

**Washington State Education Department
2006 School Health Profiles Report
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2. Percentage of schools that require teachers to use each of the following materials in a required health education course.*

	N	Percent
a. The National Health Education Standards		
Overall	127	45
b. The Health Education Curriculum Analysis Tool (HECAT) from the Centers for Disease Control and Prevention		
Overall	125	3
c. Any state-, district-, or school-developed curriculum		
Overall	133	82
d. A commercially-developed curriculum		
Overall	127	35
e. A commercially-developed student textbook		
Overall	128	50
f. A commercially-developed teacher's guide		
Overall	127	45
g. Health education performance assessment materials		
Overall	126	42
h. Any materials from health organizations, such as the American Heart Association or the American Cancer Society		
Overall	129	29

*Among those schools that require a health education course for students in any of grades 6 through 12.
N=Unweighted number of observations

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3. Percentage of schools in which teachers tried to increase student knowledge on each of the following topics in a required health education course.*

	N	Percent
a. Alcohol or other drug use prevention		
Overall	140	99
b. Asthma awareness		
Overall	136	46
c. Consumer health		
Overall	137	77
d. Cardiopulmonary resuscitation (CPR)		
Overall	138	68
e. Dental and oral health		
Overall	136	57
f. Emotional and mental health		
Overall	137	96
g. Environmental health		
Overall	135	69
h. First aid		
Overall	136	76
i. Foodborne illness prevention		
Overall	136	72
j. Growth and development		
Overall	139	93
k. HIV (human immunodeficiency virus) prevention		
Overall	141	99
l. Human sexuality		
Overall	140	92
m. Immunizations		
Overall	136	55
n. Injury prevention and safety		
Overall	137	81

*Among those schools that require a health education course for students in any of grades 6 through 12.
N=Unweighted number of observations

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3. Percentage of schools in which teachers tried to increase student knowledge on each of the following topics in a required health education course.*

	N	Percent
o. Nutrition and dietary behavior		
Overall	138	100
p. Physical activity and fitness		
Overall	137	100
q. Pregnancy prevention		
Overall	127	96
r. STD (sexually transmitted disease) prevention		
Overall	140	96
s. Suicide prevention		
Overall	139	81
t. Sun safety or skin cancer prevention		
Overall	137	69
u. Tobacco-use prevention		
Overall	139	98
v. Violence prevention		
Overall	140	88

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4. Percentage of schools in which teachers tried to improve each of the following student skills in a required health education course.*

	N	Percent
a. How to find valid information or services related to personal health and wellness		
Overall	140	84
b. Influence of media on personal health and wellness		
Overall	141	93
c. Communication skills, such as how to ask for assistance with a health-related problem		
Overall	139	81
d. Decision-making skills, such as deciding to get appropriate health screenings and exams		
Overall	136	83
e. Goal-setting skills, such as setting a goal for improving personal health habits		
Overall	139	96
f. Conflict resolution skills, such as techniques to resolve interpersonal conflicts without fighting		
Overall	140	88
g. Resisting peer pressure to engage in unhealthy behavior related to personal health and wellness		
Overall	142	95

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5. Percentage of schools in which teachers sometimes, almost always, or always used each of the following teaching methods in a required health education course.*

	N	Percent
a. Audio-visual media, such as videos		
Overall	141	90
b. Group discussions		
Overall	141	95
c. Cooperative group activities		
Overall	141	90
d. Role play, simulations, or practice		
Overall	139	61
e. Language, performing, or visual arts		
Overall	141	53
f. Pledges or contracts for changing behavior or abstaining from a behavior		
Overall	141	26
g. Peer teaching		
Overall	141	64
h. The Internet		
Overall	141	79
i. Computer-assisted instruction		
Overall	139	42
j. Guest speakers		
Overall	138	70
k. Health education programs available through videoconferencing or other distance learning methods		
Overall	140	7

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6. Percentage of schools in which teachers used each of the following teaching methods to highlight diversity or the values of various cultures in a required health education course.*

	N	Percent
a. Use textbooks or curricular materials reflective of various cultures		
Overall	139	65
b. Use textbooks or curricular materials designed for students with limited English proficiency		
Overall	138	25
c. Ask students or families to share their own cultural experiences related to health topics		
Overall	138	56
d. Teach about cultural differences and similarities		
Overall	139	73
e. Modify teaching methods to match students' learning styles, health beliefs, or cultural values		
Overall	139	88

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7. Percentage of schools in which teachers asked students to participate in each of the following activities as part of a required health education course.*

	N	Percent
a. Perform volunteer work at a hospital, a local health department, or any other local organization that addresses health issues		
Overall	139	21
b. Participate in or attend a community health fair		
Overall	139	24
c. Gather information about health services that are available in the community		
Overall	139	47
d. Visit a store to compare prices of health products		
Overall	139	19
e. Identify potential injury sites at school, home, or in the community		
Overall	141	43
f. Identify advertising in the community designed to influence health behaviors		
Overall	140	63
g. Advocate for a health-related issue		
Overall	139	51
h. Complete homework or projects that involve family members		
Overall	139	82

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8. Percentage of schools in which teachers taught each of the following tobacco-use prevention topics in a required health education course.*

	N	Percent
a. Short- and long-term health consequences of cigarette smoking (such as stained teeth, bad breath, heart disease, and cancer)		
Overall	139	97
b. Benefits of not smoking cigarettes (including long- and short-term health benefits, social benefits, environmental benefits, and financial benefits)		
Overall	138	96
c. Short- and long-term health consequences of cigar smoking		
Overall	138	71
d. Short- and long-term health consequences of using smokeless tobacco		
Overall	139	94
e. Benefits of not using smokeless tobacco		
Overall	138	94
f. Addictive effects of nicotine in tobacco products		
Overall	138	96
g. How many young people use tobacco		
Overall	139	91
h. Influence of families on tobacco use		
Overall	139	91
i. Influence of the media on tobacco use		
Overall	139	94
j. Social or cultural influences on tobacco use		
Overall	139	83
k. How to find valid information or services related to tobacco-use prevention or cessation		
Overall	113	73

*Among those schools that require a health education course for students in any of grades 6 through 12.

**Responses to question 8 a through p all are "yes."

N=Unweighted number of observations

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8. Percentage of schools in which teachers taught each of the following tobacco-use prevention topics in a required health education course.*

	N	Percent
l. Making a personal commitment not to use tobacco		
Overall	138	59
m. How students can influence or support others to prevent tobacco use		
Overall	139	85
n. How students can influence or support others in efforts to quit using tobacco		
Overall	138	83
o. Resisting peer pressure to use tobacco		
Overall	139	94
p. The health effects of environmental tobacco smoke (ETS) or second-hand smoke		
Overall	138	95
All 16 tobacco-use prevention topics**		
Overall	110	35

*Among those schools that require a health education course for students in any of grades 6 through 12.

**Responses to question 8 a through p all are "yes."

N=Unweighted number of observations

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9. Percentage of schools in which teachers taught each of the following pregnancy, HIV, or STD prevention topics in a required health education course.*

	N	Percent
a. Abstinence as the most effective method to avoid pregnancy, HIV, and STDs		
Overall	129	91
b. How to correctly use a condom		
Overall	138	39
c. Condom efficacy, that is, how well condoms work and do not work		
Overall	136	74
d. Risks associated with having multiple sexual partners		
Overall	129	91
e. Social or cultural influences on sexual behavior		
Overall	131	79
f. How to prevent HIV infection		
Overall	129	95
g. How HIV is transmitted		
Overall	128	95
h. How HIV affects the human body		
Overall	128	94
i. Influence of alcohol and other drugs on HIV-related risk behaviors		
Overall	127	91
j. How to find valid information or services related to HIV or HIV testing		
Overall	133	78
k. Compassion for persons living with HIV or AIDS		
Overall	130	82
All 11 pregnancy, HIV, and STD prevention topics**		
Overall	119	37

*Among those schools that require a health education course for students in any of grades 6 through 12.

**Responses to question 9 a through k all are "yes."

N=Unweighted number of observations

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10. Percentage of schools in which teachers taught each of the following nutrition and dietary behavior topics in a required health education course.*

	N	Percent
a. The benefits of healthy eating		
Overall	141	100
b. Food guidance using MyPyramid		
Overall	142	92
c. Using food labels		
Overall	142	93
d. Balancing food intake and physical activity		
Overall	142	97
e. Eating more fruits, vegetables, and grain products		
Overall	141	99
f. Choosing foods that are low in fat, saturated fat, and cholesterol		
Overall	141	94
g. Using sugars in moderation		
Overall	141	96
h. Using salt and sodium in moderation		
Overall	142	89
i. Eating more calcium-rich foods		
Overall	142	87
j. Food safety		
Overall	141	75
k. Preparing healthy meals and snacks		
Overall	140	82
l. Risks of unhealthy weight control practices		
Overall	141	94
m. Accepting body size differences		
Overall	141	90
n. Eating disorders		
Overall	140	93

*Among those schools that require a health education course for students in any of grades 6 through 12.

**Responses to question 10 a through n all are "yes."

N=Unweighted number of observations

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10. Percentage of schools in which teachers taught each of the following nutrition and dietary behavior topics in a required health education course.*

	N	Percent
All 14 nutrition and dietary behavior topics**		
Overall	140	61

*Among those schools that require a health education course for students in any of grades 6 through 12.

**Responses to question 10 a through n all are "yes."

N=Unweighted number of observations

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11. Percentage of schools in which teachers taught each of the following physical activity topics in a required health education course.*

	N	Percent
a. The physical, psychological, or social benefits of physical activity		
Overall	137	96
b. Health-related fitness (i.e. cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition)		
Overall	137	92
c. The difference between physical activity, exercise, and fitness		
Overall	137	78
d. Phases of a workout (i.e., warm-up, workout, and cool down)		
Overall	138	83
e. How much physical activity is enough (i.e., determining frequency, intensity, time, and type of physical activity)		
Overall	138	83
f. Developing an individualized physical activity plan		
Overall	139	66
g. Monitoring progress toward reaching goals in an individualized physical activity plan		
Overall	139	64
h. Overcoming barriers to physical activity		
Overall	136	71
i. Decreasing sedentary activities such as television watching		
Overall	139	84
j. Opportunities for physical activity in the community		
Overall	139	68
k. Preventing injury during physical activity		
Overall	136	81

*Among those schools that require a health education course for students in any of grades 6 through 12.

**Responses to question 11 a through m all are "yes."

N=Unweighted number of observations

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11. Percentage of schools in which teachers taught each of the following physical activity topics in a required health education course.*

	N	Percent
I. Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active)		
Overall	135	73
m. Dangers of using performance-enhancing drugs, such as steroids		
Overall	137	86
All 13 physical activity topics**		
Overall	132	38

*Among those schools that require a health education course for students in any of grades 6 through 12.

**Responses to question 11 a through m all are "yes."

N=Unweighted number of observations

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12. Percentage of schools that teach required HIV prevention units or lessons in the following courses.

	N	Percent
a. Science		
Overall	169	44
b. Home economics or family and consumer education		
Overall	167	32
c. Physical education		
Overall	170	34
d. Family life education or life skills		
Overall	163	37
e. Special education		
Overall	157	22
f. Social studies		
Overall	164	14

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13. Percentage of schools in which health education staff have worked with the following groups on health education activities.

	N	Percent
a. Physical education staff		
Overall	191	69
b. School health services staff (e.g., nurses)		
Overall	192	71
c. School mental health or social services staff (e.g., psychologists, counselors, and social workers)		
Overall	189	59
d. Nutrition or food service staff		
Overall	186	34

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14. Percentage of schools that have done each of the following activities.

	N	Percent
a. Provided families with information on school health education		
Overall	191	73
b. Met with a parents' organization such as the PTA to discuss school health education		
Overall	185	22
c. Invited family members to attend health education classes		
Overall	189	40

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15. Percentage of schools in which the lead health education teacher has received staff development (such as workshops, conferences, continuing education, or any other kind of in-service) on each of the following health education topics during the past 2 years.

	N	Percent
a. Alcohol or other drug use prevention		
Overall	189	39
b. Asthma awareness		
Overall	190	17
c. Consumer health		
Overall	188	20
d. Cardiopulmonary resuscitation (CPR)		
Overall	191	74
e. Dental and oral health		
Overall	190	6
f. Emotional and mental health		
Overall	191	30
g. Environmental health		
Overall	191	11
h. First aid		
Overall	192	78
i. Foodborne illness prevention		
Overall	191	26
j. Growth and development		
Overall	187	22
k. HIV (human immunodeficiency virus) prevention		
Overall	190	58
l. Human sexuality		
Overall	188	27
m. Immunizations		
Overall	189	14
n. Injury prevention and safety		
Overall	190	38

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15. Percentage of schools in which the lead health education teacher has received staff development (such as workshops, conferences, continuing education, or any other kind of in-service) on each of the following health education topics during the past 2 years.

	N	Percent
o. Nutrition and dietary behavior		
Overall	190	28
p. Physical activity and fitness		
Overall	190	34
q. Pregnancy prevention		
Overall	189	21
r. STD (sexually transmitted disease) prevention		
Overall	191	40
s. Suicide prevention		
Overall	188	26
t. Sun safety or skin cancer prevention		
Overall	189	8
u. Tobacco-use prevention		
Overall	189	28
v. Violence prevention		
Overall	190	55

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16. Percentage of schools in which the lead health education teacher would like to receive staff development on each of the following health education topics.

	N	Percent
a. Alcohol or other drug use prevention		
Overall	186	70
b. Asthma awareness		
Overall	185	48
c. Consumer health		
Overall	184	43
d. Cardiopulmonary resuscitation (CPR)		
Overall	185	43
e. Dental and oral health		
Overall	185	31
f. Emotional and mental health		
Overall	182	65
g. Environmental health		
Overall	183	50
h. First aid		
Overall	184	47
i. Foodborne illness prevention		
Overall	184	39
j. Growth and development		
Overall	184	51
k. HIV (human immunodeficiency virus) prevention		
Overall	185	54
l. Human sexuality		
Overall	185	54
m. Immunizations		
Overall	183	44
n. Injury prevention and safety		
Overall	184	43

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16. Percentage of schools in which the lead health education teacher would like to receive staff development on each of the following health education topics.

	N	Percent
o. Nutrition and dietary behavior		
Overall	185	63
p. Physical activity and fitness		
Overall	182	55
q. Pregnancy prevention		
Overall	182	49
r. STD (sexually transmitted disease) prevention		
Overall	183	55
s. Suicide prevention		
Overall	187	65
t. Sun safety or skin cancer prevention		
Overall	184	45
u. Tobacco-use prevention		
Overall	185	57
v. Violence prevention		
Overall	187	68

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17. Percentage of schools in which the lead health education teacher has received staff development (such as workshops, conferences, continuing education, or any other kind of in-service) on each of the following teaching methods during the past 2 years.

	N	Percent
a. Teaching students with physical, medical, or cognitive disabilities		
Overall	191	35
b. Teaching students of various cultural backgrounds		
Overall	189	38
c. Teaching students with limited English proficiency		
Overall	189	27
d. Using interactive teaching methods such as role plays or cooperative group activities		
Overall	188	40
e. Encouraging family or community involvement		
Overall	189	38
f. Teaching skills for behavior change		
Overall	187	39
g. Classroom management techniques, such as social skills training, environmental modification, conflict resolution and mediation, and behavior management		
Overall	187	45
h. Assessing or evaluating students in health education		
Overall	188	30

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18. Percentage of schools in which the lead health education teacher would like to receive staff development on each of the following topics.

	N	Percent
a. Teaching students with physical, medical, or cognitive disabilities		
Overall	183	57
b. Teaching students of various cultural backgrounds		
Overall	185	58
c. Teaching students with limited English proficiency		
Overall	183	56
d. Using interactive teaching methods such as role plays or cooperative group activities		
Overall	183	58
e. Encouraging family or community involvement		
Overall	185	66
f. Teaching skills for behavior change		
Overall	183	71
g. Classroom management techniques, such as social skills training, environmental modification, conflict resolution and mediation, and behavior management		
Overall	185	61
h. Assessing or evaluating students in health education		
Overall	185	69

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19. Percentage of schools in which the major emphasis of the lead health education teacher's professional preparation was on the following.

	N	Percent
a. Health and physical education combined		
Overall	172	31
b. Health education		
Overall	172	6
c. Physical education		
Overall	172	10
d. Other education degree		
Overall	172	16
e. Kinesiology, exercise science, or exercise physiology		
Overall	172	2
f. Home economics or family and consumer science		
Overall	172	20
g. Biology or other science		
Overall	172	8
h. Nursing		
Overall	172	3
i. Counseling		
Overall	172	2
j. Public health		
Overall	172	0
k. Nutrition		
Overall	172	0
l. Other		
Overall	172	2

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19N. Percentage of schools in which the major emphasis of the lead health education teacher's professional preparation was on the following.*

	N	Percent
Health education or health and physical education combined (a or b)		
Overall	172	38
Physical education, kinesiology, exercise science or exercise physiology (c or e)		
Overall	172	12
Home economics or family and consumer science, biology or other science, or nutrition (f, g, or k)		
Overall	172	27
Nursing or counseling (h or i)		
Overall	172	5
Public health or other (j or l)		
Overall	172	2

*Multiple responses to question 19 are combined.
N=Unweighted number of observations

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20. Percentage of schools in which the lead health education teacher is certified, licensed, or endorsed by the state to teach health education in middle/junior high school or senior high school.

	N	Percent
Overall	192	80

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21. Percentage of schools in which the lead health education teacher had the following number of years' experience in teaching health education classes or topics.

	N	Percent
a. 1 year		
Overall	191	7
b. 2 to 5 years		
Overall	191	22
c. 6 to 9 years		
Overall	191	17
d. 10 to 14 years		
Overall	191	17
e. 15 years or more		
Overall	191	37