

Y9 It's all about us! Lesson 6

NEW 2025

Year level: 9

Data entry

Learning goals for the lesson

3. collect or source data (Lesson 6)
4. create, describe and reason from data visualisations to support answering the investigative question, including
 - a. using multiple visualisations to provide global and local views of the data (Lesson 3, 4, 6, 7, 9)
 - c. identifying relevant features in distributions (Lesson 3, 4, 6, 7, 8, 9, 10)
 - interweaving the context in the description of the distribution

Also connects to

Vocabulary

survey
questionnaire
data entry

CODAP
graph

table view
data card view

variable
attribute

Resources

- [Take Part](#) on CensusAtSchool
- [Take the survey](#) on CensusAtSchool
- Data cards from lesson 5 for CensusAtSchool and school year 9 questionnaire
- [Common Online Data Analysis Platform](#) (CODAP)

Review homework

As the students are arriving, invite a student to write up their description for graph 7 on the board. Get everyone else to get out their description as well. As a class read the description together, checking for:

- Variable mentioned in the description, most statements should include the variable
- Group of interest mentioned in the description at least once
- Description of the shape - including both symmetry and modality
- Other features included in the description
- Check values and units are included

- Correct statistical language is used

Teacher records the “active reflections” from the class by writing updates to the description in another colour. See [homework in lesson 5](#) for detail on “active reflection”.

Introduction

In this two part lesson, students will do their data entry for the CensusAtSchool questionnaire and the school year 9 questionnaire (Part One). Once that is complete, and if there is time, they can start to learn about using the Common Online Data Analysis Platform (CODAP), which is web-based and free (Part Two).

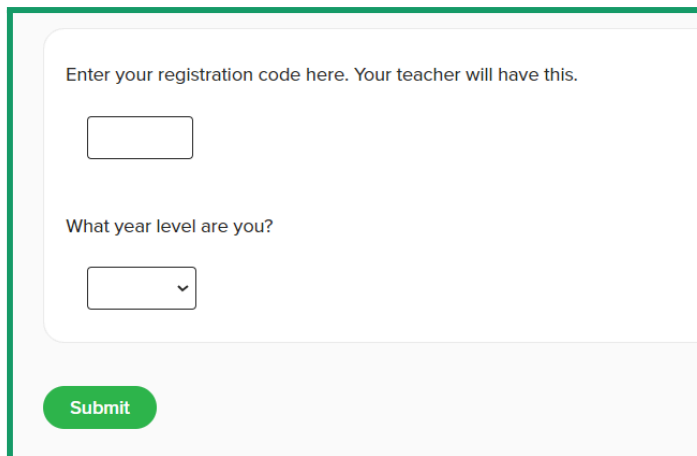
PART ONE

DATA: Data entry

To enter data into the CensusAtSchool survey students will need to go to [Take Part](#) on CensusAtSchool and then select [take the survey](#) (or they can go directly to [take the survey](#) if given the link).

Teachers need to have previously registered as signalled in lesson 1. Find your registration code ready to give it to the students. If you have more than one class at year 9 that is ok, you will just get all your year 9 data back together.

1. Direct students to the part of the CensusAtSchool website where they can [take the survey](#).
2. They can choose to do the survey in English or Te Reo Māori. (Other languages may be available)
3. Share the registration code with them, and then they need to select their year level - **Year 9**, and click submit.

A screenshot of a web form for entering a registration code and selecting a year level. The form is enclosed in a light grey rounded rectangle with a green border. At the top, it says "Enter your registration code here. Your teacher will have this." Below this is a text input field. Further down, it asks "What year level are you?" with a dropdown menu showing a downward arrow. At the bottom left of the form is a green "Submit" button.

4. Briefly (re) introduce the questionnaire to the students
 - Point out that not all the responses will be returned to the teacher.
 - Scroll down to the measurements section to explain that the measures they took in the last lesson, and are recorded on their data card, will mostly be used in this section, though weight is in the school section and left leg standing and standing jump are in the games section.

- Ask them what they remember about data accuracy and how this affects data analysis, as a gentle reminder for them to be careful about typing in their responses accurately, and to check they haven't accidentally added an extra digit, or left one out.
- 5. Allow students sufficient time to input their data for the CensusAtSchool survey.
- 6. After the CensusAtSchool survey is finished, direct students to do the school year 9 questionnaire/survey. This will have been finalised with links by the teachers. Share the link with your students and with the same privisos as for the CensusAtSchool survey get them to do the school year 9 questionnaire.
- 7. Once they have finished they can independently start to explore CODAP (Part Two).

PART TWO

■ ANALYSIS: Introduction to using CODAP

- 8. Students need to explore CODAP first before they start to use it as a data analysis tool.
- Some ideas on how to approach this are [here](#). Students should be able to follow the instructions in this Google doc independently or in pairs.

If you haven't used CODAP before, have a good exploration of CODAP before starting with your class. You don't have to be an expert, the students will find their way around it and will help one another, but it's good to at least be familiar with it.

If students have worked through the document, suggest they look at the **Getting started with CODAP 2** CODAP document and explore the ideas in there. This teaches them some other things they can do in CODAP including hiding cases, rescaling axes and adding a legend.

Homework

- 9. Write a description for **graph 6 | Attendance - percentage half days, NZ Year 9-13 students**. Remember to include the variable, values and units and the group of interest.

Notes for teachers

DATA: Data collation in preparation for lesson 9 and beyond

By the start of lesson 9, the **data from the CensusAtSchool survey** needs to be collated for all the classes. Only collate the data from the measurement questions, that is the dataset that has multiple variables in one document.

- Each teacher should share their returned data from CensusAtSchool in a central location.
- This separate class data needs to be collated into one spreadsheet.
- Upload the collated data into a CODAP document, save and then get a sharing link.
- Share the link with teachers and students.

The **data from the school year 9 questionnaire** will need to have been cleaned and checked for any identifying information.

- If this was set up correctly all the responses should have been entered using the same survey form.
- Check the data for any obvious errors and tidy up the dataset.
- Remove any identifying information.
- Upload the clean dataset into a CODAP document, save and then get a sharing link.
- Share the link with teachers and students.

Additional help videos for CODAP

- [Getting your students started with CODAP – Karekare Education](#)

This google sheet with six videos hopefully will help students to get started. The videos focus solely on using the tool rather than statistical analysis or using the PPDAC cycle. That is where you come in. Feel free to make a copy and adjust which of the videos that your students watch.

Data detective poster



<https://new.censusatschool.org.nz/resource/data-detective-poster/>