓		✓	✓		✓

Bivariate data: Students can draw scatter plots to investigate relationships between two variables such as height and vertical reach, etc.