

CensusAtSchool Grades 3 - 7 Form

Notes for Teachers: Filling in the Questionnaire



Preliminary Work

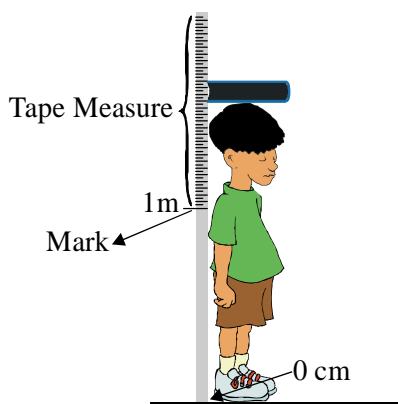
It should be possible for all learners to complete this questionnaire in class following some preparation. For question 4 and 17, the learners need to go home and ask their caregivers to assist them to provide the correct information. This information should be recorded in preparation for completing the questionnaire. Question 5, 6, 8, 9 and 14 need to be done in lessons before the questionnaire is to be completed. The information required needs to be recorded by each learner during these lessons.

For **question 4**, the learners need to go home and ask their caregivers to tell them in which South African Province they were born, if they don't know. If the learner was not born in South Africa, they should tick "Outside South Africa". There can be only one tick for this question.

For **question 5**, the learners need to know their height in centimetres. A tape measure could be fixed to the classroom wall to facilitate this.

Method:

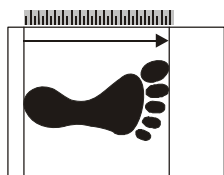
1. Place the 0cm mark on the floor;
2. measure 1m up the wall;
3. make a mark on to the wall at the 1m mark;
4. place the 0cm mark of the tape measure next to the mark on the wall;
5. fix the tape measure to the wall (you can use prestic);
6. get the learner to stand barefooted with their backs firmly against the wall and their heads against the tape measure. Use a book to ensure that the reading is taken from the top of the learner's head at right angles to the wall; and
7. measure the length of the learner to the nearest centimetre, i.e., if the learner is 156.6cm tall, then you use 157cm.



For **question 6**, we would prefer bare feet. An A4 sheet of paper would be the easiest way to measure foot length. Some learners could be sensitive about the measurement of their feet. It is important to try and make it a fun activity and it could even be done outdoors.

Method:

1. Draw a straight line along the width of the A4 sheet of paper, using a ruler;
2. the student should place his/her foot on the edge of the line;
3. make a mark on the paper where the longest toe ends;
4. use the tape measure or a ruler to measure the length of the foot to the nearest centimetre, i.e., if the learner's foot is 26.6cm long, then you use 27cm.



Question 8. Learners should use the coding list for sport types to identify their favourite sport they participated in during 2001. You have been provided with extra sport coding lists. Distribute the lists amongst the learners and allow them time to select their choice. Code 0 for none or if the learner does not have a preference/interest in sport or if the learner did not participate in a sport during 2001.

Question 9. Learners should use the coding list for sport types to identify the sport they **would like to** participate in. This **could be** a sport that is not offered at their current school or area where they are staying. The choice should be different to the sport selected in question 8. You have been provided with extra sport coding lists. Distribute the lists amongst the learners and allow them time to select their choice. Code 0 for none or if the learner does not have a preference/interest in sport or if there is no other sport the learner would like to participate in.

Question 14. Write down the subjects/learning areas appropriate to your class on the board. Write the numeric codes as indicated on the questionnaire next to the subjects/learning areas of choice. Any other subjects besides those indicated, get the code **24** for Other Subject.

For **question 17**, the learners need to know the distance from their home to school to the nearest kilometre. The learners need to go home and ask their caregivers to tell them the distance (to the nearest km) they travel from home to school.

Interpreting questions

The questions were designed to be simple and unambiguous, but it is possible some learners may have some queries about them.

Question 2. The answer must be given in numbers, e.g. 9 February 1992 is written:

0	9	0	2	9	2
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Question 5. Measure to the nearest centimetre without shoes on.

Question 6. Measure to the nearest centimetre without shoes on.

Question 10. Running water inside the house applies if on opening the tap (inside the house), water runs out. There can be more than one applicable response (tick) to this question.

Question 11. Use the page with pictures of types of dwelling units to assist the learner to identify the dwelling unit closest to the one his household is living in. Please note that if the learner stays in a school hostel (boarding house), their answer should be a reflection of where the learner's parents/caregivers stay and not the school hostel (boarding house).

Question 12. *Household* is a technical word and for most learners it will mean all those living in their dwelling. Technically it means *One person living alone or a group of people (not necessarily related) living at the same address with common housekeeping, sharing at least one meal a day or a living room.* This question is applicable to the household of the learner's parents or caregivers if the learner stays in a school hostel (boarding house).

Question 13. This means all the people in the household that are still at school (Grade 1 – 12) on the day that the questionnaire is being answered. This question is applicable to the household of the learner's parents or caregivers if the learner stays in a school hostel (boarding house).

Question 15. If a learner usually uses more than one method (e.g. walk to and from bus stops and take a bus in between) then record the method used to travel the greatest distance. If the method varies from day to day then record the most frequently used.

Question 16. The answer can be as accurate as the learner can give it. This might be to the nearest minute for those who live close; to the nearest 5 minutes for those who travel long distances. If the method of travel varies give the time f or the most frequent method, i.e., that recorded in question 15.